



# Faculty Senate

## UNIVERSITY of ALASKA ANCHORAGE

**UAA Faculty Senate Agenda**  
**Low Haines Conference Room (LIB 307)**  
**Audio: 786-6755 | ID: 46450**  
**2:30 - 4:30 p.m.**  
**October 2, 2015**

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**I. Call to Order**

**II. Roll- (P= Present; A= Absent; E= Excused; T= Telephonic Participation)**

**2015-2016 Officers:**

Smith, Tara – President	King, Carrie - Chair, UAB
Fitzgerald, Dave - 1 <sup>st</sup> Vice President	Schmuland, Arlene - Chair, GAB
Widdicombe, Toby - 2nd Vice President	Hirshberg, Diane - Past President

**2015-2016 Senators:**

Bartels, Jonathan	Folias, Stefanos	Laube, Jeff
Bennett, Brian	Foster, Larry	McCoy, Robert
Benningfield, Tim	Fox, Deborah	Nabors, Forrest
Bowie, David	Garcia, Gabe	Ohle, Kathryn
Bridges, Anne	Graham, Rachel	Orley, Soren
Brown, Barbara	Harville, Barbara	Paris, Anthony
Bhattacharyya, Nalinaksha	Hoanca, Bogdan	Pence, Sandra
Cenek, Martin	Hollingsworth, Jeffrey	Schreiter, Mark
Cook, Sam	Horn, Steve	Shamburger, Carri
Dannenberg, Clare	Ippolito, Mari	Smith, Cheryl
Davis, Leanne	Kappes, Bruno	Strobach, Cynthia
Denison, Veronica	Karahan, Gokhan	Thiru, Sam
Din, Herminia	Kelley, Colleen	Toscano, Sharyl
Downing, Scott	Kirk, Sarah	Trotter, Clayton
Dutta, Utpal	Knott, Cathy	Venema, Rieken
Flanders Crosby, Jill	Kopacz, Eva	Ward, Jervette
	Kuden, Jodee	

**II. Agenda Approval (pg. 1-3)**

**III. Meeting Summary Approval (pg. 4-7)**

**IV. Officer's Reports**

A. President's Report

B. First Vice President's Report

C. Second Vice President's Report

**V. Old Business**

**VI. Consent Agenda****A. Faculty Evaluation Guidelines (8-54)****B. Graduate Curriculum**

Add	GEOL A636	Petroleum Geology (Stacked with GEOL A436)
Add	GEOL A637	Adv Dep Systems and Stratigraphy (Stacked with GEOL A437)
Add	GEOL A638	Adv Sed Petrology and Diagenesis (Stacked with GEOL A438)
Add	GEOL A640	Advanced Hydrogeology (Stacked with GEOL A440)
Add	GEOL A645	Advanced Geothermal Energy (Stacked with GEOL A445)
Add	GEOL A657	Advanced Geology of Alaska (Stacked with GEOL A457)
Add	GEOL A699	Graduate Thesis

**C. Undergraduate Curriculum****i. Courses (pg. 55-56)****ii. Programs**

Chg	BS, Physical Education
Dlt	Minor, Geological Sciences
Chg	BS, Geological Sciences

**VII. Boards and Committees Reports****A. Graduate Academic Board****i. Goals for 2015-2016**

1. Review curriculum in an expeditious manner
2. Review processes in the curriculum handbook in concert with UAB

**B. Undergraduate Academic Board****C. General Education Review Committee (pg. 57)****D. University-wide Faculty Evaluation Committee****E. Academic Assessment Committee (pg. 58)****F. Academic Computing, Distance Learning and Instructional Technology and e-Learning****G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 59)****H. Nominations and Elections Committee****I. Diversity Committee (pg. 60-62)****J. Faculty Grants and Leaves Committee****K. Institutional and Unit Leadership Review Committee (pg. 63)****L. Library Advisory Committee****M. Student Academic Support and Success Committee (pg. 64-66)**

N. Community Campus Committee

O. Academic Honesty and Integrity Committee (pg. 67-68)

P. Research and Creative Activity Committee (pg. 69)

### **VIII. New Business**

A. Motion: The Faculty Senate moves that for courses with enrollments of 10 or fewer students, no IDEA surveys be provided. In order to assist the faculty without IDEA surveys, and all interested faculty, the Faculty Senate recommends the following:

- i. The Provost provide a clarifying statement on the requirements regarding student evaluations for promotion, tenure, and periodic review as stated in the CBAs and FEGs;
- ii. CAFÉ provide web resources and/or workshops on gathering formative and summative student feedback;
- iii. IT and Academic Innovations (AI) collaborate to load student feedback templates in Blackboard.

### **IX. Administrative Reports**

A. Chancellor, Tom Case

- i. [CaseNotes](#)

B. Provost, Sam Gingerich

- i. Vice Provost, Susan Kalina (pg. 70-71)

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson (pg. 72-73)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 74-77)

F. CIO, Patrick Shier

G. Union Representatives

- i. UAFT
- ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 78-81)

I. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig

### **VIX. Informational Items & Adjournment**

A. Guidance for Academic Decisions in a Climate of Declining Budgets, AY2016-17 (pg. 82-86)

B. Update from Task Force: Evaluation of Non-Tenure Track Unit Members (pg. 87)



# Faculty Senate

## UNIVERSITY of ALASKA ANCHORAGE

**UAA Faculty Senate Summary**  
**Low Haines Conference Room (LIB 307)**  
**Audio: 786-6755 | ID: 46450**  
**2:30 - 4:30 p.m.**  
**September 4, 2015**

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### **I. Call to Order**

### **II. Roll- (P= Present; A= Absent; E= Excused; T= Telephonic Participation)**

2015-2016 Officers:

P	Smith, Tara – President	P	King, Carrie - Chair, UAB
P	Fitzgerald, Dave - 1 <sup>st</sup> Vice President	P	Schmuland, Arlene - Chair, GAB
P	Widdicombe, Toby - 2nd Vice President	P	Hirshberg, Diane - Past President

2015-2016 Senators:

P	Bartels, Jonathan	P	Folias, Stefanos	E	Laube, Jeff
P	Bennett, Brian	P	Foster, Larry	P	McCoy, Robert
P	Benningfield, Tim	P	Fox, Deborah	E	Nabors, Forrest
P	Bowie, David	P	Garcia, Gabe	P	Ohle, Kathryn
P	Bridges, Anne	P	Graham, Rachel	A	Orley, Soren
T	Brown, Barbara	T	Harville, Barbara	P	Paris, Anthony
P	Bhattacharyya, Nalinaksha	P	Hoanca, Bogdan	E	Pence, Sandra
P	Cenek, Martin	P	Hollingsworth, Jeffrey	P	Pfeiffer, Karl
P	Cook, Sam	A	Horn, Steve	T	Schreiter, Mark
P	Dannenberg, Clare	A	Ippolito, Mari	E	Shamburger, Carri
P	Davis, Leanne	P	Kappes, Bruno	P	Smith, Cheryl
P	Denison, Veronica	P	Karahan, Gokhan	P	Strobach, Cynthia
P	Din, Herminia	P	Kelley, Colleen	P	Thiru, Sam
P	Downing, Scott	P	Kirk, Sarah	P	Toscano, Sharyl
E	Dutta, Utpal	T	Knott, Cathy	P	Trotter, Clayton
P	Flanders Crosby, Jill	P	Kopacz, Eva	P	Venema, Rieken
		P	Kuden, Jodee	P	Ward, Jervette

### **II. Agenda Approval (pg. 1-3)**

*Add Cathy Coulter and Pete Snow to the Consent Agenda under Committee Vacancies*  
***Unanimously approved as amended***

### **III. Meeting Summary Approval (pg. 4-9)**

*Jeffery Hollingsworth was present during the May meeting*  
***Unanimously approved as amended***

### **IV. Officer's Reports**

#### **A. President's Report (pg. 10-11)**

##### **i. UAA Smoke and Tobacco-Free Update (pg. 12-13)**

*Faculty should address any questions or concerns to Gabe Garcia*

*A national expert was scheduled to attend to address best practices; he will hopefully be rescheduled for a future meeting*

**B. First Vice President's Report***No report***C. Second Vice President's Report***Asked senators to review the Faculty Senate committee vacancies and notify the Governance Office if they are interested in serving.***V. Old Business****VI. Consent Agenda****A. Graduate Curriculum**

BA A634                      Organizational Design and Development

**B. Undergraduate Curriculum****i. Courses**

MA A140	Healthcare Documentation
HUMS A424	Advanced Counseling for Human Service Professionals
HUMS A434	Group Facilitation for Human Service Professionals
HUMS A495	Human Services Practicum III
RADT A151	Radiographic Physics
RADT A161	Fundamentals of Medical Imaging I
RADT A171	Fundamentals of Medical Imaging II
RADT A251	Radiobiology and Protection
RADT A295A	Radiography Practicum IV
RADT A295B	Radiography Practicum V

**ii. Programs**

AAS, Medical Assisting  
 OEC, Conflict Resolution  
 AAS, Radiologic Technology

**iii. Approved Corrections**

Prerequisites for PRPE A108 (pg. 14)  
 WELD A190 Repeatable Status (pg. 15)  
 Updates to Early Childhood Associate Program Catalog Copy (pg. 16)

**C. Committee Vacancies**

- i. Andrew Metzger, Graduate Academic Board CoENG Vacancy
- ii. Nalinaksha Bhattacharyya, University-wide Faculty Evaluations Committee
- iii. Cathy Coulter, COE representative on Faculty Grants and Leaves
- iv. Pete Snow, COE representative on University-wide Faculty Evaluations Committee

**Motion to approve the consent agenda.****Unanimously Approved****VII. Boards and Committees Reports****A. Graduate Academic Board****B. Undergraduate Academic Board (pg. 17)****C. General Education Review Committee (pg. 18)**

- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 19)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 20-21)
- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 22)
- H. Nominations and Elections Committee
- I. Diversity Committee
- J. Faculty Grants and Leaves Committee
- K. Institutional and Unit Leadership Review Committee (pg. 23)
- L. Library Advisory Committee
- M. Student Academic Support and Success Committee (pg. 24)
- N. Community Campus Committee
- O. Academic Honesty and Integrity Committee
- P. Research and Creative Activity Committee

## **VIII. New Business**

### **IX. Administrative Reports**

- A. Chancellor, Tom Case
  - i. [CaseNotes](#)
    - Discussed the state of the budget – items will get allocated to minimize the effects*
    - Emphasized the importance of exploring the arctic*
    - Mentioned the smoke and tobacco free movement that will be implemented at UAA on November 19<sup>th</sup> and thanked everyone who contributed to the effort.*
- B. Provost, Sam Gingerich
  - Prioritization was valuable in terms that it increased the general knowledge of the institution and it started to develop rubrics for the quantitative measures.*
  - Discussed the Guidance for Academic Decisions in a Climate of Declining Budgets, AY2016-17– forums will be held to collect feedback and comments will be included to refine the document.*
  - Forming a taskforce to review online education trends and national best practices – In the process of establishing the membership*

- i. Vice Provost, Susan Kalina (pg. 25-26)  
*Encouraged faculty to attend the academic assessment*  
*Reminded faculty to not forget the core themes when working on items within their college*  
*Dan Kline introduced his role as the new Director of General Education – There will be a series of CAFÉ sessions that will link curriculum mapping to assessment and linking general education assessment through the programs -*

- C. Vice Chancellor of Administrative Services, Bill Spindle  
*Functions are still looking at process improvements as a result of prioritization. There are four main areas: cost, customer service, employee development, and process improvement*  
*Enrollments for fall have almost reached the same number as last year*  
*Discussed the document regarding statewide retraction – redistribution of services (i.e. Information Technology)*

- D. Vice Chancellor of Advancement, Megan Olson (pg. 27-29)

- E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 30-33)

- F. CIO, Patrick Shier (pg. 34-38)  
 (see Informational Items for Gartner report)  
*Asked faculty to direct their questions and concerns to the helpdesk*  
*Housing units are receiving more bandwidth (almost equal to the rest of the campus) which will alleviate the traffic on the network – should see more robust internet on campus*

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

- H. Office of Institutional Effectiveness, Engagement and Academic Support (pg.39-42)

## **VIX. Informational Items & Adjournment**

- A. Faculty Alliance Governance Report to the Board of Regents (pg. 43)
- B. Custodial Services Changes to Anchorage Campus (pg. 44-45)
- C. UAA Interprofessional Simulation Committee (pg. 46-48)
- D. Gartner Key Metrics for Education, 2015 (pg. 49-95)



Academic Affairs  
UNIVERSITY of ALASKA ANCHORAGE

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September 24, 2015

To: Tara Smith  
President, Faculty Senate

From: Sam Gingerich  
Provost and Executive Vice Chancellor

DocuSigned by:  
*Sam Gingerich* September 24, 2015  
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Subject: FEG revisions

I want to thank you allowing me to submit some changes to the FEGs to be reviewed by the Faculty Senate Executive Board. These changes are to make the FEGs consistent with the recently ratified UAFT CBA that was made effective as of January 1, 2015.

The changes to the FEGs include:

- Corrections to the text to make the document consistent with changes in the Collective Bargaining Agreement with the University of Alaska Federation of Teachers (e.g. changes in types of Evaluation: Annual Review, Comprehensive Fourth Year Review, and Post-tenure Review (every five years))
- Additions on the Union/Union-related business and rank of Emeritus adopted by the Faculty Senate Executive Board on May 1, 2015, approved by the Provost on May 4, 2015.
- The removal the term "department chair" in all areas of the FEGs as they are no longer in the process for faculty evaluation



**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 ~~April 28, 2014~~ **July 1, 2015**

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 version, dated June 6, 2012 corrects minor typographical errors and improves formatting based on input from faculty.

The 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.

The ~~current~~ version, dated April 28, 2014 contains corrections to text, and amendments to make the document more consistent with changes to the United Academics Collective Bargaining Agreement. These changes were approved by the UFEC, the Faculty Senate (April 4, 2014), United Academics and the Provost in accordance with the change process detailed on page 34 of the guidelines.

The version, dated May 29, 2015 contains revisions to Union Service and Emeritus Status, and amendments to make the document more consistent with changes to the University of Alaska Federations of Teachers' (UAFT) collective bargaining agreement (CBA). These changes were approved by Faculty Senate (May 1, 2015), UAFT and the Provost in accordance with the change process detailed in the guidelines.

The version dated July 1, 2015 contains corrections to the text to make the document more consistent with changes in the Collective Bargaining Agreement with the University of Alaska Federation of Teachers signed on December 11, 2014, as well as to incorporate changes adopted by the Faculty Senate Executive Board on May 1, 2015, as approved by the Provost on May 4, 2015.

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

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### **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:<sup>1</sup>

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- 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

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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.

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<sup>1</sup> 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](http://www.uaa.alaska.edu/strategicplan/upload/StrategicPlan_12pg.pdf), pp. 2-4.

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 procedures<sup>2</sup> that conform to the University guidelines and that are reflective of their diverse academic, disciplinary, craft, and professional fields.<sup>3</sup> 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, a~~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~~ 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.

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

<sup>3</sup> A more detailed discussion of the relationship of the FEGs and unit guidelines can be found on page 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.<sup>4</sup>

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,

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<sup>4</sup>AAUP, [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>

University of Alaska Anchorage University-wide Faculty Evaluation Guidelines

Revised April 28, 2014 July 1, 2015

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~~that is part of their workload.

### **The Centrality of Scholarship to Faculty Responsibilities<sup>5</sup>**

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--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.

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

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<sup>5</sup> 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.<sup>6</sup> This can lead to 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.

### **Community Engagement as a Component of Academic Research, Teaching, and/or Service<sup>7</sup>**

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.

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<sup>6</sup> 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.

<sup>7</sup> 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. 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.<sup>8</sup>

### **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.<sup>9</sup>

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

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.

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<sup>8</sup> 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.

<sup>9</sup> 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.

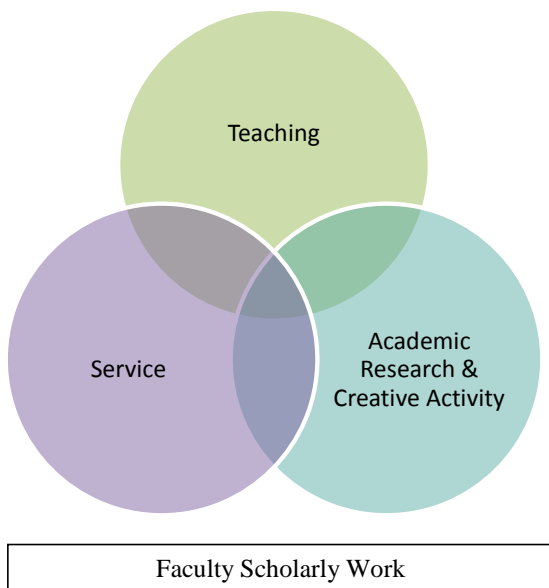
### **Evaluation of Faculty Scholarship**

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.<sup>10</sup> 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.

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<sup>10</sup> 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.<sup>11</sup>

#### **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,

<sup>11</sup> 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)

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. ~~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 PSWCC 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.

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, 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.

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.

*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; developing of software and other technologies that advance student learning; writing grant proposals for the developing 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 developing, producing, and disseminating of tools, technologies, or methods that enhance clinical or craft practice.

*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.

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### c. Service

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Participation in public, professional, and university service is are 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.

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.

#### *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 Service<sup>12</sup>:

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 breadth, form, and focus of the work, a community-engaged service activity may combine

<sup>12</sup> 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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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.

### *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, or union policy development and governance activities; collaborating within and across campus communities on projects, initiatives, and other University-wide activities.

#### (2) Academic and Faculty Development:

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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.

(4) Union/Union-related business

Serving in elected office as a campus representatives, member of a university appeals board, or university disciplinary committee; serving on joint labor-management committees and working groups/task forces.

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### 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 Scholarship<sup>13</sup>

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

<sup>13</sup> 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.

accomplishments and outcomes<sup>14</sup> 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 distinguish among the criteria that relate to the quality of a faculty member's scholarly work, as well as the equally important ~~critierion~~ criteria 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 a 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, 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

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

effective and collaborative participation with community and professional colleagues to address common concerns or issues.

*4. Is effectively documented and communicated*

High-quality scholarship in teaching, academic research or creative activity, 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 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, 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.

*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.

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## **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

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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~~ retiring faculty in recognition of a sustained record of outstanding scholarly ~~and other~~ accomplishments ~~that has contributed~~ contributing to the ~~mission, reputation, and quality~~ excellence of the University of Alaska Anchorage. Appointment is made at the time of retirement or as near to it as may be practical, but no later than the date of the next commencement ceremony. The title Emeritus/Emerita is honorary and implies no stipend or salary.

Candidates for Emeritus appointment must be tenured, full-time faculty ~~members who have attained~~ at the rank of full-p Professor ~~and who have are retired~~ retiring after a minimum of ~~10~~ ten years ~~at in~~ the University of Alaska ~~system with a record of outstanding service to the academy~~ immediately prior to retirement.

In exceptional circumstances, ~~other non-tenured~~ faculty ~~members or~~ faculty other than Professors, but who have achieved the highest academic rank available to them based on their professional, craft, or academic credentials and position a record of outstanding service to the academy, may also be nominated. ~~Following the consideration and recommendation of the faculty review process~~ After review by the peer groups, the Chancellor will make the final appointment. If the previous reviewers disagree, the Chancellor will make the decision in the best interests of UAA.

Faculty receiving recognition as Professor Emeritus/Emerita serve as goodwill ambassadors for UAA and are invited to continue their engagement with the university in such areas as research, teaching, guest lecturing, mentoring new faculty and students, alumni activities, consulting on current UAA issues, sharing institutional memory, and generally promoting UAA as an institution of distinction.

**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 significant<sup>15</sup> 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.

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 significant 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

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<sup>15</sup> Refer to section IV. *Evaluation of Faculty for Progression towards Tenure, Promotion, Tenure, and Post-Tenure Review* for the definition of quality and significance of scholarship.

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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), of sustained professional growth and contributions of high-quality and significance to the professional, craft, or academic field and the University.

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 significant scholarly accomplishments in teaching and effective contributions to the unit and institution through a variety of university and professional service activities.

### **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 exceeded<sup>16</sup> 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 Review<sup>17</sup>**

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 rank of Professor without tenure shall be reviewed for tenure no later than the second ~~(2<sup>nd</sup>)~~ consecutive year of service. Appointment to the rank of Professor may continue beyond the third ~~(3<sup>rd</sup>)~~ 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 no later than the fourth ~~(4<sup>th</sup>)~~ consecutive year of service. ~~Appointments~~ to the rank of Associate Professor may continue beyond the fifth ~~(5<sup>th</sup>)~~ year only with tenure.

All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor<sup>18</sup> or Assistant Professor must be reviewed for tenure no later than the seventh ~~(7<sup>th</sup>)~~ consecutive year of service. Appointments to these ranks may continue beyond the eighth ~~(8<sup>th</sup>)~~ 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.

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<sup>16</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> Note that UNAC-represented faculty members cannot be in a tenure-track position at the rank of Instructor.  
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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.

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 granted should be documented in the faculty member's initial letter of appointment.

### 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.

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## 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 review for promotion and tenure might happen simultaneously, the awarding of tenure and promotion in rank are two separate actions.<sup>19</sup>

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### Types of Evaluation

Annual ~~Progression towards Tenure~~ Review. In an academic year or work year in which a ~~non-tenured~~, tenure-track ~~or tenured~~ faculty member is not scheduled for comprehensive fourth year, tenure, ~~or promotion~~, or post-tenure review, the faculty member shall receive a ~~Progression~~

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<sup>19</sup> 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.

~~towards Tenure Review~~ an annual review. The faculty member shall submit an Annual Activity ~~File report or file~~ in accordance with the applicable collective bargaining agreement. The evaluation will be completed by the ~~dean~~ Dean, ~~director~~ Director, or designee, of the faculty member's unit, and in the case of community campus faculty members by the ~~campus~~ Campus director Director 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.~~ Where relevant, the review should include feedback on the faculty member's progress toward promotion and/or tenure.

Comprehensive Fourth Year Review. During the fourth year of a tenure-track appointment a faculty member ~~will shall~~ undergo a comprehensive and diagnostic review by peer review committees, ~~and unit~~ administrators, and the ~~provost~~ Provost. The faculty member may also request that the review proceed to the ~~chancellor~~ 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.

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 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-most recent~~ tenure or promotion decision review was initiated, or since initial appointment to a tenure-track position if there has been no promotion. 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~~ Tenured faculty will be reviewed every three years undergo comprehensive post-tenure review periodically 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. Where applicable, the post-tenure review should assess progress toward promotion. 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 a Full File for this review, as described in this document and in the appropriate CBA. A post-tenure evaluation that is unsatisfactory at the conclusion of the review process requires a professional development plan and subsequent review in accordance with the provisions of the applicable CBA.

Faculty represented by UNAC undergo comprehensive post-tenure review by the unit peer committee and the Dean, Director, or designee once every six years. If evaluations by the unit peer review committee and the Dean, Director or designee are satisfactory, the review is complete and proceeds no further. If evaluation by either the peer review committee or the Dean, Director, or designee is unsatisfactory, the review proceeds to the university-wide committee and the provost. The review may proceed to the Chancellor only at the written request of the unit member.

Faculty represented by UAFT undergo comprehensive post-tenure review by the appropriate Dean, Director, or designee once every five years. If evaluation by the Dean, Director, or designee is satisfactory, the review is complete and proceeds no further. If the evaluation is unsatisfactory, the faculty member may request further review by the university-wide faculty review committee and the Provost.

Comprehensive Post-tenure Review. ~~Every sixth year, the faculty member will submit an 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,~~

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~~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.~~

~~For UNAC represented faculty members, a~~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~~faculty member's Dean, ~~D~~irector, or designee may, as a result of other evaluations, initiate the post-tenure review process. A comprehensive post-tenure review may also be conducted upon the written request of the faculty member. ~~may initiate the post-tenure review process. In addition, a post-tenure review shall be conducted upon the request of the unit member.~~

~~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.~~

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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 ~~deanDean, directorDirector, or campus-Campus directorDirector~~, who forwards them to the ~~provostProvost~~ with his or her recommendation. The ~~provostProvost~~ refers nominations to the University-wide Faculty Evaluation Committee for its recommendation. The ~~provostProvost~~ then forwards nominations and recommendations to the ~~chancellorChancellor~~, who will make the final decision regarding recommendation to the Board of Regents.

Professor Emeritus Review. ~~Upon retirement, a faculty member~~Faculty retiring from UAA may be nominated by peers or unit administrators for appointment to the rank of Professor Emeritus or Professor Emerita ~~Professor~~by peers (including faculty retirees and emeriti) or unit administrators. Self-nomination is not appropriate for Emeritus status, but candidates would be expected to

~~provide assistance in developing the dossier.~~ The nominating body<sup>20</sup> ~~will submit a dossier that providing documentation of scholarly and other achievements across the course of the candidate's career. The dossier~~ will be reviewed by peer review committees, unit administrators, the ~~provost~~ Provost and the ~~chancellor~~ Chancellor. ~~The dossier shall provide evidence of the candidate's scholarly achievements across the course of his or her career. Reviewers determine Based on the evidence presented, reviewers will determine~~ whether the candidate has achieved a sustained record of outstanding scholarly ~~and other~~ accomplishments ~~that has contributed contributing~~ to the mission, reputation, and quality of the University.

At a minimum, the dossier should include the candidate's curriculum vitae, voluntary and/or solicited letters of support, and selected documentation of accomplishments that define sustained, outstanding performance. Additional evidence may include, but is not limited to:

- Broad internal and, when appropriate, external support for the nomination.
- Past reviews that demonstrate consistent performance at or above expectations for the rank of Professor.
- Evidence of actions promoting UAA's reputation as an institution of quality and distinction.

For purposes of evaluation, a "sustained record of outstanding scholarly accomplishments" means that there is substantial evidence of maturity and growth over time. The record should show significant impact on and relevance to both academy and society, and serve as an example for others. Largely, this determination will be made by peers and administrators at the unit level, where the criteria for "outstanding" will be defined.

## Review Cycle

Except in the case of a mandatory review, the candidate has the responsibility of notifying the unit ~~dean~~ Dean or ~~director~~ Director, ~~or and if applicable the campus~~ Campus ~~director~~ Director, 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-

<sup>20</sup> 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.

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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.

Faculty who have questions about the faculty evaluation guidelines that apply in their particular circumstances should consult the Office of Academic Affairs.

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

a. Annual Review ~~Comprehensive Fourth Year, Promotion, Tenure~~

Faculty will submit their Annual Review File to the office of the Dean or Campus Director in accordance with the calendar published by the Office of Academic Affairs. The annual review is conducted by the appropriate Dean, Director, or Designee as provided in the applicable collective bargaining agreement. 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.<sup>21</sup>

~~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)~~

<sup>21</sup> 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. **Comprehensive Fourth-Year, Promotion, and Tenure Annual Progression Towards Tenure Review**

Candidates will submit their Full File to the office of the dean or campus director in accordance with the calendar published by the Office of Academic Affairs.<sup>22</sup>

The faculty evaluation process will then proceed as follows:

- a) Campus Director (for community campus faculty only)
- b) Unit peer review committee(s) in accordance with the unit guidelines
- c) Dean
- d) University-wide Faculty Evaluation Committee
- e) Provost
- f) Chancellor (except in the case of Fourth-Year Comprehensive review, which will proceed to this level of review only at the request of the faculty member)

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.<sup>24</sup>

The faculty evaluation process will then proceed as follows:

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

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

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

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. Faculty represented by UNAC will be reviewed by the unit peer review committee and the Dean, Director, or designee. If these reviews are satisfactory, the review is complete and proceeds no further. An unsatisfactory review by either the peer review~~

<sup>22</sup> 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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committee or the Dean, Director, or designee will proceed to the University-wide Faculty Evaluation Committee and the Provost. The review may proceed to the Chancellor only at the written request of the faculty member.

- b) Sixth Year Comprehensive Review: Campus Director or President, for community campus faculty; unit peer review committee(s) in accordance with the unit guidelines; 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. Faculty represented by UAFT will be reviewed by the appropriate Dean, Campus Director, or designee. If the review is satisfactory, it is complete and proceeds no further. If the review is unsatisfactory, the faculty member may request further review by the University-wide Faculty Evaluation Committee and the Provost.

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### **Promotion and Tenure Review Process for Faculty with Joint Appointments**

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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-evaluation Review-review File-file (ERF) will be made available to the tenured department chairs for their review, submitted to unit peer review committees and the Dean, Ddirector, or designee for each unit, in accordance with the type of review and the relevant CBA. The file will then proceed to the peer review committee and Dean is reviewed first in the unit in which the candidate initiated the process. The resulting findings and 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 review committee and the Dean. The recommendations of by the second unit's reviews 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 has 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 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.

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 Files<sup>23</sup>

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. Faculty members scheduled for annual ~~progression towards tenure or third year post-tenure review shall prepare an Abbreviated File~~ review shall submit an annual activity file as specified in the applicable collective bargaining agreement.

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~~ his or her 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 F~~ile.

<sup>23</sup> 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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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.

#### **a. Full File**

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

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 for the period under review, signed by the candidate and the appropriate designated administrators;
  - e) Annual Activity Reports for the period under review, signed by the candidate and the appropriate designated administrators;
  - f) Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review; and
  - 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).~~
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.

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- a. Within the teaching section of the file, candidates are required to include:
  - i. All student evaluations from the ~~previous six years period under review~~ (or for all years of service if candidate has been in faculty rank fewer than ~~6-six~~ 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 review for 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.

#### **b. Annual Review File**

Tenure-track faculty scheduled for annual review shall prepare an abbreviated file. The ~~Abbreviated F~~ile shall contain:

1. Curriculum Vitae;
2. ~~Self~~Brief self-evaluation narrative;
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;~~
4. ~~Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review when applicable; and~~
5. ~~4. Optional selected documentation to support the self-evaluation~~ Additional documentation at the discretion of the faculty member.

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*

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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*

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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~~~~integrative~~ ~~Narrative~~~~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.

### *File Sections*

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The Full File shall include sections describing and documenting selected scholarly achievements in each of the areas of faculty responsibilities – 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 significance 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 Annual Review Elements**

##### *Self-Evaluation*

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The Annual Review shall include a brief 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*

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The faculty member may, at his or her discretion, 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**

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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 Committee<sup>24</sup>, and UNAC and 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.

#### **Relationship of Unit Documents to University-wide Guidelines**

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<sup>24</sup> The UAA Faculty Senate's University-wide Faculty Evaluation committee is charged with advising the Provost and the Senate on promotion and tenure 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 ~~reviews~~; 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. These expectations 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 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 (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.

### **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.

### **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 Committee 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.

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

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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 file<sup>25</sup> 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 scholarly agenda is not required, faculty members who find it useful are encouraged to include it in their review file.

### Annual Workload<sup>26</sup>

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.

<sup>25</sup> See the discussion on p. 33.

<sup>26</sup> 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.



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 Report 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.

## **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.

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~~ file appropriate to the type for review.

### **Election and Composition of Peer Review Committees<sup>27</sup>**

#### **a. Eligibility**

<sup>27</sup> 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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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:

- 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 9.2.6.d. of the Collective Bargaining Agreement between the UNAC and the University of Alaska. For UAFT represented faculty members, faculty evaluation committees may determine whether discussions will be open or closed to the public and the candidate. The vote of the peer review committee, however, shall be closed to the public and the candidate. will follow established guidelines in accordance with procedures established at each university.~~

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).

#### **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.

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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.

### **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.

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

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.

### **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, will be coordinated by Academic Affairs and the Faculty Senate, and will include representatives from UNAC and UAFT.

### **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 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.

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## Appendix I – The Scholarly Agenda<sup>28</sup>

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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 Agenda, 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?

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<sup>28</sup> 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.  
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- How do these scholarly activities relate to and enhance departmental and unit missions and programmatic goals, and the larger University mission?

The resulting Agenda should reflect the unique strengths, talents, and expertise of the individual faculty member and her or his professional development goals and needs. While the Agenda 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 Scholarly Agenda, 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 Scholarly Agendas 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 Scholarly Agendas. 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, the Agenda is 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.

**A. CAS**

Add	AKNS A190	Selected Topics: Alaska Native Cultural Skills
Chg	GEOL A321	Mineralogy
Chg	GEOL A360	Geochemistry
Add	GEOL A361	Earth Resources and Society
Chg	GEOL A431	Stratigraphy and Sed Petrology
Add	GEOL A436	Survey of Petroleum Geology (Stacked w/ GEOL A636)
Add	GEOL A437	Dep Systems and Dynamic Strat (Stacked w/ GEOL A637)
Add	GEOL A438	Advanced Sed Petrology (Stacked with GEOL A638)
Chg	GEOL A440	Hydrogeology (Stacked with GEOL A640)
Add	GEOL A445	Geothermal Energy (Stacked with GEOL A645)
Add	GEOL A457	Geology of Alaska (Stacked with GEOL A657)
Chg	HIST A121	HIST A121: East Asian Civilization I
Chg	HIST A122	HIST A122: East Asian Civilization II
Chg	JPC A483	Motion Graphics and Animation
Chg	MUS A467	Piano Master Class
Chg	PHYS A101	Physics for Poets
Chg	PHYS A320	Simulation of Physical Systems.
Add	SOC A250	Guns in American Society

**B. COE**

Chg	EDSE A482	Inclusive Classrooms for All Children
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**C. COH**

Chg	JUST A200	Introduction to Research Methods in Justice
Chg	JUST A310	Introduction to Forensic Science
Chg	JUST A366	Substance Use and Crime

**D. CTC**

Chg	PER A110	Beginning Zumba
Chg	PER A168	Winter Camping Alaska
Chg	PEP A183	Wellness Principles
Chg	PEP A184	Fundamental Motor Skills
Chg	PEP A251	Prevention and Care of Activity-Related Injuries
Chg	PEP A264	Recreation Program Planning and Evaluation
Chg	PEP A346	Lower Body Injury Assessment Skills
Chg	PEP A347	Upper Body Injury Assessment Skills
Chg	PEP A365	Outdoor Leadership Theory and Practice
Chg	PEP A382	Kinesiology and Biomechanics
Chg	PEP A383	Movement Theory and Motor Development
Chg	PEP A385	Physiology Exercise
Chg	PEP A453	Health Promotion
Chg	PEP A454	Exercise Testing and Prescription
Chg	PEP A455	Cardiac Rehabilitation and Special Populations
Chg	PEP A467B	Climbing-Based Outdoor Leadership
Chg	PEP A467C	Land-Based Outdoor Leadership
Chg	PEP A467D	Water-Based Outdoor Leadership

## Undergraduate Academic Board

### October 2015 Report

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Chg	PEP A486	Standards and Assessment in Health, Physical Education and Recreation
Chg	PEP A487	Administration and Supervision in Health, Physical Education and Recreation
Chg	PEP A495	Internship
Del	PEP A496	Internship in Outdoor Leadership



General Education Review Committee  
October 2015 Report

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Committee Member	9/18/15	9/25/15
Sandy Pence, UAB/COH	X	X
Utpal Dutta, UAB/COEng	X	X
Alberta Harder, UAB/CAS Quant. Skills	X	X
Patricia Fagan, CAS Humanities	E	X
Marcia Stratton, CAS Oral Comm	X	X
Michael Lamb, CAS Written Comm	X	X
Kathryn Ohle, COEd	X	X
Joel Condon, CTC	E	X
Kyle Hampton, CBPP, Social Sciences	X	X
VACANT, Natural Sciences		
VACANT, Fine Arts		
VACANT, Library		
Student, USUAA		
Carrie King, Ex Officio UAB Chair	X	X
Susan Kalina, Ex Officio OAA	X	E
Dan Kline, Ex Officio GER Director	E	E

- GERC did not meet on September 11, 2015 so members could attend the annual assessment seminar.
- Voted to recommend removing general education status to LSIS A101, A102, A201, and A202. The liberal studies program is being deleted and these courses are out of date. This process follows curriculum handbook guidelines.
- Began discussion on how to integrate the capstone template into the CIM course management system.
- Curriculum approvals:
  - Humanities: HIST A121 and A122
  - Natural science: PHYS A101

## **Academic Assessment Committee Sept Report to UAA Faculty Senate**

### **Committee Membership**

Scott Downing - KPC, Cindy Trussell - KOD, Holly Bell - MSC, Rebecca Moorman - LIB, Bill Myers - CAS, Kathleen Voge - CBPP, Vacant - COE, Jennifer McFerran Brock - CoEng, Rachel Graham - Faculty Senate, Deborah Mole - Faculty Senate, Tim Benningfield - Faculty Senate, Kathi Trawver - COH, Brian Bennett - CTC, Susan Kalina (Ex-officio) - Vice Provost, Helena Wisniewski (Ex-officio) - Vice Provost.

### **Guest(s) and Public Attendee(s)**

### **Committee discussion(s)**

Kathi Trawver and Brian Bennett elected as co-chairs of the committee

Friday, September 11, 2015 Academic Assessment Seminar in LIB 307

- Workshop on Curriculum Mapping
- Speaker: Janice Denton, Professor of Chemistry, University of Cincinnati Blue Ash College

Annual Academic Assessment Survey Results 95% participation

The distribution of types of changes by programs based on assessment plan results

Accreditation visitation:

Review of Core Theme 1 Indicator Rationale

### **Motions**

### **Informational Items**

### **Programs whose assessment plans were reviewed during the period**

Submitted by: Brian Bennett

Date: 27 Sept., 2015



# Faculty Senate

## UNIVERSITY of ALASKA ANCHORAGE

### Budget, Planning, and Facilities Advisory Board (BPFA)

#### BPFA Report for the October 2015 Faculty Senate Meeting

The first meeting of BPFA was held on Fri, Sep 04 from 1:30pm – 2:20pm in LIB 302A.

Members Present: Gökhan Karahan, Jodee Kuden, Marcia Stratton, Sam Thiru (Chair), Stefanos Folias

At the meeting, Sam Thiru volunteered to be the Chair of BPFA for one more year.

The following are the members of BPFA for 2015-2016:

Gina Pastos, Gökhan Karahan, Jodee Kuden, Marcia Stratton, Nalinaksha Bhattacharyya, Sam Thiru (Chair), Soren Orley, Stefanos Folias

Faculty Senate Representation:

Planning and Budget Advisory Council (PBAC) – Jodee Kuden, Soren Orley

Facilities, Space and Planning Committee (FSPC) – Sam Thiru

#### GOALS for AY 2015 - 2016

1. Promote transparency in space allocation and utilization.
2. Formulate recommendations to enforce no smoking policy on campus.
3. Propose recommendations to increase signage visibility especially during the first week of fall classes.
4. To represent the Faculty Senate on FSPC  
Provide oral reports to BPFA monthly.
5. To represent the Faculty Senate on PBAC  
Provide oral reports to BPFA monthly.
6. Communicate with FSPC to address instructional goals in the selection and replacement of classroom seating, reconfigurations of classroom that effect seating options, and conversion of classrooms to other purposes.
7. Promote sustainability awareness.
8. Promote displays of arts of academic themes in a building consistent with the major disciplines that occupy the building.

**Note:** The BPFA meets on the first Friday of each month from 1:30 – 2:20 in LIB 302A.



# UNIVERSITY of ALASKA ANCHORAGE

## FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508

Drs. Gabe Garcia & Jervette Ward, Co-Chairs

### FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY, SEPTEMBER 18, 2015

P	Rachael Ball History	E	Sean Licka Art History		
P	Pam Bowers Social Work	P	Yelena Yagodina Mathematics		
P	Herminia Din Art Education	P	Jervette Ward English 2 <sup>nd</sup> Co-Chair		
E	Gabe Garcia Health Sciences, 1 <sup>st</sup> Co-Chair	P	Maria Williams Alaska Native Studies		
P	Erin Hicks Astronomy	P	Song Ho Ha History		
P	Wei-Ying Hsiao Education	P	Toby Widdicombe English		
E	Colleen Kelley Nursing	P	Christy Ericson Library		
Consultants and Representatives					
<u>P</u> Jeane Breinig, Vice Chancellor of Alaska Natives & Diversity					

- I. Dr. Ward convened the first FSDC meeting of the year at 3:00pm on Friday, September 18<sup>th</sup>. After a round of introductions for new and returning members we turned to the meeting agenda.  
Dr. Ball moved to approve the agenda for the meeting.  
Dr. Widdicombe seconded the motion.

- II. The first real item of business was a report from Dr. Jeanne Breinig in her new role as interim Vice Chancellor of Alaska Native Studies and Diversity. She informed us that she has taken steps to forward two of the action items recommended to the chancellor last year. These include a diversity action plan team consisting of Drs. Robert Bachman, Maria Williams, and Andre Thorn, who will be figuring out new processes. The other action item related to mentorship. The co-chairs in conversation with Dr. Breinig have identified people to go to an upcoming mentoring conference. As a committee, we discussed a number of issues with Dr. Breinig. In her new capacity, she hopes to help facilitate more conversations between us and the other diversity groups. There will be a Faculty Senate forum in January (date tbd) tied to issues of diversity and progress in these areas. Dr. Breinig discussed the impact of Marva Watson's departure. She also informed us of former Provost Baker's plans to have the Alaska Native programs work together more cohesively and with more partnerships in the community. Her overall goal is the promotion of diverse and Alaska Native faculty to be hired and promotion of diverse research and teaching and their visibility.
- III. We then discussed the new Guidance for Academic Decisions documents. The committee raised a number of problems and concerns. Dr. Ball expressed alarm that with the exception of Alaska Native communities, other issues of diversity, international/intercultural, multiculturalism, etc. were largely excluded. Dr. Ha echoed these concerns and brought up the issue of prioritization and how that spoke to quality of programs. He worries that these alignment documents will negatively impact junior faculty, who will lack opportunities and feel under siege when they are supposed to be becoming nationally and internationally recognized and known. The committee discussed how potential cuts could diminish the diversity on campus. Dr. Widdicombe suggested the document lacks a commitment to diversity and the problems with assumed hierarchies in the bullet points, which could be solved by alphabetizing them, and brought up the problematic issue of the proliferation of documents that programs will need to be in alignment with.
- III. Dr. Ward discussed the status of the diversity database and it being potentially housed on a diversity page facilitated by Dr. Breinig in her new role as interim Vice Chancellor.
- IV. The committee then discussed its goals for the upcoming year. We agreed to vote on the goals we wish to prioritize via a Doodle poll to be set up in the near future. Potential goals included:
- Dr. Williams' suggestion to work more cohesively with DAC and NCBI
  - Dr. Hsiao suggested developing an international learning community
  - Dr. Garcia has suggested having one meeting a semester with the Chancellor and his cabinet rather than just one meeting a year so as to further stimulate dialogue.
  - Dr. Bowers suggested working to develop gender-neutral spaces in buildings on campus and safety training and brought up UAF's pilot program as a potential model in this regard.
  - Dr. Yagodina suggested we try to build more interaction between international faculty and students so that students can know about resources.
  - Dr. Ha suggested more efforts on mentoring.

- Dr. Ward wanted to consider having two (instead of just one) diversity dialogues each year.
- Dr. Widdicombe would like to see us pursue a full-court press with regard to diversity in the curriculum and diversity GER. Linked to this, was the issue brought up by Christy Erikson into looking further into making sure library is acquiring materials that promote diversity in the curriculum.

V. The committee voted to hold a diversity dialogue co-sponsored by CAFE on October 16th that will be focused on how UAA should better help international faculty. There followed a discussion of format and audience for the event. As a committee, we decided the most fruitful organization of the event would be:

- 5 min Introduction and Welcome
- 10-15 minute presentation by CAFE of challenges faced by international faculty
- 30 min of Dialogue with 1-2 focused discussion prompts provided by FSDC
- 15 min of drawing up Action Items to present to Chairs and Directors based on the discussion
- Since there is no budget to provide refreshments, Williams volunteered to bring a cake and Ball volunteered to bring some beverages.

VI. Motion to adjourn by Williams and seconded by Ball. The meeting ended at 4:30pm.



**Institutional and Unit Leadership  
Review Committee (IULRC) Report  
September 28, 2015**

The Committee's tasks for this academic year include:

1. Confer with the Deans of the Library and CBPP on the survey process, as administered last year.
2. Confer with the Provost on the survey process for this academic year. Topics will include a review of last year's survey process, the utility of the data collected, cost estimates, and the selection of colleges to be surveyed this year.
3. Consulting with the deans of colleges to be surveyed.
4. Assisting the staff in developing an analogous survey.
5. Formatting and testing the survey(s); this may include the staff survey.
6. Assembling the necessary listservs.
7. Promoting the survey(s).
8. Implementing the survey(s).
9. Completing post-survey dialogues with the Office of Academic Affairs and applicable deans.
10. Continue dialogue, and provide support as requested, with/to the Faculty Senate's Community Campus Committee as it explores survey options.

Since the Committee's report of August 19<sup>th</sup>, the Committee has conferred with the Senate's Executive Board and has scheduled meetings with the Deans of the Library and CBPP. The Committee's foci for October are the second and third tasks noted above.

Committee members include: S. Orley (Chair), L. Foster, F. Nabors, T. Hinterberger, G. Blackmon, E. Kopacz, and D. Fox. The Committee's next meeting is at 10:00 AM, October 2<sup>nd</sup>; the location will be announced.

## STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

### REPORT FOR SEPTEMBER 2015 TO UAA FACULTY SENATE

#### **Membership**

The members of the 2015-2016 SASS Committee are Tracey, Burke, Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer, Ruth Terry, and Sharyl Toscano. Karl Pfeiffer will serve as chair of the committee. The first meeting of the academic year was held 9/18/15.

#### **2015 – 2016 SASS Committee Goals**

2015-2016 academic year goals were discussed during the first meeting on Sept. 18, 2015.

1. Review prior years' goals. Assess accomplishment, continued priority, or discontinued priority. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
2. Explore intervention strategies for at-risk students. Status: ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.
3. Continue review of latest requirements for AA degrees. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
4. Review latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being "college ready." Status: ongoing. SASS would like to invite an ASD representative to serve on the committee. Continue for the coming year.
5. Continue promoting committee participation to include students, parents of students, and alumni. Status: ongoing. The SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and will be done again during the 2015-2016 school year.
6. Review process of supporting students enrolled in discontinued programs. Status: ongoing.
7. Advocate for transparency and predictability in course sequencing. Status: ongoing.
8. Advocate for the development of more effective, "student friendly" self-advising tools. Status: ongoing.
9. Explore system fixes for problems in student services and particularly advising: incorrect information, extensive wait times "on hold," confusing and time consuming voice mail menus, etc. Status: ongoing.
10. Review current rules and processes related to financial aid that effect advising, program sequencing, grading, etc. Status: new/ongoing.

**Chair Summary:** The SASS Committee met for the first time of the 2015-2016 academic year on September 18, 2015. Goals for the coming year are noted above. Additionally, SASS will review proposals from the Academic Dispute Resolution Task Force during the coming year. It should be noted that SASS will have a committee chair for the upcoming year, rather than co-chairs. The change was necessitated by schedule conflicts and was approved during the 9/18/15 meeting. This decision may be revisited at the end of the school year. Subsequent meetings are scheduled for: October 16, November 20, January 15, February 19, March 18 and April 15. All meetings are scheduled for the third Friday of the month, 2:30-4:00 PM, in ADM 101A.



## **Student Academic Support and Success (SASS)**

Friday, September 18, 2015

ADM 283, 2:30-3:45 PM

### **Meeting Minutes**

**Present:** Tracey Burke, Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Patricia Jenkins, Kamal Narang, Galina Peck, Karl Pfeiffer (Chair), and Ruth Terry. **Excused:** Irasema Ortega, Sharyl Toscano.

- I. Old Business
  - a. Review/approve minutes from 4/17/15 SASS meeting. Approved.
- II. New Business
  - a. Sept 4, 2015 Faculty Senate Meeting was discussed. Main concern continues to be UA budgetary problems.
  - b. 2015-2016 membership was discussed. Irasema Ortega will be joining the committee. Sharyl Toscano will not continue as co-chair due to schedule conflicts with other service activities. Karl Pfeiffer will serve as committee chair for the rest of the 2015-2016 school year.
  - c. Academic Dispute Resolution Task Force proposal review. SASS has been asked to review proposals from the Academic Dispute Resolution Task Force. SASS is willing to participate in this review. Karl will follow-up with the Task Force. Following SASS review, the Task Force will be invited to a future SASS meeting for further discussion.
- III. Strategies for at-risk students. (Postponed.)
- IV. Open Agenda
  - a. Goals for 2015-21016 were reviewed.
    - 1) Review prior years' goals. Assess accomplishment, continued priority, or discontinued priority. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
    - 2) Explore intervention strategies for at-risk students. Status: ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.
    - 3) Continue review of latest requirements for AA degrees. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
    - 4) Review latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being "college ready." Status:

ongoing. SASS would like to invite an ASD representative to serve on the committee. Continue for the coming year.

- 5) Continue promoting committee participation to include students, parents of students, and alumni. Status: ongoing. The SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and will be done again during the 2015-2016 school year.
- 6) Review process of supporting students enrolled in discontinued programs. Status: ongoing.
- 7) Advocate for transparency and predictability in course sequencing. Status: ongoing.
- 8) Advocate for the development of more effective, “student friendly” self-advising tools. Status: ongoing.
- 9) Explore system fixes for problems in student services and particularly advising: incorrect information, extensive wait times “on hold,” confusing and time consuming voice mail menus, etc. Status: ongoing.
- 10) Review current rules and processes related to financial aid that effect advising, program sequencing, grading, etc. Status: new/ongoing.

V. Adjourn: 3:45 PM

# Academic Honesty and Integrity Committee (AHI)

14 September 2015, 8:30–9:30 AM

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**Present:** David Bowie (Chair), Clare Dannenberg, Mari Ippolito, Carri Shamburger, Michael Votava, Jacque Woody, David Yesner

**Excused:** Dede Allen, Jeff Laube

CAFÉ contacted Clare Dannenberg about conducting an academic integrity workshop at the upcoming development and training day. General consensus that we should move forward with that; Clare to reply and work out the details.

There was some discussion about hosting of the AHI Committee's website. David Bowie to work on the issue.

The bulk of the meeting was the beginning of training AHI Committee members as Student Conduct Administrators, which is expected to take three meetings. In this meeting, Michael Votava described the general process, with review of the revised student code of conduct. Members of the committee who served as Student Conduct Administrators last year provided their own experiences.

**Next Meeting: Monday, 28 September 2015, 8:30–9:30 AM, in NSB 202.**

# Academic Honesty and Integrity Committee (AHI)

28 September 2015, 8:30–9:30 AM

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**Present:** Dede Allen, David Bowie (Chair), Clare Dannenberg, Wei-Ying Hsiao, Mari Ippolito, Carri Shamburger, Michael Votava, David Yesner

**Excused:** Jeff Laube

**Guest:** Megan Kolendo, Dean of Students Office Legal Assisant

New member: Wei-Ying Hsiao of the College of Education has joined the committee.

The meeting was devoted to continuing the training of AHI Committee members as Student Conduct Administrators. In this meeting, Michael Votava focused on discussing potential sanctions and the revised administrative review process for academic dishonesty cases reviewed by Student Conduct Administrators.

**Next Meeting: Monday, 12 October 2015, 8:30–9:30 AM, in NSB 202.**

## Faculty Senate Research and Creative Activity Committee October 2015 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee met September 17, 2015. Diane Hirshberg and Jill Flanders-Crosby were selected as committee co-chairs. The committee laid out goals for the year, which are below. Our next meeting is October 1, 10 am, in Admin 201.

### Goals for 2015-2016

1. Strengthen the committee's role as the voice of the faculty around research and creative activity policy. Act as adviser for the university and make recommendations related to its research and creative activity policies as needed.
2. Make research visible at the University:
  - a. Institutionalize the organization of the faculty showcase as an annual activity in the spring
  - b. Work with the VPRGS to develop a comprehensive database of faculty expertise in research and creative activity and make this publicly available
  - c. Invite external research constituencies to the research week
  - d. Explore the possibility of a donor event/dinner at the end of the research week by collaborating with the VPRGS and University Advancement.
3. Continue to strengthen connections between the committee, the Vice Provost for Research and Graduate Studies (VPRGS), and the Office of Undergraduate Research and Scholarship.
4. Work to strengthen the infrastructure supporting research and creative activity at the university, from research administration to obtaining funds for creative and research activities and travel for scholarly presentations
5. Continue outreach efforts to key university administrators, policymakers and external constituents.

Research and Creative Activity Committee Members		
FS/CBPP	Diane Hirshberg (co-Chair)	<a href="mailto:dbhirshberg@alaska.edu">dbhirshberg@alaska.edu</a>
KPC (CBPP)	Thomas Dalrymple	<a href="mailto:tdalrymp@kpc.alaska.edu">tdalrymp@kpc.alaska.edu</a>
FS/COE	Jonathon Bartels	<a href="mailto:jbartels2@uaa.alaska.edu">jbartels2@uaa.alaska.edu</a>
FS/CAS (performing arts)	Jill Flanders-Crosby (co-Chair)	<a href="mailto:jiaflanderscrosby@uaa.alaska.edu">jiaflanderscrosby@uaa.alaska.edu</a>
FS at large (Kachemak Bay/CAS)	Catherine Knott	<a href="mailto:chknott@kpc.alaska.edu">chknott@kpc.alaska.edu</a>
FS/COH	David N. Ampong	<a href="mailto:dnampong@uaa.alaska.edu">dnampong@uaa.alaska.edu</a>
CBPP	Ajit Dayanandan	<a href="mailto:adayanandan@uaa.alaska.edu">adayanandan@uaa.alaska.edu</a>
COH	Carrie King	<a href="mailto:cdking@uaa.alaska.edu">cdking@uaa.alaska.edu</a>
COH	Travis Hedwig	<a href="mailto:thhedwig@uaa.alaska.edu">thhedwig@uaa.alaska.edu</a>
CoENG	Seong Dae Kim	<a href="mailto:sdkim2@uaa.alaska.edu">sdkim2@uaa.alaska.edu</a>
CAS (Social Science)	Robert Boeckmann	<a href="mailto:rjboeckmann@uaa.alaska.edu">rjboeckmann@uaa.alaska.edu</a>
CAS (natural science)	Nate Hicks	<a href="mailto:nkhicks@uaa.alaska.edu">nkhicks@uaa.alaska.edu</a>
CAS (humanities)	Rachael (Ray) Ball	<a href="mailto:rball11@uaa.alaska.edu">rball11@uaa.alaska.edu</a>
CAS (social science)	Landry Signe	<a href="mailto:lsigne@uaa.alaska.edu">lsigne@uaa.alaska.edu</a>

## NWCCU Accreditation

**2015 Institutional Accreditation Next Steps:** The Accreditation Outreach Team continues to meet with groups for additional input on the indicator rationale for the Core Themes, including Core Theme 2: Research, Scholarship, and Creative Activity, Core Theme 4: UAA Community, and Core Theme 5: Public Square. Input sought from the Administrative Services Senior Executive Team in September, with visits planned in October to the FS Committee on Research and Creative Activity, Community Engagement Council, Staff Council, and other groups. An initial round of data and analysis will be conducted this fall.

## Academic Policy

### Academic Dispute Resolution Process Review Task Force:

#### Fall 2015 Open Forum Discussion

- Friday, November 6th, 10:00-11:30 a.m., LIB 307 (rooms have also been coordinated for videoconferencing at all community campuses)

**For more information:** <http://www.uaa.alaska.edu/academicaffairs/Task-Forces-and-Working-Groups/academic-dispute-resolution-process-review-task-force.cfm>

## Academic Assessment

### The AY15 Annual Academic Assessment Survey Results:

[http://www.uaa.alaska.edu/governance/academic\\_assessment\\_committee/reports.cfm](http://www.uaa.alaska.edu/governance/academic_assessment_committee/reports.cfm)

### 2015 Annual Academic Assessment Seminar: *Mapping Student Success*

The Faculty Senate Academic Assessment Committee and the Office of Academic Affairs hosted the third annual Academic Assessment Seminar on September 11, 2015. More than 100 faculty, staff, and administrators participated in Anchorage and at community campuses by video conference. Dr. Janice Denton, Project Mentor for the Higher Learning Commission, was the featured national guest speaker. Dr. Denton delivered a keynote address and engaged UAA's participants in a workshop on mapping curriculum to program and general education student learning outcomes.

Materials from the Seminar are available on the Seminar website:

[http://www.uaa.alaska.edu/governance/academic\\_assessment\\_committee/academic-assessment-seminars/2015-assessment-seminar.cfm](http://www.uaa.alaska.edu/governance/academic_assessment_committee/academic-assessment-seminars/2015-assessment-seminar.cfm).

### Curriculum Mapping Workshops:

Dan Kline, Director of General Education, will lead a series of workshops for faculty (1) to develop a curriculum map of their majors and programs, (2) to align their programs and majors to the UAA GER, (3) to create assignments and rubrics to evaluate Student Learning Outcomes, and (4) to map out an approach to assessment that fosters the programs and majors as well as the GER assessment required by the Northwest Commission on Colleges and Universities' reaffirmation of UAA's accreditation.

The CAFE series will cover the following:

- 9/25 – Curriculum Mapping (1) and Student Learning Outcomes: Aligning PLOs with the GER – 1:00-2:30 pm in RH 204 (available via audioconference)
- 10/23 – Curriculum Mapping (2) and Rubrics & Assignments: Creating Meaningful Assignments and Usable Rubrics - **1:00-2:30 pm in LIB 307** (available via audioconference)

- 10/30 – Curriculum Mapping (3) and Assessment: Developing a Strategy and Process - **1:00-2:30 pm in RH 204** (available via audioconference)

For more information, please contact Dan Kline, General Education Director, at 786-4364.

To register for these workshops, please visit the Center for Advancing Faculty Excellence Workshops and Events page here: <https://www.uaa.alaska.edu/cafe/eventcalendar/index.cfm>.

## University Success Course Committee

The Provost has charged a faculty committee to redesign the university success course. The charge can be found here: <http://www.uaa.alaska.edu/academicaffairs/Task-Forces-and-Working-Groups/university-success-course-committee.cfm>.

## Program Approval Status

Unit	Program	Level	Type	Status	BOR Approval	NWCCU Approval
CBPP	International Business	Minor	New	Approved	N/A	8/31/15
MSC	Veterinary Technology	AAS	New	Postponed to future BOR meeting	TBD	
CoEng	Computer Science and Computer Engineering	MS	New	OAA	TBD	

- Programs with minors and concentrations which were slated for transformation or deletion at the conclusion of the prioritization process will follow the regular curriculum process. Please contact Academic Affairs with questions.

## Specialized Program Accreditation

- The **Medical Assisting AAS** and the **Journalism and Public Communications BA** will be hosting site visits later this fall.
- Academic Affairs is responsible for oversight of program accreditation and maintaining a repository of program accreditation communication and documentation. Please allow time for OAA to review materials prior to the submission deadline, and work with the office when you are planning site visit schedules.

### Administration

- **Fall Hooding and Commencement Ceremonies – Dec. 12 and Dec. 13**

Save the date for the fall Hooding and Commencement ceremonies! Hooding will be held Saturday, Dec. 12, 3 p.m. in the Wendy Williamson Auditorium. Commencement will take place Sunday, Dec. 13, 1 p.m. in the Alaska Airlines Center. Details and RSVP link coming soon.

### Alumni Relations

- **6th Green and Gold Gala**

UAA and the UAA Alumni Association proudly celebrated the 6th Green and Gold Gala on Saturday, Sep. 26 at the Alaska Airlines Center with more than 400 attendees. The event has already raised \$72,000 in donations and pledges with the expectation that this number could increase as additional pledges and matches are processed.

- **College of Engineering Alumni Reunion**

Engineering alumni came back to campus for their first-ever reunion on Thursday, Sept. 10, coinciding with the ribbon-cutting ceremony of the College's new home. Alumni toured the Engineering & Industry Building, meeting current students and faculty to hear about their diverse research projects and see the top-notch new facility in action. As part of their reunion, the College of Engineering alumni chapter unveiled their Hall of Fame wall, celebrating **Sam Kito III, B.S. '88**, and **Mike Fierro, B.S. '89, M.S. '01**, as their first two honorees. [Click here to see images from the reunion.](#)

### Development

- **Costco Wholesale Corporation** established the RRANN Program Scholarship in 2006. This marks the ninth year Costco has supported students in the Recruiting and Retention of Alaska Natives into Nursing (RRANN) program, providing more than \$250,000 in student scholarships.
- The **Rasmuson Foundation** provided support to the Institute of Social and Economic Research (ISER) to develop an extensive analysis of Alaska's fiscal situation and publish their findings to inform a long-term fiscal plan for Alaska.
- The **American Petroleum Institute and Saltchuk** are sponsors of the Alaska Women's Summit. UAA is pleased once again to serve as event host and partner of this incredible Alaska event. Their support will help in creating a high-quality, unique experience for hundreds of attendees this October.
- **The Kroger Company Foundation** renewed its support of Lemonade Day Alaska with their recent leadership gift. With Kroger's investment, youth obtain the tools to develop a business plan and operate their own lemonade stands. This program can transform not only the youth who participate, but the entire community.



- **Phonathon**

The UAA Phonathon recently kicked off its 12th season. This program provides the opportunity for current students to reach out and engage alumni and to share with them the great things happening at UAA. In the process, alumni are asked to give back through a charitable gift in support of scholarships and programs at UAA. More than \$1 million dollars have been raised since the inception of this program with a FY16 goal of \$129,500.

## University Relations

- **Hashtags**

- Share photos, posts, thoughts and school spirit via social media - #UAA, #UAAmazing, #SeawolfNation and #Seawolfinit

- **Social Media Updates**

- With fall semester in full swing, the month of September the university's Facebook and Twitter channels field many customer service requests for new and existing students, as well as parents and visitors. The university's Facebook, Twitter and Instagram responded to more than 20 personal messages, comments, tweets and posts covering admission and financial aid to heating and Blackboard questions.
- Spirit and athletics news tend to dominate the university's social media channels with September's top two posts highlighting both the school's mascot and volleyball team, bringing in 10,000 plus views on both Facebook and Twitter.
- Instagram continues to be the university's fastest growing social channel with more than 100 new followers from the start of the fall semester through the month of September.

- **#AmazingStories**

- **New engineering dean: 'Watch UAA, it will be a different place in 10 years'**  
<http://greenandgold.uaa.alaska.edu/blog/36776/new-engineering-dean-watch-uaa-it-will-be-a-different-place-in-10-years>  
Views: 964
- **Slideshow: 2015 Campus Kick-Off and some Amazing Stories from Convocation**  
<http://greenandgold.uaa.alaska.edu/blog/36406/slideshow-2015-campus-kick-off-and-some-amazing-stories-from-convocation/?a>  
Views: 910
- **Wells Fargo Sports Complex reopens after first update in 37 years**  
<http://greenandgold.uaa.alaska.edu/blog/36668/wells-fargo-sports-complex-opens-sept-12-after-first-update-in-36-years/?a>  
Views: 784
- **An afternoon at the White House**  
<http://greenandgold.uaa.alaska.edu/blog/36365/an-afternoon-at-the-white-house/?a>  
Views: 689
- **Slideshow: UAA opens new Engineering & Industry Building**  
<http://greenandgold.uaa.alaska.edu/blog/36956/slideshow-uaa-opens-new-engineering-industry-building/?a>  
Views: 684

# UNIVERSITY of ALASKA ANCHORAGE

## STUDENT AFFAIRS REPORT for FACULTY SENATE

OCTOBER 2015

### OFFICE OF STUDENT AFFAIRS

Vice Chancellor Bruce Schultz

#### Office of Student Affairs (OSA) & Assessment

The UA “Come Home to Alaska” (CHTA) program continues to achieve success at the UAA Anchorage campus. Launched in Fall 2014, the program is designed to entice out-of-state students to attend one of the UA campuses by waiving non-resident tuition for students with family ties to the state. In order to be eligible for the program, applicants must document they have parents or grandparents that are current residents of Alaska.

The Anchorage campus received 191 applications for the CHTA program between August 2014 and September 11, 2015. From those applications, 184 students were approved and enrolled.

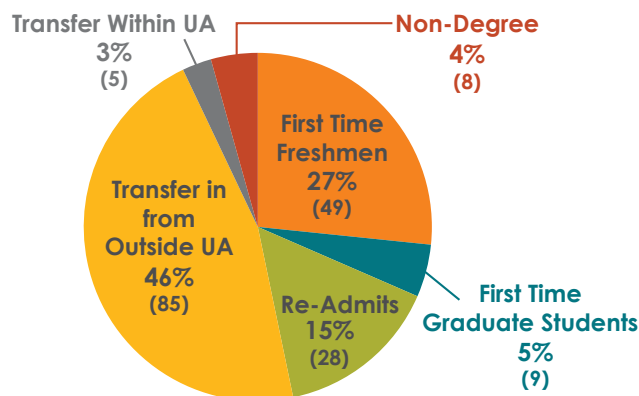
From an enrollment perspective, the program has been a success: 75% of the recipients were new to the Anchorage campus; they have a high persistence rate with 75% continuing from their initial term into the next; and the public relations value was tremendous, as demonstrated by the comments collected through a survey. Of the 184 CHTA students, 75% (n=137) were students who had not attended UAA in at least a year, if ever.

CHTA ENROLLMENT AT UAA ANCHORAGE CAMPUS					
	Fall 2014	Spring 2015	Summer 2015	Fall 2015	TOTAL
Approved Applicants	64	54	8	58	184
% of Applicants New to UAA	64%	85%	50%	79%	75%

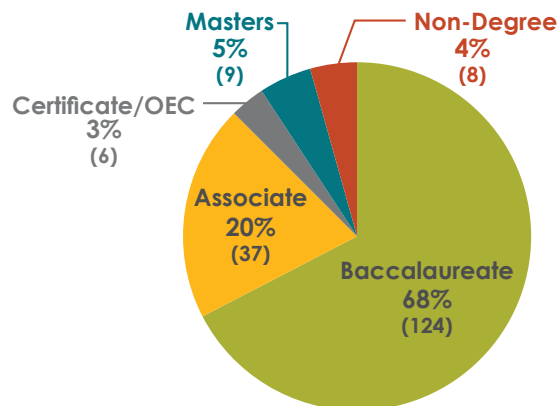
With each newly enrolled cohort of CHTA students, 75% (n=94) persisted into a second semester of enrollment and 65% (n=82) of the total enrolled CHTA students graduated or persisted to Fall 2015.

While the program was not designed with specific enrollment targets, baccalaureate students are the most common recipients (68%), but all degree levels are represented, as are all student types with transfers from outside the UA system being the largest group (46%). More of the recipients were White than the overall Anchorage campus population, and 13% identified as Alaska Native or Native American – mirroring the campus population and supporting institutional mission.

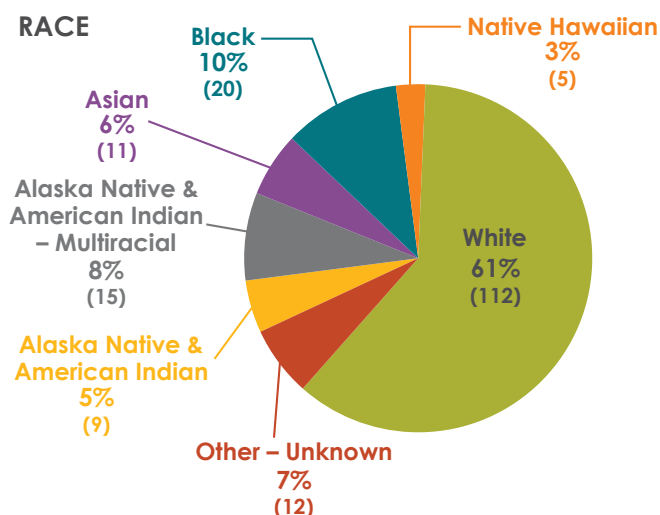
#### STUDENT TYPE (at time of original application for admission)



#### DEGREE LEVEL (at time of admission)



#### RACE



# UNIVERSITY of ALASKA ANCHORAGE

## STUDENT AFFAIRS REPORT for FACULTY SENATE

OCTOBER 2015

### ENROLLMENT SERVICES

Associate Vice Chancellor Eric Pedersen

The White House made two major announcements last month. First, release of a revised College Score Card. This is part of an ongoing federal effort to provide information to students and families during the college selection process. The revised score card drops a controversial ratings system, but still presents challenges. It lumps together data for all the programs under UAA's broad mission. This challenge is not unique to UAA; every institution has a story to tell beyond high-level aggregate data. Enrollment Services' message to prospective students is to engage with UAA to research the programs they are interested in, learn the specifics, and make a truly informed choice.

Second, a change in how students apply for financial aid – the most significant change since the FAFSA was created – referred to as “prior prior” in media reports. The change occurs for the 2017-18 school year and simplifies completing the FAFSA, improving access to financial aid. The core change is that FAFSA filers can use data from the previous completed tax year, and use a data retrieval tool to import information from that tax return to create an accurate FAFSA quickly and easily.

The FAFSA will become available on October 1, 2016, to apply for financial aid in the school year beginning fall of 2017. Students will be able to use data from the most recently completed tax year and tax return – 2015. Currently, and for the 2016-17 school year, the FAFSA becomes available January 1, 2016. Unless a family waits to do their FAFSA it has to be done with estimated tax and financial information for tax year 2015, often necessitating submission of changes to the FAFSA later when the 2015 tax return is filed. These changes can cause a student to receive a revised financial aid award that is different from the original. Under the new system students should receive just one award. This is an advantageous change for UAA students, but requires multiple process changes within UAA and the UA system to adapt – early preparations have begun.

### Admissions Office

International Student Admissions has put together a profile UAA's international students. The total number of enrolled (F and J visa holders) declined slightly to 258 (from 261 last fall). However, the group is more diverse, representing 44 countries, 10 more than last fall. Of the 258: 181 are in bachelor's programs, 139 are male, 86 come from one of UAA's sister cities, 51 are new students, 49 are athletes, and 39 are living on campus.

### Office of the Registrar

It may feel like the semester is just beginning, but it is not too early to think about spring registration. The spring schedule becomes public on October 26 and priority registration begins on November 6. College Planner becomes available to students on October 26 and they can build their ideal schedule and save it. On their priority registration day, registering is as simple as logging into College Planner, retrieving the saved schedule, and pushing the Complete Registration button.

### Office of Student Information

The One-Stop student enrollment service center located in the University Center saw increased in-person and e-mail traffic, but a decline in phone calls during the first two weeks of the semester. Generally, volumes were steady each day, without extreme peaks and valleys. The installation of a “next serving” information display allowed in-person visitors to better understand the wait time and manage their time accordingly; average wait time over the two week period was ten minutes.

ONE-STOP SERVICE		
Service Mode	# Served	Change from Fall 2014
Telephone	3026	-236
In-Person	2242	+188
E-mail	1251	+481

# UNIVERSITY of ALASKA ANCHORAGE

## STUDENT AFFAIRS REPORT for FACULTY SENATE

OCTOBER 2015

### STUDENT ACCESS, ADVISING & TRANSITION

Associate Vice Chancellor Lacy Karpilo

#### Academic Advising & Career Development Center

The Career Development Center (CDC) co-hosted the 1st Annual Student Employment Fair with the Student Union & Commuter Services on September 3, in which 18 departments participated. HR and the Financial Aid office assisted students in understanding the job application process and federal work-study. The event was well received by university students.

All Senior Academic & Career Advisors were in attendance at the UAA Academic Innovations & eLearning “Make Learning Visible Using ePortfolio” (eWolf) on September 17. CAFÉ’s program addressed how teachers can improve their expertise in the field and develop pedagogical expertise.

Senior Academic & Career Advisor Kristin Bogue participated in the webinar, “The Many Faces of Assessment: Strategies for Effective Assessment for Effective Assessment of Co-curricular Programs.” The webinar addressed several challenges: defining co-curricular programs, creating structures to support co-curricular assessment, and developing staff members’ expertise in assessment. The session closed with several examples from co-curricular programs from North Dakota State University, presented by Dr. Jeremy Penn, Ph.D.

#### Mapworks @ UAA

Mapworks finalized and uploaded three cohorts into the new Mapworks platform. The first cohort included 3,374 first-year students while the second cohort comprises 2,094 second-year students. The third is a pilot cohort that includes 103 non-degree seeking students enrolled in a PRPE, Guide 150 or Preparatory Math course this fall.

On September 20, Mapworks launched two email campaigns. First, an email invitation with a direct link to log on to the new Mapworks platform was sent to all fall teaching faculty, all campus advisors and all other campus Mapworks users. The second email campaign was the Fall Transition Survey that was sent to 5,571 students from all new cohorts; the survey closes on October 11.

#### Native Student Services (NSS)

NSS hosted a eWolf ePortfolio discussion with Helen Chen from Stanford University and Tracy Penny from Thompson River University on August 31. The conversation centered around developing a culturally congruent approach to the eWolf ePortfolio with a template that reflects the “total” being of Native students. Such a template would address not just the academic and co-curricular aspects, but also the traditional knowledge, physical, spiritual, emotional, social, and provider aspects of the Native student. Two student and community vetting discussions are planned for the fall semester. After vetting, the template will be launched in the spring semester.

#### New Student Orientation (NSO)

NSO is hosting the UAA FUSION (For Unity and Service In Our Neighborhood) the week of September 28. Students have 16 opportunities to volunteer at 8 partner agencies (Cook Inlet Housing Authority, Food Bank of Alaska, Kids’ Corp Inc., Ptarmigan 21st Century, Anchorage Gospel Rescue Mission, Bean’s Café, Catholic Social Services, and Tuesday Night Races at East High School).

#### UAA TRiO Programs

##### *Educational Opportunity Center (EOC)*

EOC was notified of the continuation grant award for 2015-2016 academic year by the U.S. Department of Education in the amount of \$360,000 annually. EOC annually serves 1,200 adult learners in their efforts to access higher education. This will complete the fifth year of a five-year grant cycle. EOC will resubmit a new proposal for 2016-2021 in December 2015.

##### *Educational Talent Search (ETS)*

ETS will host “Race to the Top” Conference on Saturday, October 3, at the UAA Student Union Center from 10:00 am to 1:30 pm. The aim is to educate middle and high school students and parents about the process of transitioning to college, applying for scholarships, financial aid, admissions application, and more (workshops, guest speakers, college student panel, and resource fair); 200 attendants are expected to participate.

# UNIVERSITY of ALASKA ANCHORAGE

## STUDENT AFFAIRS REPORT for FACULTY SENATE

OCTOBER 2015

### STUDENT DEVELOPMENT

Dean of Students & Associate Vice Chancellor Dewain Lee

#### Department of Residential Life (DRL)

ANROP Coordinator Karla Booth partnered with the Alcohol, Drug, and Wellness Educator Amanda Kookesh to encourage students to attend *The Winter Bear* play on September 17.

To celebrate and support UAA's Safety Awareness Week the Cama-i Room hosted a week of "Let's Make Safety Fun, Fun, Fun!" from September 23-27.

SafeZone hosted the first Lavender Lunch of the academic year on September 25.

#### Disability Support Services (DSS)

October 5 and 6, DSS will host a Disability Awareness Fair to celebrate 25 years of the Americans with Disabilities Act.

DSS is promoting the Workforce Recruitment Program which is a program that takes students with disabilities through an extensive preparation, interview, and hiring process. The DSS goal is to have at least six students participating in the final interviews.

#### Multicultural Center (MCC)

On September 4, the Aurora Borealis UAA Campus Lions Club was chartered at UAA. This involved approximately 22 UAA students being sworn in as new Lions. Student Kelsey West is the president.

#### Student Conduct; Alcohol, Drug, and Wellness Education; and Care Team

The Dean of Students Office has finished the 2015 Campus Security and Fire Safety Report. The report will be published at [www.uaa.alaska.edu/safety](http://www.uaa.alaska.edu/safety). A link to the report will be emailed to the UAA community by September 30, 2015.

The Dean of Students Office celebrated Safety Awareness Week from September 21-25. Safety Awareness Week included informational tables on consent, spice, and UAA's smoke and tobacco-free campus policy, as well as a safety resource fair, self-defense classes taught by University Police, and programs sponsored by Residence Life.

#### Student Life & Leadership (SL&L)

Emerging Leaders Program (ELP) received 46 applications for this year's cohort. Of those applicants, 27 students were selected for the program. The first sessions started this month. Another 15 students are completing their level three component of ELP and will "graduate" this December.

Panhellenic Council completed recruitment and 81 women are now members of our UAA sororities Sigma Sigma Sigma and Alpha Sigma Alpha. SL&L looks forward to great things from these two organizations.

The Northern Light (TNL) is launching their new digital app "The Northern Light," now available in the Apple and Android app stores. The app presents all the latest news, sports, and features articles and also includes live streaming of the UAA campus radio station, KRUA 88.1FM.

The Clubs and Greek Life office presented the Student Involvement Fair in the Student Union on September 16 with great participation from over 25 different clubs, Greek, and UAA organizations.

Concert Board launched ticket sales for two major shows in October: Homecoming's A Cappella Festivella on October 8 and hip-hop artist Action Bronson on October 23.

SL&L is gearing up for Homecoming 2015 from October 1-10 and invites all of the campus community to get involved in the celebration.





OCTOBER 2015

## INFORMATION UPDATE

### CENTER FOR ADVANCING FACULTY EXCELLENCE

- **October 23: A Day of Faculty Training and Development Opportunities** - Although many faculty appreciate and make use of CAFE workshops throughout the term, in last year's Hanover survey on faculty development, some mentioned that they would like to see occasional day-long events where they could attend several workshops back-to-back. CAFE will offer an event on **Friday, October 23**, providing training and development opportunities related to effective pedagogical practices, student support mechanisms, and professional development tools. Registration is open now on the CAFE website: [website](#). Much of the work that falls into "faculty development" is not something that can be accomplished in a single session. Reflective teaching and the contributions it makes to student success take time. So for this series of workshops we've selected very specific topics that can be handled in a one-time manner, followed later in the semester by support and/or workshops on topics that take time. We are excited to see how it goes!
- **CAFE's New Faculty Learning Community** (based on the book *Advice to New Faculty* by Robert Boice) recently concluded its series of conversations. This series included participants from the Anchorage campus, as well as two faculty members participating via distance. CAFE is exploring the possibility of repeating this offering in the spring term, based on the level of interest and need among new faculty.
- CAFE worked cooperatively with several entities to support faculty training related to career/professional development in the past month. Deb Mole, Consortium Library, presented **Find That Grant** workshop to help faculty search for funding resources. Victoria Hillwig and Marian Bruce, Faculty Services, led their annual trainings on **Sabbaticals** and **Faculty Development & Research Travel Grants**. Victoria Hillwig, Faculty Services, and Patty Linton, College of Arts and Sciences, provided two opportunities for faculty to obtain the required **Reviewer Training** for all faculty responsible for reviewing tenure and promotion files.
- CAFE's **new Lunch and Learn workshops** have been well received. These workshops offer one-time, 90-minute sessions on occasional Fridays that present valuable, pragmatic information and/or skills without requiring faculty to commit to a longer "series" or a multi-session project. Topics addressed to-date include **Integrating the High Impact Practice of Service Learning into a Class** (Judy Owens-Manley, CCEL) and **An Introduction to Open Educational Resources** (Cable Green, a nationally-recognized advocate of OER), offered cooperatively with Academic Innovations and eLearning.

## CENTER FOR ADVANCING FACULTY EXCELLENCE *(continued)*

- The new cohort of **Making Learning Visible** (CAFE's faculty learning community supporting the **Scholarship of Teaching and Learning**) began meeting in September. The Anchorage cohort, led by CAFE Faculty Associates Betty Predeger and Deb Periman, includes new, returning, tenure-track, and term faculty, and a member connecting via distance from a community campus. A second cohort, led by Joan O'Leary, is working on the Mat-Su campus. MLV's goal is to allow faculty to discuss, introduce, document and assess specific teaching interventions in the classroom and report the results to their colleagues. This year-long learning community will present its projects via e-portfolios this year. Heather Caldwell, Academic Innovations and eLearning, is working closely with the MLV Faculty Associates to develop a framework for ongoing use. This year's completed projects will be showcased in the spring. A showcase of last year's projects is scheduled for October 9.
- As part of our **Inclusive Excellence** initiative and at the request of the faculty who are part of the learning community, CAFE is supporting a continuation of the **Stop Talking Faculty Learning Community**. This group met throughout the past year to discuss how to apply indigenous ways of teaching and learning in their courses, and has elected to continue the work this fall. Monthly meetings will be opened up to other interested faculty in the future.
- CAFE is supporting two Faculty Senate Committees.
  - Academic Assessment Committee and the Office of Undergraduate Academic Affairs: supporting a series of follow up workshops stemming from the Academic Assessment Seminar hosted on 9/11. CAFE was also involved in pre-seminar conversations with Dr. Janice Denton, the invited guest speaker, and will continue to support Dan Kline, Director of English and General Education, as he facilitates three workshops on curriculum mapping and its role in assessment efforts.
  - Faculty Senate Diversity Committee: additional information will be available on this effort as work develops.
- At the request of the Provost, CAFE is coordinating a conversation between the Provost and three faculty populations: last year's new faculty, this year's new faculty, and the newly tenured. The Provost is interested in connecting with each of these groups to get a sense of obstacles they faced and how they managed their first few days or years at the institution. We look forward to the insights these conversations may yield relative to faculty development needs.

## CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- CCEL's annual **Urban in Alaska** conference will be held Friday, November 6 from 9 a.m. to 1:30 p.m. in Lucy Cuddy Center and Rasmuson Hall. Included are breakout sessions featuring community-engaged projects and an opportunity over lunch, Noon to 1:30 p.m., for our "Rapid-Fire Community Engagement" with faculty that was so popular last year!
- The *Oral & Written History of Fairview: Past, Present & Future* is available online at [http://www.uaa.alaska.edu/engage/Urban\\_in\\_Alaska/anchorage-centennial-projects.cfm](http://www.uaa.alaska.edu/engage/Urban_in_Alaska/anchorage-centennial-projects.cfm).  
The publication completes a Centennial grant received from the Alaska Humanities Forum with UAA graduate student David Reamer, Clare Dannenberg, assistant professor with English & Anthropology, and Bree Kessler, formerly with the Health Sciences program.

## CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING *(continued)*

- CCEL funded **faculty community-engaged projects** for fall 2015 in the following departments: Theatre, Biology, Political Science, Social Work, Early Childhood Education, Psychology, Art, Management & Marketing, and Prince William Sound College Outdoor Studies.
- **Community-Engaged Student Assistants (CESAs)** received tuition awards for supporting faculty in community-engaged initiatives in: Early Childhood Education, Political Science, Biology, AK Center for Rural Health, Social Work, Psychology, Health Sciences, Theatre, Art, Philosophy, International Studies, & Management & Marketing, and Public Administration.
- CEL A392 **Advanced Civic Engagement** held an open forum with four local foundations on September 24, attended by students, faculty, and community members. As participants in a Learning by Giving Foundation project, students in the class will award four \$2,500 grants this year to local organizations while they learn about philanthropy, local and state issues, and the non-profit world.
- CCEL is representing UAA in a new community project, **Welcoming Anchorage** (a national Welcoming Cities & Counties initiative) primarily focused on new immigrants and refugees. Mayor Berkowitz has made this a 3-year special initiative in his administration, and we are adding our voice as a “welcoming university.” CCEL hosted a group of new international students at the Anchorage Museum where Mayor Berkowitz and first lady Mara Kimmel, a visiting scholar for ISER, gave them a special welcome to the city. *See Green & Gold article:* <http://greenandgold.uaa.alaska.edu/blog/36967/easing-into-an-unfamiliar-culture/>.
- More than **100 students in Dorn Van Dommelen’s GEOG/INTL A101** classes are participating two venues for service learning – as mentors/tutors with English Language Learners at Wendler Middle School or Russian Jack Elementary School, OR as “conversation buddies” or “pen pals” with UAA’s new international or ESL students in Tara Smith’s and Sarah Kirk’s classes.

## ACADEMIC INNOVATIONS & eLEARNING

- We are very pleased to announce that AI&e, led by Dave Dannenberg, has been awarded a **U.S. Department of Education Title III Strengthening Institutions** grant, which helps schools become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen academic quality, institutional management, and fiscal stability. UAA will receive **\$2.25 million** over the course of five years (October 2015-September 2020) to redesign and strengthen both our distance education offerings and corresponding distance student services. More details will be available in the near future.
- AI&e’s October focus is on **Open Educational Resources (OER)**. Dr. Cable Green, nationally known expert on OER and Director of Global Learning at Creative Commons, kicked off the topic during a two day visit to UAA on September 24 & 25. While on campus Dr. Green met with students, faculty and staff, and led more than 40 faculty members through several different workshops. October workshops will offer more opportunities to learn about OER and the significant impact it can have on campus. Sign up on AI&e’s [workshop page](#).
  - **October 8**, OER vs Copyright (classroom and web delivery)
  - **October 29**, What it takes to create & publish OER (classroom and web delivery)



## ACADEMIC INNOVATIONS & eLEARNING *(continued)*

- We continue to work with ITS towards **upgrading Blackboard** over the winter break. Communications and workshops will begin in November, though we do not anticipate major changes at this time.
- The **eWolf** program is in full production. Adoption is going well and we are already hearing about some great outcomes of student ePortfolio work. We still need to hire 2-3 student coaches so if you know of any interested students please send them to AI&e.
- Our **eLearning Student Services** team is getting ready to start procurement for an **online test proctoring service**. We hope to identify and implement an online tool by the start of the first Summer session in 2016. If you are interested in being part of the project, please let us know.
- Proposals received for the **Technology Innovation Grant (TIG)** are being reviewed. TIGs are targeted to initiatives that are innovative, scalable, adaptable, and applicable to teaching, to discover new ways to enhance technology-engaged teaching and learning practices within UAA. We anticipate funding 4-8 projects for funding total of \$10,000. Award letters will go out in early October. Details are on our [website](#).

## INSTITUTIONAL RESEARCH

- Institutional Research completed a **Program Review Data File** which is available to all UAA employees at <https://ir-reports.uaa.alaska.edu>. It includes data on graduation, major enrollments, productivity, and internal demand, and data from the National Student Clearinghouse on subsequent enrollment of UAA's Associate and Bachelor degree recipients at UAA or other institutions. Questions and feedback should be directed to Erin Holmes, Associate Vice Provost, Institutional Research: [ejholmes@uaa.alaska.edu](mailto:ejholmes@uaa.alaska.edu).

## UAA/APU BOOKS OF THE YEAR

- **Wednesday, October 28**, 7 p.m., Loussac Library will screen *Aleut Story* in partnership with UAA/APU Books of the Year to explore the 2015-17 theme "**Negotiating Identity in America.**" This is the first of Loussac Library's "Watch and Learn" series. A discussion will follow the film.
- Books selected by the faculty steering committee for the 2015-17 theme are:
  - *Hotel on the Corner of Bitter and Sweet* by Jamie Ford, and
  - *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride.

## University of Alaska Anchorage

### Guidance for Academic Decisions in a Climate of Declining Budgets, AY2016-17

#### A. Preamble

*The purpose of this document is to provide UAA decision makers with a coherent rationale for making the difficult resource decisions required during a time of decreased funding. These decisions must be driven by UAA's academic mission and by the need to continually invest in strategic initiatives. These academic decisions will determine shifts in support and service areas.*

*This is not a strategic plan or a policy statement. This document provides focused criteria to be implemented at the Provost level and below, and, as such, is written broadly enough to apply across UAA but specific enough to be operationalized at the appropriate unit level. While declining revenues challenge the UAA, these demands allow all university members to identify strategic priorities based upon these criteria and our mission, vision, and values.*

#### B. Background

##### 1. Motivation, Authority, & Process

In response to increasing budget challenges, Provost Gingerich asked the deans to consider what the academic core of the University would look like after five years of budget reductions. Recognizing that the deans would be primarily responsible for leading the colleges through these fiscally challenging times, the Provost asked that they do so with a coordinated vision. As a result, the deans reviewed ongoing UAA efforts and initiatives, the mission and vision statements of UAA and the various colleges, and included the community campus directors and faculty senate leadership in the conversation. The discussion will be expanded in early Fall 2015 to include the greater campus community. This Strategic Guidance document distills the essence of those conversations into usable criteria. It is essential to note that decisions will be made one way or another. This document provides a robust, shared set of criteria for making those difficult decisions.

##### 2. External Analysis

This Strategic Guidance document incorporates national trends in higher education, considers revenue projections for Alaska, and studies local and regional workforce demands, all while recognizing UAA's place in cultural and economic landscape of Southcentral Alaska.

##### 3. Internal Analysis

UAA is currently guided by the UAA 2017 Strategic Plan as well as by a system-wide effort, *Shaping Alaska's Future*. To guide UAA, a set of Core Themes were established in 2012 and reaffirmed by the Chancellor's Cabinet in Feb. 2015, and these have shaped the analysis.

##### 4. Program Prioritization

Program Prioritization can be considered a self-study which analyzed how well internal units and programs aligned to the UAA mission. The current guidance (informed by Prioritization) identifies additional criteria for UAA decision makers who are faced with the allocation of reduced resources. These criteria, while generalized and shared, will be operationalized and strategically implemented at the college level. Since Program Prioritization, Alaska's fiscal climate has changed drastically, and this

document identifies more narrowly-focused program and emphasis areas within the UAA mission in light of other institutional documentation.

5. Institutional Alignment

This Strategic Guidance document is not designed to replace the UAA 2017 Strategic Plan, and the recommendations here are aligned with the UAA mission, operational goals, core themes, institutional priorities, and ongoing institutional efforts.

6. Guiding Assumptions

The strength of UAA is in its diverse people – its students, faculty, and staff – and in its open enrollment mandate. UAA must continually promote its faculty and staff as the intellectual capital of the state, increase its profile across the state, articulate its mission to stakeholders, and communicate the vital importance of higher education to the state’s economic health and cultural vitality. However, given the current state fiscal climate, the UA system will continue to face diminished state revenue and will need to continue to advocate for its position among state agencies. Student enrollment will continue to decline and perhaps plateau, but Alaskans will continue to pursue higher education at current rates. Despite decreases in state appropriations, UAA will continue to be a vibrant and thriving university that serves the peoples of Alaska. UAA will maintain a strong academic core and explore areas of growth and opportunity that will help meet Alaska’s changing needs. UAA will continue to be an essential part of Alaska’s future.

7. Consultation

The current version of this document reflects feedback from the colleges and community campuses across the UAA community, conducted by Dr. Bart Quimby, at the request of the Provost, in Fall 2015.

8. Implementation Strategy

It is expected that the criteria articulated in this guidance document will be operationalized at the Provost, college dean, and community campus director level following current shared governance principles.

## C. MISSION / VISION / VALUES

*The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.*

To implement this mission, the University of Alaska Anchorage:

1. Prepares students to be:

- Proficient in 21st century skills (literacy, numeracy, collaboration, problem solving/critical thinking, cultural competence),
- Employees with the technical and employability skills needed by Alaskan industries,

- Professionals ready for entrepreneurship, employment, licensure, advancement and leadership in Alaskan business, industry, non-profit, and governmental agencies in Alaska, and
  - Educated, active, and engaged civic-minded community members.
2. Strengthens the institution to be a:
- Center for teaching, research, scholarship, and creative activity,
  - Cultural hub of Southcentral Alaska and the state,
  - Leader in Alaska's developing role in the Arctic and North Pacific, and
  - Leader to support the work of the state.

## **D. INSTITUTIONAL CORE THEMES**

To guide resource allocations, UAA will use the Institutional Core Themes, Objectives, and Indicators, which are themselves aligned with the UAA mission and institutional priorities:

1. Teaching and Learning
2. Research, Scholarship, and Creative Activity
3. Student Success
4. UAA Community
5. Public Square

Details of the Core Themes, Objectives, and Indicators are listed in the Appendix below.

## **E. INSTITUTIONAL FOCUS AREAS**

In order to achieve its mission, UAA should focus resources on the following priorities:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Program Areas - Supporting               <ul style="list-style-type: none"> <li>○ Health Sciences</li> <li>○ Professional Programs</li> <li>○ Career &amp; Technical Education</li> <li>○ Liberal Arts &amp; Sciences</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Emphasis Areas - Addressing               <ul style="list-style-type: none"> <li>○ Our Distinct Surroundings:<br/>Arctic Issues &amp; Northern Opportunities</li> <li>○ Our Unique Context:<br/>Alaska Native Indigenous People</li> <li>○ Our Fiscal Challenges:<br/>Sustainable Communities, Environments, &amp; Economies</li> <li>○ Our Geographic Position:<br/>A Local, State, Regional, National, and International Crossroads</li> </ul> </li> </ul> |
|---|---|

All decisions must consider:

- Mission Alignment
- Student Demand
- State Priorities

Additionally, as appropriate for their unit, decision makers must also consider resource allocations that:

- Serve Alaska's diverse and under-served populations,
- Provide access to higher education,

- Consider the direct effect on student experience,
- Support certificate or degree programs,
- Produce research, scholarship, and/or creative work,
- Attract internal and external partners that enhance program offerings and student learning, and
- Develop active, engaged, and well-rounded civic-minded community members prepared for the 21<sup>st</sup> century.

## **F. IMPLEMENTATION STRATEGY**

This document is designed to provide a shared set of general criteria while leaving the strategic implementation and operationalizing of the criteria to UAA decision makers at the appropriate unit level. Realizing that tough decisions will soon be made with or without guidance, it is anticipated that Community Campus Directors, Academic Deans, and other UAA decision makers will align their decisions with the principles articulated in this document. The key is that UAA decision makers remain informed, agile, and proactive in adapting to a changing fiscal environment while maintaining the core UAA mission in light of these criteria.

## **G. ANNUAL REVIEW**

Because rapid change is occurring across so wide a scope, it is also recommended that this document be reviewed annually, starting in Spring 2016.

## Appendix: Detailed Core Themes, Objectives, and Indicators

1. Teaching and Learning
  - UAA Student Learning Outcomes are achieved
    - Student achievement of course and program student learning outcomes
  - UAA academic programs meet state needs
    - Total degrees and certificates awarded with emphasis on high-demand jobs
    - Total student credit hours
2. Research, Scholarship, and Creative Activity
  - UAA research, scholarship, and creative activities advance knowledge
    - Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities
    - National Center for Higher Education Management Systems (NCHEMS) Research Expenditures
3. Student Success
  - UAA students access and successfully transition into the university
    - The degree to which UAA's students reflect Alaska's racial and ethnic diversity
    - First-to second-year first-time, full-time undergraduate student retention rate
  - UAA students persist and achieve their goals
    - Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub- cohorts grouped by first year of entry
    - Total degrees and certificates awarded with emphasis on high-demand jobs
    - Graduation rates
    - Graduates' employment rates and average earnings
4. UAA Community
  - UAA's environments support and sustain learning, working, and living
    - The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity
    - The degree to which faculty, staff, and students express satisfaction with their professional and learning environments
    - Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios
    - Number of crimes, incidents, and injuries reported
5. Public Square
  - UAA engages in mutually beneficial partnerships with the communities we serve
    - The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities.
    - Number of UAA colleges which have developed engagement guidelines for faculty promotion and tenure
    - Public presentations, workshops, other ways in which scholarship is disseminated

**Update from Task Force: Evaluation of non-tenure track unit members:**

1. The team has agreed to serve and accepts the charge as presented.  
The following members have confirmed: Paul Dunscomb, Jenny Miller, Kathryn Hollis-Buchanan, LuAnn Piccard. Melissa Boyce (TBD)
2. We will convene a video-conference meeting within the next two weeks and elect a chair.
3. We will develop a plan to prepare a proposal for consideration that can be presented at a future Faculty Senate meeting.

At our first meeting, we will review the charge and develop a plan to prepare a proposal.