



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda

April 4, 2014

2:30 - 4:30 p.m.

Library 307

I. Call to Order

II. Roll- (P=Present; A=Absent; E=Excused)

2013-2014 Officers:

Fitch, Mark – President	Miranda, Francisco - Chair, UAB
Hirshberg, Diane - 1 st Vice President	Schmuland, Arlene - Chair, GAB
Smith, Tara - 2nd Vice President	Boeckmann, Robert - Past President

2013-2014 Senators:

Bennett, Brian	Haigh, Jane	Partridge, Brian
Bowie, David	Harder, Alberta	Peabody, Alan
Brown, Barbara	Harville, Barbara	Pence, Sandra
Cates, Keith	Hazelton, Bill	Schreiter, Mark
Chamard, Sharon	Hoanca, Bogdan	Senette, Lynn
Cook, Sam	Ippolito, Mari	Shamburger, Carri
Coulter, Cathy	Jache, Anne	Sheldon-Hess, Coral
Dalrymple, Tom	Kappes, Bruno	Skore, Tom
Davis, Leanne	Kelly, Terry (Parliamentarian)	Smiley, Len
Denison, Sheri	Kirk, Sarah	Smith, Orson
Din, Herminia	Miranda, Francisco	Snow, Pete
Drinka, Dennis	Mole, Deborah	Thiru, Sam
Dutta, Utpal	Morrison, David	Toscano, Sharyl
Fitzgerald, Dave	Nabors, Forrest	Tremblay, Ammie
Folias, Stefanos	O'Leary, Joan	Trotter, Clayton
Foster, Larry	Orley, Soren	Venema, Rieken
Garcia, Gabe	Paris, Anthony	Widdicombe, Toby
Garton, Susan		
Green, Amy		

III. Agenda Approval

IV. Meeting Summary Approval

V. Administrative Reports

- A. Chancellor Tom Case
 - i. CaseNotes <http://greenandgold.uaa.alaska.edu/chancellor/casenotes/>
 - ii. President Highlights (pg. 9-18)

- B. Provost and Vice Chancellor Bear Baker
 - i. Accreditation Update, Vice Provost for Undergraduate Affairs, Susan Kalina (pg. 19-20)

- C. Vice Chancellor of Administrative Services, Bill Spindle

- D. Vice Chancellor of Advancement, Megan Olson (pg. 21-22)
 - i. UAA Development Day Announcement, Co-chair, Steve Hinds

- E. Vice Chancellor of Student Affairs, Bruce Schultz
 - i. Student Code of Conduct, Michael Votava
<http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/code-of-conduct-review/index.cfm>

- F. CIO, Patrick Shier

- G. Union Representatives
 - i. UAFT
 - ii. United Academics

- H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 23-25)

- I. Program Prioritization Update
 - i. Academic (Program) Task Force
 - ii. Support (Administrative functions) Task Force

VI. Officer's Reports

- A. President's Report (pg. 26-27)

- B. First Vice President's Report

- C. Second Vice President's Report
 - i. Elections and nominations

VII. Old Business

MOTION: Whereas, the resource distribution process could benefit from expanded faculty and staff participation. Therefore, Faculty Senate requests that the Provost and Vice Chancellor for Administrative Services collaborate with Faculty Senate and Staff Governance to optimize the future, recurring process of resource distribution among programs using the current, ongoing process as a source of information.

VIII. Consent Agenda

- A. Graduate Curriculum
 - i. Courses (pg. 28)
 - ii. Programs
 - Dlt Graduate Certificate, Supply Chain Management
 - Chg Graduate Certificate, Educational Leadership
 - Chg Master of Education, Educational Leadership
 - Chg Master of Public Health
 - Chg Master of Social Work
- B. Undergraduate Curriculum
 - i. Courses (pg. 29-30)
 - Programs (pg. 31)
- C. Purge List: Academic Courses (pg. 32-36)
- D. Purge List: GER Courses (pg. 37)
- E. University-wide Faculty Evaluation Committee
 - i. Faculty Evaluation Guidelines Update (pg. 38-81)

IX. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board
- C. General Education Review Committee (pg. 82)
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 83)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 84-91)
- H. Nominations and Elections Committee
- I. Diversity Committee (pg. 92-93)
- J. Faculty Grants and Leaves Committee
- K. Institutional and Unit Leadership Review Committee (pg. 94)
- L. Library Advisory Committee (pg. 95)
- M. Student Academic Support and Success Committee
- N. Community Campus Committee

- M. Student Academic Support and Success Committee
 - N. Community Campus Committee
 - O. Academic Honesty and Integrity Committee (pg. 95)
 - P. Research and Creative Activity Committee (pg. 96)
 - Q. GER Assessment Taskforce (pg. 97)
 - R. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 98)
 - S. Ad Hoc Committee for Faculty Evaluator Training
 - T. Ad Hoc Committee on Electronic Faculty Evaluation Files
- X. New Business**
- XI. Informational Items & Adjournment**
- A. GELO Recommendation: Baccalaureate Student Learning Objectives (pg. 99)
 - B. UAF Budget Options (pg. 100-127)
 - C. Budget Ideas from Statewide (pg. 128)



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Summary

March 7, 2014

2:30 - 4:30 p.m.

Library 307

I. Call to Order

II. Roll- (P=Present; A=Absent; E=Excused)

2013-2014 Officers:

X	Fitch, Mark – President	X	Miranda, Francisco - Chair, UAB
X	Hirshberg, Diane - 1 st Vice President	X	Schmuland, Arlene - Chair, GAB
X	Smith, Tara - 2nd Vice President	X	Boeckmann, Robert - Past President

2013-2014 Senators:

X	Bennett, Brian	E	Haigh, Jane	X	Partridge, Brian
X	Bowie, David	X	Harder, Alberta	X	Peabody, Alan
X	Brown, Barbara		Harville, Barbara	X	Pence, Sandra
X	Cates, Keith	X	Hazelton, Bill	X	Schreiter, Mark
X	Chamard, Sharon	X	Hoanca, Bogdan	E	Senette, Lynn
X	Cook, Sam		Ippolito, Mari	E	Shamburger, Carri
X	Coulter, Cathy	X	Jache, Anne	X	Sheldon-Hess, Coral
	Dalrymple, Tom	X	Kappes, Bruno	X	Skore, Tom
X	Davis, Leanne	X	Kelly, Terry (Parliamentarian)	X	Smiley, Len
X	Denison, Sheri		Kirk, Sarah	X	Smith, Orson
X	Din, Herminia	X	Miranda, Francisco	X	Snow, Pete
X	Drinka, Dennis	X	Mole, Deborah	X	Thiru, Sam
X	Dutta, Utpal	X	Morrison, David	X	Toscano, Sharyl
X	Fitzgerald, Dave	X	Nabors, Forrest	X	Tremblay, Ammie
X	Folias, Stefanos	X	O'Leary, Joan		Trotter, Clayton
X	Foster, Larry	X	Orley, Soren		Venema, Rieken
X	Garcia, Gabe	X	Paris, Anthony	E	Widdicombe, Toby
X	Garton, Susan				
X	Green, Amy				

III. Agenda Approval (pg. 1-4)

Approved

IV. Meeting Summary Approval (pg. 5-10)

Approved

V. Administrative Reports

A. Chancellor Tom Case

- i. CaseNotes <http://greenandgold.uaa.alaska.edu/chancellor/casenotes/>
- ii. President Highlights (pg. 11-17)
Continuing to work on prioritization
Testimonies are being given to the legislature regarding weapons on campus
Currently in the process of recruiting two new community campus directors

B. Provost and Vice Chancellor Bear Baker

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson

- i. Alaska Airlines Center Presentation by AD, Keith Hackett (pg. 18-35)
Discussed the progress, vision, mission and priorities of the AAC
Grand opening is being held September 4th – 14th, 2014

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 36-40)

F. CIO, Patrick Shier

G. Union Representatives

- i. UAFT
- ii. United Academics
UNAC president addressed the Faculty Senators
Discussed budget cuts (approximately 11%)

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 41-44)

I. Program Prioritization Update

- i. Academic (Program) Task Force
- ii. Support (Administrative functions) Task Force

VI. Officer's Reports

A. President's Report (pg. 45-46)

B. First Vice President's Report

C. Second Vice President's Report

- i. Elections (pg. 47-48)
- ii. Distinguished Service Awards (pg.49)
Asked for volunteers to serve on the Distinguished Service Awards review committee

VII. Old Business

- A. Second Reading of the Faculty Senate Bylaws (pg. 50-65)
Unanimously approved for second reading

VIII. Consent Agenda

A. Graduate Curriculum

- i. Courses (pg. 66)
- ii. Programs
 - Chg Master of Business Administration

B. Undergraduate Curriculum

- i. Courses (pg. 67-69)
- ii. Programs
 - Chg Minor, Geographic Information Systems
 - Chg Undergraduate Certificate, Geographic Information Systems
 - Chg Associate of Applied Science, Geomatics
 - Chg Bachelor of Science, Geomatics
 - Chg Minor, Geological Sciences
 - Chg Bachelor of Science, Geological Sciences
 - Chg Minor, English
 - Chg Bachelor of Arts, English

Motion to approve the Consent Agenda

Unanimously Approved

IX. Boards and Committees Reports

A. Graduate Academic Board

B. Undergraduate Academic Board

- i. **Motion:** The UAB moves to extend the current priority registration for the Honors College for the Fall 2014 semester. (pg. 70-72)
39 For
1 Against
1 Abstain
Approved
- ii. **Motion:** The UAB endorses the Academic Policies regarding Occupational Endorsement Certificates (OEC) (pg. 73-74)
39 For
1 Against
2 Abstain
Approved

C. General Education Review Committee (pg. 75)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 76)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 77-78)

G. Budget, Planning, and Facilities Advisory Committee- BPFA

H. Nominations and Elections Committee

I. Diversity Committee (pg. 79-80)

- J. Faculty Grants and Leaves Committee
 - K. Institutional and Unit Leadership Review Committee (pg. 81-88)
 - L. Library Advisory Committee (pg. 89)
 - M. Student Academic Support and Success Committee (pg. 90-91)
 - N. Community Campus Committee
 - O. Academic Honesty and Integrity Committee (pg. 92)
 - P. Research and Creative Activity Committee (pg. 93)
 - Q. GER Assessment Taskforce (pg. 94-95)
 - R. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 96)
 - S. Ad Hoc Committee for Faculty Evaluator Training
 - T. Ad Hoc Committee on Electronic Faculty Evaluation Files
- X. New Business**
- XI. Informational Items & Adjournment**
- i. Budget Ideas List (pg. 97)

Adjourned 4:00

U OF A SYSTEM HIGHLIGHTS – MARCH 7, 2014

STATEWIDE

Academic Affairs

The Office of Academic Affairs is recruiting for new leadership at its K12 Outreach Office. The director position, vacant since January, was re-evaluated and upgraded to associate vice president. A search committee has been selected and will begin recruitment in the coming weeks.

UAA

UAA's first Winter Design Project in the quad was a great success due to the organization and collaboration of 10 faculty (in Art, Public Health, Engineering, Math, and Alaska Native Studies), more than 250 students, more than 30 staff, and community members that included the Anchorage Museum Education Department and 10 international guests from Nesna University College, Norway.

Xavier Mason, a junior in the Bachelor of Business Administration program, is a national finalist for the prestigious [Truman Scholar program](#). Xavier plans to study policy-making as it applies to homelessness.

Longtime Seawolf supporters, Tom and Vicki Packer, have committed \$500,000 to the Building Futures fund in support of UAA Athletics. In recognition of this generous gift, the main gathering space in the Alaska Airlines Center will be named the Packer Family Pavilion.

UAA qualified a full 12-athlete team to the 61st NCAA Skiing Championships, March 5-8 in Park City and Midway, Utah, as the Seawolves look to capture their seventh straight top-10 result and their 31st overall.

Men's basketball player Kyle Fossman shot a record 12 three-pointers in one game (breaking both UAA and GNAC records) in the last men's basketball game in the Wells Fargo Sports Center. Both men's and women's basketball teams are competing in the GNAC tournament.

UAA's Smoke-Free Taskforce organized the Fresh Air Challenge at UAA featuring Alaska's Chief Medical Officer Dr. Ward Hurlburt and Assistant Surgeon General for our region, Dr. Patrick O'Carrol. Chancellor Case supports the Taskforce's recommendation that UAA consider the adoption of a comprehensive smoke-free policy and that if a policy is adopted at least a year should be spent on educating the UAA community. A survey of UAA students found that 75% favor a smoke-free campus.

Investigators in the Center for Behavioral Health Research and Services Center received a three-year \$943,000 federal grant to implement a training program for students in health profession programs to conduct routine substance-and alcohol-abuse screening with their patients.

Prof. Ryan Fortson, J.D., Justice faculty, has written "[A College Student's Guide to Landlord/Tenant Relations in Alaska](#)" to help UAA students as they get ready to start college or transition out of university housing and are looking to rent an apartment.

UAA students in BIO 490 (neuroanatomy and neurophysiology) and their professor, Caroline Wilson, organized the 3rd Annual Alaska Brain Bee, a competition designed to increase the interest of high school students in studying neuroscience, through a fun and competitive atmosphere.

Senator Lisa Murkowski recently released her 21st "Veteran Spotlight" installment and featured Jane Fuerstenau, Kenai Peninsula College's associate professor of library science, who served in the U.S. Navy for five years as a jet mechanic and then served the U.S. in the reserves.

For insurance purposes, the Consortium Library's onsite collections are evaluated annually, and this year's total value was set at \$173,716,529.

UAF

UAF has partnered with UAS Iceland to expand unmanned aircraft operations in Iceland in early 2014. Collaboration with the company, via UAF's Alaska Center for Unmanned Aircraft Systems Integration, will support arctic science, including glacier studies, volcano monitoring, marine mammal research and environmental observations.

An Airborne Research and Logistics Task Force was asked to investigate if UAF's needs for airborne research are currently being met. The task force consists of Jessica Cherry, International Arctic Research Center (IARC) and Institute of Northern Engineering (INE); Nickole Conley, INE; Chris Larsen, Geophysical Institute (GI); Matt Nolan, INE; and Matt Cooper with UA Office of the General Counsel.

Seismologists at the Alaska Earthquake Center captured the seismic signal from a large landslide in southeastern Alaska on Feb. 16. A preliminary estimate created by other scientists examining the event suggest the landslide on the flanks of Mount La Perouse involved 68 million metric tons of material, which potentially makes it the largest known natural landslide on Earth since 2010.

Scientists successfully launched a NASA sounding rocket at Poker Flat Research Range on March 3. The NASA user working group for the Alaska Satellite Facility's Distributed Active Archive Center will hold its annual meeting in Fairbanks May 6-7 to discuss plans for the coming year.

The ribbon-cutting ceremony for NASA's new antenna installed on the Fairbanks campus during the summer of 2013, known as AS3, will be this June. The exact date will be announced closer to the event.

Dr. Arleigh Reynolds, associate dean of UAF's Veterinary Medicine Department, recently won the 2014 Fur Rendezvous Open World Championship Sled Dog Race for the second time. Reynolds holds a doctorate of veterinary medicine and a PhD in veterinary medicine from Cornell University. He specializes in researching the relationship between nutrition and performance in sport dogs.

Keith Mallard is the new police chief at UAF. Mallard, a 19-year law enforcement veteran, replaces Sean McGee who retired last spring.

BestColleges.com has named UAF one of 50 U.S. colleges and universities that have distinguished themselves as the nation's greenest schools. According to BestColleges.com these schools have

launched the most effective initiatives to reduce their carbon footprints. UAF's Sustainable Village and Green Bikes program were both mentioned as examples at UAF.

UAS

Pacific Peoples: Translocal Identities & Cultural Connections is the theme of the Spring Honors Symposium on the Juneau campus March 5-10. This year's forum focuses on the experiences of Filipino and Pacific Islander communities in the Pacific, the United States, Alaska, Juneau, and at UAS. The symposium consists of presentations by New York based Ma-Yi Theater Artistic Director and playwright Ralph Peña, University of Washington Anthropology Professor and author Miriam Khan, and Rutgers University Honors college dean and author Matt Masuda.

Growing Our Own: Indigenous Research, Scholars, & Education is the theme of the second annual Alaska Native Studies Conference to be held on the UAS Juneau campus March 14-17. The Alaska Native Studies Council and UA are hosting the event focusing on Alaska Native Studies research and activism of the past, present, and future. Keynote speakers are Dr. Jo-Ann Archibald, associate dean for Indigenous Education at University of British Columbia Vancouver, and Dr. Malia Villegas, director of Research Policy at National Congress of American Indians. The Alaska Native Studies Council promotes a deeper and more sustained commitment to integrating Indigenous perspectives into a variety of educational settings. The mission is to identify, develop, and implement Native-focused curricula, to promote and publish Alaska Native-related research and pedagogical strategies, to reshape UA into an Alaska Native serving institution, and to develop a strategic plan to attain these goals.

UAS's regional accreditation has been reaffirmed by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU President Dr. Sandra Elman commended UAS for effective integration of its mission and core themes throughout the institution. Chancellor Pugh expressed appreciation to the Commission for its action and emphasized that UAS will continue to focus on high quality education that leads to student completion and success. UAS received notification of its reaccreditation following preparation of a report focusing on its resources and capacities in meeting its mission. The chancellor expressed appreciation to UAS faculty and staff who helped prepare the report and who regularly provide quality instruction and advising.

Assistant professor of accounting Julie Hamilton is the recipient of the UA Foundation 2014 Harold T. Caven Professorship. The two-year professorship includes a \$20,000 award. Hamilton plans to use the award to provide real-life experiences in tax preparation to her accounting students. Hamilton will teach her students community tax preparation services skills through the Internal Revenue Service's Volunteer Income Tax Assistance (VITA) sites. UAS students taking a higher-level class on income taxes are required to complete VITA training. They can gain practicum credits for their work at the Juneau site or any remote VITA sites.

PRESIDENT'S COMMENTS

Academic Affairs:

- March 27 I travel to Valdez to meet with the Prince William Sound Community College (PWSCC) Council, community leaders, and the college's administration, faculty, staff and students regarding the way ahead for PWSCC.

University Relations:

- Hosted by the White House staff Office of Science and Technology, UA called for the science community to participate in a HAARP Summit (High Frequency Active Auroral Program) in Washington, DC last week. I attended along with UAF Geophysical Institute Director Robert McCoy, who presented a UA concept for the way forward. He was very well-received. NASA, NSF, DARPA, Air Force, and UA have a shared interest in future operation and funding of the one-of-a-kind space physics research facility. The UA goal is to keep HAARP alive and make it self-sustaining.
- This week I testified before the Senate Judiciary Committee at one of the hearings it held on SB176 (regulation of firearms and knives by UA). I met individually with Senators Bob Coghill, Charlie Huggins, Pete Kelly, Kevin Meyer, Gary Stevens, and Representatives Mark Neuman, Lance Pruitt and Bill Stoltze. Yesterday Rep. Andy Josephson called to discuss the House version of the bill – HB335. Tuesday I presented before the Senate Budget Subcommittee on UA's operating and capital budgets.
- At the request of the Alaska Military Force Advocacy and Structure Team (AMFAST), I participated in its interviews for a military defense promotional video.

**UA Grant Proposals Awarded
February 21, 2014 - March 06, 2014**

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAF	New Competitive	Basic Research	CEM Civil & Enviro Engineering	Schnabel, William E.	2014 NIWR Application	1-Mar-14	28-Feb-15	U S Geological Survey	4-Mar-14	92.3
			CEM INE General Research	Sonwalkar, Vikas S.	Sonwalkar Roses Step 2	18-May-14	17-May-18	NASA	4-Mar-14	584.4
			CEM INE General Research	Yamin-Pasternak, Susan	A Supplemental Funding Request to Implement Emergent Methodological Concepts for the Project "Ethnographic Investigation of the Cultural and Social Adaptation of a New Immigrant Russian Community in Delta Junction, Alaska"	1-Nov-13	31-Aug-14	National Science Foundation	21-Feb-14	59.7
UAF Total										736.4
Grand Total										736.4

U OF A SYSTEM HIGHLIGHTS – MARCH 20, 2014

STATEWIDE

On Sunday, March 9, Bill Bieber, UA Mining and Petroleum Training Service (MAPTS) executive director, hosted the first graduation ceremony for the joint underground mining training program developed through a cooperative agreement with the Yukon Territory. President Gamble gave remarks and in attendance were Regents Enright and Heckman, other UA administrators, Alaska Department of Labor and Workforce Development Commissioner Dianne Blumer, Yukon Minister of Education Elaine Taylor, and Yukon College President Diane Barnes. Following a tour of the facility led by the students, a ceremony highlighting the skills of the students and recognizing the early success of this partnership between the Yukon College and UA was held 800 feet underground.

UAA

UAA's curriculum proposal, selected out of 13 submitted, will become the basis for a new curriculum structure for the Foundations Phase at the University of Washington School of Medicine, and the entire WWAMI system, beginning fall 2015.

University sponsored debates: Over 200 students, faculty, and members of the public attended "Time to Legalize? A Public Discussion on Marijuana Law and Policy," sponsored the UAA Justice Center and the UAA Justice Club. The UAA Debate Program hosts Yale Debate Association for an exhibition debate: "No public funds should go to support competitive athletics in public education," on March 20.

Seawolf hockey has an 18-15-4 record, after beating rival Alaska Fairbanks in a thrilling 3-game series. Senior Matt Bailey, who leads the nation with seven game-winning goals, also became just the second Seawolf to earn 1st Team All-WCHA honors.

UAA's track and field team was named GNAC team of the week after producing nine total All-Americans at the NCAA Indoor Championships. UAA senior Micah Chelimo won the men's 3,000 meters by .01 seconds, his second NCAA individual title and 12th All-America award. The men's team tied for ninth place in final team standings and women's team tied for 13th – both tops among GNAC teams. The Seawolf women's basketball team returned to the NCAA Tournament for the seventh time in the last eight seasons, finishing with a 19-9 overall record and a 12-6 mark (3rd place) in GNAC.

The Seawolf men's basketball team earned its ninth straight winning season, finishing with a 17-13 overall record and placing 4th in the GNAC. Under 10th-year head coach Rusty Osborne, the Seawolves broke or tied 39 school or GNAC records this year.

CNN reporter John Sutter interviewed Dr. André Rosay, Justice Center director, and highlighted research from the [Alaska Victimization Survey](#) and other [Justice Center reports](#) for a CNN report that explores the issue of violence against women in Alaska.

The Kodiak high school team coached by Kodiak College (KoC) faculty Jane Eisemann and Switgard Duesterloh, placed first in oral presentation, third in the research paper category and received overall

the bronze medal in the 2014 National Ocean Sciences Tsunami Bowl. Hannah Christian, a high school student who has obtained 17 college-level credits at KoC, was awarded one \$5,000 Icycle Seafoods scholarship for her performance in the competition.

Mat-Su College offered an intensive course on Ammonia Refrigeration for Seafood Processing during spring break. Until now students have had to leave the state for this training, which has been identified as one of the main needs in the industry.

UAA received two Higher Education Marketing Awards – competing against 1000 other colleges and universities – for brand advertising work including our social media hub -- The Howl -- developed by advertising agency Travis Michel and Spawn, and a suite of Amazing Stories television commercials developed by Spawn.

UAF

Steel work is expected to resume on the new engineering facility on the Fairbanks campus in March. It will take approximately three months to complete the steel work.

UAF's Northwest Campus (NWC) in Nome will celebrate the grand opening of the Emily Ivanoff Brown Student Resource Center, the new academic/student center of the campus, with a dedication ceremony March 27.

The Fairbanks campus hosted four Arctic Winter Games events: ice hockey at Patty Ice Arena, basketball at Patty Center, soccer at the Student Recreation Center, and snowboarding at the Hulbert Nanook Terrain Park.

Sophomore skier Michael Fehrenbach (Saint Märgen, Germany/mechanical engineering) received the NCAA's Elite 89 Award. Less than two weeks later, junior shooter Mats Eriksson (Malung, Sweden/business administration) became the second UAF student-athlete to ever receive the award. The award recognizes an athlete with the highest cumulative grade-point average among competitors in his or her sport at the NCAA's 89 men's and women's national championship finals across all three divisions.

Alaska's seafood industry has invested in the search for new uses of pollock byproducts and the development of a seafood processing quality-control training program. The work will be done at the Kodiak Seafood and Marine Science Center (KSMSC), the state's only research processing plant. Faculty at KSMSC will receive more than \$350,000 from the Pollock Conservation Cooperative's Research Center. The consortium includes fishing companies that operate pollock catcher-processor boats in the Bering Sea and Aleutian Islands.

UAF's Cooperative Extension Service will offer a weekend workshop series in Homer for vegetable gardeners March 21-April 19.

The Alaska Center for Energy and Power hosts a community lecture April 15 in Fairbanks. Antony Scott, a former employee of the Alaska Division of Oil and Gas and senior economist and energy analyst at the UAF-based center, will discuss the proposed trans-Alaska natural gas line.

The Chukchi Campus will host the 7th Western Alaska Interdisciplinary Science Conference and Forum April 24-25 in Kotzebue. The conference will focus on the impact of global warming on the lives of the residents of arctic Alaska. The two-day event will highlight scientific studies in the Northwest Arctic Borough region.

For additional highlights visit www.uaf.edu/chancellor/highlights/.

UAS

The weekly Fireside Lecture at the Mendenhall Glacier Visitor Center March 14 featured Cathy Connor, Professor of Geology. Connor spoke on the recently discovered ancient trees that melted out of the ice as the Mendenhall Glacier receded. The lecture took listeners back to a time before the temperate rainforest existed, when First Alaskans were making the area their own.

Professor of Biology Sherry Tamone was awarded a Fulbright Research Award through the United States-Israel Educational Foundation (USIEF) to study at Ben Gurion University of the Negev, Israel February 1-May 31, 2015. The award includes an \$18,000 stipend to support her research on crustacean molecular endocrinology. Tamone will be working with Dr. Amir Sagi. Dr. Sagi is the leading expert on the hormonal regulation of development and sex determination and has won multiple prestigious awards for his research.

Associate Professor of Library and Information Science Jennifer Ward published a chapter in an Emerald Library and Information Science book, *Developing People's Information Capabilities* (Library and Information Science, Volume 8). The chapter, "Empowering Professional Practices of a Community of e-Learners: Special Education Teachers in Alaska and their Information Literacy Conceptions," describes collaborative teaching and action research undertaken with UAS School of Education (former) Professor Thomas Duke.

X'unei Lance Twitchell asked: "How do we reform this entire system?" at the second annual UA hosted Alaska Native Studies Conference March 15-16 on the Juneau campus. The Alaska Native Studies and Languages faculty and program head was referring to Alaska's education system. Growing Our Own: Indigenous Research, Scholars, & Education was the theme of this year's conference. At the final session, Twitchell facilitated an informal discussion on incorporating "tradition bearers into academia." Goldbelt Inc. and the Center for Research and Alaska Native Education have teamed up to create a new certification program for Alaska Native teachers. The initiative is to get more Alaska Native language-speaking teachers in K-12 schools.

PRESIDENT'S COMMENTS

Governance:

- Regular meeting with Faculty Alliance Chair Robert Boeckmann, over the phone.

University Relations:

- The Statewide Administration Assembly (SAA) hosted its annual longevity and outstanding employee and department awards ice cream social at the Bragaw and Butrovich Buildings. I handed out awards alongside SAA President Dory Straight.
- Contacted by the White House Office of Public Engagement relative to its efforts to further educate the public on the opportunities currently available in the marketplaces for those without health insurance.
- Chaired Alaska Aerospace Corporation's board meeting in Juneau.
- Pete Slaiby, vice president Shell Alaska, introduced Shell's new Vice President of Alaska Operations Dale Snyder to Chancellor Rogers, Vice Chancellor Sfraga, and myself, followed by a most informative discussion regarding Shell's future in Alaska.
- Participate from Juneau in an Alaska Military Force Advocacy and Structure Team (AMFAST) teleconference in preparation for our meeting with Governor Parnell next week.
- Wrote an Op-ed piece regarding SB176 – regulation of firearms/knives by UA – which was published last weekend in the Juneau, Anchorage, and Fairbanks papers.
- Testified on March 19 for the second time in opposition to SB176 – this time the Committee Substitute. The companion house bill (HB335) remains unheard so far.

**UA Grant Proposals Awarded
March 07, 2014 - March 19, 2014**

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAA	New Non-competitive	Public Service	COH Social Work Academic	Sirles, Elizabeth A	CFSP: Community Needs Assessment Project	1-Jan-14	30-Jun-14	Office of Children's Services	13-Mar-14	40.3
UAA Total										40.3
Grand Total										40.3

Accreditation Update – Faculty Senate

April 4, 2014

Fall 2014 Mid-Cycle Review

UAA is scheduled for an accreditation evaluation in Fall 2014. The NWCCU is in the process of making a major revision to the process, replacing the Year Three Evaluation with a Mid-Cycle Review. The new report is intended to prepare institutions for the Year Seven Evaluation, and to reduce the old format's focus on inputs.

- **Report – Due in September.**
 - **Shortened format:** Reduced from about 200 pages to 15.
 - **Part I:** Significant changes and events within our Resources and Capacity.
 - **Part II:** Progress on assessing institutional, program, and student learning outcomes; improvements based on those evaluations; and plans to consider changes and prepare for our 2017 report.
 - **Guidelines:** NWCCU is developing guidelines for the new report format. UAA is serving on the task force for the guidelines.

- **Visit** – Two peer-evaluators will visit on October 29th and 30th. UAA will determine the itinerary.

Accreditation Steering Committee

UAA is in the process of establishing an Accreditation Steering Committee. Faculty Senate has been asked to nominate three faculty representatives, including at least one from a community campus.

Preparations for the Evaluation

For the report and visit, UAA will be asked to provide a few excellent models of programs which have used assessment to inform improvements. If you have ideas for what we might include, please let us know.

Mid-Cycle Review Report Content – Fall 2014

Part I: Brief Narrative on Standard Two (Resources and Capacity)

Summarizing any significant changes or events related to each of the major Standard Two components, with an inventory of policies included in Standard Two. **No more than five pages.**

1. Governance
2. Human Resources
3. Education Resources
4. Student Support Resources
5. Library and Information Resources
6. Financial Resources
7. Physical and Technological Resources

Part II: Description of Progress and Lessons Learned from Assessing Institutional, Program, and Student Learning Outcomes

Summarizing what we've learned so far and how we plan to progress toward the Year 7 Report in 2017. **No more than ten pages.**

1. Satisfaction with mission, core themes, objectives, and indicators; assessment and evaluation processes; and plans to approach changes if needed
2. Description of what the institution has learned through assessment so far, and what changes are contemplated.
3. Examples of how assessment data was evaluated and used to make improvements and assess mission progress

Administration

- **You are invited to attend UAA's 2014 Commencement Ceremony**
Sunday, May 4, 3:00 p.m.
George M. Sullivan Arena
- **Graduate faculty are invited to attend the Graduate Degree Hooding Ceremony**
Saturday, May 3, 10:00 a.m.
Wendy Williamson Auditorium

RSVP for both ceremonies at <http://www.uaa.alaska.edu/commencement/faculty.cfm>

- **Development Day**
Save the date: May 15
Registration Opens: April 28

Development Day is the one day of the year the university sets aside for employee development, enrichment, enlightenment, and to just say 'Thank-you for what you do' here at UAA. It offers employees an opportunity to network with their peers, explore university venues outside their general location, improve and enhance work skills through lectures and workshops, while providing a fun yet purposeful event toward the development of our employees.

For more information, visit the Development Day website - www.uaa.alaska.edu/developmentday/. Mark your calendars and watch for your email to register. Workshops fill up fast.

We encourage all faculty and staff to attend!

Alumni Relations

- **Alumni ParTee: Nine in the Spine**
On Thursday, Apr. 3, 6:00-8:00 p.m., the UAA Alumni Association will host Alumni ParTee: Nine in the Spine. A golf tournament of sorts in which alumni and community teams of four play mini golf through the skybridges network at UAA on a nine hole course with obstacles designed by student organizations. Each participating student organization gets a student spot on a golf team.

The purpose of the event is to bring alumni back (and through campus), enhance alumni connections with student leaders (future alumni leaders) and to raise funds for the alumni scholarship endowment.

Faculty and staff are encouraged to attend this engaging event.

Development

- **Corporate and Foundation Gifts**
 - **ExxonMobil Alaska and Udelhoven** donated a total of \$400,000 to Alaska Native Science & Engineering Program.

- **The Alaska Cardiovascular Research Foundation, Inc.** donated \$25,000 to establish the OURS Summer REU in Health and Wellness fund which supports the Honors College Office of Undergraduate Research (OURS) Summer Research for Undergraduates (REU).
 - **Wells Fargo** provided support for Lemonade Day 2014 with a gift of \$25,000.
 - **Alyeska Pipeline Service Company** contributed \$8,000 to support the Last Frontier Theatre Conference.
- **Individual Gifts**
 - **Roger Highland and Marsha Burns** pledged at the Aurora Circle level (\$10,000 - \$19,999) to support the UAA Commit to Success Scholarship.
 - **Gloria M. Okeson** donated at the Aurora Circle level (\$10,000 - \$19,999) to support the Alvin S. and Gloria M. Okeson Endowed Scholarship.
 - **Arliiss Sturgulewski** donated more than thirty paintings and posters. She provided additional funding for framing the artwork to be hung in the Consortium Library.
 - **The Estate of Pauline Therese Carpenter** donated at the Gold Circle level (\$5,000 - \$9,999 to the Excellence in Nursing fund.
- **Annual Giving**
 - **UAA Faculty and Staff Giving Campaign**
The UAA Faculty and Staff Giving Campaign is in full swing! So far this year, nearly 300 UAA employees have given to the university. Join your colleagues in showing your Seawolf spirit at work and help us reach our goal of 375 faculty and staff donors who give where they live.

If you have already made a contribution this year, thank you! Your support makes new opportunities possible at UAA.

Look for more information in the weeks ahead.
 - **Pick. Click. Give.**
It's not too late to Pick. Click. Give. to UAA student scholarships! If you applied for your PFD but forgot to make your contribution to UAA, don't worry. You have until Aug. 31 to designate your gift. And when you give to higher education in Alaska, ExxonMobil will match your PFD contribution 1-to-1.

Plus, if you donate \$500 or more from your dividend, you can designate which UAA fund to benefit. Contact Matt Morse at (907) 786-1010, mtmorse@uaa.alaska.edu, for details.

If you already made a Pick. Click. Give. donation to UAA, please let us know. We would love to thank you personally.
- **Student Phonathon**
Now entering our seventh week of calling, the UAA Phonathon program has raised more than \$39,000 from dedicated alumni. This puts us well on our way to achieving our spring semester goal of \$45,000. Thank you!

###



APRIL 2014

INFORMATION UPDATE

CENTER FOR ADVANCING FACULTY EXCELLENCE

- The deadline was extended to **April 7** for the next round of applications to the **Making Learning Visible iPad Mini-grant**, offering faculty the opportunity to document effective teaching in a Scholarship of Teaching and Learning Course Inquiry project. Space is limited! Visit the CAFE website for details.
- Projects from the first round of faculty **information literacy** partnerships will be presented **April 11, 2014**. Six pairs of discipline and library faculty (in English, Justice, Communications, Legal Studies and Nursing) received grants to embed information literacy into courses last semester and will present details of their projects.
- In deference to the Board of Regents meeting, CAFE's Annual **Faculty Development Awards celebration** will be a breakfast this year. Please join us **Friday April 11** from **9:00 to 10:30 am in Library 307** to honor individuals who have gone above and beyond the call of duty in supporting the growth and development of their colleagues. Faculty will showcase projects in Team-Based Learning, Making Learning Visible, Information Literacy, Faculty Writing Groups, and more.
- The Topics in Higher Education faculty book group concluded this semester's discussion of Ken Bain's *What the Best College Teachers Do* with presentations on March 28 by three previous Teaching Excellence Award recipients.
- Two CAFE workshops on **P and T and retention for UNAC faculty** and **one for UAFT** were held in late March. In addition to promotion and tenure process information, the UNAC workshops covered the criteria changes related to the new CBA, whether faculty use the old or new FEGs. Recordings of each workshop will be available soon from the CAFE website.
- As follow up to the work by Robert Cipriano in January with faculty, department chairs, and deans and directors on facilitating a collegial environment in higher education, **an interactive theater script on academic bullying is being developed for performance in fall 2014**. Based on the highly successful model used last fall in which an interactive theater performance launched substantive discussions about implicit bias in faculty hiring processes, this piece will be used to initiate conversations about best ways to ensure collegial environments in academic departments. Funding has been provided by the Provost's office and UNAC.
- CAFE has been invited to conduct **workshops** based on UAA's *Start Talking* and *Stop Talking Difficult Dialogues* books at the University of Texas Austin, Tufts University, UAF and the Alaska Native Studies conference this semester. The Difficult Dialogues website has also been updated: www.difficultdialoguesuaa.org.
- The CAFE website is being updated; revisions should be complete by the end of summer 2014.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- **CCEL awarded two Selkregg awards** this year in the amount of \$5,000 each, both to faculty in the Psychology Department: Rebecca Robinson for work with the Refugee and Immigration Services program and James Fitterling for work with substance abuse and Habitat for Humanity and other partners.
- **Dr. Patti Clayton**, a visiting consultant, will be on campus **May 9-May 14** and at Kenai Peninsula College on **May 7** for a variety of faculty support activities, including individual and department consultations regarding community engagement, the Community Engagement Task Force Retreat, and the Faculty Intensive for Community Engagement.
- **Faculty Intensive for Community Engagement – preview announcement! Save May 12, 13, 14** for a 3 day intensive in Community Engagement – including sessions with **Dr. Patti Clayton** and Judy Owens-Manley on preparing a community engaged course, community partnerships, and the scholarship of teaching and learning. We have space for 10 faculty total and **only 5 spaces left** now, with a \$500 stipend for the course and \$500 for completion of requirements.
- **Think Tanks** events: March 20, The United Way spoke with 25+ community members, faculty and students about the 90% by 2020 high school graduation initiative, asking what we can do about chronic absenteeism given the relationship to dropping out of school. Coming up:
 - **April 17**, Holly Kent, Alaska Community Action on Toxics, 11:30 a.m. to 12:45 p.m. In LIB 307.
- **The 2nd Annual Urban in Alaska Conference** was held **March 28** at UAA with a **theme of creative place-making** attended by 70+ community members, faculty & students. A follow up **“Design Charrette for Town Square Park”** will be held **April 26** at the Performing Arts Center downtown. Registration at uaa.alaska.edu/engage or call 786-4062 for information.

Save the Date – Friday, April 25th, our annual **Community Engagement Forum and Luncheon** begins with a Poster Session 11 a.m. to Noon, followed by a luncheon from Noon to 1:15 p.m. — please join us to celebrate the wonderful engaged teaching, research and creative activity that’s been completed throughout the year. Students present posters of work they’ve completed with faculty as Community-Engaged Student Assistants. **Selkregg, Second Bridge and Dr. Alex Hills Engineering & Civic Engagement awards** are announced at this event.

ACADEMIC INNOVATIONS & eLEARNING

- The **2014-2016 Technology Fellows** cohort is in the process of being decided. We had 25 applications for the 10 positions. The cohort’s focus is on student-centered course design strategies in online education with the added benefit of support in ePortfolio development. Just like last year’s program, participants will receive a stipend and other professional development opportunities. Program details are online at <http://www.uaa.alaska.edu/academicinnovations/community/techfellows.cfm>
- The first **ePortfolio Advisory Council** with representatives from Faculty Senate, Academic and Student Affairs and other organizations met in March. The council hopes to implement a single ePortfolio program no later than Spring 2015. To follow the UAA E-Portfolio project join at: https://groups.diigo.com/group/uaa-e_portfolio-public-space
- Looking for some **Serious Fun?** The University of Alaska is hosting a one-day conference on **April 11, 2014** focusing on student engagement through the use of games for education. Alex St. John, best known for his early work on gaming and creating the DirectX media platform at Microsoft, will be the conference keynote. Attendees will share ideas, discuss the latest issues and trends, and build networks to make better use of games in education. We hope that by building a community of talented and dedicated people, we can share our knowledge and create better educational games and more engaging class environments. For more information: <http://games.commonswaa.alaska.edu/>

ACADEMIC INNOVATIONS & eLEARNING - continued

- At the request of the Provost, the eLearning Workgroup spent the year examining models and methods of **ensuring course quality in online courses**. After an exhaustive review of both local, regional, and national programs the committee has recommend that the AI&e team adopt [Quality Matters](#). We hope to begin implementing this program in Fall 2014.
- We have a full schedule of workshops and brown bag sessions this month so be sure to check our website at <http://www.uaa.alaska.edu/academicinnovations/workshops/index.cfm>

INSTITUTIONAL RESEARCH

- New reports that detail student enrollments and characteristics have been posted to the website. These reports provide information at the institutional level down to program enrollments and are available to the campus community and the public at the OIR web site www.uaa.alaska.edu/ir.
 - Fall 2014 Applications
 - Student Characteristics Fall 2013 Closing
 - Student Characteristics Spring 2014 Opening

UAA/APU BOOKS OF THE YEAR

- Nelta Edwards facilitates the **April 15** Conversation Salon “How Media Shapes Our Perceptions of Inequality.” The discussion begins at 6 p.m. will be held in Loussac Library’s Ann Stevens Room.

COMPLEX SYSTEMS

- Upcoming **Spring Brown Bag Talks** – 11:30 a.m. to 1 p.m. in CPISB 105A:
- **April 4**, Dr. Diwakar Vadapalli, Institute for Social and Economic Research, “Constructing subsistence use areas from survey data: On the intersection of social and environmental science”
- **April 11**, Eric Somerville, UAA Computer Science and Engineering, “How complex is it to build a Yup’ik language spellchecker”



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Report of the President

4th April 2014

- I. Budget
 - a. Statewide: See the attached documents that indicate budget cuts under consideration by statewide. The BOR is also working on budget cuts notably reducing the amount of travel expense by not visiting community campuses and using more distance technology.
- II. Student Success

Discussion of the University College, that is increasing the success of students underprepared for college, exploratory (undeclared) students, continues. The provost has requested that faculty nominate themselves for a committee that will consider the value of the University College concept for UAA.
- III. UAA Schedule
 - a. Many faculty have provided input on alternate UAA schedules designed to ensure that faculty have the full time necessary to teach their classes and meet accreditation standards. Suggestions are quite varied. This information has been passed on to the administration.
 - b. However, the BOR is now considering forcing UAF and UAS's schedule on UAA at the recommendation of President Gamble and Vice-President for Academic Affairs Dana Thomas. No evidence based rationale has been provided. This would mean switching to MWF/TTh classes and 60 minute hours.
- IV. Events: Convocation for AY14-15

The chancellor's office has decided to move the chancellor's awards back to the spring semester, separating these from the faculty and staff convocation. That event will move to a time slot before the beginning of the fall semester. Faculty are involved in the planning of this event.
- V. Faculty Alliance
 - a. Statewide initiatives

Alliance discussed how to achieve balance in the workload generated by statewide sending ideas to be vetted, developed, or turned down.
 - b. Baccalaureate minimums

Alliance completed discussion of statewide's request to set a shared minimum entry requirement to baccalaureate degrees. The motivation provided by statewide was apparent lack of success for students who enter underprepared. Given that none of the universities test fully for college preparedness Alliance's suggestion is a shared



Faculty Senate

UNIVERSITY *of* ALASKA ANCHORAGE

minimum standard based on high school performance. Each university will continue to set minimum standards for each of their degrees. Next Faculty Senates must respond.

c. GELO

Alliance discussed the recommendation produced by GELO (General Education Learning Outcomes). Alliance requested that GELO further explain the correlation between the requested change to regent's regulations and the recommended learning outcomes.

d. Unified calendar

Alliance discussed a motion going to the BOR that would set academic calendars for UAF, UAA, and UAS that are identical in start and end dates, shared holidays and class schedules with the same class periods. The latter means moving to MWF/TTh classes for UAA. Alliance is strongly opposed to this unnecessary change.

Course Action Request

A. CBPP

Add	BA A626	Strategic Leadership (3 cr)(3+0)
Add	BA A649	Advanced Business Data Analysis (3 cr)(3+0)
Dlt	LOG A601	Supply Chain Management Systems (3 cr)(3+0)
Dlt	LOG A602	Logistics (3 cr)(3+0)
Dlt	LOG A606	Lean Operations (3 cr)(3+0)
Dlt	LOG A609	Supply Chain Quality Capstone (3 cr)(3+0)

B. CAS

Add	PHYS A603	Advanced Quantum Mechanics (stacked with PHYS A403)(4 cr)(4+0)
Add	PHYS A613	Advanced Statistical and Thermal Physics (stacked with PHYS A413) (4 cr)(4+0)
Add	PHYS A690	Advanced Special Topics in Physics (stacked with PHYS A490) (1-4 cr)(1-4+0)
Add	PHYS A698	Graduate Individual Research (1-6 cr)(0+3-18)
Add	PHYS A699	Thesis (1-6 cr)(0+3-18)

Course Action Request

A. SOE

Chg ES A346 Introduction to Thermodynamics (3 cr)(3+0)

B. CBPP

Add BA A201 Introduction to Alaska Native Business (1 cr)(1+0)

Add BA A202 Alaska Native Organizations (3 cr)(3+0)

Add BA A401 Alaska Native Corporation Business Management (3 cr)(3+0)

Add BA A402 Indigenous Leadership (3 cr)(3+0)

Add BA A403 Inside the Boardrooms of Alaska Native Organizations (1 cr)(1+0)

Add BA A490B Selected Topics in Alaska Native Corporations (1-3 cr)(1-3+0)

C. CAS

Add PSY A200 Introduction to Behavior Analysis (GER)(3 cr)(3+0)

Chg PSY A495A Applied Behavior Analysis Practicum and Professional Issues
(3 cr)(1+6)

Add PSY A495B Applied Behavior Analysis Practicum II (1-3 cr)(0+3-9)

Chg PHYS A403 Quantum Mechanics (stacked with PHYS A603)(4 cr)(4+0)

Chg PHYS A413 Statistical and Thermal Physics (stacked with PHYS A613)(4 cr)(4+0)

Add PHYS A490 Special Topics in Physics (stacked with PHYS A690)(1-4 cr)(1-4+0)

Add GEOL A430 Sedimentology (3 cr)(1+6)

Add GEOL A431 Stratigraphy (3 cr)(3+0)

Add GEOL A432 Sedimentary Petrology Laboratory (1 cr)(0+3)

D. COH

Chg HUMS A321 Diversity Issues in Human Services Practice (3 cr)(3+0)

Chg HUMS A322 Service Coordination in Human Services Practice (3 cr)(3+0)

Chg HUMS A333 Alternate Dispute Resolution (3 cr)(3+0)

Chg HUMS A334 Family Mediation (3 cr)(3+0)

- Chg HUMS A350 Men and Masculinity Issues in Human Services Practice
(3 cr)(3+0)
- Add HUMS A351 Career Development for Human Services Professionals (3 cr)(3+0)
- Add HUMS A352 Human Services Administration (3 cr)(3+0)
- Chg HUMS A495A Human Services Practicum III (3 cr)(1+9)
- Chg HUMS A496 Human Services Integrative Capstone (3 cr)(3+0)
- Add DMS A102 Foundations of Sonography (2 cr)(2+0)
- Chg DMS A211 Small Parts Sonography (1 cr)(1+0)
- Chg DMS A215 Breast Sonography (1 cr)(1+0)
- Chg DMS A217 Fundamentals of Sonography Lab (1 cr)(0+2)
- Add DMS A219 Practical Sonography Lab (3 cr)(0+9)
- Chg DMS A295A Clinical Practicum I (9 cr)(1+40)
- Chg DMS A295B Clinical Practicum II (9 cr)(0+40)
- Chg DMS A392 Pathophysiology Seminar (2 cr)(2+0)
- Chg DMS A395 Clinical Practicum III (8 cr)(0+32)
- Chg JUST A443 Civil Liberties (cross-listed with LEGL A443)(3 cr)(3+0)
- Chg JUST A485 Tribal Courts and Alaska Native Rights
(cross-listed with LEGL A485)(3 cr)(3+0)
- Add LEGL A443 Civil Liberties (cross-listed with JUST A443)(3 cr)(3+0)
- Chg LEGL A485 Tribal Courts and Alaska Native Rights
(cross-listed with JUST A485)(3 cr)(3+0)

Programs

A. CAS

- Chg Bachelor of Arts, International Studies
- Chg Minor, North Pacific Studies
- Chg Canadian Studies
- Chg Bachelor of Science, Psychology
- Chg Bachelor of Arts, Psychology
- Chg Minor, Sociology

B. COH

- Chg Bachelor of Human Services
- Add Minor, Human Services
- Chg Associate of Applied Science, Diagnostic Medical Sonography

C. CBPP

- Add Minor, Alaska Native Business Management

D. CTC

- Chg Undergraduate Certificate, Retail Management

Purge List for the 2014-15 UAA Catalog, Final

SUBJECT PREFIX	COURSE NUMBER	COURSE TITLE	BANNER	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from the 2013-14 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
			COLLEGE CODE						
Scbcrse Subj Code	Scbcrse Crse Number	Scbcrse Title	Scbcrse College Code	Scbcrsy Term Code Start	Scbsect Term Code				
AGRI	A136	Intro to Horticulture	CT	199702	200901			AGRI A227 (registration restriction)	
ANTH	A432	Hunting & Gathering Societies	AS	199702	200701	yes		BA, Anthropology; BS, Anthropology	Retain per David Yesner
ANTH	A499	Senior Thesis in Anthropology	AS	200701	N/A	yes		Honors, Anthropology	Retain per Diane Hanson
ANTH	A690	Special Topics in Anthropology	AS	200703	N/A	yes			Retain per Diane Hanson; selected topics course
ART	A102	Fiber & Basketry Activities	AS	199702	200801	yes			Selected topics course
ART	A204	History & Philosophy of Art Ed	AS	200803	N/A			Minor, Art Education	
ART	A303	Curric Plan & Interpret in Art	AS	200803	N/A			Minor, Art Education	
ART	A304	Art Exper: Social,Culture & Ed	AS	200803	N/A			Minor, Art Education	
ART	A361	History of Graphic Design	AS	199702	N/A	yes		BA, Art; BFA, Art	Retain per Deborah Tharp
ART	A392	Selected Topics in Art Educ	AS	199702	200801	yes			Selected topics course
ART	A403	Arts and Technology	AS	200803	N/A			Minor, Art Education	
ART	A404	Diversity and Visual Culture	AS	200803	N/A			Minor, Art Education	
ART	A456	3-D Digital Animation	AS	200603	N/A	yes			
ATC	A240	Ops in Flight Service Station	CT	200803	N/A				
ATP	A400	ATP Ground School	CT	200803	N/A			ATP A401 (prerequisite)	
BA	A653	Multinational Financial Mgmt	CB	199702	200702	yes			Retain per Edward Forrest
BA	A692	Investmt Seminar: Subtitle Var	CB	200503	N/A	yes			Selected topics course
BIOL	A126	Birds in Field and Laboratory	AS	199702	200901				
BIOL	A662	Advanced Virology	AS	200101	200803			BIOL A462 (stacked)	
CA	A105	Principles of Food Science	CT	199702	200901			CA A320 (prerequisite)	Purge per Tim Doebler
CA	A320	Foodservice Operations	CT	200803	N/A				Purge per Tim Doebler
CE	A636	Multi-Story Structural Design	EN	199702	200901				
CHEM	A650	Adv Environmental Chemistry	AS	199702	N/A				
CHEM	A698	Graduate Research	AS	199702	200101				
CIS	A326	*Information Age Literacy	CB	200803	N/A			BS, Aviation Technology	GER integrative capstone
CIS	A690	Selected Topics in MIS	CB	200803	N/A				Retain per Bogdan Hoanca; selected topics course
COMM	A305	Intercultural Communication	AS	199803	200603	yes		Minor, Communication; BS, Health Sciences	Retain per Barbara Harville
CS	A670	Comp Sci for Software Engineer	EN	199702	N/A	yes			
CS	A671	Advanced Software Engineering	EN	199702	199703	yes			
CS	A690	Adv Topics in Computer Science	EN	199702	200701	yes			Selected topics course
CTE	A643A	Career & Tech Ed Methods I	CT	200303	200803			CTE A643B (prerequisite)	
CTE	A643B	Career/Tech Ed Methods II	CT	200401	200901				
CWLA	A650A	Creative Writing Internship	AS	199702	200901				
CWLA	A650B	Creative Writing Internship	AS	199702	200901				
CWLA	A650C	Creative Writing Internship	AS	199702	200901				

SUBJECT		COURSE		BANNER		Carried over by			
PREFIX	NUMBER	COURSE TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	request from the 2013-14 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
Scbrse Subj Code	Scbrse Crse Number	Scbrse Title	Scbrse College Code	Scbrky Term Code Start	Scbrse Term Code				
DN	A490	Current Topics Diet & Nutri	CT	200803	N/A			Minor, Nutrition	Retain per Tim Doeblor; selected topics course
DNCE	A253	Beginning Tap II	AS	200203	200901			BA, Theatre; Minor, Dance	
DNCE	A301	Intermediate Ballet I	AS	200301	200901				
EDAE	A655	The Adult Learner	EA	199702	200901				
EDAE	A675	Design of Programs for Adults	EA	200603	200901				
EDAE	A691	Professional Seminar	EA	199702	200803				
EDEC	A295B	Practicum II	EA	200602	200901				
EDET	A626	Technology in Teachng & Learnng	EA	200601	N/A	yes			
EDFN	A612	Community Relations	EA	200601	200703	yes			
EDFN	A627	Education Research	EA	200601	200803		EDAE A698 (prerequisite), EDAE A699 (prerequisite), EDFN A698 (prerequisite), EDFN A699 (prerequisite)		
EDFN	A631	Adv Educational Psych	EA	200601	200701	yes		MEd, Teaching & Learning	Retain per Hilary Seitz
EDFN	A651	Curriculum Theory & Dev	EA	200601	200703	yes		MEd, Teaching & Learning	Retain per Hilary Seitz
EDL	A652A	Intro to Teacher Leadership I	EA	200702	200803				
EDRD	A610	Reading and Cognition	EA	200601	200801	yes			
EDRS	A668	Intro to Qualitative Research	EA	200902	N/A				Retain per Hilary Seitz
EDSA	A202	Program Planning School Age	EA	200703	200803				
EE	A407	Power Distribution	EN	200503	N/A	yes		BS, Engineering; Minor, Electrical Engineering	Retain per Jens Munk
ESM	A698	Individual Research	EN	199801	200803			MS, Engineering Management; MS, Science Management	
ET	A165	Intro to Digital Devices	CT	200103	200803				
ET	A184	Telecommunications	CT	200103	200901		ET A185 (prerequisite), ET A262 (prerequisite)		
ET	A185	Transmitters and Receivers	CT	200103	200803				
ET	A260	Instrument & Control Processes	CT	200103	200803				
ET	A261	Elect Systems Troubleshooting	CT	200103	200803				
ET	A282	Work Study	CT	200103	200901				
FCS	A120	Learn To Sew	CT	199702	200803				
FCS	A124	Sewing Topics	CT	199702	200803				
FD	A161	Floral Design I	CT	199702	200901				
FIRE	A159	Wildland Fire Ops Function	CH	200503	200803				
FIRE	A223	Fire Investigation II	CH	200503	N/A			AAS, Fire & Emergency Services Technology	
GEOL	A450	Paleoclimate/Global Change	AS	200703	200901			BS, Natural Sciences	
GIS	A460	GIS Senior Project	EN	200303	200901				
GUID	A101	Intro To Peer Advising	AS	199702	200601	yes			Retain per Patty Linton
HCA	A103	Personal Care Attendant	KP	200603	200803				
HIST	A239	Black History II	AS	199702	200703	yes			Retain per Liz Dennison

SUBJECT PREFIX	COURSE NUMBER	COURSE TITLE	BANNER	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from the 2013-14 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
			COLLEGE CODE						
Scbrse Subj Code	Scbrse Crse Number	Scbrse Title	Scbrse College Code	Scbrky Term Code Start	Scbrct Term Code				
HIST	A690	Studies in History	AS	200502	200602	yes			Retain per Liz Dennison; selected topics course
HNRS	A490	*Senior Honors Seminar	HC	199703	200703	yes		Honors Core Curriculum; Natural & Complex Systems	Retain per Ron Spatz; GER integrative capstone, selected topics course
HUMS	A240	Geriatric Lifestyle Assessment	CH	200503	200803				
INTL	A495	INTL Studies Internship	AS	200603	200901				Retain per Dorn Van Dommelen
JPC	A485	Documentary Film Production II	AS	200603	N/A	yes		BA, Journalism & Public Communications	
JPC	A487	Independent Film Production II	AS	200603	N/A	yes		BA, Journalism & Public Communications	
JUST	A640	Corrections Theory Research	CH	199803	200603	yes		MPA	Retain per Andre Rosay
LAT	A102	Elementary Latin II	AS	199702	200901				
LOG	A603	Measurement in Supply Chains	CB	200603	200902			LOG A604 (prerequisite), LOG A606 (prerequisite)	
LOG	A604	Radio Frequency Identification	CB	200603	200901			LOG A607 (prerequisite)	
LOG	A607	Radio Frequency Capstone	CB	200603	200902				
LS	A211	Library Research 21st Century	AS	200601	200701	yes			Retain per Page Brannon
MA	A120A	Legal/Ethical Issues Med Asst	CH	200503	200803				
MATH	A101	Technical Mathematics	KO	199702	200803			UC, Welding; UC, Construction Technology	
MUS	A202	Concert Chorus II	AS	199702	200901				
NS	A624	Qualitative Nursing Research	CH	199702	200801	yes			Retain per Jill Janke
NS	A631	Women's Health & Obstetrics I	CH	200401	200403	yes	NS A635 (prerequisite)	GC, Family Nurse Practitioner	Retain per Jill Janke
NS	A632	Focus on Pediatrics I	CH	200401	N/A	yes	NS A636 (prerequisite)	GC, Family Nurse Practitioner	Retain per Jill Janke
NS	A635	Women's Health & Obstetrics II	CH	200401	200501	yes		GC, Family Nurse Practitioner	Retain per Jill Janke
NS	A636	Focus on Pediatrics II	CH	200403	N/A	yes		GC, Family Nurse Practitioner	Retain per Jill Janke
PEP	A234	Coaching Wrestling	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll- Cobb
PEP	A235	Coaching Swimming & Diving	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll- Cobb
PEP	A236	Coaching Skiing	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll- Cobb
PEP	A237	Coaching Figure Skating	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll- Cobb
PEP	A239	Coaching Baseball/Softball	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll- Cobb

SUBJECT PREFIX	COURSE NUMBER	COURSE TITLE	BANNER	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from the 2013-14 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
			COLLEGE CODE						
Scbrse Subj Code	Scbrse Crse Number	Scbrse Title	Scbrse College Code	Scbrky Term Code Start	Scbrse Term Code				
PEP	A240	Coaching Football	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll-Cobb
PEP	A243	Coaching Hockey	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll-Cobb
PEP	A244	Coaching Volleyball	CT	200603	N/A	yes		Minor, Coaching	Retain per Sandra Carroll-Cobb
PEP	A364	Survival & SAR for Advntr Ldrs	CT	200603	200901		PEP A466 (prerequisite)		Purge per Sandra Carroll-Cobb
PER	A128	Wing Tsun for Self Defense	CT	200603	200803				Purge per Sandra Carroll-Cobb
PER	A133	Beginning Bowling	CT	200603	200901				Purge per Sandra Carroll-Cobb
PER	A161	Beginning X-Cntry Skate Skiing	CT	200603	200901				Purge per Sandra Carroll-Cobb
PER	A168	Winter Camping Alaska	CT	200603	N/A	yes			Purge per Sandra Carroll-Cobb
PER	A170	Backpack Alaska	CT	200603	N/A	yes	PER A287 (prerequisite)		Retain per Sandra Carroll-Cobb
PER	A171	Outdoor Adventure in Alaska	CT	200603	N/A	yes			Purge per Sandra Carroll-Cobb
PER	A182	Alaska Winter Survival	CT	200603	N/A				Purge per Sandra Carroll-Cobb
PER	A188	Wellness for Women	CT	200603	200803				Retain per Sandra Carroll-Cobb
PER	A232	Intermediate Golf	CT	200602	200902				Purge per Sandra Carroll-Cobb
PER	A275	Advanced T'ai Chi	KP	200603	200901				Purge per Sandra Carroll-Cobb
PER	A285	Expedition Glacier School	CT	200603	N/A	yes			Purge per Sandra Carroll-Cobb
PER	A287	Expedition Backpacking	CT	200603	N/A	yes		OEC, Outdoor Leadership	Retain per Sandra Carroll-Cobb
PS	A453	Organization Theory	AS	199702	200703	yes		BA, Political Science; Minor, Public Administration	
PSY	A602	Native Ways of Knowing	AS	200603	N/A	yes		PhD, Clinical-Community Psychology	Retain per James Fitterling
PSY	A603	Alaskan and Rural Psychology	AS	200603	N/A	yes		PhD, Clinical-Community Psychology	Retain per James Fitterling
PSY	A605	History and Systems	AS	200603	N/A	yes		PhD, Clinical-Community Psychology	Retain per James Fitterling
PSY	A606	Native Ways of Healing	AS	200603	N/A	yes			Retain per James Fitterling
PSY	A616	Program Evaluation I	AS	200603	N/A	yes	PSY A617 (prerequisite)	PhD, Clinical-Community Psychology	Retain per James Fitterling

SUBJECT		COURSE		BANNER		Carried over by		COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
PREFIX	NUMBER	COURSE TITLE		COLLEGE	COURSE	LAST TERM	request from the			
Scbrse Subj Code	Scbrse Crse Number	Scbrse Title		Scbrse College Code	Scbrky Term Code	Scbrse Term Code	2013-14 purge list?			
					Start					
PSY	A617	Program Evaluation II		AS	200603	N/A	yes		PhD, Clinical-Community Psychology	Retain per James Fitterling
PSY	A671	Grant Writing		AS	200603	N/A	yes			Retain per James Fitterling
RUSS	A390B	Focused Topics in Russian		AS	200603	200901				Retain per Patricia Fagan; selected topics course
SOC	A246	Adolescence		AS	199702	200803				Purge per Nelta Edwards
SOC	A377	Sociology of Gender		AS	199703	200703	yes		Minor, Women's Studies	Retain per Nelta Edwards
STAT	A405	Nonparametric Statistics		AS	200603	200603	yes		BA, Mathematics; BS, Mathematics; BS, Natural Sciences; Minor, Statistics; MS, Applied Environmental Science and Technology	
SWK	A667	Clinical Group Therapy		CH	200601	N/A	yes		GC, Clinical Social Work Practice	Retain per Mary Parker
THR	A480	Theatre Internship		AS	199702	200901				Retain per Tom Skore

GER Purge List for the 2014-15 UAA Catalog, Final

SUBJECT PREFIX	COURSE NUMBER	COURSE TITLE	BANNER COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from the 2013-14 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
Sbcrse Subj Code	Sbcrse Crse Number	Sbcrse Title	Sbcrse College Code	Sbcrky Term Code Start	Sbcrct Term Code				
AKNS	A102C	*Elem Alaska Native Lang II	AS	200903	N/A		AKNS A109C (stacked)	College of Arts & Sciences BA requirements; BA, Computer Science	Retain per Patty Linton; GER humanities, selected topics course
CIS	A326	*Information Age Literacy	CB	200803	N/A	yes		BS, Aviation Technology	GER integrative capstone
ENGL	A305	*National Literatures in Engl	AS	199903	201101			College of Arts & Sciences BA requirements; BA, English; BA, International Studies; BA, Computer Science	Retain per Daniel Kline; GER humanities, selected topics course
ENGL	A434	*History of Rhetoric	AS	199702	201102			Minor, English	Retain per Daniel Kline; GER integrative capstone
HNRS	A490	*Senior Honors Seminar	HC	199703	200703	yes		Honors Core Curriculum; Natural & Complex Systems	Retain per Ron Spatz; GER integrative capstone, selected topics course
SOC	A342	*Sexual/Marital/Family Life	AS	199702	201001			Minor, Women's Studies	Retain per Nelta Edwards; GER social sciences

University of Alaska Anchorage
Faculty Evaluation Guidelines

Recommendations from the Task Force on the Evaluation of Faculty Work
For Promotion, Tenure, Post-Tenure Review, and Hiring

Adopted June 6, 2012

Revised ~~(New Date)~~ ~~March 22, 2013~~

Faculty reviews will be conducted according to Chapter 3 of the Faculty Handbook until the new Faculty Evaluation Guidelines are approved by the Provost.

Upon final approval by the Provost, the process outlined in section *VI. Evaluation Process and Review Cycle* of the new Faculty Evaluation Guidelines is to be used for all faculty reviews. The criteria outlined in section *IV. Evaluation of Faculty for Progression towards Tenure, Tenure, Promotion, and Post-Tenure Review* and section *V. Academic Rank, Appointment and Tenure* will be phased in, as outlined below, to achieve full implementation by AY 2014-15.

Upon final approval by the Provost, units will be asked to review and, if needed, revise their guidelines to ensure they conform to the new Faculty Evaluation Guidelines and to submit the unit guidelines to the University-wide Faculty Evaluation Committee and Provost for review and approval.

The criteria in the new Faculty Evaluation Guidelines will become effective for an individual faculty member in the first academic year of service after the completion of their next major review. For the purposes of this transition, major reviews are defined as promotion, tenure, and comprehensive post-tenure review. Additionally, for those faculty members who have not previously been required to undergo a comprehensive post-tenure review, their next post-tenure review will be considered a major review.

Revision History

The UAA Faculty Senate accepted the base version of this document at its April 1, 2011 meeting with the provision that the Faculty Senate conduct a thorough review of the Faculty Evaluation Guidelines five years after the Faculty Evaluation Guidelines have gone into effect and revise them as needed.

Many revisions to the April 1, 2011 document were made during the 2011-2012 academic year. These changes were primarily a result of conversations with the UNAC, UAFT, and UAA Faculty Senate. This resulted in a marked-up document dated March 24, 2012. There was substantial agreement among all parties on the March 24, 2012 version, with only a few items to resolve.

The March 24, 2012 document used a variety of colors and fonts to show changes over the April 1, 2011 version. These changes were accepted and the different colors and fonts were removed to form the base document for the version dated April 24, 2012. The April 24, 2012 version was endorsed by the UAA Faculty Senate on May 4, 2012 and by the PWSCC Faculty on May 11, 2012. The ~~current~~ version, dated June 6, 2012 corrects minor typographical errors and improves formatting based on input from faculty.

The current version, dated March 22, 2013, contains corrections to some inconsistencies and errors in the June 6, 2012 version. These changes were approved by the UFEC, the Faculty Senate (March 1, 2013), United Academics and the Provost in accordance with the change process detailed on pages 33-34 of the guidelines.

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POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR TENURE, PROMOTION, POST-TENURE REVIEW AND HIRING

I. PURPOSE

The mission of the University of Alaska Anchorage (UAA) is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. As faculty, we value the role of university scholarship in service to society, and are committed to engaging in and producing high-quality scholarly work. Together, the faculty and administration aspire to be a university of distinction, recognized for excellence in teaching and learning centered on professional and craft practice, academic research, and creative expression. In achieving our mission, UAA places greatest emphasis on a set of core values:¹

- Academic freedom and diversity
- Affordable access and high quality
- Student success and community engagement
- Innovation and creativity
- Cooperation and collaboration
- Sustainability and stewardship
- Integrity and accountability
- Effectiveness and efficiency

The following policies and procedures for the evaluation of faculty have been established to provide an equitable and fair assessment of each individual faculty member and his or her contribution to the collective institutional mission, goals, and core values.

II. PRINCIPLES

UAA is committed to excellence in the selection and continued development of faculty members. A key aspect of faculty development is the regular evaluation of faculty for progression towards tenure, tenure, promotion, and post-tenure review. Individual faculty members bring different strengths, perspectives, experiences, and talents to their faculty role, and they are members of disciplinary departments with varying forms of scholarship, foci, and goals. Therefore, expecting identical outcomes for all faculty members is unrealistic and can serve to undermine the ultimate quality of an academic unit and the institution as a whole.

¹ This paragraph and the values that follow come from UAA's mission and strategic plan, *UAA 2017*, http://www.uaa.alaska.edu/strategicplan/upload/StrategicPlan_12pg.pdf, pp. 2-4.

University of Alaska Anchorage University-wide Faculty Evaluation Guidelines

Revised ~~(New Date)~~ March 22, 2013

The guidelines in this document serve as the foundation and broad framework of standards for the faculty evaluation system at UAA. Within this framework, each of the units and their constituent departments have the responsibility to establish comprehensive unit-specific evaluation guidelines and procedures² that conform to the University guidelines and that are reflective of their diverse academic, disciplinary, craft, and professional fields.³ In this way, the system has been developed to recognize and honor the inherent diversity of faculty work, with the goal of supporting and encouraging faculty to bring together their unique talents into a cohesive and integrated scholarly practice. Furthermore, the system recognizes and supports differential emphases and interests over the course of a faculty member's career

The policies and procedures outlined here guide the evaluation process for all tenure-track and tenured faculty members across the various campuses of UAA, as well as faculty from the Prince William Sound Community College (PWSCC). PWSCC is a separately accredited institution of higher education, with its own representative faculty assembly. However, the shared governance responsibilities related to faculty evaluation are carried out under UAA's major administrative unit (MAU) authority and responsibilities (see BOR P10.02.010). Moreover, as used in these guidelines "unit" refers to the colleges and schools within UAA (see BOR P10.02.040).

The examination and evaluation of faculty work must be done within the context of the explicit goals of the institution, as embodied in the mission and strategic plan. The most valuable resource the University has for enacting its mission is the time, talent, and expertise of the faculty. An evaluation system aligned with the mission provides faculty with a clear set of expectations around which they may focus their work and continue their professional development and achievement. In this way, a faculty member may pursue an individualized professional pathway based on his or her unique talents while contributing to the collective achievement of the institutional mission.

The evaluation of faculty members for hiring, progression towards tenure, tenure, promotion, and post-tenure review should also occur in the context of: established criteria for high-quality work; clearly communicated expectations and responsibilities set forth in a faculty member's initial appointment letter approved by the department chair, dean, campus director or other designated administrator; subsequent modifications made for annual workload agreements; the results of periodic reviews or previous promotion or tenure decisions; and the priorities of the department, unit, college, campus, and University.

² Unit and departmental guidelines must be in agreement with procedures in the governing Collective Bargaining Agreements.

³ A more detailed discussion of the relationship of the FEGs and unit guidelines can be found on page ~~38~~[34-35](#).

These guidelines and procedures shall be interpreted and implemented within the framework of the UA Board of Regent's Policies (P0.04.04.010-070), the internal governance procedures of UAA, and the relevant Collective Bargaining Agreements (CBAs) of United Academics (UNAC) and the University of Alaska Federation of Teachers (UAFT).

III. FACULTY ROLES AND RESPONSIBILITIES

Overview of Faculty Responsibilities

The central tasks of the University include the promotion of learning and the expansion of knowledge. These tasks place specific responsibilities upon faculty members with respect to their students, their discipline, craft or professional field, the University, and communities. In support of these responsibilities, the University seeks to foster the continued development of faculty in ways that support their effective engagement with students, as well as with a variety of local, state, national and international communities and colleagues.

Faculty have a responsibility to their students, their discipline, craft or professional field, the University and communities to strive for exemplary intellectual, ethical, aesthetic, and creative achievement. Such achievements are the defining qualifications for appointment, tenure, and promotion in the academic ranks. Individuals appointed to the faculty are expected to possess the intellectual and professional integrity associated with the exercise of academic freedom and shared governance; to show respect for the opinions of others; to maintain accepted standards of civility and professionalism; to cooperate effectively with others; and to consider the welfare of the total institution.⁴

One of UAA's strategic priorities is to build a university of first choice distinguished for excellence in teaching and learning and to become a leader in undergraduate and graduate education centered on professional and craft practice, academic research, and creative activity. This requires faculty of the highest caliber who will maintain currency in the developments in their fields--whether disciplinary, multi-disciplinary, or interdisciplinary--and remain actively engaged in scholarship throughout their careers.

All faculty members have a responsibility to engage in scholarly work in teaching, academic research, craft or professional practice, or creative activity, and **in** professionally related service activities according to their respective appointments, positions and workload agreements. In this way, faculty members contribute to the knowledge-base in their fields, advance student success,

Comment [MKB1]: UFEC

⁴AAUP, [1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments ; On Collegiality as a Criterion for Faculty Evaluation](http://www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm)

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm>

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and contribute to the mission of the University in service to society. Each faculty member is also expected to contribute to the shared governance, accreditation processes, and other service activities within the University if it is part of their workload.

The Centrality of Scholarship to Faculty Responsibilities⁵

The faculty evaluation guidelines of UAA are grounded in a definition of scholarship that can be appropriately applied to the full scope of academic work: *Scholarship, or scholarly work, is characterized by creative intellectual work reflective of a high level of professional expertise, is communicated so others may benefit from it, is subjected to reflective critique and evaluation by others, and supports the fulfillment of the mission of the University.*

Scholarship may be derived from, and manifested in teaching, academic research, creative activity, professional and craft practice, and service. Scholarship takes a number of forms, including:

- 1) Discovery--~~Advancement~~ Advancing of knowledge through original research, or original creations in writing, performance, or production;
- 2) Integration--Synthesizing and integrating knowledge, revealing new patterns of meaning, and new relationships between the parts and the whole, either within a discipline or across multiple disciplines;
- 3) Application--Assessing the efficacy of existing academic, aesthetic, creative, and professional or craft knowledge and practices within a particular context or to address a significant problem, refining its implications or using it to affect change;
- 4) Engagement--Uniting the intellectual expertise and questions of the academy with the intellectual expertise and questions of the public and communities external to the academy to address their identified issues, concerns, or problems;
- 5) Transformation/Interpretation--Revealing, explaining, and illuminating knowledge and intellectual, creative, and professional or craft processes for others.

Comment [MKB2]: UFEC

Comment [MKB3]: UFEC

Comment [MKB4]: UFEC

This expanded definition of scholarship serves to encompass all high-quality faculty work that furthers the educational goals of students, faculty, academic units and campuses, the University, and the varied public and professional communities with which we are engaged. Recognizing that not all faculty members will engage in all forms of scholarship, this more inclusive

⁵ A number of sources have been synthesized and adapted to develop this section in response to UAA's unique context and mission: E. Boyer (1990). *Scholarship Reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching; Campus Compact (2007). *Conference Report: New Times Demand New Scholarship*, Author, University of California, Los Angeles; Portland State University, *Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases* (1996); University of North Carolina at Greensboro, *University-wide Evaluation Guidelines for Promotions and Tenure*; *Criteria for Scholarship*, Southern Polytechnic State University.

definition of scholarship allows for greater recognition of the diverse scholarly activities and outcomes that reflect the mosaic of faculty talent that strengthens the University as a whole.

Scholarship traditionally has implied that one has a solid foundation in the academic, craft, or professional field addressed and is current with developments in that field. The expanded and more inclusive definition takes into account that significant advances often accrue when a faculty member extends his or her scope of creative intellectual work to engage in collaborative, multidisciplinary or interdisciplinary inquiry and scholarly activities.

The expanded definition of scholarship used throughout these guidelines is a valuable concept that connects strongly to UAA’s Mission Statement and to a common national practice in recognizing an underpinning concept of all faculty work. However, the terms “scholarship” and “research” are widely used in higher education with a range of (sometimes inconsistent) definitions.⁶ This can lead to ~~the confusion in faculty reviews. In these guidelines, “scholarship”~~ is used solely to denote the broad, central principle that underlies all faculty work as described in this section. The terms “academic research” and “creative activity” are used to describe what is often called “research” or “scholarship” in other documents. Reviewers and faculty under review should take care to use the terms consistently in presenting and evaluating faculty work.

Comment [MKB5]: UFEC

Community Engagement as a Component of Academic Research, Teaching, and/or Service⁷

UAA has been nationally recognized for community engagement, receiving the Carnegie classification of “Community Engaged University in Curricular Engagement and Outreach & Partnerships.” In alignment with the Carnegie classification, UAA describes *community engagement* as collaborations between institutions of higher education and individuals, organizations, and institutions in their larger communities (local, regional, state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The range of local, regional, state, national, and global communities with which faculty might engage are vast and broad. A community may be defined by: shared academic, aesthetic, craft, or professional interests; political, social, ~~or geographic contexts; or a variety of~~ other shared interests and concerns around which communities form, develop, and participate together.

Comment [MKB6]: UFEC

⁶ The Collective Bargaining Agreement between the University and UNAC, for example, uses the terms in different senses. The CBA uses both “research” and “scholarship” to refer to what this document denotes as “academic research”. Reviewers should use this mapping when working between the CBA and these guidelines.

⁷ UAA Definitions of Community Engagement, Curricular Engagement, Community-based Research, and Engaged Service. Approved by UAA Faculty Senate and UAA Office of Academic Affairs and submitted by Nancy Andes, Professor of Sociology, and Director, Center for Community Engagement & Learning, May 8, 2007.

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Community engagement expands the variety of University outreach and partnership activities of faculty because it has the potential to integrate teaching, service, and academic research or creative activity. Faculty members who focus on community-engaged practice enhance both their scholarly knowledge and the well-being of the various communities with which they work.

Comment [MKB7]: UFEC

Community Engagement is grounded in collaborative practice and shared leadership and focuses on the application of knowledge and processes to problems and concerns identified by the communities. Community engagement may be manifested in scholarly activities such as community-based research, community-engaged service, and curricular engagement when they demonstrably meet the principles of high-quality scholarship.

UAA highly values and encourages quality community engagement as part of faculty roles and responsibilities. For those faculty members who choose to undertake community-engaged scholarship through their teaching, service, academic research or creative activity, it should constitute a vital component of faculty evaluation considerations.⁸

Comment [MKB8]: UFEC

The Scholarly Agenda

Faculty members may find the Scholarly Agenda, described in more detail in Appendix I, to be a useful tool for planning and explaining their work as a complement to their workload, activity report, and self-evaluation. While the use of a Scholarly Agenda is not required, faculty members who find it useful are encouraged to include it in their review file.⁹

Comment [MKB9]: UFEC

IV. EVALUATION OF FACULTY FOR PROGRESSION TOWARDS TENURE, TENURE, PROMOTION, &-AND POST-TENURE REVIEW

Comment [MKB10]: UFEC

The decisions to retain, grant tenure to, or promote a faculty member are among the most vital that take place in a university. One of the hallmarks of a university of distinction is the quality of its faculty and their scholarly achievements as reflected in their teaching, academic research and creative activity, and public, professional, and university service. Therefore, it is to be expected that among faculty members there will be highly varied profiles of scholarly pursuits and achievement with respect to flexibility, breadth, and forms of scholarship. Judgments about the application of the University's criteria of quality and significance of scholarly achievement within and among the components of faculty responsibility will vary with disciplines, craft, and professional fields, and with unit goals.

⁸ Community engagement receives special emphasis in these guidelines because it is a relatively new concept in describing faculty work and thus needs additional explanation. The special emphasis is not meant to imply that community engagement is more or less important than more traditional types of faculty work.

⁹ A faculty member's choice to include or not include the Scholarly Agenda in their review file is not subject to substantive academic judgment.

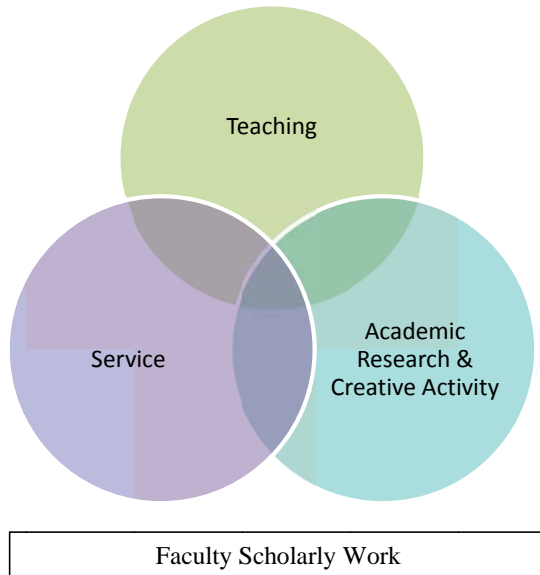
Those making progression towards tenure, tenure, and promotion recommendations have an obligation of stewardship to students, consumers of academic research and creative activity, the existing community of scholars, craft and professional practitioners, and the community at-large, to ensure the best faculty possible. The conscientious exercise of this responsibility requires that the University retain, tenure, and promote only those faculty members who have demonstrated a consistent pattern of high-quality scholarly achievement across the components of faculty responsibility, and whose expertise and achievement have contributed to the unit goals and institutional mission.

Evaluation of Faculty Scholarship

The various forms of scholarship—discovery, integration, application, engagement, and transformation/interpretation— result in a variety of scholarly activities and accomplishments demonstrated by evidence, which may arise from or be manifested in one’s teaching, academic research and creative activity, and service. The forms of scholarship do not necessarily correspond directly or uniquely to any particular one of the three components of faculty responsibilities. However, the division of faculty work responsibilities into three distinct components of teaching, academic research and creative activity, and service can serve to clarify the complexity of faculty scholarship and provide a framework for organizing and assessing scholarly work and accomplishments within the evaluation process.

Nevertheless, it is important to keep in mind that such classification is not always distinct, as some scholarly work may be integrative and contribute to multiple components (see figure below). For example, a faculty member may develop a novel approach to an instructional strategy or a set of curriculum materials in response to an identified student learning need within the discipline, and subsequently publish an article in an academic journal about the work and its impact on student learning and course outcomes. The resulting instructional strategy and curriculum materials may be categorized as an aspect of teaching, while the article is a dissemination product that can be categorized under academic research and creative activity. What is critical to distinguish here is that the process of scholarly work may arise mainly from one of the components, while producing a variety of distinct outcomes and products that may contribute to the scholarly accomplishments in another component of faculty responsibilities.¹⁰ Moreover, as a faculty member develops professionally it is likely that the components of faculty responsibilities in which he or she is involved will increasingly serve to inform and mutually reinforce each other.

¹⁰ An activity undertaken by a faculty member in one portion of their workload may produce outcomes in other areas of that faculty member’s workload. The evaluation of a faculty member’s work is based on the resulting evidence (products, artifacts, and creative works). The faculty member and reviewers should use the nature of the outcome and the resulting products to differentiate among teaching, research, and service where needed.



Because of the nature of scholarship, with its multiple forms and potential for integration, it is expected that throughout their careers faculty members will commit varying amounts of time, make unique contributions, and achieve a variety of outcomes within and across the components of faculty work, in accordance with their rank, position description, and assigned duties and workloads.¹¹

a. Teaching and Learning

Teaching well is UAA’s primary mission. Teaching is a challenging and dynamic enterprise that encompasses a range of scholarly activities, from classroom instruction to including students in research, from mentoring to curriculum development, from participating in faculty development to the scholarship of teaching and beyond. Faculty members are expected to be reflective practitioners who continuously examine their effectiveness as educators. In addition, their teaching should reveal and develop diverse perspectives; encourage and facilitate inquiry, creativity, and life-long learning; and work to integrate the principles central to the vision,

¹¹ It is important to distinguish between what is commonly referred to as “scholarly teaching” and the “scholarship of teaching and learning” when describing and reviewing faculty work. Scholarly teaching means having a good understanding of the discipline and applying pedagogical techniques of demonstrated effectiveness to advance students' understanding of that discipline. Scholarly teaching would be demonstrated in the aspects outlined in the section on Teaching and Learning immediately following. The scholarship of teaching is a scholarly activity that has impact beyond a faculty member's students, typically via dissemination of reviewed products or artifacts. Scholarship of teaching would be demonstrated via evidence described in the following section on academic research and creative expression.

mission, and core values of UAA. (See Section I: Purpose)

Comment [MKB11]: UFEC

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When teaching is part of the faculty assignment, effectiveness is an essential criterion for advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments that promote student learning and attainment of UAA's ~~Student Learning Outcomes-Institutional Learning Outcomes (see Chapter 1 of the UAA Catalog)~~. As a separately accredited educational institution, Prince William Sound Community College (PSWCC) has its own academic program, curriculum and identified learning outcomes for students. Therefore, for PWSCC faculty teaching effectiveness is evaluated based on the promotion and attainment of their institutionally identified student outcomes. Teaching is much more than instruction in the classroom and lab, or via distance-delivery modes and technologies. The work of teaching includes curriculum writing, developing course materials, developing community-engaged learning opportunities for students, including service learning as part of classes, developing community internships for students, mentoring, planning and conducting workshops for colleagues, and other activities. Every faculty member engaged in teaching utilizes and combines these teaching activities in different ways at different times.

Comment [MKB12]: Per Faculty Senate Oct 2013, ILO's were removed from the catalog. Focus is now on "Student Learning Outcomes."

Comment [MKB13]: UFEC

It is expected that teaching will be demonstrated through some combination of one or more of the following six aspects. However, units may include different examples of the aspects or place different emphasis and value on certain aspects to reflect the particular needs and concerns of their respective discipline, craft, or professional field. The aspects of teaching are:

Instruction and Learning Experiences: Teaching students in courses, laboratories, field experiences, clinics, studio classes or in web-based environments; teaching participants in workshops, retreats, seminars; managing a course [student assessment, student records, learning experiences]; applying effective instructional design strategies to teaching and learning; providing capstone, service learning or community engaged learning opportunities, incorporating active learning and/or research experiences in the curriculum.

Librarianship: Selecting and acquiring collections and resources to support curriculum and research; overseeing library operations; providing instruction in library research methods; cataloging and classifying materials; creating and maintaining bibliographic support systems; creating bibliographies, web sites, and other research tools; developing and applying specialized information systems.

Building and Developing Curriculum and Learning Resources: Developing and revising outcomes-based curriculum and assessment; shaping teaching materials, manuals, software; designing and implementing new or varied delivery modes, including web-based and new media

technologies; constructing resources to support distributed education and independent learning; selecting, organizing, and providing access to information resources in support of learning goals.

Mentoring Students: Advising students for academic success and career planning; providing opportunities and supporting students' research and scholarship; providing one-to-one instruction or tutoring; guiding capstone, service learning and independent study opportunities; and supervising research assistants and teaching assistants.

Advancing Teaching Excellence: Mentoring colleagues and observing their teaching; reviewing current literature and national standards in subject areas; planning and contributing to professional development activities related to teaching; shaping and improving assessment methods; consulting with colleagues on the selection and use of instructional tools, resources, and materials; conducting instructional and classroom inquiry; implementing ideas from professional development activities; using student feedback and self-reflection to enhance or change instructional practices.

Advancing Student Excellence: Writing letters of recommendation or nominating students for scholarships and awards; supporting students' accomplishments, such as Student Showcase, Undergraduate Research Grants, or presentations at professional conferences; and serving as chair of graduate or undergraduate theses, and honors or capstone project committees.

b. Academic Research and Creative Activity

Academic research and creative activity are vital to the mission of UAA in order to advance knowledge, support teaching and learning, and promote the application of knowledge in ways that benefit our local communities and broader society. One of UAA's research goals is to become a leader in research and research-centered undergraduate and graduate education. Faculty members with designated workload effort in this component of faculty work during the period of review are expected to engage in high-quality, significant academic research or creative activities as appropriate to their discipline, craft or professional field, their continuing professional growth, and the mission of their department, school, college, ~~or campus,~~ and the University. Reviewers will evaluate a faculty member's work based on the outcomes of that work as evidenced by products, artifacts, or creative works appropriate to the faculty member's discipline, craft, or professional field.

Comment [MKB14]: UFEC

Academic research and creative activity may be generated through all forms of scholarship--discovery, integration, transformation/interpretation, engagement, and application--and contributes to the generation and dissemination of knowledge within the discipline, craft or professional field as defined by the respective scholarly community. It is expected that academic research and

creative activity will be demonstrated through some combination of one or more of the following six categories. However, units may include different examples of work within the categories or place different emphasis and value on certain categories to reflect the particular needs and concerns of their respective discipline, craft, or professional fields.

Conducting and Disseminating Academic Research: Conducting basic and applied research and inquiry; community-engaged or participatory action research; writing books, monographs, textbooks; writing book chapters; editing books; writing papers in refereed journals and conference proceedings; presenting papers at professional meetings; writing translations, abstracts, and reviews; involving undergraduate or graduate students in ongoing research.

Comment [MKB15]: UFEC

Producing and Performing Creative Works: Writing poems, plays, essays, musical scores; producing radio and television productions, films, and videos; engaging in competitions, commissions, exhibitions; directing, choreographing and performing creative works in music, theatre, or dance; designing and arranging creative works; creating and preparing software and electronically published documents; developing electronic and print information resources that support the curriculum.

Developing and Disseminating Curriculum and Pedagogical Innovations: Developing and disseminating creative approaches to teaching methods and techniques, including publication or presentation at professional meetings; development of software and other technologies that advance student learning; writing grant proposals for the development of curriculum or teaching methods and techniques; and participating in the supervision of student research, independent study or; capstone projects, and in the mentoring of students that leads to the presentation of academic research and other creative works.

Developing and Disseminating Innovations in Clinical and Craft Practice: Developing and disseminating novel or creative approaches in clinical or craft practices, including publishing or presenting at professional meetings; the development, production, and dissemination of tools, technologies, or methods that enhance clinical or craft practice.

Comment [MKB16]: UFEC

Editing and Managing Creative Works: Fulfilling major editorial assignments with academic, disciplinary, craft, and professional publications, including journals, newsletters, or electronic media; initiating or organizing scholarly conferences symposia, and other similar activities.

Leading and Managing Funded Research Programs, Contracts, and Creative Projects: Leading research projects or contracts, including multidisciplinary, multi-agency, or collaborative projects task forces; writing proposals to funding agencies (private, public, and internal); managing budgets of grants and contracts; selecting and supervising staff; preparing required reports.

c. Service

Participation in public, professional, and university service are is essential to creating an environment that supports scholarly excellence, enables shared governance, meets the internal operational needs of the University, and enhances the region, state, and world. All faculty members are expected to engage in public, professional, and university service activities, with increasing involvement at higher ranks, as appropriate to their discipline, craft or professional field, and the mission of their department, unit, campus and the University.

Comment [MKB17]: UFEC

Public, professional, and university service can generally be demonstrated through the following broad categories. However, service activities within these categories can take a number of forms beyond those listed below. Units may identify additional forms of service and/or place different emphasis and value on certain categories to reflect the particular needs and concerns of their respective discipline, craft, or professional fields.

Comment [MKB18]: UFEC

Public Service

(1) Service to Society:

Writing for popular and non-academic publications directed to specialized audiences; guiding technology transfer activities; collaborating or partnering with governments, education, health, cultural or other public institutions; committing expertise to community agencies or civic groups; testifying before legislative or congressional committees; providing public policy analysis, program evaluation, technical briefings for local, state, national, or international governmental agencies; serving on public boards, task forces, or committees; developing and offering training or professional development workshops and other demonstrations or dissemination of professional methods or techniques.

(2) Community Engaged Service¹²:

Comment [MKB19]: UFEC

As a form of public service to society, community-engaged service is distinguished by its focus on collaborative, jointly developed projects designed to apply concepts, processes, or techniques to community-identified issues, concerns, or problems, which result in community change and development. It should be noted here, however, that the nature of community-engaged practice is often integrative across the components of one's work in teaching, academic research or creative activity, and service. Therefore, depending on the

¹² UAA Definitions of Community Engagement, Curricular Engagement, Community-based Research, and Engaged Service. Approved by the UAA Faculty Senate and UAA Office of Academic Affairs and submitted by Nancy Andes, Professor of Sociology, and Director, Center for Community Engagement & Learning, May 8, 2007.

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breadth, form, and focus of the work, a community-engaged service activity may combine with or result in scholarly outcomes or products that could additionally or alternatively be represented as an aspect of teaching, or within a category of academic research and creative activity.

Professional Service

Faculty members engaged in professional service use their academic training, professional expertise, and experience to serve the discipline or society, while contributing to the institutional mission. The diversity of external needs, as well as faculty expertise and experience, leads to many different forms of professional service. Nevertheless, there are common distinguishing characteristics that define such service:

- Utilizes a faculty member's academic, craft or professional expertise;
- Contributes to the discipline, craft, or professional field and/or the audience or clientele; and
- Demonstrates a clear relationship between the service activities and the goals and mission of the department, college, campus, or University.

Service to the Discipline, Craft or Professional Field

Writing peer reviews for discipline, craft or professional publications and funding organizations; performing editorial assignments for discipline, craft or professional publications; participating in academic, craft or professional conferences as panel organizer and/or discussant; providing professional reviews or critiques of materials at the request of discipline, craft, or professional colleagues at other universities or institutions; serving as an officer, or in another leadership capacity, for local, state, or national discipline, craft or professional organizations or associations.

Comment [MKB20]: UFEC

University Service

University service includes service to the department, college, campus or University. Faculty members engaged in university service contribute to the shared governance system and institutional development through a variety of activities, including:

(1) Governance:

Fulfilling administrative or other directed responsibilities at the department, college, campus or university level, such as department chair, academic program coordinator, or center director; contributing to department, college, campus or University policy development and governance activities; collaborating within and across campus communities on projects, initiatives, and other University-wide activities.

(2) Academic and Faculty Development:

Mentoring other faculty members; participating in faculty, administrator, or staff search committees; organizing, directing and/or implementing faculty development activities; organizing, directing, and/or implementing academic development activities; and participating in academic program development and accreditation activities.

(3) Student Success Support:

Sponsoring student organizations; developing outreach activities and programs that enhance the University's ability to serve the needs of a diverse and non-traditional student body; developing and maintaining services and programs that support student engagement with the curriculum; facilitating activities that integrate residential living and learning on campus, or **that** engage non-resident students in campus activities.

Comment [MKB21]: UFEC

Compensated Outside Activities

In accordance with Alaska State law and University policy, all outside compensated activities must be disclosed and may not be in conflict with or incompatible with a faculty member's performance of his or her duties and responsibilities. As such activities are not part of the full-time commitments of a faculty member, they cannot be considered as teaching, academic research or creative activity, or service within the University for the purposes of faculty evaluation. However, for those disciplines and units in which the direct practical experience that might be derived from such activities constitute valuable professional development, faculty members may request that it be considered for its contribution to the continuing development of disciplinary, craft or professional knowledge and skill.

Quality and Significance of Scholarship¹³

A rigorous faculty evaluation and review process is one that distinguishes between the routine conduct and completion of one's work assignments and responsibilities, and one's scholarly accomplishments and outcomes¹⁴ which are the results of high-quality and substantive scholarly work. The emphasis is on the critical assessment and evaluation of the quality and significance of the candidate's scholarly achievements by professional peers. Thus, the evaluation system must

¹³ The criteria in this section is a synthesis of a number of sources: Summary of Faculty Forums, UAA Faculty Task Force on the Evaluation of Faculty (2008); Portland State University, Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (1996); R. M. Diamond & B.E. Adams (1993). Recognizing Faculty Work: Reward systems for the year 2000. San Francisco: Jossey-Bass; C.E. Glassick, M. T. Huber, & G.I. Maeroff (1997), Scholarship Assessed: Evaluation of the professoriate. San Francisco, Jossey-Bass.

¹⁴ As demonstrated by evidence (products, artifacts, and creative works) appropriate to the discipline, craft, or professional field.

distinguish among the criteria that relate to the quality of a faculty member's scholarly work, as well as the equally important criterion of the significance and relevance of this body of work to the department, school, college or campus, and institutional mission(s).

A consistent pattern of high-quality scholarship manifested across all dimensions of faculty work is more important than the quantity of work done, as it reflects the promise of continued professional development and scholarly achievement. The criteria for evaluating quality and significance of a faculty member's scholarship include the following:

1. Reflects high level of discipline-related expertise

High-quality scholarship in teaching, academic research or creative activity, and service is grounded in and draws from the current literature, developments, practices, and knowledge-base in the respective discipline, craft, or professional field. Such scholarly work demonstrates an understanding of both depth and breadth of the subject-matter that supports the diverse learning needs of students, contributes generatively to the knowledge-base in the discipline, craft, or profession, and responds to identified needs and interests of a variety of community and professional organizations.

2. Establishes clear and relevant goals

High-quality scholarship in teaching, academic research or creative activity, and service is derived from a systematic approach built on clearly established goals and carefully selected actions and activities. Such scholarly work demonstrates the selection of substantive content, problems, or questions appropriate to the varied contexts of teaching, and the framing and pursuit of intellectual, creative, or aesthetic inquiries and projects.

3. Uses appropriate methods and resources

High-quality scholarship in teaching, academic research or creative activity, ~~or-and~~ service results from well-constructed methods and skillfully selected resources and materials that align with and support the purpose and goals of the specific project or activity. Such scholarly work demonstrates the effective use of pedagogical and curricular practices to maximize student learning; the organization and successful implementation of systematic inquiry, the research or creative activities that support the discovery, integration, application, engagement with or transformation/interpretation of knowledge; and the effective and collaborative participation with community and professional colleagues to address common concerns or issues.

Comment [MKB22]: UFEC

4. ~~Is e~~Effectively documented and communicated

High-quality scholarship in teaching, academic research or creative activity, ~~or-and~~ service is effectively communicated to appropriate audiences in ways that subject the intellectual, aesthetic, professional or instructional ideas, processes, outcomes, practices, or products to

Comment [MKB23]: UFEC

Comment [MKB24]: UFEC

critical and independent consideration and review. Such scholarly work is publically communicated or disseminated through a variety of media and venues appropriate to, and accepted by, the intended audiences, be they from the discipline, craft, creative or professional field, students, or the community.

5. *Results in positive impact or outcomes*

High-quality scholarship in teaching, academic research or creative activity, ~~or and~~ service is marked by scholars' own critical reflection on and evaluation of their work; its impact on the intended audience; and its potential for generating new initiatives, understandings, practices, or lines of inquiry. Such scholarly work results in outcomes that are valued by those for whom it was intended; are clearly identifiable or measurable; and contribute to student learning and academic success, the knowledge or practice base of the discipline, the craft, the profession, or the community. In these varied ways, high-quality scholarship contributes to the mission or reputation of the department, college, campus and University.

Comment [MKB25]: UFEC

6. *Upholds professional ethical standards*

High-quality scholarship conforms to and promotes the established ethical codes of conduct of the discipline, craft or professional field and University, including issues related to: intellectual property rights and protection of human and animal subjects; counseling students; and relationships with students, staff and faculty colleagues, and community participants, or others who participate in, benefit from, or are affected by the work.

V. ACADEMIC RANK, APPOINTMENT AND TENURE

Introduction

To be appointed to any faculty rank, a candidate must hold the appropriate professional or craft certification or terminal degree as defined by the accrediting agencies or associations in the respective professional, craft, or academic field. Regardless of the educational requirement or credential, the primary emphasis must rest on the individual's professional profile and the overriding necessity of maintaining well-qualified faculty within the unit and the University. The determination and definition of the appropriate professional or craft certification or terminal degree shall be made by the college in accordance with disciplinary requirements, faculty position, and University policies. Unit and department level guidelines should provide clear, objective criteria for each rank that are appropriate to the discipline and that conform to the guidelines in this document.

Definitions of Academic Ranks and Appointments

Emeritus. Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in recognition of a sustained record of outstanding scholarly accomplishments that has contributed

to the mission, reputation, and quality of the University. Candidates for Emeritus appointment must be full-time faculty members who have attained the rank of full professor and who have retired after a minimum of 10 years at the University of Alaska immediately prior to retirement. In exceptional circumstances, other faculty members who have achieved the highest academic rank available to them based on their professional, craft, or academic credentials and position may also be nominated. Following the consideration and recommendation of the faculty review process, the Chancellor will make the final appointment.

Distinguished Professor. The tenured appointment of Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor, or University Professor may be given by action of the Board of Regents on recommendation of unit members and concurrence of the Chancellor and the President. The title of Distinguished Professor or University Professor is considered to be a rare and special achievement. Candidates to be considered for award of the title must be nominated by their department. Following the consideration of the recommendation by the faculty review process, the Chancellor will make the final recommendation to the Board of Regents.

Professor. Candidates for initial appointment or promotion to the rank of Professor must hold a terminal degree in the discipline or field and show clear and convincing evidence of an extensive record of high-quality and significant¹⁵ scholarly accomplishments in the responsibilities appropriate to their work assignments and the missions of their units. Candidates must have gained recognition in their professional, craft or academic field by professional peers or community members external to the institution and demonstrate the likelihood of maintaining that stature.

At the rank of Professor, faculty members must demonstrate the following: a sustained record of excellence in teaching; contributions of high-quality and significance to the professional, craft, or academic field that have gained the recognition of peers or constituencies outside the institution; demonstrated record of effective leadership in University affairs and in a range of professional service activities; and a record of sustained professional growth with the promise for continuing high-quality and significant scholarly achievements. In addition, candidates must demonstrate a marked strength in at least one of the components of faculty responsibilities. This will usually be in the area of their primary responsibility, or through their integration of scholarly accomplishments across these components. A candidate's area of marked strength is one that draws on his or her unique talents to significantly advance the mission or reputation of the unit and institution. Candidates for promotion to Professor must have been previously awarded tenure, or must simultaneously stand for tenure.

¹⁵ Refer to section IV. *Evaluation of Faculty for Progression towards ~~T~~enure, Promotion, Tenure, and Post-Tenure Review* for the definition of quality and significance of scholarship.

Associate Professor. Candidates for initial appointment or promotion to the rank of Associate Professor must hold a terminal degree in the discipline or field and show clear and convincing evidence of high-quality and significant¹⁵ scholarly accomplishments in the responsibilities appropriate to their work assignments and the mission of their units. Candidates should demonstrate an emerging level of recognition within their professional, craft or academic field by professional peers or community members external to the institution.

At the rank of Associate Professor, faculty members must demonstrate the following: a sustained record of effectiveness in teaching; high-quality and significant scholarly contributions to the professional, craft, or academic field; high-quality scholarly contributions to the institution through university and professional service; and a strong record of professional growth with the promise for continuing accomplishment of high-quality and significant scholarly achievements. In addition, candidates must demonstrate a marked strength in at least one of the components of faculty responsibilities, or through the integration of their scholarly accomplishments across the components, which advances the mission or reputation of the unit or institution. Non-tenured faculty undergoing review for promotion to Associate Professor shall also be reviewed for tenure. Promotion to Associate Professor shall not be made without prior or simultaneous award of tenure.

Assistant Professor. Candidates for initial appointment at the rank of Assistant Professor must hold the appropriate professional or craft certification or terminal degree in the discipline or field and show evidence of achievement, or definite promise (as evidenced by discipline-appropriate expectations as detailed in unit and department level guidelines), ~~in the production~~ of sustained professional growth and contributions of high-quality and significance¹⁵ to the professional, craft, or academic field and the University.

Comment [MKB26]: UFEC

Candidates for promotion to Assistant Professor must show clear and convincing evidence of continuous professional growth in producing high-quality and significant scholarly achievements within and among the components of faculty work for which they are responsible. This will include: a sustained record of effectiveness in teaching; scholarly contributions of quality and significance to the unit and institution through university service and professional service; and evidence of promise for the continued contribution of high-quality scholarly achievements in both these components in support the mission of the unit and University.

Instructor. Candidates for initial and continuing appointment at the rank of Instructor must hold the appropriate professional or craft certification or terminal degree in the discipline or field and show evidence of, or promise for, sustained professional growth and development of high-quality and significant¹⁵ scholarly accomplishments in teaching and effective contributions to the unit, and institution through a variety of university and professional service activities.

Comment [MKB27]: UFEC

Definition of Tenure

The awarding of tenure serves the best interests of the individual and the University's institutional responsibility to create and disseminate knowledge in a democratic society. The decision to grant tenure to an individual faculty member is one that has an enduring impact on the continuing growth in capacity, achievement, and reputation of the University.

For the individual faculty member, tenure is the acceptance of an on-going obligation to continued scholarly performance and achievement at a high level of professional competency. Tenure is not automatic and is not based on years of service. Therefore, it should not be recommended as a routine matter of course. Rather, tenure shall be granted to those faculty members who have provided evidence that demonstrates a sustained record of high-quality and significant scholarly performance and the promise of long-range contributions to the educational mission, reputation, and quality of the University.

It is the faculty member's responsibility to establish a case that supports the awarding of tenure. Therefore, a candidate must provide sufficient evidence to demonstrate that she or he has met or exceeded¹⁶ the unit and University criteria for the appointed rank; that this record of scholarly achievement has contributed to the unit and institutional missions; and that such scholarly accomplishments are likely to continue into the future.

Consideration of Time in Rank for Mandatory Tenure Review¹⁷

A faculty member may submit a file and request a review for tenure in any year of service. However, he or she must be reviewed no later than the mandatory year of review. A faculty member evaluated for tenure prior to the mandatory year for review shall be evaluated on the basis of performance expectations that would exist at the time of mandatory tenure review.

Initial appointment to the rank of Professor may be made with or without tenure. Faculty initially appointed to the ranks of Professor without tenure shall be reviewed for tenure no later than the second (2nd) consecutive year of service. Appointment to Professor may continue beyond the third (3rd) year only with tenure.

Initial appointment to the rank of Associate Professor may be made with or without tenure. Faculty initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure

¹⁶ The use of "met or exceeded" is not meant to imply a de facto standard that a faculty member must exceed the criteria to be promoted in rank or to be granted tenure. Meeting the established criteria is sufficient.

¹⁷ The information in this section related to appointment, tenure, and time in rank considerations is summarized from BOR P 04.04. As such, they are subject to change only by action of the UA Board of Regents.

no later than the fourth (4th) consecutive year of service. Appointments to the rank of Associate Professor may continue beyond the fifth (5th) year only with tenure.

All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor¹⁸ or Assistant Professor must be reviewed for tenure no later than the seventh (7th) consecutive year of service. Appointments to these ranks may continue beyond the eighth (8th) year of service only with tenure.

For the purposes of determining the mandatory year of tenure review, all consecutive years of service, including periods of leave of absence at full salary and sabbatical leave, will be included. Periods of leave of absence at partial or no salary will not be included unless requested in writing by the faculty member and approved at the time the leave is granted by the chancellor or the chancellor's designee. A partial year of service that includes at least one semester of full-time faculty service may be counted as a full year of service when it has also been used to determine eligibility for any sabbatical leave upon approval by the chancellor or the chancellor's designee. Periods of officially requested and approved parental, family, or medical leave, whether paid or unpaid, shall be excluded from the determination of the mandatory year for review ~~unless the faculty member requests that such leave be counted toward their time in rank.~~

Comment [MKB28]: Deleted from UNAC 9.3.3.d

At the time of hire, a faculty member may negotiate up to three (3) years of service from a prior institution be counted toward their faculty service at the University. New faculty hires should be notified of this possibility by their hiring unit administrator. Any prior years of service which are ~~subsequently granted should be documented in the faculty member's initial letter of appointment.~~

Comment [MKB29]: UFEC

Denial of Tenure

Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a terminal appointment for one additional year of service. If a faculty member chooses to stand for tenure prior to the mandatory year and the Chancellor's decision is to deny tenure, the faculty member may continue as a tenure-track faculty member, but may not stand again for tenure prior to the mandatory year.

VI. EVALUATION PROCESS AND REVIEW CYCLE

Introduction

The decision to grant tenure and/or promote a faculty member shall be based on the performance of the work that the faculty member has been employed to do, his or her performance with respect to unit and University expectations for high-quality scholarly accomplishments in accordance with faculty rank, and the broader responsibilities expected of all members of the faculty academic community (see Section III: Faculty Roles and Responsibilities). Although the

¹⁸ Note that UNAC-represented faculty members cannot be in a tenure-track position at the rank of Instructor.
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review for promotion and tenure might happen simultaneously, the awarding of tenure and promotion in rank are two separate actions.¹⁹

Types of Evaluation

Annual Progression towards Tenure Review. In an academic year or work year in which a non-tenured, tenure-track faculty member is not scheduled for comprehensive fourth year, tenure, or promotion review, the faculty member shall receive a Progression towards Tenure Review. The faculty member shall submit an Abbreviated File (see following section). The evaluation will be completed by the Dean or Director, or designee, of the faculty member's unit, and in the case of community campus faculty members by the Campus Director or President, or designee. In those units that have developed procedures for the inclusion of peer review in this process, such action shall occur before the evaluation by the unit administrator. The annual review should evaluate and provide feedback on the faculty member's performance with respect to his or her progress in scholarly accomplishments toward promotion and/or tenure expectations.

Comprehensive Fourth Year Review. During the fourth year of a tenure-track appointment a faculty member will undergo a comprehensive and diagnostic review by peer review committees and administrators, and the Provost. The faculty member may also request that the review proceed to the Chancellor. The purpose of this review is to provide a comprehensive assessment of the candidate's progress toward tenure and promotion, and to notify him or her of any gaps or areas that need to be strengthened, as well as areas of strength to be sustained and enhanced. Once the faculty member begins the comprehensive review process, he or she may not request that it be converted to a tenure or promotion review. The faculty member is required to submit a Full File for this review (see following section).

Tenure Review. Tenure review is conducted to determine whether a tenure-track faculty member's work has demonstrated a consistent pattern of high-quality and significant scholarly achievements in teaching, academic research or creative activity, and professional and university service, as appropriate to his or her appointment, faculty rank, and position. The deciding factor in tenure decisions is whether the faculty member's scholarly achievements have contributed in sufficiently significant ways to the University mission, so as to merit the right to continuous employment at the institution. The faculty member is required to submit a Full File for this review. The Chancellor makes the final decision on tenure, giving due consideration to the recommendations of the peer review committees and appropriate administrators, **and other relevant sources.**

Comment [MKB30]: Per UNAC 9.2.4.a

Promotion Review. Tenure-track and tenured faculty being considered for advancement in rank shall receive a promotion review. The promotion review is a summative assessment of a faculty

¹⁹ Note that while these are two separate decisions, non-tenured faculty undergoing review for promotion to Associate Professor shall also be reviewed for tenure. Promotion to Associate Professor shall not be made without prior or simultaneous award of tenure.

member's scholarly achievements in teaching, academic research or creative activity, and professional and university service, as appropriate to his or her appointment and position. The evidence for this review shall cover the time period since the candidate's last tenure or promotion decision. The deciding factor in promotion decisions is whether the faculty member's scholarly achievements have met the established unit and University criteria so as to merit appointment at a higher academic rank. For this review, the faculty member will be required to submit a Full File.

Post-tenure Review. ~~Some t~~enured faculty will be reviewed every three years in accordance with the relevant CBA (UAFT only). The post-tenure review process should review and encourage progress toward promotion where applicable, and provide formative feedback to faculty to assist their continued development, and production of high-quality and significant scholarly achievements. Every three years, the Dean or designee, or in the case of a community campus faculty member the Campus Director or President, or designee, will complete the review and provide written feedback. The tenured department chair may provide review at the request of the dean, director or designee. The faculty member will submit an Abbreviated File for this review.

Comment [MKB31]: 3rd year Post Tenure Reviews were deleted from UNAC 9.2.5 (previously 9.2.4 in old contract). Retained this language to keep 3rd year reviews for UAFT faculty.

Comprehensive Post-tenure Review. Every sixth year, the faculty member will submit an Abbreviated Full File and undergo a comprehensive post-tenure review by peer review committees, unit administrators, and the Provost in accordance with the relevant CBA. The peer review committees and administrators shall make an evaluation of the faculty member's scholarly achievements over the preceding six years in ~~teaching, academic research or creative activity, and professional and university service,~~ in accordance with the unit and University expectations for his or her rank in place at the time of the last promotion or tenure decision. The committee shall comment on specific strengths and/or weaknesses in performance. If the overall evaluation of the post-tenure review by the unit peer review committee and administrator(s) are satisfactory, the review proceeds no further and is complete. An unsatisfactory review by the peer review committee or the administrator(s) will proceed to the university-wide evaluation committee and the Provost. The review may proceed to the Chancellor at the written request of the faculty member.

Comment [MKB32]: Changes to UNAC CBA 9.2.5 make Comprehensive PTR more in line with Full File.

Comment [MKB33]: Faculty hired as Associate may not have had a promotion decision.

Comment [MKB34]: Per changes to UNAC 9.2.5

For UNAC-represented faculty members, at any time prior to a scheduled evaluation, the Dean or Director of the faculty member's unit, or the Campus Director or President of the faculty member's community campus may initiate the post-tenure review process. In addition, a post-tenure review shall be conducted upon the request of the unit member.

Comment [MKB35]: UFEC

For UAFT-represented faculty members, non-scheduled evaluations may only be initiated for just cause and pursuant to the applicable article dealing with disciplinary investigations of the Collective Bargaining Agreement between the UAFT and the University of Alaska. Provided that the non-scheduled evaluation meets these criteria, the initiator will provide the same timely

notice as required for scheduled evaluations. While the primary purpose of post-tenure review is to provide formative feedback, any disciplinary action taken by the University on the basis of post-tenure review shall be taken in accordance with the applicable article of the Collective Bargaining Agreement between the UAFT and the University of Alaska. In addition, a post-tenure review shall be conducted upon the request of the unit member.

Distinguished Professor Review. A department may initiate the recommendation for the appointment of a faculty member as a University Professor, Distinguished Teaching Professor, Distinguished Research Professor, or Distinguished Service Professor. Such nominations consist of a letter in support of this recommendation, which may be accompanied by other letters written by faculty members and civic leaders. The letters of support should include evidence relative to the specific appointment area of teaching, research, service, or all of these in the case of the rank of University Professor. Nominations are directed to the nominee's Dean or Director, or Campus Director or President, who forwards them to the Provost with his or her recommendation. The Provost refers nominations to the University-wide Faculty Evaluation Committee for their-its recommendation. The Provost then forwards nominations and recommendations to the Chancellor, who will make the final decision regarding recommendation to the Board of Regents.

Comment [MKB36]: UFEC

Comment [MKB37]: UFEC

Professor Emeritus Review. Upon retirement, a faculty member may be nominated by peers or unit administrators for appointment to the rank of Emeritus or Emerita Professor. The nominating body will submit a dossier²⁰ that will be reviewed by peer review committees, unit administrators, the Provost and the Chancellor. The dossier shall provide evidence of the candidate's scholarly achievements across the course of his or her career. Reviewers determine whether the candidate has achieved a sustained record of outstanding scholarly accomplishments that has contributed to the mission, reputation, and quality of the University.

Review Cycle

Except in the case of a mandatory review, the candidate has the responsibility of notifying the unit Dean or Director, or Campus Director or President, of his or her intent to stand for promotion and/or tenure.

A candidate requesting review for tenure may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service in the tenure-track position, or the unit faculty evaluation criteria in effect the year the candidate requests consideration.

A candidate requesting review for promotion may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service at his or her current tenured or tenure-

²⁰ The contents of the dossier are not prescribed and are left to the discretion of the nominating body. However, the materials assembled in the dossier should provide sufficient evidence for the reviewers to determine the merit of the nomination.

track faculty rank or after the last comprehensive post-tenure review, whichever is most recent, or the unit faculty evaluation criteria in effect the year the candidate requests consideration.

If a candidate requests or is required to undergo simultaneous consideration for tenure and promotion, the candidate must select a single set of criteria.

A candidate undergoing a mandatory comprehensive post-tenure review may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service after his or her last major review (i.e. tenure, promotion, or comprehensive post-tenure review), or the unit faculty evaluation criteria in effect the year of the required post-tenure review.

The candidate must notify the unit Dean or Director, or Campus Director or President, of his or her decision regarding the selection of evaluation criteria.

a. Comprehensive Fourth Year, Promotion, Tenure

Candidates will submit their Full File to the office of the Dean, Campus Director or President in accordance with the calendar published by the Office of Academic Affairs.²¹

The faculty evaluation process will then proceed as follows:

- a) Campus Director or President (for community campus faculty only)
- ~~b)~~ School or unit director or department chair **(UAFT only)**
- ~~c)~~ Unit peer review committee(s) in accordance with the unit guidelines
- ~~d)~~ Dean
- ~~e)~~ University-wide Faculty Evaluation Committee
- ~~f)~~ Provost
- ~~g)~~ Chancellor (except in the case of 4th Year Comprehensive review, which will proceed to this level of review only at the request of the faculty member)

Comment [MKB38]: Removed from UNAC CBA

b. Annual Progression Towards Tenure Review

Candidates will submit their Abbreviated File to the office of the Dean, Campus Director or President in accordance with the calendar published by the Office of Academic Affairs.²¹

The faculty evaluation process will then proceed as follows:

- a) Campus Director or President (for community campus faculty only)

²¹ The calendar will be established in conformity with the requirements of the Collective Bargaining Agreements between the UAFT and the University of Alaska and between the UNAC and the University of Alaska.

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- b) Unit peer review committee(s) in accordance with unit guidelines
- c) School or unit director or department chair if requested by the dean, director, or designee. ~~(UAFT only)~~
- c) Dean

Comment [MKB39]: Removed from UNAC CBA

c. Third year and Sixth year Comprehensive Post-Tenure Review

Candidates will submit their Abbreviated (third year) or Full File (sixth year) to the office of the Dean, Campus Director or President in accordance with the calendar published by the Office of Academic Affairs.²¹

The faculty evaluation process will then proceed as follows:

- a) ~~Third year review (UAFT only):~~ Campus Director or President, for community campus faculty; the dean, or the respective administrator’s designee. The faculty member’s tenured department chair may provide a review at the request of the dean, director or designee.
- b) Sixth Year Comprehensive Review: Campus Director or President, for community campus faculty; unit peer review committee(s) in accordance with the unit guidelines; ~~D~~dean, or the respective administrator’s designee. ~~;~~ The faculty member’s tenured department chair may provide a review at the request of the dean, director or designee (UAFT only). If the overall evaluation of the post-tenure review by the unit peer review committee and administrator(s) is satisfactory, the review proceeds no further and is complete. An unsatisfactory review by the peer review committee or the administrator(s) will proceed to the university-wide evaluation committee and the Provost. The review may proceed to the Chancellor only at the written request of the faculty member. University wide Faculty Evaluation Committee; Provost; and, at the request of the faculty member, the Chancellor. The faculty member’s tenured department chair may provide a review at the request of the dean, director or designee.

Comment [MKB40]: Removed from UNAC CBA

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Comment [MKB41]: New language per changes to UNAC 9.2.5

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Promotion and Tenure Review Process for Faculty with Joint Appointments

If a faculty member has a joint appointment with 50% effort assigned to each of two promotion- and tenure-granting academic units, then the faculty member may initiate his or her application for candidacy in either unit. The Evaluation Review File (ERF) will be made available to the tenured department chairs for their reviews, in accordance with the type of review and the relevant CBA. The file will then proceed to the peer review committee and ~~D~~dean in the unit in which the candidate initiated the process. The recommendations of these unit reviews will be inserted into the file and provided to the candidate before the file proceeds to the second unit for review by the peer committee and the ~~D~~dean. The recommendations of the second unit’s reviews

Comment [MKB42]: UFEC (and below)

will be inserted into the file and provided to the candidate before the file proceeds through the remaining levels of review.

For faculty members with a joint appointment that is more than 50% effort assigned to a single promotion- and tenure-granting academic unit, the faculty member must initiate his or her application for candidacy in the unit in which they are assigned the most effort. This unit conducts the review but must include a tenured faculty member from the minority unit as a voting member on the unit peer review committee for the candidate's file. The file will then proceed to both Deans for their respective reviews and then continue through the remaining levels of review.

Right of Grievance and Complaint

The candidate will have access to all information used in the evaluation, be notified of all peer committee meetings, and be provided copies of all findings and recommendations. Candidates have the rights of grievance and complaint. They shall have the opportunity to submit a written response to the findings and recommendations at each review level for consideration at the next level of review.

A UNAC-represented faculty member may appeal the final decision of a completed review via the grievance process or complaint process set forth in the applicable article of the Collective Bargaining Agreement between the UNAC and the University of Alaska.

Comment [MKB43]: UFEC

A UAFT-represented faculty member may appeal the final decision of a completed review via the grievance procedure set forth in the applicable article of the Collective Bargaining Agreement between the UAFT and the University of Alaska.

Full and Abbreviated Files²²

Candidates need to provide accurate, thorough, and clear documentation of achievements for review at the departmental, college, and university levels. Faculty members who are candidates for comprehensive fourth year, tenure, promotion or comprehensive post-tenure review shall prepare a complete Full File that describes and documents their scholarly achievements in each of the three components of faculty responsibilities, teaching, academic research or creative activity, and professional and university service, appropriate to their position and appointment.

Comment [MKB44]: Changes to UNAC CBA 9.2.5 make Comprehensive PTR more in line with Full File.

²² The concept and description of the Full File and its development has been adopted with significant modifications from the Retention, Tenure and Promotion Guidelines of the California State University-Monterey Bay.

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Faculty members scheduled for annual progression towards tenure or third year post-tenure review shall prepare an Abbreviated File.

Reviewers at any level of the review process may verify evidence in the file. If reviewers find a discrepancy in the file, this will be documented in the recommendation.

At the time of their response to a review, the candidate may submit additional evidence or documentation that was not available at the time of submission if it is related to scholarly accomplishments previously included and documented in the Full or Abbreviated File.

It is strongly encouraged that files be submitted in digital or electronic format. The University is likewise strongly encouraged to develop an appropriate system for consistently creating and managing electronic files.²³

Comment [MKB45]: The UFEC asked to bring up the footnote #23 to the text body to emphasize this.

a. Full File

The Full File showcases a faculty member's scholarly achievements and provides evidence supporting scholarly accomplishments in the responsibilities of teaching, academic research or creative activity, and professional and university service. The file makes faculty work visible by creating a coherent narrative for reflecting upon, documenting, and assessing one's scholarly achievements in each of these areas. However, in evaluating a faculty member's scholarly achievements, it is more important to focus on the criteria of quality and significance than on categorizing the work or achievement.

Candidates undergoing comprehensive fourth year, tenure, promotion review and comprehensive post-tenure review shall prepare a Full File that highlights a selective sample of ~~the~~ their scholarly work, with narrative sections that provide context and continuity for the selected materials. The file has three sections and shall include:

Comment [MKB46]: Changes to UNAC CBA 9.2.5 make Comprehensive PTR more in line with Full File.

1. A Table of Contents of file sections and all supporting documentation in each section;

2. Section I: Introductory materials, including:

- a. Initial Letter of Appointment, if necessary for documenting prior years of service;
- b. Curriculum Vitae;
- c. Verification of certificates, licenses and degrees (not required for post-tenure review);
- d. Annual Workloads Agreements for the period under review, signed by the candidate and the appropriate designated administrators;

Comment [MKB47]: Page 37-38 of FEGs refers to "Annual Workloads."

²³ ~~The University is likewise strongly encouraged to develop an appropriate system for consistently creating and managing electronic files.~~

e. Annual Activity Reports for the period under review, signed by the candidate and the appropriate designated administrators;

e-f. Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review; and

f-g. Copies of findings and recommendations from the most recent annual progression towards tenure, comprehensive fourth year, tenure, promotion or post-tenure review(s), whichever are applicable (not required for post-tenure review).

Comment [MKB48]: NEW - from UNAC CBA list of file contents in 9.2.2.b, etc.

3. Section II: Self evaluation; and

4. Section III: File sections that describe and document high-quality and significant scholarly achievements in each of the relevant areas of responsibility of teaching, academic research or creative activity, and professional and university service.

a. Within the teaching section of the file, candidates are required to include:

i. All student evaluations from the previous six years (or for all years of service if candidate has been in faculty rank less-fewer than 6 years), and;

ii. a selected example of syllabi from each of the courses he or she has taught. In the case of community campus faculty, or others, who have taught more than eight (8) different and separate courses during the review period, selected representational examples should be included to reflect the scope of content and/or disciplinary areas.

b. Documentation should be limited to the period under review, which includes the years since the candidate was hired in a tenure-track position at UAA, or since the last tenure and/or promotion.

c. If the candidate was hired with any number of years credited towards tenure or promotion, documentation should be included from those years as well.

Comment [MKB49]: UFEC

b. Abbreviated File

Tenure-track faculty scheduled for annual progression towards tenure and tenured faculty scheduled for non-comprehensive post-tenure review shall prepare an Abbreviated File. The Abbreviated File shall contain:

1. Curriculum Vitae;

2. Self-evaluation;

3. Annual Activity Report(s) for the past year or since last review, whichever is applicable, signed by the candidate and the appropriate designated administrators;

~~3-4.~~ Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review when applicable;-and

~~4-5.~~ Optional selected documentation to support the self-evaluation.

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Candidates may wish to review these guidelines before preparing their file sections. In addition, prior to their first review, candidates shall attend a training session, offered annually, on how to document their scholarly work, and how reviewers evaluate the diverse kinds of evidence being presented. Candidates are also required to attend a training session prior to subsequent reviews if there have been substantial changes to the faculty evaluation policies and procedures.

c. Descriptions of Full File Elements

Table of Contents and Introductory Materials

The first section of the Full File shall include a Table of Contents of all materials in the file, followed by introductory documents (see previous description) that provide the context for the subsequent descriptions and evidence of scholarly achievements.

Self Evaluation

The Full File shall include an ~~Integrative Narrative~~ of no more than five pages, that synthesizes and interconnects the candidate's scholarly achievements within the context of her or his professional goals and aspirations as outlined in the relevant scholarly agenda(s), and the actual designated responsibilities outlined in the relevant workloads and activity reports for the period under review. Furthermore, the Integrative Narrative should draw together the sections of the file and tie the faculty member's scholarship and scholarly achievements during this period to the Department, Unit, and University mission and goals. The candidate should discuss achievements outside of the period of review only for the explicit purpose of demonstrating consistency of performance. Such discussion should be brief. The narrative should emphasize collaborative, interdisciplinary, engaged or integrative activities when these have been a part of the faculty member's scholarship. It shall also provide an opportunity to reflect on one's professional growth ~~and accomplishments in accordance with unit and University criteria of high-quality and significant scholarly work~~ for tenure and promotion, as well as the criteria of the appropriate faculty rank that is the focus of the review.

Comment [MKB50]: UFEC

Comment [MKB51]: UFEC

File Sections

The Full File shall include sections describing and documenting selected scholarly achievements in each of the areas of faculty responsibilities of teaching, academic research or creative activity, and professional and university service, as appropriate to the candidate's position, appointment, and workloads during the period under review. A candidate whose workload agreements during the review period did not include one of the areas of faculty responsibilities (teaching, academic research or creative activity, or service) may nevertheless include a section with documentation regarding scholarly achievements in that area.

Evidence shall consist of carefully selected examples of the candidate's most accomplished scholarly work, not an exhaustive compilation of materials. Nevertheless, the selections must be sufficient to make it possible to document a consistent pattern of quality scholarly achievement over time. Documentation within each of the file sections shall focus on the quality and significance¹⁵ of the scholarly activity using an appropriate combination of narrative and illustrative materials. It shall focus on documenting the scholarly activities and accomplishments of the individual faculty member rather than on documenting the generalized results of a project or a program. Similarly, in documenting collaborative scholarly work, the faculty member shall focus on his or her personal role and contributions to the collaborative process and outcomes. Candidates are encouraged to highlight scholarly activities which represent integrative, interdisciplinary, collaborative, or engaged work, as well as those activities that make significant contributions to the attainment of department, unit/campus, or University missions or goals.

d. Descriptions of Abbreviated File Elements

Self-Evaluation

The Abbreviated File shall include a self-evaluation, of a recommended length of three pages, that synthesizes the candidate's scholarly achievements and contributions in each area of responsibility, in accordance with their workload agreements during the period of review. The self-evaluation shall also summarize progress toward tenure or promotion, where applicable, as well as progress in any areas identified from previous recommendations as needing improvement.

Optional Selected Documentation

The faculty member may, at his or her discretion, opt to include selected evidence to support the self-evaluation. Selected documentation should be kept to a minimum and focus on providing supporting evidence of scholarly accomplishments only in those cases where the curriculum vitae and/or the Annual Activity Reports cannot fully reflect the quality or significance of the scholarly work.

Review and Approval of Changes to University-wide Guidelines

Any faculty member, administrator, academic unit, administrative unit, or faculty union may propose changes to these guidelines using the following process.

A proposed change is to be submitted in writing to the Provost. The Provost will coordinate a review of the proposed change by the University administration, the University-wide Faculty

Evaluation Committee²⁴, ~~and the UNAC, and the UAFT~~. The Provost will share any suggestions for modifications and other comments with the proposer of the change. A proposed change will be implemented only upon the approval of the Provost, the UAA Faculty Senate, UNAC, and UAFT.

Comment [MKB52]: UFEC

Relationship of Unit Documents to University-wide Guidelines

The primary responsibility for faculty evaluation decisions related to the hiring, progression towards tenure, tenure, and promotion of faculty members resides in the unit. Therefore, each unit is expected to:

- Establish comprehensive unit-specific evaluation guidelines and procedures for all facets of the faculty evaluation process, including hiring; annual and comprehensive fourth-year; and promotion, tenure, post-tenure, distinguished and emeritus reviews. Unit guidelines may authorize the development of department and division-level guidelines to ensure the inclusion of disciplinary, craft, or professional perspectives.
- Establish unit policies and procedures that ensure the inclusion of community campus faculty representation on peer review committees generally, and for the specific cases where unit committees will be reviewing the file of a community campus faculty member.
- Establish policies and procedures for ensuring that all faculty, department chairs, and administrators who serve as reviewers have received the required mandatory reviewer training in accordance with these guidelines (see section VII. Roles and Responsibilities of Reviewers).
- ~~Establish performance expectations for each rank, policies and procedures for the hiring and appointment of new faculty, including the development of position descriptions and the allocation of effort and responsibilities within the workload agreement. These expectations, policies and procedures must~~ conform to University guidelines, Board of Regent's policies, and other relevant governance and regulatory policies and guidelines.
- Ensure that the unit faculty evaluation guidelines conform to the University guidelines with special regard to the mission of the University and its regulatory documents; the definition of scholarship; the focus on community engagement in its variety of forms; the responsibilities of faculty; the criteria for assessing the quality and significance of scholarship; and the standard procedures for faculty evaluation. Conforming unit guidelines will use the University-wide aspects of teaching, categories of academic research and creative activity and the categories of public, professional and university service as the basis for amplification and detailing of the range of faculty scholarly work

Comment [MKB53]: UFEC

Comment [MKB54]: UFEC

Comment [MKB55]: Note from UFEC: units are governed by UAA policies, HR, etc. and do not set the policies and procedures. The workload is set by the Dean or director, not the unit. See also pages 35 and 37.

²⁴ The UAA Faculty Senate's University-wide Faculty Evaluation committee is charged with advising the Provost and the Senate on promotion and tenure guidelines.

appropriate to the profession, craft, or discipline and unique mission of the unit. Unit guidelines should, for example, define appropriate evidence of academic research and creative activity scholarship (such as journal publications or musical compositions), appropriate methods of external review of the evidence (such as peer review or critical review), and appropriate avenues of dissemination for artifacts (such as class A journals or juried exhibitions).

- Develop profiles establishing unit expectations for faculty performance at each rank, including Emeritus, and for post-tenure review in the areas of faculty responsibilities of teaching, academic research and creative activity, and public, professional and university service, with expectations of continuous growth and productivity reflected in the profiles. This must include specific profiles for community campus faculty members, when they are reviewed by the unit. Faculty from the community campuses must be substantively involved in the development of the faculty profiles within the unit, and shall lead the development of the profiles specific to their work. Provide specific examples of acceptable evidence and forms of documentation for each area of faculty responsibilities.
- Submit unit guidelines and procedures through the appropriate Dean to the University-wide Faculty Evaluation Committee and Provost for review and approval as described below.

Comment [MKB56]: Note from UFEC: These examples only pertain to academic research and creative activity. If 'scholarship' as a whole is meant, then examples are also needed for teaching, etc.

Relationship of Departmental Documents to Unit Documents

With unit authorization, a department may develop department-specific guidelines. These guidelines may include procedures for departmental peer review if the department has a sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going manner. If a department opts to establish departmental review, the resulting guidelines for faculty evaluation must be in accordance with and aligned to unit and University-wide guidelines. The department will be expected to establish comprehensive department-specific evaluation profiles and guidelines that parallel those of the unit with respect to outlining the scope and range of faculty scholarly work; establish profiles of expectations for rank; and delineate acceptable forms of evidence and documentation appropriate to the profession, craft, or discipline.

All departmental guidelines must be submitted through the authorizing unit and the appropriate Dean to the University-wide Faculty Evaluation Committee and the Provost for review and approval as described below.

Comment [MKB57]: UFEC

Review and Approval of Unit and Departmental Documents

All proposed unit and departmental documents are initiated by unit or departmental faculty and forwarded through the appropriate route to the University-wide Faculty Evaluation Committee²⁴ and the Provost. Each level may review and comment in writing on the proposed documents. Any comments will be shared with prior levels of review and the originating unit or department.

The University-wide Faculty Evaluation Committee will review the proposed documents and any comments and recommend approval or disapproval to the Provost. Should the University-wide Faculty Evaluation Committee recommend disapproval, it will provide the Provost and previous review levels written reasons for its recommendation. Should the Provost not approve the proposed documents, the Provost will provide in writing specific reasons for the disapproval and suggestions for changes needed to obtain approval to all prior levels of review and the originating unit or department.

Comment [MKB58]: UFEC

Prior to a decision to approve proposed documents, the Provost will share the documents with the appropriate leadership of the UAFT and UNAC for their review and comment and will consider those comments in the decision. The UAFT and UNAC will respond to any request for review in a timely fashion.

The approval of unit and departmental guidelines through the faculty evaluation system supports the continuity of and adherence to the departmental guidelines by subsequent levels of review over time and helps ensure conformity to the university-wide guidelines.

VII. ANNUAL WORKLOADS AND ACTIVITY REPORTS

Introduction

Two key documents serve to guide, support, and document the faculty member's career development and accomplishments: the Annual Workload and the Annual Activity Report. While these two documents are complementary, they are distinct. Together, they strive to balance and guide the complex and necessary interplay between the individual faculty member's scholarly and professional goals and pursuits and the needs, goals, and mission of the University. When combined with the integrated narrative of the scholarly file²⁵ the two documents provide a view of the faculty member's career plans and goals, short-term work and accomplishment in relationship to those goals, and a view of future steps.

Faculty members may also find that the scholarly agenda, described in more detail in Appendix I, to be a useful tool for planning and explaining their work beyond the planning and explanation already represented by their workload, activity report, and self-evaluation. While the use of a

²⁵ See the discussion on p. 3033.

scholarly agenda is not required, faculty members who find it useful are encouraged to include it in their review file.

Annual Workload²⁶

Individual faculty members shall confer with the department chair, **Campus Director** or President, or designated administrator in order to prepare the proposed workload. To ensure this workload development process strikes a balance between the individual member's academic freedom and professional aspirations, and the unit's operational requirements, it must:

- a. recognize the individual's career development needs,
- b. respect the diversity of individual faculty interests and talents, and
- c. advance the unit mission and programmatic goals.

The resulting workload should provide the faculty member with the opportunity to meet the established University and unit criteria for progression towards tenure, promotion, tenure, and post-tenure review.

The written and signed Annual Workload serves as the contractual agreement outlining the faculty member's specific teaching, academic research or creative activity, and public, professional and university service activities expected for the specified time period.

Annual Activity Report

The Annual Activity **R**eport provides a summary of the outcomes of a faculty member's work in a given year. It is directly connected to and viewed in the context of the Annual Workload.

Comment [MKB59]: UFEC

Comment [MKB60]: UFEC

VIII. ROLES AND RESPONSIBILITIES OF REVIEWERS AND CANDIDATES

Introduction

A robust faculty evaluation and review process should be conducted in a manner consistent with the application of sound professional judgment within a context of clear policies and delineated criteria of quality and merit. In this way, the process is more likely to result in a shared sense of validity, fairness, and trust with respect to both the process and the outcomes. To this end, all participants, members of peer review committees, academic administrators, and candidates have designated roles and responsibilities.

²⁶ The process for developing and approving the annual workload is detailed in the Collective Bargaining Agreements between the UAFT and the University of Alaska and between the UNAC and the University of Alaska. Faculty members and University administrators should refer to and follow the governing collective bargaining agreement in the development of workloads.

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It is the responsibility of the members of the peer review committees and administrators to: adhere to the policies and guidelines for conducting the review; carefully review and evaluate each candidate's file using the appropriate unit and University criteria of quality and merit; and make recommendations regarding progression towards tenure, tenure, promotion, and post-tenure review before the recommendation is reviewed and a decision made by the Chancellor.

The candidate under review has the responsibility to adhere to the policies and guidelines, including notifying administration of intent (except for mandatory reviews), and developing and submitting either a Full or Abbreviated File, as appropriate to the type for review.

Election and Composition of Peer Review Committees²⁷

a. Eligibility

All department, unit, and University faculty evaluation committees, and the Faculty Evaluation Appeals Committee shall be composed of tenured faculty members. Those not eligible to serve include:

Comment [MKB61]: UFEC

- A faculty member who is on an approved leave of absence or sabbatical;
- A faculty member who has been elected to serve, or is currently serving, on a peer review committee at a preceding or subsequent level of review;
- Tenured faculty who are under consideration for promotion;
- A faculty member who has an administrative workload of more than 50%.

On all department, unit, and University faculty committees, only those faculty members who are at or above the rank to which the candidate seeks promotion may vote on the candidate's file.

The decision of the department, unit, and University faculty committees to recommend or not recommend promotion, tenure, or progression towards tenure must be based on the committee members' review of the evidence presented in the candidate's file.

For UAFT-represented faculty, committee votes to recommend or not recommend promotion, tenure, or progression towards tenure will be conducted in an open meeting. For UNAC-represented faculty, committee votes to recommend or not recommend promotion, tenure, or progression towards tenure will be conducted in closed session as required by Article 9.2.5-36.d. of the Collective Bargaining Agreement between the UNAC and the University of Alaska.

Comment [MKB62]: Change to UNAC contract numbers

²⁷ Review committee members must meet the requirements of the Collective Bargaining Agreements between the UAFT and the University of Alaska and between the UNAC and the University of Alaska.

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On all faculty evaluation committees, only faculty members who have completed the required reviewer training within the last four years, or more recently if there has been a subsequent change in the policies and guidelines, are eligible to serve. Any faculty member elected or appointed to a committee who has not completed the training must do so before being seated and commencing any committee activities (see section below).

Comment [MKB63]: UFEC

b. University-wide Faculty Evaluation Committee

The guidelines establishing the selection process and composition of the University-wide Faculty Evaluation Committee (UFEC) shall be determined by the UAA Faculty Senate, subject to the approval of the UAA Chancellor. The process for establishing and revising the guidelines must provide for consultation and approval by the faculty assembly of Prince William Sound Community College.

The University-wide Faculty Evaluation Committee has the following responsibilities:

- Review and recommend policies on appointment, reappointment, tenure, promotion, and termination of faculty;
- Review department, division, and unit evaluation policies, procedures, and criteria for consistency with the University policies outlined herein, and make recommendations regarding revisions, and approval/non-approval to the Provost.
- Review the recommendations of the previous levels of review to examine their consistency in applying unit and University guidelines and policies;
- Provide a University-wide, institutional-level perspective in the evaluation of faculty under review and make recommendations to the Provost Faculty Evaluation Appeal Committee.

Comment [MKB64]: UFEC – new bullet

Ethical Standards for Reviewers

All persons serving as reviewers, including faculty members, department chairs (when applicable), and administrators, are expected to conduct themselves according to the ethical standards and guidelines of the University, as outlined in this and other pertinent policy documents. As faculty evaluation is a key facet in personnel decision-making, the process must be conducted with due diligence to maintain the confidentiality of the candidate and the committees' deliberations.

Comment [MKB65]: Removed from UNAC CBA

Reviewers may not move, remove, or copy any portion of the Evaluation Review File (ERF), including all material submitted by the candidate in the Full or Abbreviated File.

Reviewers must disclose to the committee any potential for conflict of interest in a particular case. Committee members must use due diligence in considering whether recusal is warranted.

Conflict of interest disclosures and committee decisions regarding recusal must be included in the committee report of findings and recommendations. The candidate will be informed of the members of their review committees in a timely fashion and may request recusal of a member of a review committee based on possible bias or personal interest in a timely fashion. In the case of a disagreement about the possible recusal of a review committee member, the Provost or designee will make a determination based on the evidence of bias or personal interest presented by the committee member and candidate.

Comment [MKB66]: UFEC

Ethical Standards for Candidates

All candidates standing for promotion and/or tenure, progression towards tenure reviews, and post-tenure reviews are expected to conduct themselves according to the ethical standards and guidelines of the University, as outlined in this and other pertinent policy documents. The faculty evaluation process is a vital component in personnel decisions. Therefore, candidates must ensure that the materials and documents they submit as evidence are factually accurate and fairly represent the scope and outcomes of their faculty work for the period under review.

Mandatory Training of All Reviewers

All persons serving as reviewers, including faculty members, department chairs (when applicable), and unit administrators, shall attend a training session prior to the first time they serve on any faculty evaluation committee or review faculty files, or if four years or more have passed since the last time they attended training. All reviewers must also attend a training session if there have been substantive changes in policy since their last training. The purpose of the training is to ensure consistent, rigorous, and fair application of unit and University faculty evaluation guidelines across the University, with emphasis on how candidates document their scholarship, and how reviewers evaluate the diverse kinds of evidence of scholarly work being presented. The training shall be conducted each fall, and will be coordinated by Academic Affairs and the Faculty Senate Professional Development Committee, and will include representatives from United Academics UNAC and UAFT Federation of Teachers.

Comment [MKB67]: Removed from UNAC CBA

Comment [MKB68]: UFEC

Comment [MKB69]: UFEC

Comment [MKB70]: The PDC no longer exists.

Comment [MKB71]: UFEC

Continuous Renewal

To ensure the continuous renewal and enhancement of the faculty evaluation processes within the University, each level of review will provide copies of their findings and recommendations, as well as any response made by the faculty member being reviewed to the succeeding level of review and to the levels of review that preceded them in the review process. This will assist each level of review in enhancing its processes, examining and considering evidence, and rigorously, fairly, and consistently applying unit and University criteria for quality and significance of scholarly

Comment [MKB72]: UFEC

work. All reviewers are reminded that the material being shared is only to be used for the purposes of conducting the review and normalizing interpretation of review guidelines and criteria across multiple levels of review.

The entirety of these guidelines shall be reviewed in four years from their effective date to determine effectiveness. Subsequent review and consideration for revision will be made on a regular basis every six years.

Comment [MKB73]: All changes to appendix are the UFEC's

Appendix I – The Scholarly Agenda²⁸

A Scholarly Agenda is a faculty member's proposed program of scholarly work, outlining his or her professional and discipline-based foci, goals, and proposed contributions to scholarship over a three- to five-year period. In this way, the Agenda serves as the foundation for establishing and maintaining a productive and meaningful career. As each faculty member is primarily responsible for planning and guiding his or her own career, the development and enactment of a Scholarly Agenda is an essential and on-going responsibility for all faculty members.

Establishing a Scholarly Agenda provides a faculty member the opportunity to identify and define his or her professional goals and focus of scholarly efforts within the framework of departmental, unit, and University goals and mission. It is not designed to limit or inhibit a faculty member's academic freedom nor constrain his or her scholarship. Rather, it allows the faculty member to articulate how to direct and develop his or her unique array of talents and expertise. The ~~scholarly A~~genda, therefore, should be specific regarding aspirations, goals, priorities, and scholarly activities, but not a list of tasks or expected outcomes. Over the course of one's academic career, one's scholarly interests, priorities, and relative areas of emphasis evolve and change. For this reason, it is expected that faculty members will revisit and revise their Scholarly Agenda every three to five years.

Upon initial appointment and at regular intervals, each tenure-track faculty member shall develop a Scholarly Agenda that sets forth his or her vision and aspirations for scholarly work during a given three- to five-year period. A Scholarly Agenda should provide the faculty member with a guiding framework from which to continuously chart his or her career, and give explicit voice to these aspirations when negotiating and establishing workloads within the unit. The Scholarly Agenda should engage the faculty member in examining the following considerations:

- What are the current intellectual, creative, craft, or professional practice questions, issues or problems with which I am currently engaged or want to be engaged?
- What are my long-term goals for making contributions to these questions, issues or problems through my teaching, academic research or creative activity, professional or craft practice, community engagement, and professional and university service?
- What are my general responsibilities as a faculty member and what relative emphases should I place upon teaching, academic research, creative activity, professional or craft practice, community engagement, and professional or university service?

²⁸ The concept of the Scholarly Agenda and its development has been adapted and synthesized from Portland State University, Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (1996) and the Retention, Tenure and Promotion Guidelines of the California State University-Monterey Bay.

University of Alaska Anchorage University-wide Faculty Evaluation Guidelines

Revised (New Date) ~~March 22, 2013~~

- How do these scholarly activities relate to and enhance departmental and unit missions and programmatic goals, and the larger University mission?

The resulting **A**genda should reflect the unique strengths, talents, and expertise of the individual faculty member and her or his professional development goals and needs. While the **A**genda establishes a guiding framework for a three- to five-year period, it should remain flexible and open to change in response to unanticipated opportunities and needs of both the individual and the institution.

Faculty are encouraged to refer to prior reviews and recommendations to identify strengths that should be recognized and advanced, and areas that may benefit from more focused experiences, mentoring or professional development. Once the faculty member has written the **S**cholarly **A**genda, it is shared and discussed with his or her Department Chair, Campus Director or President, Dean, or the respective administrator's designee, as part of the planning process for establishing the Annual Workload.

Departments and units generally are more effective at accomplishing their wide-ranging missions when they encourage diverse **S**cholarly **A**gendas across the membership of the faculty. Therefore, faculty interaction and dialogue should be encouraged so that individual faculty may draw on the shared expertise of departmental or unit peers in the development and refining of **S**cholarly **A**gendas. This joint career development process promotes both individual and institutional development, and contributes to the intellectual, academic, professional, craft, and creative climate of the department, the unit, the campuses, and the University.

Primarily, the Scholarly Agenda is developmental, not evaluative. In the faculty evaluation and review process, an individual's contributions to scholarship should be evaluated in the context of the quality and significance of the work presented for evaluation. While it is included in the Evaluation Review File (**ERF**), **the Agenda** is ~~included-intended~~ to provide insight into and context for the individual member's goals, intellectual interests and connections to departmental and University missions and needs. However, the Scholarly Agenda shall not be considered, nor be construed, as establishing an evidentiary base for evaluation purposes.

Committee Member	3/21	3/28
Utpal Dutta	P	P
Kevin Keating	P	E
Kathryn Hollis-Buchanan	E	E
Patricia Fagan	P	P
Len Smiley	P	P
Marcia Stratton	P	P
Walter Olivares	P	E
Joel Condon	P	P
Sandy Pence (chair)	P	P
Kyle Hampton	P	P
Joan O'Leary	P	E
Francisco Miranda	P	P
Susan Kalina	P	P

Program/Course Action Requests

PSY A200 was approved as social science general education course.

HUMS A496, JUST A443, JUST A485, LEGL A443 and LEGL A485 were approved as integrative capstone courses.

Other Items

Had second reading of GER Purge List.

UAA Faculty Senate Academic Assessment Committee AY 2013-2014

Brian Bennett, CTC	Vacant, COE	Maria Stroth, OAA
Scott Downing, KPC	Jennifer McFerran Brock, SOE	Susan Kalina – Ex-officio, Vice Provost
Cindy Trussell, KOD	Kathi Trawver, COH	Helena Wisniewski – Ex-officio, Vice Provost
Holly Bell, MSC	Keith Cates (Chair), Faculty Senate	
Rebecca Moorman, LIB	Bill Hazelton, Faculty Senate	
Bill Myers, CAS	Deborah Mole, Faculty Senate	
Kathleen Voge, CBPP	Vacant, Faculty Senate	

Meeting dates Mar. 7th & 21st in ADM 204.

Informational Items:

- AAC has established dates for CAFE assessment content areas for spring semester.
 - o April 4, 10a-11a, Library 307
A Conversation about Program Improvement
- Programs whose assessment plans have been recently reviewed by the AAC:
 - o International Studies - B.A.
 - o Speech Language Pathology - PBCT
- AAC is working to update and Annual Assessment Handbook.
- The AAC is developing the UAA Academic Assessment Seminar scheduled for 2014 on the UAA campus. This seminar/workshop will focus on the value and utility of assessment including e-portfolios; assessment processes, tools and resources; and integration of assessment into program review. As it becomes available more information will be posted at:
http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm

Budget, Planning, and Facilities Advisory Board - Report to Faculty Senate – 04/04/2014

BPFA met on Friday, March 21, 2014, from 2:45-3:45 pm on the second floor of the Consortium Library

Present: Sharon Chamard, Stefanos Folias, Marcia Stratton, Sam Thiru

Excused: Sarah Kirk, Jodee Kuden

Absent: Han Dunker, Gokhan Karahan

1. Reports

a. Jodee Kuden (by email) – PBAC

On March 4th, PBAC met and discussed the Budget Ideas List. This list is just that, ideas for Colleges/Schools/Units to use for saving money if FY15. The list was given to all Deans and Directors in mid-March as a list of suggestions. [This list is attached.]

There will be no formal PBAC hearings this April for FY15 funding proposals. Since there is no money to divide up because it is covering the budget cut, the committee felt there was no reason to hear and review proposals that needed new or additional funding in FY15. Each unit would need to deal with the cut and any other funding needs for FY15. There is one exception, the fixed cost items that require inflation increases, such as utilities, building leases, aviation insurance contracts, or library materials.

PBAC will be looking at items for moving forward to the FY16 Regent's budget during spring and summer.

b. Sam Thiru – PBAC Facilities

There is a new "Space Management Policy" which states that all space, even departmental space, is owned and controlled by the Chancellor. All schedulable space will be managed by Central Scheduling, even formerly "departmental" space.

There was general discussion about how this will affect departments. Will departments have priority over their old spaces? How does this affect space within a departmental suite (not an actual classroom or conference room)? Could Central Scheduling schedule such spaces? Do faculty in those departments need to request use of these spaces through Central Scheduling before using the space for any purpose? Can use of these spaces be scheduled by other departments or other people/groups? What type of interface will there be for those who wish to schedule space? How far out can spaces be scheduled? Is it all online? Is there an "approver" of requests? There was consensus to ask Mark Fitch to let Vice Chancellor Spindle know that we want a comment on this at the next Faculty Senate meeting.

2. There was general discussion about concerns over accuracy of prioritization data. Is it the responsibility of the faculty to root out these errors? How will the reviewers use the data?
3. Meeting times for the BPFA for the rest of the semester are 2:30-3:30 pm on the third Friday of each month. Location TBA, but in one of the study rooms in the library.

Sharon Chamard
BPFA Chair

Attachments: Ideas for Assisting with Reducing Costs or Enhancing Revenues at UAA (from PBAC)
Draft Space Management Policy (from PBAC Facilities)

Ideas for Assisting with Reducing Costs or Enhancing Revenues at UAA

Priority	Immediacy	Idea	Size of Idea	Timing	Perm or Temp	Budget Savings	Notes
Personnel Related							
A-1	A	Hiring moratorium/delay	L	ST	T	Ex: \$1.7M if delay hiring 20 staff positions one year	
A-2	A	Implement additional soft closure days around Christmas holiday, as UAF does	L	ST	T	Initial salary savings from employees taking more annual leave, perhaps offset later by higher leave benefit rates.	Individual depts can decide to close the week before the Christmas holiday or the week after the holiday even though the campus itself is not closed.

Academic programs, tuition, scholarships, enrollment management related

B-1	A	Identify courses that can be taught with larger enrollments, increase caps and reduce number of sections offered per year. Make larger classroom spaces available.	M	ST	P	Ex: \$10,500 additional tuition for each 20 students added to 3 credit course	Use Arena or Williamson or other larger venues for classrooms. Communicate what is available.
B-2	A	Reduce number of non-essential (elective) courses offered per semester starting with low enrolled courses. Reassign tenure/tenure track faculty to teach essential, high need, and/or high enrollment courses and reduce use of adjuncts and perhaps term faculty.	M	ST	P	Decrease adjunct expense	
B-3	A	Reassess all credit and non-credit overloads and course releases for faculty	M	LT	T	3 Cr Overload \$5,300 sal/ben cost savings, If then teach 3 cr course, \$10,500 tuition.	Fee or include in tuition?
B-4	A	Establish an accreditation fee for accredited programs due to the associated additional costs	S	ST	P	Ex: \$5,400 earned annually for one program if 216 students pay \$25 fee	
B-5	B	Explore cost effectiveness and administration of IDEA evaluation tool	S	ST	P		Keep accreditation needs in mind
B-6	C	Analyze administrative assignments for faculty chairs	M	ST	P		

Administrative policies or purchasing related

C-1	A	Reduce food related expenses	S	ST	T	\$220,000 is a 25% reduction from FY13	FY13 expense in accts 3008/4008 totals \$881,000
C-2	A	Explore using telephone service completely through the VOIP system, eliminate handsets and use headsets instead	S	ST	P	Could impact IT telephone recharge	one-time purchase of headphones leverages to on-going general fund savings in future years
C-3	A	Reduced travel	S	ST	T	\$700,000 is 50% reduction from FY13 in employee travel for training, conference, workshops	\$4.5M total travel expense in FY13
C-4	A	Carefully consider costs associated with searches, such as hiring outside search firms and search travel	S	ST	P	est. \$87,500 per search (\$50,000 contract plus \$37,500 travel for 25 people)	

Units and services related

D-1	C	Explore UMED district agreements for common services	M	ST	P		
D-2	A	Establish a policy regarding grants/contracts with waived indirect cost recovery (ICR)	S	ST	P	est. increase ICR \$170,000 (5% of FY13 total unrestricted ICR 9810/9811 \$3.4M)	Many foundation awards will have no ICR but provide important support
D-3	A	Reassess rent and administrative charges to auxiliaries	S	ST	P	est. 1% increase \$70,000	FY13 \$393K revenue earned

Immediacy- A=Consider doing immediately, B=Consider if budget situation worsens, C=Only implement as a last resort, if at all

Idea Size Codes- L=Large, M=Medium, S=Small

Timing Codes- LT=Long-term, ST=Short-term

Perm/Temp Codes- P=Permanent, T=Temporary

Assumptions for Budget Savings:

1. Assume average course tuition revenue is \$10,440 (3 credit course w/ 20 students, pay lower division tuition \$174/cr)
2. Assume average staff wage with sal/ben \$84,000
2. Assume average temp staff wage \$24,500 sal/ben. 5 fte p/t

University of Alaska Anchorage

ADMINISTRATIVE SERVICES MANUAL

Policies and Procedures

	Section FP&C
	Statement
	Page 1 of XX
Title <i>Space Management Policy</i>	Effective Date 03/01/14

Purpose To provide the common vision for management of space in facilities and structures owned or leased by campuses within the University of Alaska Anchorage major ~~academic~~-administrative unit (MAU). This policy ensures that available space fulfills the University’s mission, vision, and goals in the Strategic Plan.

Applicability This policy applies to all entities having responsibilities for space within UAA.

Definitions Space – A covered contiguous area enclosed on all sides by walls or imaginary boundary lines (referred to as “phantom walls”) where a wall does not exist, that accommodates a single use; the smallest discrete spatial unit or data element used, tracked and analyzed in an institution’s space inventory. A space may be part of a room, and a room may contain several spaces. (PEFICM 2006)

Space Standards – A documented standard allocation of square footage to each position or function within an organization. It is used as a basis for doing a space requirements projection as well as a tool to control actual allocation of space in many organizations.

Room or Space Condition -- The need for a room to be repaired, upgraded, or renovated based solely on its physical condition; see also Room Suitability. (PEFICM 2006)

Room or Space Suitability -- An evaluation of the functionality of the room for its assigned use and function at the time of the inventory, based on the design, configuration, and fixed equipment in the room. (PEFICM 2006)

Space Utilization – An indicator used to determine how efficiently available space is being used. Usually time-based in terms of month, quarter, or year. Occupied Space/Facility Usable Area (APPA Glossary)

Responsibilities 1. Chancellor – Maintains ultimate authority for space management decisions for the University.

2. ~~PBAC~~-Planning and Budget Advisory Council (PBAC) -- Assesses recommendations from F-PBAC to ensure consistency with University priorities. Presents contentious requests to Chancellor.

3. Facilities Programming and Budget Advisory Committee (F-PBAC) -- Makes recommendations concerning assignment or reallocation of space at all levels on the basis of campus and program priorities, the strategic and campus master plans, actual utilization, and overall need. Reviews space management standards and recommends changes to University leadership.

4. Central Scheduling (currently Registrar's Office) – Responsible for oversight and coordination of scheduling all academic and administrative space available for faculty, staff, student and public use.

5. University Space Manager (Facilities Planning & Construction - FP&C) -- Responsible for receiving, analyzing, and validating space requests. Compiles valid requests for presentation to the F-PBAC on an as needed basis, but no less than once a semester. Maintains database of space usage across the MAU. Maintains space management standards and conducts reviews periodically.

Policy

1. **All space is campus space.** The institution has the fiduciary responsibility to optimize the utilization of space. This is essential to minimizing costs while best executing our mission of educating Alaskans.

- a. **No** College/School Departments ~~nor~~ Administrative Activities own space. The University owns space and Chancellor allocates and/or assigns space for use.
- b. Colleges/Schools/Activities do not have the authority to change or alter physical space without FP&C acknowledgement and approval.
- c. Colleges/Schools/Activities should coordinate categorical changes in space usage with FP&C.
- d. All schedulable space (interior and exterior; centrally and departmentally assigned) will be managed through the Central Scheduling authority using an approved enterprise room and event management software.
- e. Authority and priority for scheduling space will be approved by the F-PBAC. Priorities will be identified in the Space Standards and Utilization Guidelines.
- f. Fees charged for room rentals for activities other in direct support of the educational mission will set by Facilities in conjunction with ITS and collected by Central Scheduling.
- g. ~~EHRMS~~ **Environmental Health & Safety and Risk Management Support** will assess all non-standard academic activities and events for risk analysis and insurance coverage, especially for non-UAA entities. Classroom, laboratory, and other educational activities will be assessed initially and reviewed periodically for risk appropriate to space usage.

Comment [RCB1]: Distributed by formula, Will be further described in a procedure

Comment [RCB2]: Steve: Definitions of this can be broad
Needs to be better defined
UAA sponsored and non-UAA sponsored
Check what the form has now.

- h. Auxiliaries shall obtain space required to perform services or provide goods in accordance with this policy. Following occupation, Auxiliaries shall ensure that maintenance for this University space is funded and space is maintained to appropriate standards.
2. Facilities PBAC (F-PBAC). The composition of the F-PBAC will be:
- a. The F-PBAC shall be co-chaired by senior representatives of the Provost Office and Facilities and Campus Services.
 - b. The F-PBAC shall be composed:
 - 1) 1 representative from each of the seven Colleges on Main Campus and the Consortium Library.
 - 2) Governance to include 1 representative from Faculty Senate, USUAA, APT, and Classified Councils,
 - 3) 1-2 Administrative Services representatives,
 - 4) 1-2 Student Affairs representatives.
 - c. Appointed members will have a term of two years.
 - d. Ex-officio positions will be defined and filled as necessary to support the functionality of this Committee, and appraised with the periodic review of this policy.
3. This Policy will be periodically reviewed and revalidated or updated as necessary, not less than five (5) years from the date of signing.

Comment [RCB3]: Larry: possible to change this to a few seats that are appointed by the Provost

Comment [RCB4]: Arts and Sciences, Business, CTC, Education, Engineering, Health, Honors

Comment [RCB5]: First review will be within 2 years

Supporting Documents

Postsecondary Education Facilities Inventory and Classification Manual (PEFICM), 2006.

Board of Regents Policy 05.12 – Capital Planning and Facilities Management

Supporting Standards and Procedures

Effective Date – 03/01/14

Supersedes all previous policy versions.

**Standards/Procedures for Space Management
(To be published)**

Appendix A. Space Standards and Utilization Guidelines (Responsibility of FP&C)

1. Space Allocations and Assignment Standards

- a. Types of Space (FICM Definitions and correlation)
- b. Priority of Allocation.
- c. Review of Assignment
 - 1) Permanent Space
 - 2) Temporary Space
- d. Space Audit.
- e. Request Process.

2. Space Utilization Guidelines

- a. Scheduled Space
 - 1) Centrally Scheduled
 - 2) Departmentally Scheduled
 - 3) Common Areas
- b. Non-Scheduled Space
 - 1) Academic Space
 - 2) Administrative Space
 - 3) Support Space
- c. Reporting

Appendix B. Physical Space Inventory System Procedures (Responsibility of FP&C).

1. PEFICM 2006 (standard for HE space mgmt.)
2. AiM Space Management System (our tool)
3. Physical Inventory Frequency (100% validation/biannually process)
4. Add/Delete/Change/Move Process (physical space/use classification)

Appendix C. Classroom Scheduling Procedures (Responsibility of Enrollment Services)

5. Time blocks
 - a) Standard blocks
 - b) Non-standard blocks
 - c) Double blocks
6. Priorities of Use
 - a) Academic
 - b) Other University Activities
 - c) Community (Public/Private)
7. Enterprise scheduling system (25Live)
8. Utilization and Incentives

Appendix D. Conversions and Alterations Procedures. (Responsibility of FP&C)

1. Changing purpose of space
2. Changing size of space
 - a) Ownership vs coordinated upgrades
 - b) Furniture upgrades – classroom vs admin space
 - c) IT upgrades
 - d) Classroom upgrades by depts/colleges/ schools

Space Centralization Implementation Plan (FY14/15)

1. Communication Plan with Advancement and Governance
2. Implementation of enterprise scheduling software
3. Space Utilization and Metrics
4. 100% Physical Space Inventory

DRAFT



UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508

Dr. Gabe Garcia & Mary Weiss, Co-Chairs

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY MARCH 21, 2014

P	Michihiro Ama, Languages	E	Song Ho Ha, History	P	Yelena Yagodina, Mathematics
E	Yong Cao, Business	P	Weiyong Hsiao, Education		
E	Ping-Tung Chang, Math (Matsu)	E	Paul Landen, Psychology (Kenai)		
P	Herminia Din, Art Education	E	Sean Licka, Art History		
P	Gabe Garcia, Health Sciences, 1 st Co-Chair	P	Marc Robinson, Education (Matsu)		
E	Rebeca Maseda Garcia Languages	P	Rena Spieker, Nursing		
		P	Mary Weiss, Nursing, 2 nd Co-Chair (Bethel)		
Consultants and Representatives __P__ Marva Watson, Director, Campus Diversity & Compliance Office __P__ Indigenous & Alaska Native Faculty Subcommittee Representative(s): Maria Williams					

P=Present E=Excused A=Absent

Meeting called to order by Gabe Garcia at 3:10PM

- I. The motion to approve the agenda for today's meeting was made by Weiyong Hsiao and seconded by Michihiro Ama. Marc Robinson made to motion to approve the minutes of the February 21, 2014 meeting. The motion was seconded by Michihiro Ama. Both motions were approved as read.
- II. The committee discussed the faculty position for the Diversity Action Plan. There are no nominations yet and the deadline for application is March 28th. Marva Watson commented that the Diversity Action Council has been focusing on the Diversity Action Plan faculty position.
- III. The Indigenous and Alaska Native Faculty Subcommittee reported that there were approximately 150 people who attended an Alaska Native Studies event. They stated that the next event will be a meeting of the Alaska Native oratory society.

- IV. The committee discussed preferred qualities for the candidate for Director of the Office of International and Intercultural Affairs.

- V. The diversity talk planned for this meeting was postponed until either the April 2014 meeting or possibly the Fall 2014 semester. It was agreed that the planning process needed to be longer. Gabe encouraged the committee members to invite faculty and students to the next meeting.

- VI. The meeting with Chancellor Case is tentatively scheduled for the morning of Thursday April 10th. Various topics of discussion included communication between campuses, the Diversity Action Plan, using the perspective of diversity through which to view the prioritization process. Marva Watson suggested development of a comprehensive, collaborative approach to diversity programs and activities when presenting diversity issues on a UAA blog page or the UAA web page.

- VII. Reina Spieker mentioned the book discussion that will be held on April 9th from 1-2PM. The book is "The Kids from Nowhere". The discussion is sponsored by the College of Health Diversity Committee. Gabe Garcia announced that National Public Health Week is in April and there will be a guest speaker on campus presenting "The Social Determinants of Health in Turkey". Mary Weiss announced that "Camai" the three day traditional Yup'ik dance festival begins today in Bethel and invited anyone to come to Bethel to participate.

- VIII. The meeting was adjourned at 4:06PM



**Institutional and Unit Leadership
Review Committee (IULRC) Report
March 31, 2014**

Per our Bylaws, the Committee's primary function is to administer surveys wherein faculty, and frequently staff, may offer their opinions on the leadership of their respective colleges. The Committee provided to the Faculty Senate a survey draft and invited comments and suggestions; since then the Committee chair has received several verbal comments from faculty, all favorably supporting the proposed survey instrument.

Upon finalization the survey instrument will be professionally formatted. The Committee is currently assessing various survey engines and is preparing to meet with the Classified and APT Councils (April 3rd) to discuss the development of a survey instrument suitable for staff (previous survey efforts by the Committee have included both faculty and staff).

During the Senate's March meeting, the Committee was asked if the faculty survey could be administered to units smaller than a college, e.g., a school. The Senate's Bylaws do allow for such an activity per: *At the discretion of its Dean, a unit may be subdivided, with the Committee's approval, into subunits provided such subunits are sufficiently large to ensure the anonymity of respondents.*

The Committee meets the first Friday of each month at 9:30 AM in SSB 366; the Committee's next working meeting is April 4th. Committee members include: L. Foster, F. Nabors, B. Brown, L. Vugmeyster, and D. Fox.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE
March 7, 2014

- ATTENDANCE. Alberta Harder, Page Brannon, Christie Ericson, Sam Cook, Doug Kelly, Ann McCoy (APU co-chair), Steve Rollins (Dean), Rieken Venema, Leanne Davis (UAA co-chair), Nancy Nix, Peter Olsson.
 - Excused: Amanda King, Sean Licka, Garry Kaulitz, Sherri LaRue
- Deans Report.
 - At the request of the Community and Technical College, the Library will be transferring approximately 1500 volumes from the Learning Resources Center to the Consortium Library.
 - The Library participated in the College of Education Tanaina Supply Drive.

- SUBCOMMITTEES REPORT

LIBRARY AS PLACE (LP):

- 36 prints from Arlis Sturgulewski were given to the University. Some went to the Chancellor's house, others will be located around the campus.
- A bust of John Kennedy was donated from the Atwood house.
- On the 3rd floor, April 4-18th, the Books of the Year Art Show will be held

LIBRARY RESOURCES (LR):

- The draft of the support letter is almost finished. When done it will be emailed to the committee. Send comments by the April meeting.
- Christie is working with one of Doug Kelly's students for a PSA

LIBRARY SERVICES (LS):

- Doug met with library staff about the library PSA's. 3 PSA's with students in charge. There are students available for any other PSA's.
- Discussed options for longer informational PSA's in the fall.

- **NEXT MEETING: April 4, 2014 in CL 302A, 11:30 am – 1 pm.**

Academic Honesty and Integrity Committee

March 17 and 31, 2014, Meetings

Members: Dede Allen, Paola Banchemo, Beth Barnett, David Bowie (Co-chair), Sally Bremner (Co-chair), Clare Dannenberg, Dayna DeFeo, Jared Griffin, Megan Kolendo, Ganhua Lu, Shiosha McDonald, Michael Votava, Corrie Whitmore, Jacque Wood, and David Yesner.

Status of Student Code of Conduct 1 Revisions:

Unfortunately these were not reviewed at the February Faculty Alliance as expected, but were sent in error to Statewide Academic Council. We have decided to ask colleagues at UAF and UAS to review this document, and collaborate on preparing a final version to submit to statewide for approval and adoption.

Intervention Subcommittee

Case Review Training:

Michael Votava has trained the group in preparation for their being able to help review lower level cases of academic dishonesty. Discussions are still ongoing with the Vice Chancellor of Student Affairs to secure his approval for implementation, but there is agreement these can be resolved. Michael will share procedures for the review process at the next meeting.

Documenting AI violations in student records:

Currently students under investigation for academic integrity can withdraw before grade penalties are assigned, so are not being held accountable, and may go on to repeat the activity in other courses. Members noted that more widespread reporting of cases would reduce the problem, since there would be a record. They discussed whether a transcript notation for academic dishonesty is worth pursuing. David Bowie will research practice at UAA's peer institutions and report back at next meeting.

Prevention Subcommittee

Upgrading the AI Tutorial:

The group has completed the Overview, Types of Academic Dishonesty, Demonstrating Academic Dishonesty, and UAA's Commitment to Academic Integrity. The Apply Your Skills section remains intact, with minor corrections only. All the sections will be sent to the whole committee for final review before we submit them to our instructional designer to replace the old content in StoryLine in mid-April.

With help from some of the Intervention Committee, we have made minor revisions to nine questions that tested problematic, and discarded one. We also replaced the phrase "violated the Student Code of Conduct" in some of the multiple choice answers with "committed academic dishonesty" as the former implies that students have received due process through the student conduct process, but not all faculty submit academic misconduct cases to the Dean of Students Office for review. The 49 questions are now ready for the question database.

Next Meeting: April 14th, at 8:30 am, for Intervention Subcommittee only. Prevention will NOT meet on this date, but will collaborate by email to vet final drafts of the AI Tutorial and faculty guide FAQs.

Submitted by Sally Bremner, Co-Chair Committee on Academic Honesty and Integrity

Faculty Senate Committee on Research & Creative Activity

Report to the Faculty Senate

April 1, 2014

The FSCRCA met March 27, 2014 with Vice Provost for Research and Graduate Studies Helena Wisniewski, Vice Chancellor of University Advancement Megan Olson, and Bridgett Dyson, Special Events Manager in Advancement.

The topic of discussion was the fall faculty research symposium, to be aligned with the opening of the Alaska Airlines center, on September 5-8.

The symposium will include posters, performances, presentations, and video.

We will invite the Office of Undergraduate Research and Scholarship to participate with a booth, and see whether OURS and Honors students will work as volunteer support for the event. We will also reach out to CCEL and CAFÉ for volunteers and other support, to Honors 292 students, and to students in other courses such as Landry Signe Gnechie's political science class

Issues that need to be sorted include the location and layout for all the elements, materials needed such as easels (CAFÉ has done poster sessions, we'll ask for some assistance) or video monitors (which can be borrowed apparently on campus), the schedule of events and the participants. We will approach Dave Dannenberg for ideas about technology for the event, and per Jill Flanders-Crosby the Arts building manager

The Vice Provost's office will put out a call for proposals to faculty that comes jointly from the FSCRCA and the VPRGS. The deadline will be May 9, end of contract. A sub-committee consisting of Diane Hirshberg, Jill Flanders-Crosby, Helena Wisniewski, George Kamberov, the new Associate Vice Provost for Research, and Keith Hackett, Athletic Director. The definition of research and creative activity for the event is broad and inclusive of applied and basic research, creative works and commercialization efforts

At the event, a listing of posters, performances and presentations will be provided to attendees as an insert in the new brochure about research at UAA

We will ask Kathleen McCoy from Advancement for some help with language to promote the event. Other ideas for promoting and documenting the event include live tweets, pod casts or even a virtual tour of the event.

Also, we will look at creating a "passport for research" for visitors and especially undergraduates to complete, with prizes available to those who complete a passport of visits to different presentations, posters and performances

The committee will continue working on the event with VP Wisniewski and VC Olson.

To: Mark Fitch, Faculty Senate President
From: Bill Myers, Chair, General Education Assessment Task Force (GERA)
Re: Monthly Report to Faculty Senate
Date: March 31, 2014

Summarized below are the Spring 2014 activities of the General Education Assessment Task Force (GERA), to date.

Membership:

Shawnalee Whitney, CAS	Kenrick Mock, SOE	Herminia Din, CAS
Brian Partridge, KPC	Kathryn Ohle, COE	Susan Kalina, Ex-officio, Vice Provost
Megan Ossiander-Gobielle, CTC	Deborah Mole, LIB	Maria Stroth, OAA
Suzanne Forster, CAS	Kyle Hampton, CBPP	Jackie Cason, CAS
Sandra Pence, Faculty Senate	Bill Myers (Chair), CAS	Andrew Lessig, Student Rep.

- 1) **GER Assessment Survey:** the Task Force designed a pilot survey to get faculty feedback on the value, teaching, and assessment of General Education Requirements at UAA. The survey was sent out last week, via UAA listserv. So far, we have had around 200 respondents. The survey is still open and we encourage faculty to respond. Please be aware that this is a separate survey from the Annual Assessment Survey, which gathers information on assessment by individual programs in regards to their PSLOs (program learning outcomes). Our survey is gathering faculty perceptions on the GERs. It should take about 5 minutes to complete. Faculty feedback will help guide the task force's recommended actions for future GER assessment practices. Our task force will begin collating the results of the survey this April, and we will present our full findings at the September 2014 Academic Assessment Seminar. Go to the following web address to access the survey, open until April 8:
http://uaa.co1.qualtrics.com/SE/?SID=SV_4GDjnzaG4oOVzIX
- 2) **GER Assessment Final Recommendations:** the Task Force is still seeking faculty input as we work towards our final recommendations for next steps on assessment of GER student learning outcomes. Please do not hesitate to contact committee members and/or Chair with questions, suggestions, and comments. The Task Force will look to submit its final report and proposal to the Faculty Senate towards the end of the Spring Semester.
- 3) Further information on our work can be found on the GER Assessment Task Force website <http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm>

**Faculty Senate Report
ad hoc Committee Faculty Senate Committee
to Investigate Methods of Evaluating Teaching Effectiveness (IMETE)
April, 2014 Faculty Senate Report**

Co-Chairs: Mari Ippolito and Stephanie Olson

Members: Marian Bruce (ex officio member)
Megan Ossiander-Gobeille
Alan Peabody
Galina Peck
Lynn Sennette
Jacque Woody

There have been no changes in the Committee's progress since the last report due to other, significant time-consuming obligations for both co-chairs.

- The co-chairs continue to work on Qualtrics surveys on the five questions. (These *will be* finished and go out to members before or during Spring Break.) We apologize for the delay but this semester has been a particularly busy one for both of us.
- Members will then weigh in on the coding decisions via the surveys.
- After that, members need to resolve any coding disagreements and the co-chairs will finalize the results.

/mi
3-31-14

GELO Recommendation: Baccalaureate Graduate Student Learning Objectives

1. All baccalaureate graduates in the University of Alaska system shall achieve the following student learning objectives:
 - a. **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, mathematics, humanities, and the arts.
 - b. **Develop Intellectual and Practical Skills across the curriculum**, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.
 - c. **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.
 - d. **Integrate and Apply Learning**, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

Budget Options Group (BOG) - Options Summary & Analysis

February 26, 2014

The Budget Options Group (BOG), appointed by Chancellor Brian Rogers and convened in January 2014, was charged with generating and compiling a list of options and recommendations complete with budgetary impact analysis for the Planning & Budget Committee (P&BC) to consider. This document serves as this initial list.

The UAF P&BC will be asked to recommend a prioritized shortlist of quantifiable options for the Chancellor's Cabinet review. To assist the Cabinet in its review, an Executive Leadership Workshop (ELW) group will be convened in the spring. The Cabinet will aim to finalize decisions by May to allow implementation lead time prior to the beginning of the fiscal year in July.

Many items were generated directly by the UAF community via an online form made available to UAF students, faculty and staff as a mechanism to make suggestions for cost savings and efficiencies. The form is located on the Office of Management & Budget (OMB) website: <http://www.uaf.edu/finserv/omb/budget-planning/suggestions/> for additional suggestions.

The budget target beginning in FY15 is \$14M. This will be updated if current budget conditions change. For prudent planning, this number is reflective of an estimated UAF budget gap and is not reflective of a direct budgetary reduction at this level. This document is intended to be dynamic in the sense that it is expected to change as ideas are vetted and new options are developed.

The BOG identified the following areas as unique to UAF's mission and competitive strengths. Efforts to maintain or reduce adverse impact to these areas were considered as options were developed.

- Continue strong focus on serving Alaska as part of UAF mission and goals
 - UAF must maintain a relevance to communities and the state; uphold a commitment to workforce development for high demand job degree areas; and maintain outreach efforts to rural students in order to promote engagement
- Continue and strengthen Arctic Research and programs
- UAF must continue to be a place of research prominence
 - Continue commitment to increasing graduate enrollments and undergraduate engagement in research
- Student enrollment is critical for UAF success
 - Preserve and enhance these activities; great service to students requires some personal level of attention
- Employees and students must have access to current technology and tools to be most efficient and effective in their work, such as eLearning, access, long-distance collaboration, etc.
- Avoid a "brain drain" by retaining and developing highly qualified and skilled employees
- Focus on a strong core of staff and faculty
 - Retain a smaller group of core employees who are empowered to do their job and have the tools they need to do it well, as opposed to cutting many ancillary items that may have an adversely broad impact

- Avoid cross-charging or shifting costs to internal departments; maintain a focus on strategic reduction of costs
 - Functions that pass on costs may not create longer term solutions; find ways to promote good behaviors and decisions
- Maintain the ability to attract outside revenues for facility and/or faculty support; UAF should have a reputation of a quality institution worthy of continued investment

Recommendations

The BOG identified the following recommendations for Planning & Budget Committee consideration as part of the prioritization process:

- 1) Efforts should be taken to make significant reductions in targeted areas rather than large amounts of smaller reductions (i.e., death by 1000 paper cuts).
- 2) Where opportunities exist for greater efficiencies, even if over a longer time period or when multiple campuses or the UA System is involved, those opportunities should be explored.
- 3) A reduction in the total number of UAF positions instead of making reductions that effectively reduce compensation for all employees may be prudent.
- 4) Outsourcing opportunities should be fully vetted to understand impact to internal and/or external groups.
- 5) Interest exists to move out of off-campus space where lease costs exist and may be expensive; space and facility conditions must be fully examined to optimize on-campus space and co-locate groups for best results.

Option Detail and Analysis

Options listed are not in priority order; however are listed by general category:

- Across-the-Board (ATB)
- Personnel/Payroll
- Program/Service
- Space
- Green Initiatives/Sustainability
- Systemwide Efficiencies
- Revenue-Generating Ideas

The following definitions and metrics are used to interpret components of each idea:

Acronym definitions

- OTO: one-time only
- ATB: across-the-board
- FTE: full-time equivalent employee
- ROI: return on investment
- GF: general fund

Ability to implement by general level (related to scope of decision-making)

1. Chancellor/Campus Level Decision
2. President/UA System Level Decision
3. Board of Regents' Level Decision
4. External Action - change in state or federal law (i.e. Alaska statute, Borough, etc.)

Timeline for action

- Short-Term: May 2014 through Dec 2014 (FY14-FY15)
- Mid-Term: Dec 2014 through June 2015 (FY15)
- Long-Term: July 2015 and beyond (FY16+)

ATB REDUCTION OPTION: \$4.25M to \$14.5M

Idea: Across-the-Board (ATB) reduction to unrestricted General Fund (GF)		
Description: Apply an across-the-board reduction proportionally to all units based on estimated General Fund (unrestricted) dollars. UAF expected proportional share of State reduction is approx. \$7M.		
Cost Statistic:	FY14 GF is approx. \$177M; FY15 estimate is \$170M to date	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Immediate savings realized and easy to administer • Could increase long term savings, not just one time • Allows Deans/Directors/VCS to apply reduction within each unit as it makes the most sense – pushes strategic decision making to unit level 	<ul style="list-style-type: none"> • Priority programs could receive same proportional cuts; potentially not strategic • Monitoring may be required if units enter into a deficit situation • May deter cross-collaboration as each unit could be focused on internal priorities rather than sharing services or finding efficiencies between units • Focus on long term savings is difficult if cut is administered at start of FY15; tendency to reduce short term items first • Reduction in GF may limit some ability to generate new revenue
Alternative Scenarios:	Some combination of an ATB and vertical or specific reductions may still be desirable and/or necessary. May consider finding incentives to increase partnership between units. May increase efficiency if some duplication of services or programs is reduced.	
Estimated Savings Target:	Min: \$4.25M (2.5% ATB)	Max: \$14.5M (8.5% ATB)

PERSONNEL & PAYROLL OPTIONS: \$6.84M to \$14.595M

Option #1:

Idea: Continue 90-day vacancy holds or increase to 120 days		
Description: In May 2013, UAF instituted a vacancy hold to delay employee hires for 90 days and centrally pullback a portion of accrued savings on a one-time basis. This formally applies to Regular and Term Staff and Executive positions, and does not apply to Faculty positions (although there may be delays in Faculty hires outside of this hold process). This mechanism is short-term and has no permanent savings unless positions are reorganized or eliminated. Average UAF annual turnover is 300 positions. Average annual cost per FTE ranges from \$75,000-\$100,000.		
Cost Statistic:	Average UAF annual turnover is 300 positions. Each FTE costs approx. \$75K-\$100K/year salary and benefits.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Mechanism already in place • Savings are immediate • Vacancy hold time to hire is not materially different than normal time to hire 	<ul style="list-style-type: none"> • Vacancy rates may be proportionally higher in some units causing some units to be disproportionately impacted • Savings are OTO • Not strategic; based on attrition
Alternative Scenarios:	Savings are dependent on when the vacancy holds start and how long they are continued. One-time savings increases if this practice is maintained over time.	
Estimated Savings Target:	Min: \$3M OTO (90 day holds; duration dependent)	Max: \$4M OTO (120 day holds; duration dependent)

Option #2:

Idea: Consolidate administrative and support FTEs		
Description: Administrative and support positions are continually a focus for reduction or streamlining. Many functions across campuses or departments are similar and potentially duplicative and warrant exploration to identify opportunities to create greater efficiencies.		
Cost Statistic:	Each FTE approx. \$75K-\$100K/year	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Opportunity to reduce or reorganize administration to find greater efficiencies • May allow for shared service models where positions are redefined, have ability for career ladders and are cross-trained • Partnerships between departments and/or between departments and central offices can be encouraged • Employees are empowered to excel as new career paths/opportunities are developed 	<ul style="list-style-type: none"> • Level of service must remain consistent • Strategic selection of positions or locations that are the best candidates may be difficult • Consolidation should not adversely impact any group disproportionately • Savings would be realized over time with organizational change
Alternative Scenarios:	Create mechanism to examine and strategically downsize 1 in 5 vacancies. This is approximately 60 FTE over the course of a full year on average. A reorganization of this size could produce \$4.5-\$6M in base savings. Level of service must remain consistent and employee training and career ladders should be a primary focus.	
Estimated Savings Target:	Min: \$250K (2-3 FTE)	Max: \$3M (30-40 FTE)

Option #3:

Idea: Reduce or eliminate Annual Leave (AL) cash-out option		
Description: Current program allows for 40 hrs. “cash-out” per calendar year		
Cost Statistic:	AL cash-out is a cost to the university considering employees do not take the leave they have earned and are paid for all days worked. 408 UAF employees used this in FY13; total UAF cash-out value was \$468K. Figures are similar in previous years.	
Ability to Implement:	2 – President/System Level Decision	
Timeline:	Short Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Impact to employees is relatively minimal • Savings are immediate and reoccurring • Use of AL should be encouraged to promote wellness 	<ul style="list-style-type: none"> • May require multi-campus agreement • May be viewed as a loss of an employee benefit • Employees must have ability to take earned AL • More employees may “lose” earned AL, if over 240 hour threshold
Alternative Scenarios:	Reduce AL cash-out to 20 hours per calendar year. Expected result may be \$240K; roughly half of the savings than if the program were eliminated.	
Estimated Savings Target:	Min: \$240K (20 hrs)	Max: \$470K (40 hrs)

Option #4:

Idea: Extend winter break or other closure periods		
Description: Consider extending winter break closure; or extending spring break for certain academic departments; or extending summer breaks in departments where it makes sense.		
Cost Statistic:	<ul style="list-style-type: none"> • \$750K/day if all unrestricted staff and faculty take A/L or LWOP • Consider utilities savings (approximate): <ul style="list-style-type: none"> ✓ Winter closure savings: \$1,500-\$2,000/day ✓ Summer closure savings (no headbolts): \$1,000/day 	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short-term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Utility savings for office area (lights, computers) • Salary savings generated if employee elects to use LWOP or A/L • Real benefit may only be seen if fully buildings/facilities are shut down (utility savings) 	<ul style="list-style-type: none"> • Employees must be aware: this could impact employee retirement if they exceed 10 days of LWOP within a single year; individual choice • May be an adverse impact to restricted fund projects or staff (grants/researchers) • May adversely impact lower-income employees who can less afford LWOP disproportionately • May require union negotiation or notification of employees ASAP
Alternative Scenarios:	Decide if UAF mandates the actual days, or allows departments to offer the flexibility to the employee.	
Estimated Savings Target:	Min: \$250K (1 day; not all employees)	Max: \$500K (2 days)

Option #5:

Idea: Utilize 11-month contracts for certain employee groups		
Description: Consider offering the option of 11-month contracts to volunteers in administrative employee types. This option is already available for supervisors to use based on job needs, but additional staff may elect to use an 11-month contract if given the choice.		
Cost Statistic:	Each FTE approx. \$75K-\$100K/year. \$75K/12 mos = \$6K per month savings per FTE.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Savings are immediate and reoccurring • Offers flexibility to employees • May be an ideal schedule for some employees • Is an available option now for supervisors when job requirements permit this arrangement 	<ul style="list-style-type: none"> • Employees must be aware of earnings reduction; that they do not accrue leave or pay into retirement accounts on the month off • Applies to employees whose jobs do not require a continual presence, particularly in academic units
Alternative Scenarios:	Voluntary 30-hour work weeks for staff without benefit reductions.	Explore this scenario with new hires.
Estimated Savings Target:	Min: \$100K (16 FTE)	Max: \$625K (100 FTE)

Option #6:

Idea: Utilize 37.5 hour workweek for regular employees		
Description: The State of Alaska has instituted a 37.5 hour workweek to foster additional savings; savings represents reduction of annual compensation increase. UAF could consider a similar structure, but, in lieu of annual compensation increases, pay is equivalent to a 40-hour work week.		
Cost Statistic:	Each FTE approx. \$75K-\$100K/year; FY15 annual compensation increase is \$6M (maximum target), minimum is 50% of that.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Savings are immediate and reoccurring • Offers flexibility to employees • Improved work-life balance (could be a recruiting tool) 	<ul style="list-style-type: none"> • Employees must be aware of earnings reduction • Potentially disparate impacts for hourly/salaried employees • No savings generated for restricted employees • Most faculty already on 9-month contracts or soft funding
Alternative Scenarios:	4 day x 10 hr. work weeks are discussed under sustainability options	
Estimated Savings Target:	Min: \$3M (50% comp. increase)	Max: \$6M (100% comp. increase)

PROGRAM AND SERVICE CHANGE OPTIONS: \$2.67M to \$17.15M

Option #1:

Idea: UAF Athletics program savings			
Description: UAF Athletics is a Division II school and has 10 teams (the minimum required to maintain DII status). Some operate as Division I (hockey), multi-divisional (swimming) or independent (rifle).			
Cost Statistics:	Total cost \$6.3M. GF support \$3.5M, other unrestricted fund (Tuition/Fees) \$900K, self-generated revenues \$1.1M. Approx. 130 total student athletes; 15% UA Scholars		
Ability to Implement:	3 – Board of Regents’ Decision		
Timeline:	Long-Term		
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Allows approx. \$3.5-\$4M in general fund and other unrestricted funding relief • May allow for stronger focus on academic programs/services • May increase available campus space; renovation required 	<ul style="list-style-type: none"> • Less attractive to new students and negative student life impact • Related tuition and fees may be lost (approx. 130 total student athletes; 15% are UA Scholars) • Some revenue generation capability may be lost; 30% of athlete aid is from other non-UA sources (\$400K/year) • PR/community support issues • NCAA/Title IX impact must be considered 	
Alternative Scenarios:	Eliminate or reduce the preconference tournaments for certain sports; \$75K net savings estimate	Consider Carlson Center contract costs vs. renovate Patty Center for games	Boost revenue: examine Booster Club and/or fee revenue distribution
Estimated Savings Target:	Min: \$75K (pre-conf. only)	Max: \$3.5M	

Option #2:

Idea: Change UAF Athletics program from Division II to Division III		
Description: UAF Athletics is a Division II school and includes 10 different teams (the minimum number of teams required to maintain Division II status in the NCAA). UAF would not be able to field a hockey team as a Division III school. Scholarship requirements change between divisions which would change the aid package for student athletes (Division III does not require scholarships); change may result in no net savings produced as operational costs may not change significantly.		
Cost Statistics:	Cost to rent Carlson Center is approx. \$170K and seats 4500; current attendance at hockey games covers this cost. Pre-conference tournaments \$75K net. Total cost \$6.3M. GF support \$3.5M, other unrestricted fund (Tuition/Fees) \$900K, self-generated revenues \$1.1M.	
Ability to Implement:	3 – Board of Regents’ Decision	
Timeline:	Long-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Savings in scholarships \$600K but will likely be offset by other aid and financial incentives necessary to attract athletes • May allow for stronger focus on academic programs/services 	<ul style="list-style-type: none"> • Less attractive to new students and negative student life impact • Related tuition and fees may be lost (approx. 130 total student athletes; 15% are UA Scholars) • Some revenue generation capability may be lost; 30% of athlete aid is from other non-UA sources (\$400K/year) • PR/community support issues • May have unintended Title IX impacts • Operational costs may not change significantly
Alternative Scenarios:	See alternative options listed above.	
Estimated Savings Target:	Min: \$0	Max: \$600K

Option #3:

Idea: Implement shared service models		
Description: Shared services is a business model that enables resources to be leveraged across departments resulting in lower-costs and increased efficiencies. It can be a good long-term savings choice for highly-transactional business functions such as in the areas of proposal preparation, payroll/personnel processing, and travel.		
Cost Statistic:	Each FTE approx. \$75K-\$100K/year.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Opportunity to explore more efficient and less costly services to UAF departments • Opportunity for employees to specialize in certain areas and do one thing well as opposed to several things “okay” • Cross-training and larger groups of customers may keep staff busy at all times rather than high vs. low volume fluctuations 	<ul style="list-style-type: none"> • Possible resistance to change • Culture-shift is required • Investment in training and technology is required • Executive and leadership support is required • Possible loss of personalized service to specific units
Alternative Scenarios:	Research institutes/departments can train a business “hub” or “team” that supports many research-intensive departments rather than a single department. The same is true for Academic areas and Administrative areas.	Evaluate “slivered” FTE (i.e. those who perform a wide variety of multiple tasks) and consolidate to have fewer FTE perform shared service functions and become specialized/empowered to do more within the job.
Estimated Savings Target:	*Savings noted above in Payroll & Benefits section (#2)	

Option #4:

Idea: Streamline CRCD administration layers		
Description: CRCD serves the community college mission for UAF with focus on workforce development, career and technical education and academic preparation for college. CRCD serves many rural campus locations across the state, has administrative support in each based on geographic distribution and has some centralized administrative support functions in Fairbanks. Are there similar functions in different locations that could be streamlined? Are there centralized functions within CRCD that could be restructured, reduced or eliminated that would result in efficiencies and/or cost reductions?		
Cost Statistic:	Each FTE approx. \$75K-\$100K/year. CRCD has approx. 270 total FTE. Of this, 88 are traditional admin FTEs which consist of Admin Generalists/Managers/Professionals, Fiscal, HR, IS staff. 10% = 8 FTE.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Opportunity for greater efficiency • Increased communication between rural/urban campuses • CRCD is heavily grant funded; has alt. funding sources/options 	<ul style="list-style-type: none"> • Potential negative public perception of UAF’s support of rural students • Potential for loss of local student service or support
Alternative Scenarios:	N/A	
Estimated Savings Target:	Min: \$75K (1 FTE)	Max: \$600K (8 FTE; approx. 10%)

Option #5:

Idea: Consolidate or reduce duplicative functions at UAF farms: LARS, Fairbanks and Palmer		
Description: LARS is Large Animal Research Station that contains reindeer and musk ox. Fairbanks farm has 260 acres cropland and 50 acres forest land. Use of all three facilities has declined. Consider where active research exists and consolidation of the farms/research space.		
Cost Statistic:	Cost to operate all three farms is approx. \$1.8M annually (LARS: \$500K; Fairbanks \$300K; Palmer \$1M).	
Ability to Implement:	2-3 – President/UA System Decision or Board of Regents’ Decision	
Timeline:	Mid to Long-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> Options to lease or sell land to local farmers could generate revenue Reduces related overhead and maintains specialized research space May encourage active research through new partnerships/co-location 	<ul style="list-style-type: none"> Likely to result in some concern from the Reindeer Herders Association and SNRAS/IAB Fairbanks Farm buildings among the oldest on campus and have historical significance May not be possible to co-locate these types of large animals
Alternative Scenarios:	Explore new revenue-generating opportunities: lease cropland to local farmers; farm peonies or other lucrative option(s); must consider viability of combining herds together; consider less expensive facility costs by combining programs or administrative functions	
Estimated Savings Target:	Min: \$500K	Max: \$750K

Option #6:

Idea: Reduce unrestricted administrative travel		
Description: Travel costs, particularly administrative in nature on unrestricted funds, are a cost that can be controlled by UAF (as opposed to travel occurring on restricted funds where the cost is borne by an external entity).		
Cost Statistic:	FY13 unrestricted travel is approx. \$6M. Of this total, approx. \$3.3M-3.5M is admin. travel (excludes Athletics \$1.3M and Instructional \$1.4M).	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> Easily implemented Encourages planning strategically within departments for administrative or support needs Raises awareness of areas where travel is necessary (CRCD/facilities, etc) May be able to reduce Athletics travel separately 	<ul style="list-style-type: none"> Face-to-face meetings or first-hand attendance at conferences or trainings is very valuable Unrestricted travel is already fairly regulated and limited Travel budgets within units also include relocation funding and employee performance bonuses; these areas could be impacted Must understand impact to rural and community campuses
Alternative Scenarios:	Rotate training opportunities among employees rather than sending many to the same conference. Encourage travel reports to shared findings.	Utilize video-conferencing or audio-conferencing options.
Estimated Savings Target:	Min: \$350K at 10% ATB	Max: \$700K at 20% ATB

Option #7:

Idea: Outsource campus housing to an external entity or seek additional P3 partnerships		
Description: Some institutions have entered into lease or other agreements for housing located on campus (land owned by the university) but leased externally. The external leaseholder will maintain and operate the facilities, thereby eliminating university expenditures for deferred maintenance and other costly upkeep. In some cases, it can be negotiated where the University is in no obligation to guarantee occupancy or support the facilities financially.		
Cost Statistic:	<p>Many housing options at UAF are located in buildings that are very old and inefficient. The costs associated with upkeep and upgrades may exceed the benefit. Note that faculty housing is a component of total bed inventory on campus; UAF does not separately track faculty vs. student housing. Assumptions are expanded to include all housing inventory, rather than faculty or student housing separately.</p> <ul style="list-style-type: none"> • Min target \$650K assumes UAF would significantly reduce GF support for residence life (50%; currently \$1.3M) • Max target assumes revenue share arrangement with the entity which returns (at minimum) the current commitments from the auxiliary (P3 lease) operations and a 50% reduction in GF outlay 	
Ability to Implement:	1-2 – Chancellor/Campus Decision or President/UA System Decision	
Timeline:	Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Outsourcing would free UAF resources up from these aging facilities and focus resources elsewhere • May put aging facilities on an upgrade path over time as external entity would do improvements • Updated facilities help attract/retain new students and improve student life 	<ul style="list-style-type: none"> • Difficult to establish savings target without an RFP • Currently housing operates on a financially sound basis • Custodial costs are already quite low • Housing/dining currently provides support for annual lease payments on the P3 Dining addition
Alternative Scenarios:	Outsource the Maintenance & Repair (M&R) contracts only	
Estimated Savings Target:	Min: \$650K	Max: \$1.75M

Option #8:

Idea: Outsource Printing Services		
Description: Printing Services is located in the basement of Bunnell building and serves the campus for internal printing needs.		
Cost Statistic:	FY13 subsidy \$250K to balance operations; currently on approx. break-even basis. Savings projected is realized through repurposing the space for other uses including relocating off-campus units from leased space. 6200 sq. ft. in Bunnell Building; \$750K to repurpose this space	
Ability to Implement:	1-2 – Chancellor/Campus Decision or President/UA System Decision	
Timeline:	Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Cost of utilities savings due to printing equipment • If closed, UAF could relocate other off-campus departments into the newly vacated space • Would require investment to repurpose space for longer term benefits 	<ul style="list-style-type: none"> • Certain services could be more expensive or take more time via external vendors • Confidentiality concerns may arise if documents are printed via external vendor • Less brand identity protection if going external • Without central service, departments may create internal print shops/services at higher cost • Space impact unknown at this point; further analysis needed if this option is more heavily considered
Alternative Scenarios:	Reduce current operations or streamline costs/services	
Estimated Savings Target:	Min: \$0	Max: \$100K (net operations) + space

Option #9:

Idea: Eliminate or outsource US Postal Services			
Description: Mail is processed at Marika location and the Campus Post Office is located in Constitution Hall. The post office offers rented post office boxes and most other USPS services. The contract with USPS has remained unchanged since 1991. The contract requires UAF to process all UAF mail, operate a contract post office, and sets up a single delivery point.			
Cost Statistic:	<ul style="list-style-type: none"> • Post Office occupies 1900 sq. ft. in Constitution Hall and 2600 sq. ft. on Marika for processing mail. (4500 sq ft total impact). • \$450K – average annual operating costs • Major revenue sources that would cease if post office is eliminated include: USPS contract \$72K/yr; PO Box rentals \$170K (total \$242K). • Result is approx. \$200K net loss/annually. <p>Analysis must consider the net effect of expenses/revenues and space, in addition to non-financial considerations (i.e. Student Life, etc).</p>		
Ability to Implement:	1-2 – Chancellor/Campus Decision or President/UA System Decision		
Timeline:	Mid to Long-Term		
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Space in Constitution Hall could be repurposed to house another dept. • Space in Marika could be repurposed or sold • Mailboxes installed campus-wide to meet basic mailing needs • Mail may be delivered directly to offices/dorms by USPS rather than through internal campus mail routing 	<ul style="list-style-type: none"> • Students must leave campus to mail packages/large items • Departments may need to bear costs of new mail practices • Internal routing system may still be needed for campus mail purposes • Trade-off: without contract in place, USPS could limit their services to UAF 	
Alternative Scenarios:	Have USPS deliver mail to specific hubs on campus (i.e. dorms, Wood Center) for student pick-up	Explore service changes if mail is delivered by USPS to individual addresses	Explore outsourcing options
Estimated Savings Target:	Min: \$50K		Max: \$250K

Option #10:

Idea: Review Shuttle Service operations and business model			
Description: Explore opportunities for student involvement (i.e., run as student business out of School of Management) or outsource			
Cost Statistic:	Current overall budget for shuttle operations is \$906K (covered via \$700K in student fee and parking revenues with a \$200K central subsidy). Min target \$100K assumes break-even operation with subsidy; max target \$200K assumes a break-even operation without continuing the subsidy		
Ability to Implement:	1 – Chancellor/Campus Level Decision		
Timeline:	Short to Mid-Term		
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Engage students if run out of a school or program • Could be cost neutral if cost structure is managed 	<ul style="list-style-type: none"> • May not result in significant revenue returns 	
Alternative Scenarios:	N/A		
Estimated Savings Target:	Min: \$100K		Max: \$200K

Option #11:

Idea: Consolidate CRCD and Fairbanks bookstores		
Description: CRCD bookstore occupies 3000 sq. ft. in Bowers Building off campus and costs about \$66K annually for the leased space, not including other areas in the Bowers Building that are leased. Additionally, the CRCD bookstore is not currently part of the Follett agreement at the UAF bookstore and receives no commissions from sales.		
Cost Statistic:	\$30K estimated Follett commissions if moved to UAF bookstore; \$70K lease cost savings; administrative efficiencies TBD – further operational and inventory analysis may be needed.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • One UAF bookstore reduces confusion • Increase in commissions from Follett from additional sales by consolidating CRCD sales • Saves on off-campus lease costs • Relatively easy to integrate CRCD into existing bookstore on campus 	<ul style="list-style-type: none"> • Loss of some personalized service to CRCD students who may challenges due to rural locations • Potential negative public perception of UAF’s support of rural students
Alternative Scenarios:	N/A	
Estimated Savings Target:	Min: \$70K (lease savings only)	Max: \$100K

Option #12:

Idea: Eliminate Vet-Med program (partially-funded)		
Description: UAF teamed with top ranked Colorado State University, College of Veterinary medicine and Biomedical Sciences in the new proposed 2+2 joint DVM program. Students will apply at CSU CVMBS and choose Alaska resident or preference to attend the first two years of the program at UAF. In years 3-4 the students will attend CVMBS in Ft. Collins ultimately acquiring a DVM degree.		
Cost Statistic:	UAF requested \$400K from the State of Alaska; \$200K was funded in FY13, \$0 in FY14 and UA is asking for the remaining \$200K in FY15, a budget process which is underway now – results pending.	
Ability to Implement:	2-3 – President/UA System decision or Board of Regents’ decision	
Timeline:	Long-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • May allow UAF to reallocate \$200K already provided by the Legislature 	<ul style="list-style-type: none"> • UAF already received funding from the State as a high priority item; may appear contrary to immediately discontinue • Consider lost future tuition revenue; UAF expects \$250K-\$300K tuition revenue over time • Building program takes time • Vet-Med program allows competitive edge at UAF due to our unique location and statewide demand for veterinarians • This agreement fits with UA strategic themes for partnerships • This partnership may be lower cost than delivering the full program solely at UAF
Alternative Scenarios:	Maintain program at existing level (partially funded); what are drawbacks?	
Estimated Savings Target:	Min: \$200K	Max: \$400K

Option #13:

Idea: Identify the ROI for Marketing & Communications efforts; how do we know what the correct balance is for UAF investment and the impact of these services?		
Description: Can we measure the ROI on efforts put forth by Marketing & Communications to advertise UAF. Does the investment justify the return? Student impact, development impact, UAF reputation and service mix could be considered.		
Cost Statistic:	<p>FY13 UAF Marketing & Communications budget is \$2.2M. Additional costs occur in department budgets for public information officers (PIO)/communication functions.</p> <p>NOTE: According to the Council for Advancement and Support of Education (CASE) report on Marketing Spending at Colleges and Universities (July 2010), the general rule is that the expenditure budget to perform marketing related activities should be between 1-3% of the total operating budget excluding salaries and benefits. UAF currently spends significantly less in this area than do peer institutions.</p>	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short-term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Analyzing ROI is a valuable exercise for administrative functions • May better understand appropriate investment or staffing levels based on peer data/functional analysis • May better understand service mix; what we provide in-house vs. what has potential for outsource • May require analysis and/or consolidation of department functions (Public Information Officers and “swag spend”) to understand full impact of UAF marketing at all levels; greater efficiencies possible 	<ul style="list-style-type: none"> • Marketing has a broad impact in a direct and indirect way to spectrum of programs and services; pin-pointing ROI for certain functions may be difficult • Marketing does not happen solely within the Marketing & Communications department at UAF – this function is located within units as well • Defining an impact to student recruitment or philanthropic donations may be indirect • Outsourcing some functions may be more expensive/cost prohibitive • UAF branding and reputation may be diminished
Alternative Scenarios:	Create comprehensive marketing plan with defined goals and outcomes (i.e. utilize X percent of budget or X dollars for a major marketing effort or program and define desired outcomes)	Conduct analysis of total UAF investment for “marketing” at all units; consolidate or develop shared service models for greater efficiency
Estimated Savings Target:	Min: \$0	Max: \$2.2M (FY13 M&C expend)

Option #14:

Idea: Evaluate unrestricted fund balance (UFB) principles – evaluate ways to encourage higher-value strategic year end procurement/spending vs. use or lose mentality		
Description: Ideally, central administration advises each school or college to have a 2-4% UFB at the end of each fiscal year. Department behavior is generally such that if funds are available, year-end spend may not be strategic, for fear of not receiving those funds in the future. To date, UFB principles have been adjusted to encourage managed “banking” of large unit reserves for future years (if needed); but this may not deter habits to spend out balances at year end.		
Cost Statistic:	\$6-8M is typical UFB target (\$2M is centrally-managed, remainder is \$6M)	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Immediate savings, easily administered • May develop models to consolidate certain types of purchases with vendors, i.e. large campus-wide computer/technology refresh purchases annually • May develop models to pool funds and accomplish larger projects rather than asking for new State funding • May find options to encourage strategic year end spending habits that meet unit and central needs • Volume discounts with vendors may be available 	<ul style="list-style-type: none"> • Difficult to change behavior • May require additional central vs. unit controls • Behavior may change in advance of any pull-back so less-strategic spend is unknown • Highly dependent on types of year end purchases to determine optimal ways to collaborate or consolidate efforts • If UAF does not allow for prudent UFB in units, units may spend out balances entirely which has a negative institutional impact
Alternative Scenarios:	Creating a year end pull-back may function similarly to an ATB reduction at the beginning of FY15.	
Estimated Savings Target:	Min: \$600K (10% of UFB)	Max: \$6M (if UFB is eliminated)

Option #15:

Idea: Review low-enrollment areas and/or duplicate degree programs across campuses. Consider consolidating the degree offering or eliminating it.		
Description: Regular and ongoing Academic Program Review and Student Outcomes Assessment already takes place, as driven by accreditation standards, BOR Policy & Regulation and UAF governance groups.		
Cost Statistic:	Currently, traditional academic program review does not necessarily include a component such as a “cost of education” analysis for resource decision making. This analysis is currently underway at UAA; outcomes pending. A full cost analysis (by program) at UAF, with impact and dependencies, may be necessary to fully evaluate in the FY15 context. Considerations must be given to core courses (where they are delivered as feeders to other programs) and rural vs. urban conditions.	
Ability to Implement:	3 – Board of Regents’ Action or Decision	
Timeline:	Mid to Long-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • May increase program efficiencies and sharing of services or support • May reduce cost and promote joint partnerships for faculty hires or with other campuses • May streamline options for students and lead to faster degree completion • Quality of education and a UAF strategic plan (what we want to be) must be considered throughout this type of review; financial savings may not be the sole driver for review 	<ul style="list-style-type: none"> • Elimination certain programs may cause public outcry • Obligation to “teach out” programs for students currently enrolled. Savings may not accrue until several years out. • May reduce ability to generate other revenues (tuition/fees or outside support/grants) • Some high-cost/low-enrollment programs may be mission specific • Some high-cost/low-enrollment programs may have other external funding
Alternative Scenarios:	N/A	
Estimated Savings Target:	Min: \$TBD (program dependent)	Max: \$TBD (program dependent)

Option #16:

Idea: Analyze number of rural campus sites; is there opportunity to convert one or more rural campuses to become Learning Centers operated by one of the other campuses at lower cost (or vice-versa)? Can any campus absorb functions of another?		
Description: Each rural campus has a main campus in the largest community in the region and typically several learning centers located in smaller regional communities. Consider enhancing some rural campus sites to serve a larger area or create Learning Centers where full campus support can be reduced.		
Cost Statistic:	Dependent on campus operations and locations based on geographic needs: number of students impacted, facilities and employees in each location – further review necessary to arrive as cost estimates	
Ability to Implement:	3 – Board of Regents’ Action or Decision	
Timeline:	Mid to Long-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Learning Centers serve areas with small student populations and could be more cost-effective to operate via distance or with minimal impact to student service/support based on consolidated structure with a nearby campus • Many CRCD campuses and Learning Centers are partially grant funded which may help cover for any reduction in unrestricted UAF support 	<ul style="list-style-type: none"> • Potential negative public perception of UAF’s support of rural students • May reduce level of local support in some locations • May reduce student attendance in some locations and create loss of tuition/fee revenue • May be difficult to consolidate based on geographic distance or needs between locations
Alternative Scenarios:	N/A	
Estimated Savings Target:	Min: \$TBD (campus dependent)	Max: \$TBD (campus dependent)

SPACE OPTIONS: \$190K to \$1.0M

Option #1:

Idea: Consolidate off-campus leases		
Description: <ol style="list-style-type: none"> 1. Bowers Building (FL186) houses eLearning & Distance Ed, CRCD Bookstore and Math in a Cultural Context. Lease costs \$300K/year and occupies 14K sq. ft.in Fairbanks 2. Bachner Building (FL139) houses SNAP and OIPC. Lease costs \$200K/year and occupies 7K sq. ft. in Fairbanks 3. Marine Advisory Program in Anchorage (FL178) plus (8) MAP parking; approx. \$90K/year 		
Cost Statistic:	\$590K/year total for facilities above. Other leases can be discussed further.	
Ability to Implement:	1– Chancellor/Campus Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Results in lease cost savings • Results in co-location on campus; renovation may be required for long term benefits 	<ul style="list-style-type: none"> • Must find suitable space on-campus to put the displaced departments • Renovation and relocation/colocation costs must be considered
Alternative Scenarios:	N/A	
Estimated Savings Target:	Min: \$90K/year (MAP only)	Max: \$600K/year (all above)

Option #2:

Idea: Sell or lease Kodiak property		
Description: Kodiak facility (FS916 & FS918)		
Cost Statistic:	There may be ways to move this existing program from the facility, eliminating costs, but preserving program functions. Est. operating costs \$800K/year (\$400K/SFOS and \$400K/central lease obligations)	
Ability to Implement:	2-3 – President/UA System Decision or Board of Regents’ Action	
Timeline:	Short to Long-term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Reduction in operating costs by facility sale • Opportunity for revenue-generation if property is leased • Opportunity to consolidate program for greater administrative efficiencies in new space • Low impact to students and program delivery • Allows SFOS to mitigate a deficit situation 	<ul style="list-style-type: none"> • Selling facility will require negotiation with UA to have the funds allocated to UAF • Need to find alternative space to accommodate ongoing services (may have associated renovation costs) • Partial central cost savings due to split with SFOS • Savings may occur over time based on program move, etc.
Alternative Scenarios:	Note that sales revenues traditionally go to UA (negotiable), while lease savings go to UAF. UAF would need to negotiate a prudent agreement.	
Estimated Savings Target:	Min: \$100K	Max: \$400K (central)

Option #3:

Idea: Optimize use of space and facilities across all campuses (including classroom utilization)		
Description: UAF is currently conducting a review of all campus space and its condition via an external vendor (Sightlines) in addition to a full space inventory as part of an implementation of asset management software (AiM). UAF PAIR is also studying classroom optimization. Results are expected by summer 2014. Review of off-campus leases is currently underway.		
Cost Statistic:	TBD based on results of various studies in progress	
Ability to Implement:	1-2 – Chancellor/Campus Decision or President/UA System Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Improving use of space has a direct impact to cost containment at UAF; it reduces deferred maintenance costs and encourages optimization in academic/administrative areas • Investments in external vendor review/services and software (AiM) have already been made; results expected soon to aid in decision-making 	<ul style="list-style-type: none"> • May require additional staffing to manage space changes/impact/renovations • May require addition investment to modify space • Space can be an emotional issue with widespread impact • Training for new systems or processes will take time to implement • Classroom optimization efforts may impact existing programs; unknown to date
Alternative Scenarios:	N/A – currently underway	
Estimated Savings Target:	Min: \$TBD (space dependent)	Max: \$TBD (space dependent)

GREEN INITIATIVES/SUSTAINABILITY OPTIONS: \$70K to \$620K

Option #1:

Idea: Increase energy audits (building envelopes/sensor lights/utilities/heat/sensor headbolts, etc.)		
Description: Energy audits were done in 2011 to selected buildings (10 in Fairbanks). These efforts continue to be explored by evaluating other low-efficiency buildings on campus for energy work.		
Cost Statistic:	2011 energy efforts to 10 buildings cost UAF \$6M and UAF anticipates approx. 10-year payback on that investment approx. \$600K/yr. Assume \$800K internal investment in FY15 for a new batch of high-priority buildings; ROI may be similar over time; analysis by building needed.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Long-Term (to realize savings)	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Reduced utility footprint • Good stewardship of resources (public relations) • Opportunities for student sustainability efforts • Most is low-tech work that can be done in-house (as opposed to highly specialized changes) • One-time personnel costs with on-going savings 	<ul style="list-style-type: none"> • Cost savings realized in future years; not immediately • Requires initial investment (pay cash now and obtain savings when work is finished) • May need a third-party audit to monitor that UAF did the work and savings are realized (requires investment)
Alternative Scenarios:	N/A	
Estimated Savings Target:	Min: \$0 Year 1	Max: \$450K Year 2

Option #2:

Idea: Energy savings for computer/tech shut-down (utilize Nightwatchman software on all computers)		
Description: Nightwatchman is a software program that effectively “shuts down” inactive computers during evening/overnight hours to save energy. It is relatively simple for users to install through OIT and requires use of UA network.		
Cost Statistic:	Savings is \$95/computer/year; licensing is \$20/computer in first year only. Net savings is \$75/computer (first year); \$95 ongoing. Total of 1850 computers at UAF are not using software to date. (1850*\$75=\$139K, 50% is minimum target). Maximum target assumes ongoing cost savings of \$170K after initial year one licensing.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Immediate savings, easy to implement • Allows for work-arounds if certain business processes must run nightly • Standardizes use of UA network with ability to push software updates; reduces IT silos 	<ul style="list-style-type: none"> • Not all 1850 computers may be in use • Requires service level agreement when network control is managed in the unit
Alternative Scenarios:	N/A	
Estimated Savings Target:	Min: \$70K (925 computers net licensing)	Max: \$170K (after first year)

Option #3:

Idea: Reduce or eliminate volume of internal/inter-campus printed mailings		
Description: Many departments continually receive internal or inter-campus mailings from other departments: brochures, newsletters, announcements, etc. Some departments claim to simply throw them away immediately; they are not useful. Suggestions for greater use of online bulletin board or use of campus list-serves were made.		
Cost Statistic:	Department magnitude varies – more research required	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short-term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> Encourages internal policy/practice changes to “go green” Reinforces UAF sustainability efforts Increases online traffic in targeted areas 	<ul style="list-style-type: none"> Employee preference varies (printed paper vs. online viewing) Many employees do not like receiving “more email”
Alternative Scenarios:	Outcomes: create online bulletin board; utilize list-serves; utilize Cornerstone or other online newsletters	
Estimated Savings Target:	Min: \$TBD	Max: \$TBD

SYSTEMWIDE EFFICIENCIES OPTIONS: \$450K to \$3.5M

Option #1:

Idea: Consolidate and streamline certain Statewide and campus functions; avoid duplication of services		
Description: System office services include: HR, Risk Management, Finance, Foundation, OIT, Public Affairs, Budget, General Counsel. Explore opportunities to streamline where it makes sense and prevent duplication of services. Initial ideas to explore are Risk, Procurement and HR where services are located in Butrovich building and on Fairbanks campus.		
Cost Statistic:	Statewide: approx. 260 FTE total; 10% is 26 FTE at \$100K/FTE = \$2.6M max target savings based on consolidation	
Ability to Implement:	1-2 – Chancellor/Campus Decision or President/UA System Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> Opportunity for consolidation and increased efficiency Geographically can make sense UAF runs the majority of administrative operations for the Fairbanks location; may be able to absorb certain work with appropriate resourcing May require investment in key areas 	<ul style="list-style-type: none"> Must consider centralizing and decentralizing options Must consider Statewide services geographically located in Anchorage May not include all Statewide services since some functions are best performed in the System Office (General Counsel etc.)
Alternative Scenarios:	Anchorage and Fairbanks both have Statewide HR functions; previous consolidations have been explored however budgetary climate may merit further discussions. Other services may now be options.	
Estimated Savings Target:	Min: \$250K (approx. 2.5 FTE)	Max: \$2.6M

Option #2:

Idea: Reduce PERS penalty		
Description: Alaska Statutes require the University contribute to PERS Defined Benefit and Defined Contribution plans at a minimum each year of 22% of the University’s fiscal year 2008 PERS covered payroll. Additional University contributions of \$1.8M, \$312K and \$208K for Fiscal Years 2013, 2012 and 2011, respectively, were required to adhere to the minimum contribution levels per the statutes. Essentially, those additional contributions are “penalties” the University is paying because we do not have enough people selecting the PERS option. This is a UA item; not specific to only UAF.		
Cost Statistic:	The annual penalty if the ceiling is not met is \$1.8M in FY13 for the UA system. Of the \$1.8M, UAF’s portion is \$900K.	
Ability to Implement:	3-4 – Board of Regents’ Action or External Action: Change in state or federal law (i.e. Borough, etc)	
Timeline:	Mid-to Long-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Possible initial savings by maximizing current minimum commitment to PERS based on 2008 salary schedule • Balance between ORP and PERS is critical for optimal cost of each • Savings are UA-wide 	<ul style="list-style-type: none"> • Savings will only be realized up to the ceiling after which University contributions rates will be at 22% and significantly higher than both TERS DC and ORP Tier 3 DC plans • Savings not UAF-specific • May require statutory changes
Alternative Scenarios:	Attempt to incent new hires to select PERS in order to reduce the penalty amount – goal is to balance between ORP and PERS to avoid penalties in any area	Negotiate with State to alter the minimum requirement in order to reduce the penalty
Estimated Savings Target:	Min: \$200K (based on 2011 penalty)	Max: \$900K (UAF portion only)

REVENUE-GENERATING OPTIONS: \$645K to \$2.625M

Option #1:

Idea: Increase enrollment or improve student retention (via international recruiting, partnering with high schools, advising, create complete online degree programs with eLearning, etc.)		
Description: Increased enrollment leads to increased tuition, fee, housing, and dining revenues. Could also create eLearning incentives for departments by moving entire degree programs online; explore tuition distribution models and cost associated with doing instruction in this way.		
Cost Statistic:	\$500k in tuition and fee revenue for each 1% increase in SCH (in FY15, compared to flat enrollment); option assume 1% - 5% increase in enrollment from FY13 overall tuition revenues (for an average return)	
Ability to Implement:	1-3 – Chancellor/Campus Level Decision up to Board of Regents’ decision	
Timeline:	Mid to Long-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> Increased enrollment leads to higher revenues without substantial tuition rate increases Allowing students to complete an entire degree program online can increase enrollment (as opposed to offering only a few classes across all disciplines) Cost to administer programs online may be lower over time (once established) 	<ul style="list-style-type: none"> Heavily influenced by external factors (AK HS grad rates, economy) Initial increase in recruiting costs, especially for international students Investment in curriculum development, technology and faculty commitment required for eLearning online degree programs
Alternative Scenarios:	<ul style="list-style-type: none"> Focus on international/non-resident students (higher rev. per SCH, higher recruiting costs) Focus on in-state students (meet AK needs, requires coordination with K-12 and workforce needs) Example: offer online Masters of Business Administration (MBA) through SOM and accept 15 students per “cohort” and create a 2-year online program. The same 15 students complete the program together. 	
Est. Revenue Target:	Min: \$500K per 1% increase in enrollment; net revenue is \$400K if assuming 20% upfront investment cost (\$100K) Y1	Max: \$2.5M for 5% increase in enrollment; net revenue is \$2M if assuming 20% upfront investment cost (\$500K) Y1

Option #2:

Idea: Charge small fees for “free” services available on campus to the public (i.e. events, trail use, etc.)		
Description: UAF has approximately 880 different events in a given year, ranging from short (2 hours) to long (2 weeks) serving various internal and external stakeholders. Many are free and opportunities exist to increase revenues by charging a small fee for those that use the service or attend the event.		
Cost Statistic:	<p>Botanical Garden typically collects \$3,500 during summer months (June to September) via donation boxes located in the gardens and entrance. Average use of UAF trails is approx. 1000/month. Example: if half (500 people) gave \$2/month for trail use = \$12K/yr.</p> <p>There are 880 events on campus per year.</p> <p>NOTE: The Birch Hill Recreation Area is maintained by the Fairbanks North Star Borough (FNSB) and Nordic Ski Club of Fairbanks (NSCF). NSCF has membership fees and in addition solicits donations for trail maintenance: Fanatic \$250/year, Devoted \$175/year, Enthusiast \$100/year, Occasional Use \$75/year. Min. donation goal for Birch Hill is \$40K/year; although actual maintenance costs may be higher. Donation boxes are also located near the trails.</p>	
Ability to Implement:	1-2 – Chancellor/Campus Decision or President/UA System Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Generally a low financial impact to individuals (small fees) • Several events may be ideal and reasonable where a fee to attend is well received and/or expected 	<ul style="list-style-type: none"> • Possible negative community perception to charge public • Collecting funds may be difficult to enforce (depending on event logistics) • Significantly large revenue targets may be difficult to achieve
Alternative Scenarios:	Adding donation boxes to key locations on campus is a relatively simple way to collect funds for areas of popular use; determining which events may be most appropriate to charge a fee for attending, may need further analysis.	
Estimated Revenue Target:	Min: \$10K	Max: \$25K

Option #3:

Idea: Increase alumni giving and internal campaigns for donations		
Description: Focus on targeting and increasing alumni giving within UAF. Then, consider expanding on this to reach out to local businesses to gain UAF awareness and demonstrate alumni support within the community; this can be a tactic to increase external giving when UAF can show alumni support		
Cost Statistic:	UAF raise alumni giving; it is low at UA compared to other institutions. Select an achievable target; ¼ of what it is nationally could generate \$1M.	
Ability to Implement:	1 – Chancellor/Campus Level Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Initial investment to dedicated development officers allows focus on revenue and giving generation • Reaching out to local business can increase community awareness about UAF, its graduates and how they work in this community 	<ul style="list-style-type: none"> • A solid, revised, robust and definitive plan is required since seeking increased giving is a constant UAF goal • Some alumni and local business are opposed to giving
Alternative Scenarios:	Based on overall alumni giving, UAF could seek industry match by reaching out to local businesses and asking them to match alumni giving	
Estimated Revenue Target:	Min: \$185K	Max: \$350K

Option #4:

Idea: Evaluate opportunities for Kasitsna Bay lease (<i>business plan pending</i>)		
Description: Kasitsna Bay Laboratory is located in Kachemak Bay, AK and is owned by NOAA and operated in partnership with SFOS. Opportunities exist for lab use by external entities for community educational activities. Lab use is available to approved researchers.		
Cost Statistic:	Kasitsna Bay operations approx. \$100K/year. Minimum and maximum savings targets assume an aggressive plan to maximize facility usage by increasing programming which results in net returns to the institution	
Ability to Implement:	2-3 – President/UA System decision or Board of Regents’ decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • Business plan is in progress; may reveal other viable options 	<ul style="list-style-type: none"> • Remote location serves specialized needs in marine areas
Alternative Scenarios:	Evaluate sale or lease options	
Estimated Revenue Target:	Min: \$50K	Max: \$250K

Option #5:

Idea: Offer summer executive programs and/or additional conferences/workshops		
Description: Expand summer offerings for executives (or other groups) where an intensive study program over a short time period is ideal. Expand or offer conferences, camps or workshops for specific areas of interest. This may allow greater use of facilities for conferences or workshops (when classes are not in session) and may increase partnerships and/or revenue opportunities.		
Cost Statistic:	TBD based on faculty/instructional requirements and facility needs; dependent on program developed, location, etc. Conferences or workshops would additionally vary based on topic, anticipated number of attendees (internal or external), etc.	
Ability to Implement:	1-2 – Chancellor/Campus Decision or President/UA System Decision	
Timeline:	Short to Mid-Term	
Analysis (Pro/Con):	<ul style="list-style-type: none"> • May increase partnerships with industry, community or other higher education institutions • May increase student enrollment • May optimize use of facilities throughout the year 	<ul style="list-style-type: none"> • May require initial investment to develop intensive study academic program(s) • May require additional staffing or utilities costs
Alternative Scenarios:	N/A	
Estimated Revenue Target:	Min: \$TBD; based on program developed or potential conference/workshop options	Max: \$TBD; based on program developed or potential conference/workshop options

ADDITIONAL IDEAS UNDER REVIEW BUT NOT CONSIDERED AT THIS TIME:

- 1) Increase leave without pay (LWOP) limits
 - a. Currently 10 days is the annual maximum so retirement benefits are not impacted. This idea would require external exploration and decision-making since it is connected to State of Alaska PERS requirements. Employees currently have the ability to take unpaid leave, with supervisor awareness/approval, and this option can be utilized. Employees are responsible for understanding the impact this may have on individual retirement program or time serviced.
- 2) Early retirement options
 - a. Investment may be required to do this; may also facilitate “brain drain” concepts to avoid.
- 3) Eliminate employee annual increases
 - a. Employees must be paid adequately for their work; paying employees less for the same work is not an option.

- 4) Change UA/UAF healthcare practices or policy to match Federal law requirements for application of employee benefits. UA offers healthcare at a 20 hrs/week threshold while the Federal government requires it at a 30 hrs/week threshold.
 - a. Changes of this nature would require a larger analysis of cost and impact to the UA System.
 - b. An alternative to not providing coverage at all to employees at the 20-30 hr/week range is to provide some funding to offset costs of purchasing care through the Healthcare Exchange.

- 5) Use TAs in courses above 300-level and Adjuncts for 100 and 200 lower-level courses.
 - a. Adjuncts are more affordable since TAs additionally receive a tuition waiver.
 - b. Usually larger sections of classes need TAs and some are actually taught by TAs (as opposed to assisting the instructor).
 - c. We may lose graduate enrollment by reducing the number of TAs because graduates are attracted to tuition waivers.
 - d. Attempting this practice may conflict with our core mission or goals to provide student learning opportunities.
 - e. Quality of education may suffer.

- 6) Create shared learning management system (LMS) with lead campus; reduce duplication of service at campuses.
 - a. Currently under review at UA Statewide for Blackboard systems.

- 7) Utilize 4x10 hour work days/week during summer months.
 - a. Allowing for alternate schedule is intended to foster savings in utilities (lights/heat/computers/energy) but is only effective if one-day is selected and all employees utilize the new schedule.
 - b. Utility savings is minimal in summer at \$1000/day. Winter is estimated at \$2000/day.
 - c. Assuming 4 months or 16 days of "closure" is approximately \$16K minimum in summer or \$32K maximum in winter.

- 8) Sell property such as the Aurora Building on Marika (FS656), OEM building (FS981) or Fireweed Building (Palmer).
 - a. Aurora building replacement cost may exceed the sales costs, plus relocation costs would be required. OEM building is currently for sale; revenue from a sale would go to Engineering department (since they bought the building) and would offset debt service payments for the new Engineering building. The Fireweed building and other facilities could be considered. Current cost estimates are only associated with facility or program operations; a full market analysis to determine value of property at sale would be necessary.

Budget Ideas from Statewide

1. Hiring chill with greater scrutiny of refilling open positions
2. UA officers will have no increase in FY15 and senior administrators will receive 1.5%
3. Reduce travel - individual MAUs will handle this issue, there is no one size fits all because of athletic teams and other concerns. However, exercising greater control, e.g., no overnight for one day meeting, no rental car, use of video conferencing more, etc, review attendance at Board of Regents' meetings
4. Possible reductions to the overtime and temp pool
5. Reduce the cost of the wellness contract-This has been implemented for FY14 and FY15
6. Investigating what could be done with the PERS deficiency payments - any change could only apply to new hires
7. Investigating changes to leave accrual and cash out