



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda

May 4, 2012

2:30 - 4:30 p.m. Library 307

I. Call to Order

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

2011-2012 Officers:

	Bhattacharyya, Nalinaksha – President		Davies, Hilary- Chair, UAB
	Boeckmann, Robert - 1 st Vice President		Pat Sandburg and Peter Olson - Chair, GAB
	Fitzgerald, Dave - 2nd Vice President		Vacant - Past President

2011-2012 Senators:

	Abaza, Osama		Hanson, Robin		Pfeiffer, Karl
	Alsua, Carlos		Harder, Alberta		Predeger, Betty
	Boege-Tobin, Deborah		Harville, Barbara		Rawlins, Katherine
	Burke, Tracey		Ippolito, Mari (Parliamentarian)		Russ, Debra
	Campbell, Elizabeth		Johnston, Gail		Schreiter, Mark
	Carter, Trina		Kappes, Bruno		Selkregg, Sheila
	Cates, Keith		Kuden, Jodee		Siemers, Cheryl
	Davies, Hilary		Kim, Sun-il		Skore, Tom
	Dennison, Elizabeth		Landen, Paul		Smith, Tara
	Din, Herminia		LaRue, Sharon		Spieker, Rena
	Dirks, Angela		Magen, Randy		Stone, Jennifer
	Foster, Larry		McCoy, Robert		Theno, Christine
	Fox, Deborah		Miranda, Francisco		Thiru, Sam
	Garcia, Gabe		Mock, Kenrick		Vandever, Jan
	Garton, Susan		Nagy, Lou		Vugmeyster, Liliya
	Green, Amy		Orley, Soren		
			Pence, Sandra		

III. Agenda Approval (pg. 1-5)

IV. Meeting Summary Approval (pg. 6-11)

V. Reports

A. Chancellor Tom Case

i. President Highlights (pg. 12-18)

B. Appreciation

C. Provost and Executive Vice Chancellor Michael Driscoll

i. DRAFT: Promotion and Tenure Guidelines (pg. 19-61)

- D. Vice Chancellor Bill Spindle
 - E. Vice Chancellor Megan Olson's Report
 - F. CIO/ Vice Provost Rich Whitney
 - G. Union Representatives
 - i. UAFT
 - ii. United Academics
 - H. CAFE Update
<http://www.uaa.alaska.edu/cafe/>
- VI. Officer's Reports**
- A. President's Report (pg. 62-64)
 - B. First Vice President's Report (65-66)
 - C. Second Vice President's Report
 - i. Faculty Senate Committee Membership

VII. Boards and Committees

- A. Graduate Academic Board
 - i. Curriculum (pg. 67)
 - ii. Motions

Motion: Accept modifications to Chapter 12 of the Graduate School Catalogue. (pg. 68-86)

- B. Undergraduate Academic Board (87-88)
 - i. Curriculum (pg. 89-93)
 - ii. Motions (pg. 94)

**Motion 1: The catalog copy examples in the Curriculum Handbook will be:
BA in Elementary Education (undergraduate example)
MS in Arctic Engineering (graduate example)
Both include Student Learning Outcomes.**

**Motion 2: Department codes are linked with courses and programs, while division codes are only tied to courses.
Remove the Division Code (Box 1b) from the PAR (Program/Prefix Action Request) form. Re-label Box 1c as Box 1b. Remove instructions for completing Box 1b (Division) from the Curriculum Handbook (Page 51) and any other references to program division codes.**

Motion 3: Move AHLS (Division of Health and Safety) from the Community and Technical College to the College of Health (Page 38 of the Curriculum Handbook).

- C. General Education Review Committee (pg. 95-96)

i. Motions

MOTION: Recommend formation of a one-year General Education Requirements Assessment Task Force (GER Task Force) to develop an assessment plan for General Education Requirements at UAA, including a chair that is a Faculty Fellow with a half-time workload release. This task force should be funded through the Office of Academic Affairs (OAA) and have administrative assistance provided by OAA. The composition should be of the same nature as the GERC (refer to Faculty Senate Bylaws), but also include the Chair of the Associate of Arts Assessment Committee and a member of the Faculty Senate Academic Assessment Committee. Members of GERC may serve on the GER Task Force as GER discipline area representatives or unit representatives.

The Task Force should consult with faculty involved in general education as it develops the assessment plan. The Faculty Fellow Chair will lead the development of a General Education Assessment Plan, be the primary investigator/researcher, and serve as a liaison between the Task Force and general education faculty. The assessment plan should specify the mode of leadership (e.g. full-time administrative position, Faculty Fellow, Committee) that will implement the plan and also empower enforcement of the assessment process. The Task Force should consider close alignment with the Associate of Arts degree assessment plan as an option to conserve university resources.

D. University-wide Faculty Evaluation Committee

E. Academic Assessment (pg. 97-98)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 99-109)

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 110)

H. Nominations and Elections Committee

I. Diversity Committee (pg. 111-115)

J. Faculty Grants and Leaves Committee (pg. 116-117)

K. Institutional and Unit Leadership Review Committee (pg. 118-119)

L. Library Advisory Committee (pg. 120-122)

M. Professional Development Committee (pg. 123)

N. Student Academic Success Committee (pg. 124-125)

O. Ad Hoc Committee for Academic Integrity (pg. 126-145)

P. Ad Hoc Committee for Community Campus (pg. 146-151)

Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 152-153)

VIII. Old Business

A. Motion on Listening Sessions

The UAA Faculty Senate believes that the Listening Sessions process is a positive step towards ongoing dialogue with the community about the University of Alaska system. However, the Senate resolves that these Listening Sessions as conducted and analyzed suffer from major methodological issues which compromise the scientific validity of the conclusions. The major methodological issues are: non-representative samples of participant groups, the inducement of responses by the facilitator, and the failure to apply standard qualitative analysis procedures that ensure reliable and unbiased identification of narrative themes. As such, the Senate recommends that no major actionable plan be formulated based on the outcome of these Listening Sessions.

B. UA Distance Science Labs Task Force Recommendation

C. Awards and Certificates

D. Handing over charge to new Faculty Senate President and adjourn 2011-2012 Senators

IX. New Business

A. Welcome New Senators

B. 2012-2013 Membership List (pg. 154-155)

2012-2013 Officers:

Boeckmann, Robert– President	Fitzgerald, Dave - Chair, UAB
Fitch, Mark - 1 st Vice President	Schmuland, Arlene - Chair, GAB
Smith, Tara - 2nd Vice President	Bhattacharyya, Nalinaksha - Past President

2012-2013 Senators:

Alsua, Carlos	Green, Amy	Haigh, Jane
Brown, Barbara	Harder, Alberta	Predeger, Betty
Boege-Tobin, Deborah	Harville, Barbara	Rawlins, Katherine
Bowie, David	Hazelton, Bill	Russ, Debra
Burke, Tracey	Hoanca, Bogdan	Schreiter, Mark
Campbell, Elizabeth	Ippolito, Mari	Siemers, Cheryl
Cates, Keith	Jache, Anne	Skore, Tom
Chamard, Sharon	Kappes, Bruno	Smiley, Len
Cook, Sam	Kawasaki, Jodee	Spieker, Rena
Davis, Leanne	Kirk, Sarah	Theno, Christine
Denison, Sheri	LaRue, Sharon	Thiru, Sam
Din, Herminia	McCoy, Robert	Toscano, Sharyl
Dirks, Angela	Miranda, Francisco	
Dutta, Utpal	Mole, Deborah	
Fitzgerald, Dave	Nabors, Forrest	
Foster, Larry	Nagy, Lou	
Fox, Deborah	Orley, Soren	
Garcia, Gabe	Pence, Sandra	
Garton, Susan		

- C. Vice Provost for Research and Graduate Studies Helena Wisniewski
- D. First reading for the Faculty Senate Professional Development Committee By-Laws (pg. 156-161)
- E. Code of Conduct
- F. Continuation of Ad Hoc Committees

X. Informational Items & Adjournment

- A. Accreditation Core Theme Evaluation Team (162-163)



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Summary

April 6, 2012

2:30 - 4:30 p.m. Library 307

I. Call to Order

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

2011-2012 Officers:

X	Bhattacharyya, Nalinaksha – President	X	Davies, Hilary- Chair, UAB
X	Boeckmann, Robert - 1 st Vice President		Pat Sandburg and Peter Olson - Chair, GAB
X	Fitzgerald, Dave - 2nd Vice President		Vacant - Past President

2011-2012 Senators:

X	Abaza, Osama	A	Hanson, Robin	X	Pfeiffer, Karl
E	Alsua, Carlos	X	Harder, Alberta	X	Predeger, Betty
X	Boege-Tobin, Deborah	X	Ippolito, Mari (Parliamentarian)	X	Rawlins, Katherine
A	Burke, Tracey	X	Johnston, Gail	X	Russ, Debra
E	Campbell, Elizabeth	X	Kappes, Bruno	X	Schreiter, Mark
A	Carter, Trina	X	Kuden, Jodee	X	Selkregg, Sheila
X	Cates, Keith	E	Kim, Sun-il	X	Siemers, Cheryl
X	Davies, Hilary	X	Landen, Paul	X	Skore, Tom
X	Dennison, Elizabeth	E	LaRue, Sharon	X	Smith, Tara
X	Din, Herminia	X	Magen, Randy	X	Spieker, Rena
X	Dirks, Angela	X	McCoy, Robert	X	Stone, Jennifer
X	Foster, Larry	X	Miranda, Francisco	X	Theno, Christine
E	Fox, Deborah	E	Mock, Kenrick	X	Thiru, Sam
X	Garcia, Gabe	E	Nagy, Lou		Vandever, Jan
X	Garton, Susan	X	Orley, Soren		
X	Green, Amy	X	Pence, Sandra		

III. Agenda Approval (pg. 1-4)

Change Rich Whitney's title to CIO/Vice Provost

Add Code of Conduct Memo to New Business

Approved as amended

IV. Meeting Summary Approval (pg. 5-9)

Change Rich Whitney's title to CIO/Vice Provost

Approved as amended

V. Reports

A. Chancellor Tom Case

i. President Highlights (pg. 10-36)

Appreciates all of the committee work going on with the searches

Third session for the strategic plan review was held today; it included faculty, staff, and students and involved all of the community campuses

B. Provost and Executive Vice Chancellor Michael Driscoll

- i. **DRAFT: Promotion and Tenure Guidelines (pg. 37-84)**
The peer review process for ACE (American Council on Education) is going on today
Two candidates were here for the COE and CAS dean search this week and the third candidate for both will be here next week; hoping to have someone in those positions before the start of the next academic year
Currently reviewing the feedback for the Vice Provost for Undergraduate Programs position
The provost has completed all of his promotion and tenure file reviews for this year and they will go to the Chancellor next
Forwarded the rough draft recommendations for distance laboratories to the leadership at PWSCC and received feedback from them; distributed the memo to the senate
Promotion and Tenure Guidelines draft:
 - *Received a lot of feedback from the unions; Most of the changes are related to items that were in conflicts with the UNAC and UAFT CBAs*
 - *A substantial change that was recommended by the taskforce was added as an appendix and was not made a requirement due to union concerns*
 - *Unions voiced concerns about the approval process for changing college/departmental guidelines*

C. Vice Chancellor Bill Spindle
Not Present

D. Provost Search Committee Co-Chairs Anne Bridges and Susan Kalina
Distributed a handout to the senate regarding the Provost search committee
Nine of the 17 members on the committee are faculty
Asked the senators for to provide input on the qualities they would like to see in the next provost; all feedback needs to be received by April 12th

E. Vice Chancellor Megan Olson's Report (pg. 85-86)

F. CIO/ Vice Provost Rich Whitney

G. Union Representatives

- i. UAFT
- ii. United Academics

H. CAFE Update
<http://www.uaa.alaska.edu/cafes/>

VI. Officer's Reports

A. President's Report (pg. 87)

B. First Vice President's Report (88-89)

C. Second Vice President's Report

- i. Distinguished Service Awards
Faculty Senate ballot will go out after this meeting and will include the Const. and By-laws if they are approved

VII. Boards and Committees

A. Graduate Academic Board

- i. Curriculum (pg. 90)
2nd Sandra Pence
Approved

Joint UAB/GAB Items:

- Purge List (pg. 91-95)
- GER Purge List (pg. 96)
- Curriculum Handbook (pg. 97-98)

http://edit.uaa.alaska.edu/governance/facultysenate/upload/Curr_handbook_Edited_040312.pdf

2nd Hilary Davies
Approved

B. Undergraduate Academic Board

- i. Curriculum (pg. 99-101)
2nd Debra Russ
Approved

C. General Education Review Committee (pg. 102-106)

- i. Motions

MOTION to amend current Faculty Senate Bylaws revision that has passed First Read. (pg. 103)

2nd Hilary Davies
Approved

MOTION: In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment: (pg. 105)

- a. **The General Education Review Committee (GERC) recommends formation of a one-year General Education Requirements Assessment Task Force (GER Task Force).**
- b. **The General Education Review Committee recommends formation of a “Center for General Education” that would report to a Vice-Provost in the Office of Academic Affairs. The Center for General Education would include a position for a Director of General Education and any necessary support staff.**

This will be marked as first reading. Motion will be brought forwarded at the May meeting after the GERC has time to revise the motion based on senator comments/concerns.

MOTION: Approve the GER table of substitutions to be placed back in the catalog

2nd Paul Landen
Approved

D. University-wide Faculty Evaluation Committee

- E. Academic Assessment (pg. 107)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 108)
- G. Budget, Planning, and Facilities Advisory Committee- BPFA
- H. Nominations and Elections Committee
- I. Diversity Committee (pg. 109)
- J. Faculty Grants and Leaves Committee (pg. 110)
- K. Institutional and Unit Leadership Review Committee
- L. Library Advisory Committee (pg. 111)
- M. Professional Development Committee (pg. 112-113)
- N. Student Academic Success Committee (pg. 114)
- O. Ad Hoc Committee for Academic Integrity (pg. 115)
- P. Ad Hoc Committee for Community Campus

The members of the ad hoc Community Campus Committee, each with their respective campus forums, have drafted documents for the inclusion of the Community Campus Committee into the Faculty Senate Constitution and Bylaws. We will meet following the April 6, 2012 Faculty Senate meeting to finalize draft documents for inclusion in our May 2012 report.

- Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 116-117)

VIII. Old Business

- A. Second reading for Faculty Senate Constitution and By-Laws (pg. 118-143)

1st Hilary Davies

2nd Tara Smith

37 for

1 opposed

Approved

- B. Motion on Listening Sessions

The UAA Faculty Senate believes that the Listening Sessions process is a positive step towards ongoing dialogue with the community about the University of Alaska system. However, the Senate resolves that these Listening Sessions as conducted and analyzed suffer from major methodological issues which compromise the scientific validity of the conclusions. The major methodological issues are the non-representativeness and

selective nature of the audience, the inducement of response by the facilitator, and the subjective analysis of data. We also note that the major themes of the Listening Sessions as listed in the document Shaping Alaska's Future: Setting Strategic Directions for the University of Alaska, dated October 3, 2011, are in the nature of platitudes with which no rational person is likely to disagree. As such, the Senate recommends that no major actionable plan be formulated based on the outcome of these Listening Sessions.

Motion to postpone discussion until the May meeting.

1st Tara Smith

2nd Sheila Selkregg

5 against

27 for

Approved

IX. New Business

- A. UA Distance Science Labs Task Force Recommendation and Memo from Ad Hoc Committee for Community Campus (pg. 144-149)

Motion to postpone discussion until the appropriate committees have time to review the recommendation

1st Mark Schreiter

2nd Shelia Selkregg

1 opposed

Approved

- B. Complete College America

Faculty Senate recommends that Alaska not take part in Complete College America. Joining Complete College America will add to our overhead and reporting requirements and we have better uses for these resources.

Approved

1st Jennifer stone

2nd Tara Smith

Approved

- C. Motion from Ad Hoc Committee for Academic Integrity

The Faculty Senate recommends the creation of an Academic Integrity Director position to coordinate academic integrity activities across the academic units of the University of Alaska Anchorage. This position would be responsible for developing university-wide training and resources, coordinating policies between the colleges and Dean of Students, addressing instances of academic dishonesty, and like activities. The Senate requests that this position be funded by an equal amount of general fund contributions from each of the colleges (College of Business and Public Policy, College of Arts and Sciences, College of Education, College of Health, School of Engineering, Community and Technical College, Consortium Library). This position would be housed in the Office of Academic Affairs.

Postponed until revisions are received

- D. Code of Conduct

X. Informational Items & Adjournment

STATEWIDE

Finance and Administration

In accordance with Board approval granted at the April meeting, a contract has been executed with Bristol Construction, LLC, for extraction of up to 400,000CY of gravel from one of the four properties contained in the approved disposal plan.

Three of the four “shell” houses received last year in a donation benefiting UAF were sold in the competitive spring land sale. The remaining house which received no bids for the competitive sale will be listed for over-the-counter status on May 3 and is expected to sell at that time, with possibly three bidders competing informally on that day. All sales were for amounts slightly over the IRS required minimum.

Human Resources

The Chief Human Resource Officer position is currently advertised as “open until filled,” with a review date of April 30. The two finalists for the Chief Risk Officer will be traveling to Fairbanks next week for interviews.

Benefits Open Enrollment kicked off April 16 with packets mailed to employees the week before.

The success of UA’s non-exempt web timesheet project implementation was celebrated March 20. Paper handling and costs decreased by approximately 65%, saving the University an estimated nine tons of paper cost and storage a year. Additional success metrics and cost savings will be forthcoming in a communication expected for distribution early May to all executive and governance groups and employees.

UA’s exempt web timesheet project is currently in development and on target for the first testing session by project team participants in mid-May. Additional development and testing will be required before beginning the first pilot phase targeted for August.

HR Systems has begun support for Open Enrollment and the required maintenance tasks for a new Fiscal Year transition.

Administrative Professionals Week, a nationally recognized event, is April 22-28. The Statewide Office of Human Resources and the Office of Public Affairs are sponsoring various professional development sessions on April 26. Visit <http://www.iaap-hq.org/events/apw>.

UA is currently working to transfer payroll processing for SW employees from UAF, to the statewide office. Expected roll out date is June 1.

UAA

Well drilling, well development, and tree clearing are ongoing in preparation for construction to begin this summer on the UAA Sports Arena.

The Legislature appropriated \$58M to begin construction of the new Engineering building, renewing the existing building and providing parking. This funding will allow achievement of the schematic design approval, finish the design, and begin site work and possibly parking in the spring of 2013.

Programs are moving into space made available by the opening of the Integrated Science Building and Health Science Building. The Science Building Phase 2 of 3 phases of construction is complete and Phase 3 has recently been awarded. WWAMI-vacated space will meet some of the immediate needs of the Engineering program and the BP Materials Integrity Lab. Other space is being reconfigured to use for ABET (Accreditation Board for Engineering and Technology) identified lab needs. These spaces should be ready for fall 2012.

The President of the Laboratory Safety Institute, Dr. James Kaufman, provided laboratory safety training for leadership/administrators, faculty, and the community. An on-site survey of laboratory spaces in academics and research and a review of our Chemical Hygiene Plan were conducted in February and March.

The Consortium Library jointly licenses with UAF and UAS a collection of electronic journals from the scholarly publisher Elsevier. The use of this collection, with nearly 50,000 articles downloaded, represents a retail value estimated at \$584,748 – 80 percent more than the joint license fee negotiated.

More than 250 attended Alaska Quarterly Review's 30th Anniversary book launch highlighting "Liberty and Justice for All," a photo mosaic featuring 68 of the world's most acclaimed photojournalists.

Northrim Bank gave \$125,000 to support Scott Goldsmith's continued work on Alaska's economic policies/ Investing in Alaska research, and \$50,000 to the Small Business Development Corporation. Northrim has given more than \$500,000 over the past five years to fund Scott's work.

Susan Mircovich, Kenai River Campus assistant professor of Chemistry, had her CHEM 103 online course selected as an exemplary course for the 2012 Blackboard Exemplary Course Program. Mircovich is the first UA faculty member to have a course selected for this international recognition.

Kenai Peninsula College's Kachemak Bay Campus hosted a College, Career and Job Fair in Homer on April 6. Approximately 350 attendees spoke with more than 20 employers and heard presentations on Alaska's high-growth jobs, apprenticeship opportunities, and how to pay for college.

Erick Romig, mentored by Dr. Patricia Fagan, was selected for a US Student Fulbright award to Spain.

Mat-Su College is the recipient of the 27th Annual Merit Educational Advertising Award, the largest educational advertising awards competition in the country, for its "Spring Registration" newspaper ad.

Arctic Engineering graduate student Ben Still received the URS Arctic Engineering Graduate Fellowship for the 2010-2011 and 2011-2012 academic years (\$50,000 total award).

Biology student Michelle Shero has been awarded an NSF Graduate Fellowship, with a stipend rate of \$30,000 per 12-month fellowship year, funded for a maximum of three years, plus tuition and fees. Michelle is UAA's first recipient of this fellowship.

Indigenous studies doctoral student Jacqueline Rahm is the first recipient of the Peace Corps Paul D. Coverdell Fellowship. Rahm, who received her master's degree from UAF in 1995, is working on a project to help define Alaska Native peoples' perceptions of health and wellness. The fellowship is awarded through the Department of Alaska Native Studies and Rural Development.

The March issue of *Science* magazine featured the launch of a National Science Foundation-funded project led by INE's Matt Nolan. Data rescue of the Austin Post air photo collection will digitalize, preserve and extend scientific access to a collection of large-format photographs that document the size and topography of glaciers in Alaska, Canada and Washington. The images will give scientists a record of changes in the glaciers over more than 50 years.

UA has signed its first major commercial licensing agreement, giving California-based SeaSpace exclusive use of SwathViewer, a piece of software developed at UAF by Dan Stahlke. SwathViewer provides access and manipulation of global imagery and mapping data. The Office of Intellectual Property and Commercialization negotiated the contract.

Kelly McFarlin, a biology and wildlife PhD student, was recently awarded the Oil Spill Recovery Institute Graduate Research Fellowship. The fellowship provides three years of funding to identify the microbial communities and their genetic potential to degrade oil in Shell Oil's proposed drilling lease area in the Chukchi Sea. McFarlin's advisor is Mary Beth Leigh, associate professor with the Institute of Arctic Biology and the Department of Biology and Wildlife.

UAF has selected three finalists for the position of dean at the Community and Technical College. The finalists are Robert Holden, director of auxiliary, recharge and contract operations; Fred Villa, UA associate vice president of academic affairs; and Jim Whitaker, vice president of the Fairbanks Pipeline Training Center Trust.

A webcast of [Traditional Foods, Contemporary Chef](#) features Ann Fears and chef Flora Deacon. The women have both completed the occupational endorsement in the Rural Nutrition Service Program. The webcast is one of a series produced by the Alaska Native Tribal Health Consortium's wellness and prevention leaders Dr. Gary Ferguson and Desiree Bergeron Simeon, registered dietitian and instructor for RNS.

Gov. Sean Parnell appointed Kes Woodward to the Alaska State Council on the Arts. Woodward is an academic affiliate of the UA Museum of the North. He is a professor emeritus of art and northern studies, and previously served several terms on the Alaska State Council on the Arts.

Newly named Interior-Aleutians Campus (I-AC) director Teisha Simmons received Sandy Parnell's Volunteer of the Year Award.

UA Press received a starred review in [Publisher's Weekly](#) for Marjorie Cole's posthumous book of short stories, *The City Beneath the Snow*.

Additional highlights available at www.uaf.edu/chancellor/highlights/.

The Alaska Coastal Rainforest Center recently brought together scientists from throughout the United States and Canada at a symposium to discuss ecosystem management, land planning, forest management, recreation and wilderness resources, fisheries management, trans-boundary data integration and policy decision making, conservation, climate change, and education. Keynote speaker Peter Kareiva of the Nature Conservancy presented “Alaska’s Place in the Future of Conservation.” The talk was on a new conservation embracing working landscapes, partnerships with corporations, and paying attention to the economic value of nature. More than 45 speakers from academics at leading universities, researchers and directors to state and federal agencies, resource managers, policymakers, traditional knowledge bearers, and educators attended. The symposium was live-streamed on 360 North public television and will be re-broadcast in the coming weeks. Based at UAS, the Alaska Coastal Rainforest Center is a collaborative environment designed to integrate science, resource management and communities.

The Wooshteen Kanaxtulaneegí Haa At Wuskóowu (Sharing Our Knowledge) Conference at the Gathering of Tlingit Tribes and Clans in Sitka March 29-April 1 brought together Elders, clans, artists, academics, and community members to discuss revitalization of Native languages, Alaska Native history and archaeology, indigenous ecological knowledge, fisheries, and much more. UAS faculty members Lance Twitchell and Marsha Hotch helped organize the conference, joining longtime UAS faculty members Nora and Richard Dauenhauer, plus Alice Taff and Alberta Jones, in sharing wisdom and new ideas. UAS deans Deborah Lo (Education) and John Blanchard (Management) participated along with Provost Rick Caulfield.

A UAS alumna, Kristy Germain, was hired as the new principal at Juneau’s Dzantik’i Heeni middle school. Germain has a Master’s degree in Educational Leadership and a Master of Arts in teaching from UAS.

Three staff members of the UAS Juneau campus Learning Center traveled to Portland, Oregon, to represent UAS at the Annual Meeting of the Pacific Northwest Section of the Mathematical Association of America (April 20-21, 2012, University of Portland). Mathematics specialists Auguste Stiehr and Anthony Gaussoin presented on *Flying Goats and Bored Tutors*, a multi-faceted Mathematics problem involving a goat tethered to a silo. The solution involves an examination of Riemann sums, parameterizations and Green’s theorem. The goat is then given wings, which expands the problem to three dimensions and renders some unique results.

PRESIDENT’S COMMENTS

Julie Benson starts May 7 to fill the vacancy created by Brandi Berg’s promotion to Board Executive Officer. Dianne Taylor plans to retire at the end of June, and rather than fill both vacancies with full-time staff, Julie’s position is being split to provide administrative support to both the offices of the president and Board of Regents.

Spoke to a State-sponsored Emergency Preparedness conference in Anchorage, discussing the importance of UA’s partnership with preparedness stakeholders. UA’s ability to respond was discussed extensively.

Met with Federal Aviation Association (FAA) Regional Counsel Howard Martin on the topic of the unmanned aircraft program. We will attempt to set up an FAA visit in D.C.

Attended a Denali Commission board meeting.

Held a joint President's cabinet/SAC meeting in Anchorage.

Participated in the Air University Board of Visitors' meeting in Montgomery, AL.

Spoke at a Rotary district conference on workforce development and higher education in Alaska.

Received a commitment from Dr. Ashok Roy (PhD, CPA) to be our new Vice President for Finance and Administration/CFO. Will make a formal announcement this week or early next. Dr. Roy will start June 1.

Today I met with Dennis McMillan, Saichi Oba and Fred Villa to design the venue for the June regents' meeting with the State Board of Education.

UA Grant Proposals Awarded
April 6, 2012 - April 19, 2012

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAF	New Competitive	Basic Research	CNSM Eng Sci Techn Experiment Sta	Pettit, Erin Christine	Collaborative Research: Velvet Ice - Evolution of fabric and Texture in Ice at WAIS Divide, West Antarctica	1-Jun-12	31-May-15	National Science Foundation	6-Apr-12	476.3
			GI Space Physics	Smith, Roger W	The HAARP Laboratory	7-Mar-12	29-Jun-12	Universities Space Research Association	9-Apr-12	100.0
			SFOS MAP	Christie, David Mark	Shaktoolik, Alaska - Climate Change Adaptation for an at-risk Community	1-Feb-12	31-Jan-14	Nat'l Oceanic & Atmospheric Admin	6-Apr-12	200.0
			SFOS Fisheries Division	Mueter, Franz Josef	Biological Communities in the Chukchi Sea	1-Apr-12	31-Mar-16	Bureau of Ocean Energy Management	18-Apr-12	1,153.5
	New Non-competitive	Applied Research	IAB	Bret-Harte, Marion Sydonia	FY13 Toolik Field Station Userdays	1-Jul-12	30-Jun-13	CH2MHill	6-Apr-12	850.2
		Basic Research	CNSM Eng Sci Techn Experiment Sta	O'Hara, Todd Michael	Godard-Codding Western Gray Whale	1-Jan-12	31-Dec-13	Texas Tech University	10-Apr-12	21.3
	Other	Basic Research	GI Snow & Ice & Permafrost	Hock, Regine Marianne Elisab	Future Glacier and Runoff Changes in the Susitna Drainage Basin	1-Mar-12	30-Jun-13	Division of Geological & Geophysical	6-Apr-12	275.6

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
	Renewal Non-competitive	Basic Research	CLA Dean	Krauss, Michael E	Supplement #2 to IPY: Documenting Alaska and Neighboring Languages (S- 9820, G-4523)	11-Apr-12	31-Aug-12	National Science Foundation	11-Apr-12	126.8
UAF Total										3,203.6
Grand Total										3,203.6

1
2 **University of Alaska Anchorage**
3 **Faculty Evaluation Guidelines**
4

5 **Recommendations from the Task Force on the Evaluation of Faculty Work**
6 **For Promotion, Tenure, Post-Tenure Review, and Hiring**
7

8 **April 24, 2012**
9

10
11
12 **Faculty reviews will be conducted according to Chapter 3 of the Faculty Handbook until the**
13 **new Faculty Evaluation Guidelines are approved by the Provost.**
14

15 **Upon final approval by the Provost, the process outlined in section *VI. Evaluation Process***
16 ***and Review Cycle* of the new Faculty Evaluation Guidelines is to be used for all faculty**
17 **reviews. The criteria outlined in section *IV. Evaluation of Faculty for Progression towards***
18 ***Tenure, Tenure, Promotion, and Post-Tenure Review* and section *V. Academic Rank,***
19 ***Appointment and Tenure* will be phased in, as outlined below, to achieve full implementation**
20 **by AY 2014-15.**
21

22 **Upon final approval by the Provost, units will be asked to review and, if needed, revise their**
23 **guidelines to ensure they conform to the new Faculty Evaluation Guidelines and to submit**
24 **the unit guidelines to the University-wide Faculty Evaluation Committee and Provost for**
25 **review and approval.**
26

27 **The criteria in the new Faculty Evaluation Guidelines will become effective for an individual**
28 **faculty member in the first academic year of service after the completion of their next major**
29 **review. For the purposes of this transition, major reviews are defined as promotion, tenure,**
30 **and comprehensive post-tenure review. Additionally, for those faculty members who have**
31 **not previously been required to undergo a comprehensive post-tenure review, their next**
32 **post-tenure review will be considered a major review.**
33

34 **Revision History**

35

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

40

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

46

47 The March 24, 2012 document used a variety of colors and fonts to show changes over the April
48 1, 2011 version. These changes were accepted and the different colors and fonts were removed
49 to form the base document for the current version. This version supersedes the immediately
50 previous version dated March 24, 2012, which superseded the version dated January 10, 2012.
51 MS Word's track changes feature is used to highlight changes from the base document. Provost
52 Driscoll also corrected minor typographical errors, regularized some formatting, and corrected
53 cross-references. These changes are not highlighted.

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105 **POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR**
106 **TENURE, PROMOTION, POST-TENURE REVIEW AND HIRING**
107

108 **I. PURPOSE**

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

- 116
- 117 • Academic freedom and diversity
- 118 • Affordable access and high quality
- 119 • Student success and community engagement
- 120 • Innovation and creativity
- 121 • Cooperation and collaboration
- 122 • Sustainability and stewardship
- 123 • Integrity and accountability
- 124 • Effectiveness and efficiency
- 125

126 The following policies and procedures for the evaluation of faculty have been established to
127 provide an equitable and fair assessment of each individual faculty member and his or her
128 contribution to the collective institutional mission, goals and core values.
129

130 **II. PRINCIPLES**

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

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

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

147 The policies and procedures outlined here guide the evaluation process for all tenure-track and
148 tenured faculty members across the various campuses of UAA, as well as faculty from the Prince
149 William Sound Community College (PWSCC). PWSCC is a separately accredited institution of
150 higher education, with its own representative faculty assembly. However, the shared governance
151 responsibilities related to faculty evaluation are carried out under UAA’s major administrative
152 unit (MAU) authority and responsibilities (see BOR P10.02.060). Moreover, as used in these
153 guidelines “unit” refers to the colleges and schools within UAA (see BOR P10.02.010).

154
155 The examination and evaluation of faculty work must be done within the context of the explicit
156 goals of the institution, as embodied in the mission and strategic plan. The most valuable
157 resource the University has for enacting its mission is the time, talent, and expertise of the
158 faculty. An evaluation system aligned with the mission provides faculty with a clear set of
159 expectations around which they may focus their work and continue their professional
160 development and achievement. In this way, a faculty member may pursue an individualized
161 professional pathway based on his or her unique talents while contributing to the collective
162 achievement of the institutional mission.

163
164 The evaluation of faculty members for hiring, progression towards tenure, tenure, promotion, and
165 post-tenure review should also occur in the context of: established criteria for high-quality work;
166 clearly communicated expectations and responsibilities set forth in a faculty member’s initial
167 appointment letter approved by the department chair, dean, campus director or other designated
168 administrator; subsequent modifications made for annual workload agreements; the results of
169 periodic reviews or previous promotion or tenure decisions; and the priorities of the department,
170 unit, college, campus, and University.

171 These guidelines and procedures shall be interpreted and implemented within the framework of
172 the UA Board of Regent’s Policies (P0.04.101-070), the internal governance procedures of UAA,

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

³ A more detailed discussion of the relationship of the FEGs and unit guidelines can be found on page 38ff.

173 and the relevant Collective Bargaining Agreements (CBAs) of United Academics (UNAC) and
174 the University of Alaska Federation of Teachers (UAFT).

175 **III. FACULTY ROLES AND RESPONSIBILITIES** 176

177 **Overview of Faculty Responsibilities**

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

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

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

198 All faculty members have a responsibility to engage in scholarly work in teaching, academic
199 research, craft or professional practice, or creative activity, and professionally related service
200 activities according to their respective appointments, positions and workload agreements. In this
201 way, faculty members contribute to the knowledge-base in their fields, advance student success,
202 and contribute to the mission of the University in service to society. Each faculty member is also
203 expected to contribute to the shared governance, accreditation processes, and other service
204 activities within the University if it is part of their workload.

⁴AAUP, [1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments](http://www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm); [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>

205 **The Centrality of Scholarship to Faculty Responsibilities⁵**

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

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

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

227 This expanded definition of scholarship serves to encompass all high-quality faculty work that
228 furthers the educational goals of students, faculty, academic units and campuses, the University,
229 and the varied public and professional communities with which we are engaged. Recognizing
230 that not all faculty members will engage in all forms of scholarship, this more inclusive
231 definition of scholarship allows for greater recognition of the diverse scholarly activities and
232 outcomes that reflect the mosaic of faculty talent that strengthens the University as a whole.

233 Scholarship traditionally has implied that one has a solid foundation in the academic, craft, or
234 professional field addressed and is current with developments in that field. The expanded and

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

235 more inclusive definition takes into account that significant advances often accrue when a faculty
236 member extends his or her scope of creative intellectual work to engage in collaborative,
237 multidisciplinary or interdisciplinary inquiry and scholarly activities.

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

247 **Community Engagement as a Component of Academic Research, Teaching, and/or** 248 **Service**⁷

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

260 Community engagement expands the variety of University outreach and partnership activities of
261 faculty because it has the potential to integrate teaching, service, and academic research or
262 creative activity. Faculty members who focus on community-engaged practice enhance both their
263 scholarly knowledge and the well-being of the various communities with which they work.
264 Community Engagement is grounded in collaborative practice and shared leadership and focuses
265 on the application of knowledge and processes to problems and concerns identified by the
266 communities. Community engagement may be manifested in scholarly activities such as

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

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

267 community-based research, community-engaged service, and curricular engagement when they
268 demonstrably meet the principles of high-quality scholarship.

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

273

274 **The Scholarly Agenda**

275

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

280 **IV. EVALUATION OF FACULTY FOR PROGRESSION TOWARDS TENURE,** 281 **TENURE, PROMOTION, & POST-TENURE REVIEW**

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

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

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

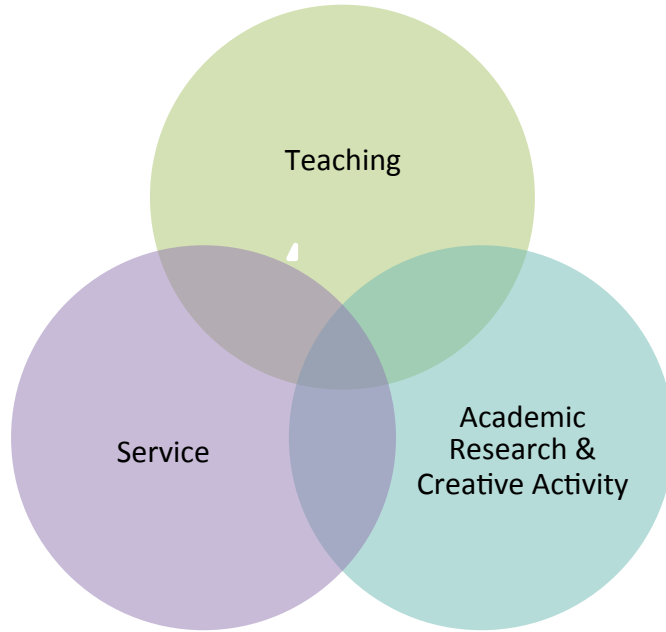
⁹ [A faculty member's choice to include or not include the scholarly agenda in their review file is not subject to substantive academic judgment.](#)

299 **Evaluation of Faculty Scholarship**

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

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

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



□ Faculty Scholarly Work

323

324

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

330 **a. Teaching and Learning**

331

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

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

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

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

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

364

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

370

371 *Building and Developing Curriculum and Learning Resources:* Developing and revising
372 outcomes-based curriculum and assessment; shaping teaching materials, manuals, software;
373 designing and implementing new or varied delivery modes, including web-based and new media
374 technologies; constructing resources to support distributed education and independent learning;
375 selecting, organizing, and providing access to information resources in support of learning goals.

376

377 *Mentoring Students:* Advising students for academic success and career planning; providing
378 opportunities and supporting students' research and scholarship; providing one-to-one instruction

379 or tutoring; guiding capstone, service learning and independent study opportunities; and
380 supervising research assistants and teaching assistants.

381
382 *Advancing Teaching Excellence:* Mentoring colleagues and observing their teaching; reviewing
383 current literature and national standards in subject areas; planning and contributing to
384 professional development activities related to teaching; shaping and improving assessment
385 methods; consulting with colleagues on the selection and use of instructional tools, resources,
386 and materials; conducting instructional and classroom inquiry; implementing ideas from
387 professional development activities; using student feedback and self-reflection to enhance or
388 change instructional practices.

389
390 *Advancing Student Excellence:* Writing letters of recommendation or nominating students for
391 scholarships and awards; supporting students' accomplishments, such as Student Showcase,
392 Undergraduate Research Grants, or presentations at professional conferences; and serving as
393 chair of graduate or undergraduate theses, and honors or capstone project committees.

394

395 **b. Academic Research and Creative Activity**

396

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

408

409 Academic research and creative activity may be generated through all forms of scholarship--
410 discovery, integration, transformation/interpretation, engagement, and application--and contributes
411 to the generation and dissemination of knowledge within the discipline, craft or professional field
412 as defined by the respective scholarly community. It is expected that academic research and
413 creative activity will be demonstrated through some combination of one or more of the following
414 six categories. However, units may include different examples of work within the categories or
415 place different emphasis and value on certain categories to reflect the particular needs and
416 concerns of their respective discipline, craft, or professional fields.

417

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

423
424 *Producing and Performing Creative Works:* Writing poems, plays, essays, musical scores;
425 producing radio and television productions, films, and videos; engaging in competitions,
426 commissions, exhibitions; directing, choreographing and performing creative works in music,
427 theatre, or dance; designing and arranging creative works; creating and preparing software and
428 electronically published documents; developing electronic and print information resources that
429 support the curriculum.

430
431 *Developing and Disseminating Curriculum and Pedagogical Innovations:* Developing and
432 disseminating creative approaches to teaching methods and techniques, including publication or
433 presentation at professional meetings; development of software and other technologies that
434 advance student learning; writing grant proposals for the development of curriculum or teaching
435 methods and techniques; and participating in the supervision of student research or independent
436 study, capstone projects, and the mentoring of students that leads to the presentation of academic
437 research and other creative works.

438
439 *Developing and Disseminating Innovations in Clinical and Craft Practice:* Developing and
440 disseminating novel or creative approaches in clinical or craft practices, including publication or
441 presentation at professional meetings; the development, production, and dissemination of tools,
442 technologies, or methods that enhance clinical or craft practice.

443
444 *Editing and Managing Creative Works:* Fulfilling major editorial assignments with academic,
445 disciplinary, craft, and professional publications, including journals, newsletters, or electronic
446 media; initiating or organizing scholarly conferences symposia, and other similar activities.

447
448 *Leading and Managing Funded Research Programs, Contracts, and Creative Projects:* Leading
449 research projects or contracts, including multidisciplinary, multi-agency, or collaborative
450 projects task forces; writing proposals to funding agencies (private, public, and internal);
451 managing budgets of grants and contracts; selecting and supervising staff; preparing required
452 reports.

453
454 **c. Service**
455 | Public, professional, and University ~~and professional~~ service ~~is-are~~ essential to creating an
456 environment that supports scholarly excellence, enables shared governance, meets the internal
457 operational needs of the University, and enhances the region, state, and world. All faculty members

458 | are expected to engage in ~~both-public~~, professional, and university service activities, with
459 | increasing involvement at higher ranks, as appropriate to their discipline, craft or professional field,
460 | and the mission of their department, unit, campus and the University.

461 |
462 | Public, pProfessional and university service can generally be demonstrated through the following
463 | broad categories. However, service activities within these categories can take a number of forms
464 | beyond those listed below. Units may identify additional forms of service and/or place different
465 | emphasis and value on certain categories to reflect the particular needs and concerns of their
466 | respective discipline, craft, or professional fields.

467 |
468 |

469 | *Public Service*

470 | (1) Service to Society:

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

479 |

480 | (2) Community Engaged Service¹²:

481 | As a form of ~~professional-public~~ service to society, community-engaged service is
482 | distinguished by its focus on collaborative, jointly developed projects designed to apply
483 | concepts, processes, or techniques to community identified issues, concerns, or problems,
484 | which result in community change and development. It should be noted here, however, that
485 | the nature of community engaged practice is often integrative across the components of
486 | one's work in teaching, academic research or creative activity, and service. Therefore,
487 | depending on the breadth, form, and focus of the work, a community engaged service
488 | activity may combine with or result in scholarly outcomes or products that could
489 | additionally or alternatively be represented as an aspect of teaching, or within a category of
490 | academic research and creative activity.

491 |

492 | ~~Professional and university service can generally be demonstrated through the following broad~~
493 | ~~categories. However, service activities within these categories can take a number of forms beyond~~

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

494 ~~those listed below. Units may identify additional forms of service and/or place different emphasis~~
495 ~~and value on certain categories to reflect the particular needs and concerns of their respective~~
496 ~~discipline, craft, or professional fields.~~

497

498 *Professional Service*

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

504

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

510

511 *Service to the Discipline, Craft or Professional Field*

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

519

520 *University Service*

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

524 (1) Governance:

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

530

531 (2) Academic and Faculty Development:

532 Mentoring other faculty members; participating in faculty, administrator, or staff search
533 committees; organizing, directing and/or implementing faculty development activities;

534 organizing, directing, and/or implementing academic development activities; and
535 participating in academic program development and accreditation activities.
536

537 (3) Student Success Support:

538 Sponsoring student organizations; developing outreach activities and programs that
539 enhance the University's ability to serve the needs of a diverse and non-traditional student
540 body; developing and maintaining services and programs that support student engagement
541 with the curriculum; facilitating activities that integrate residential living and learning on
542 campus, or engage non-resident students in campus activities.
543

544 **Compensated Outside Activities**
545

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

555 **Quality and Significance of Scholarship¹³**

556 A rigorous faculty evaluation and review process is one that distinguishes between the routine
557 conduct and completion of one's work assignments and responsibilities, and one's scholarly
558 accomplishments and outcomes¹⁴ which are the results of high-quality and substantive scholarly
559 work. The emphasis is on the critical assessment and evaluation of the quality and significance of
560 the candidate's scholarly achievements by professional peers. Thus, the evaluation system must
561 distinguish among the criteria that relate to the quality of a faculty member's scholarly work, as
562 well as the equally important criterion of the significance and relevance of this body of work to
563 the department, school, college or campus and institutional mission(s).

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

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

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

568 *1. Reflects high level of discipline-related expertise*

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

576

577 *2. Establishes clear and relevant goals*

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

583

584 *3. Uses appropriate methods and resources*

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

594 *4. Effectively documented and communicated*

595 High-quality scholarship in teaching, academic research or creative activity, or service is
596 effectively communicated to appropriate audiences in ways that subject the intellectual,
597 aesthetic, professional or instructional ideas, processes, outcomes, practices, or products to
598 critical and independent consideration and review. Such scholarly work is publically
599 communicated or disseminated through a variety of media and venues appropriate to, and
600 accepted by, the intended audiences, be they from the discipline, craft, creative or
601 professional field, students, or the community.

602

603 5. *Results in positive impact or outcomes*
604 High-quality scholarship in teaching, academic research or creative activity, or service is
605 marked by scholars' own critical reflection on and evaluation of their work; its impact on
606 the intended audience; and its potential for generating new initiatives, understandings,
607 practices, or lines of inquiry. Such scholarly work results in outcomes that are valued by
608 those for whom it was intended; are clearly identifiable or measurable; and contribute to
609 student learning and academic success, the knowledge or practice base of the discipline,
610 the craft, the profession, or the community. In these varied ways, high-quality scholarship
611 contributes to the mission or reputation of the department, college, campus and University.
612

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

619 V. ACADEMIC RANK, APPOINTMENT AND TENURE

620 **Introduction**

621 To be appointed to any faculty rank, a candidate must hold the appropriate professional or craft
622 certification or terminal degree as defined by the accrediting agencies or associations in the
623 respective professional, craft, or academic field. Regardless of the educational requirement or
624 credential, the primary emphasis must rest on the individual's professional profile and the
625 overriding necessity of maintaining well-qualified faculty within the unit and the University. The
626 determination and definition of the appropriate professional or craft certification or terminal
627 degree shall be made by the college in accordance with disciplinary requirements, faculty
628 position, and University policies. Unit and department level guidelines should provide clear,
629 objective criteria for each rank that are appropriate to the discipline and that conform to the
630 guidelines in this document.
631

632 **Definitions of Academic Ranks and Appointments**

633 **Emeritus**. Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in
634 recognition of a sustained record of outstanding scholarly accomplishments that has contributed
635 to the mission, reputation, and quality of the University. Candidates for Emeritus appointment
636 must be full-time faculty members who have attained the rank of full professor and who have
637 retired after a minimum of 10 years at the University of Alaska immediately prior to retirement.
638 In exceptional circumstances, other faculty members who have achieved the highest academic
639 rank available to them based on their professional, craft, or academic credentials and position

640 may also be nominated. Following the consideration and recommendation of the faculty review
641 process, the Chancellor will make the final appointment.

642
643 Distinguished Professor. The tenured appointment of Distinguished Teaching Professor,
644 Distinguished Research Professor, Distinguished Service Professor, or University Professor may
645 be given by action of the Board of Regents on recommendation of unit members and
646 concurrence of the Chancellor and the President. The title of Distinguished Professor or
647 University Professor is considered to be a rare and special achievement. Candidates to be
648 considered for award of the title must be nominated by their department. Following the
649 consideration of the recommendation by the faculty review process, the Chancellor will make the
650 final recommendation to the Board of Regents.

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

658
659 At the rank of Professor faculty members must demonstrate the following: a sustained record of
660 excellence in teaching; contributions of high-quality and significance to the professional, craft, or
661 academic field that have gained the recognition of peers or constituencies outside the institution;
662 demonstrated record of effective leadership in University affairs and in a range of professional
663 service activities; and a record of sustained professional growth with the promise for continuing
664 high-quality and significant scholarly achievements. In addition, candidates must demonstrate a
665 marked strength in at least one of the components of faculty responsibilities. This will usually be
666 in the area of their primary responsibility, or through their integration of scholarly
667 accomplishments across these components. A candidate's area of marked strength is one that
668 draws on his or her unique talents to significantly advance the mission or reputation of the unit
669 and institution. Candidates for promotion to Professor must have been previously awarded
670 tenure, or must simultaneously stand for tenure.

671
672 Associate Professor. Candidates for initial appointment or promotion to the rank of Associate
673 Professor must hold a terminal degree in the discipline or field and show clear and convincing
674 evidence of high-quality and significant¹⁵ scholarly accomplishments in the responsibilities
675 appropriate to their work assignments and the mission of their units. Candidates should

¹⁵ 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.

676 demonstrate an emerging level of recognition within their professional, craft or academic field by
677 professional peers or community members external to the institution.

678
679 At the rank of Associate Professor faculty members must demonstrate the following: a sustained
680 record of effectiveness in teaching; high-quality and significant scholarly contributions to the
681 professional, craft, or academic field; high-quality scholarly contributions to the institution
682 through university and professional service; and a strong record of professional growth with the
683 promise for continuing accomplishment of high-quality and significant scholarly achievements.
684 In addition, candidates must demonstrate a marked strength in at least one of the components of
685 faculty responsibilities, or through the integration of their scholarly accomplishments across the
686 components, which advances the mission or reputation of the unit or institution. Non-tenured
687 faculty undergoing review for promotion to Associate Professor shall also be reviewed for tenure.
688 Promotion to Associate Professor shall not be made without prior or simultaneous award of tenure.

689
690 Assistant Professor. Candidates for initial appointment at the rank of Assistant Professor must
691 hold the appropriate professional or craft certification or terminal degree in the discipline or field
692 and show evidence of achievement, or definite promise (as evidenced by discipline-appropriate
693 expectations as detailed in unit and department level guidelines), in the production of sustained
694 professional growth and contributions of high-quality and significance¹⁵ to the professional,
695 craft, or academic field and the University.

696
697 Candidates for promotion to Assistant Professor must show clear and convincing evidence of
698 continuous professional growth in producing high-quality and significant scholarly achievements
699 within and among the components of faculty work for which they are responsible. This will
700 include: a sustained record of effectiveness in teaching; scholarly contributions of quality and
701 significance to the unit and institution through university service and professional service; and
702 evidence of promise for the continued contribution of high-quality scholarly achievements in
703 both these components in support the mission of the unit and University.

704
705 Instructor. Candidates for initial and continuing appointment at the rank of Instructor must hold
706 the appropriate professional or craft certification or terminal degree in the discipline or field and
707 show evidence of, or promise for, sustained professional growth and development of high-quality
708 and significant¹⁵ scholarly accomplishments in teaching and effective contributions to the unit,
709 and institution through a variety of university and professional service activities.

710

711 **Definition of Tenure**

712

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

716 the continuing growth in capacity, achievement, and reputation of the University.

717

718 For the individual faculty member, tenure is the acceptance of an on-going obligation to
719 continued scholarly performance and achievement at a high level of professional competency.

720 Tenure is not automatic and is not based on years of service. Therefore, it should not be
721 recommended as a routine matter of course. Rather, tenure shall be granted to those faculty
722 members who have provided evidence that demonstrates a sustained record of high-quality and
723 significant scholarly performance and the promise of long-range contributions to the educational
724 mission, reputation, and quality of the University.

725

726 It is the faculty member's responsibility to establish a case that supports the awarding of tenure.

727 Therefore, a candidate must provide sufficient evidence to demonstrate that she or he has met or

728 exceeded¹⁶ the unit and University criteria for the appointed rank; that this record of scholarly

729 achievement has contributed to the unit and institutional missions; and that such scholarly

730 accomplishments are likely to continue into the future.

731

732 **Consideration of Time in Rank for Mandatory Tenure Review**¹⁷

733

734 A faculty member may submit a file and request a review for tenure in any year of service.

735 However, he or she must be reviewed no later than the mandatory year of review. A faculty

736 member evaluated for tenure prior to the mandatory year for review shall be evaluated on the

737 basis of performance expectations that would exist at the time of mandatory tenure review.

738 Initial appointment to the rank of Professor may be made with or without tenure. Faculty initially

739 appointed to the ranks of Professor without tenure shall be reviewed for tenure no later than the

740 second (2nd) consecutive year of service. Appointment to Professor may continue beyond the third

741 (3rd) year only with tenure.

742

743 Initial appointment to the rank of Associate Professor may be made with or without tenure. Faculty

744 initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure

745 no later than the fourth (4th) consecutive year of service. Appointments to the rank of Associate

746 Professor may continue beyond the fifth (5th) year only with tenure.

747

748 All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor¹⁸ or

749 Assistant Professor must be reviewed for tenure no later than the seventh (7th) consecutive year of

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

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

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

750 service. Appointments to these ranks may continue beyond the eighth (8th) year of service only
751 with tenure.

752
753 For the purposes of determining the mandatory year of tenure review, all consecutive years of
754 service, including periods of leave of absence at full salary and sabbatical leave, will be included.
755 Periods of leave of absence at partial or no salary will not be included unless requested in writing
756 by the faculty member and approved at the time the leave is granted by the chancellor or the
757 chancellor's designee. A partial year of service that includes at least one semester of full-time
758 faculty service may be counted as a full year of service when it has also been used to determine
759 eligibility for any sabbatical leave upon approval by the chancellor or the chancellor's designee.
760 Periods of officially requested and approved parental, family, or medical leave, whether paid or
761 unpaid, shall be excluded from the determination of the mandatory year for review unless the
762 faculty member requests that such leave be counted toward their time in rank.

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

767 **Denial of Tenure**

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

773 **VI. EVALUATION PROCESS AND REVIEW CYCLE**

774 **Introduction**

775 The decision to grant tenure and/or promote a faculty member shall be based on the performance
776 of the work that the faculty member has been employed to do, his or her performance with
777 respect to unit and University expectations for high-quality scholarly accomplishments in
778 accordance with faculty rank, and the broader responsibilities expected of all members of the
779 faculty academic community (see Section III: Faculty Roles and Responsibilities). Although the
780 review for promotion and tenure might happen simultaneously, the awarding of tenure and
781 promotion in rank are two separate actions.¹⁹

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

782 **Types of Evaluation**

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

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

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

811 Promotion Review. Tenure-track and tenured faculty being considered for advancement in rank
812 shall receive a promotion review. The promotion review is a summative assessment of a faculty
813 member's scholarly achievements in teaching, academic research or creative activity, and
814 professional and university service, as appropriate to his or her appointment and position. The
815 evidence for this review shall cover the time period since the candidate's last comprehensive
816 review, or tenure or promotion decision. The deciding factor in promotion decisions is whether
817 the faculty member's scholarly achievements have met the established unit and University
818 criteria so as to merit appointment at a higher academic rank. For this review, the faculty
819 member will be required to submit a Full File.

820 Post-tenure Review. Tenured faculty will be reviewed every three years. The post-tenure review
821 process should review and encourage progress toward promotion where applicable, and provide
822 formative feedback to faculty to assist their continued development, and production of high-
823 quality and significant scholarly achievements. Every three years, the Dean or designee, or in the
824 case of a community campus faculty member the Campus Director or President, or designee, will
825 complete the review and provide written feedback. The faculty member will submit an
826 Abbreviated File for this review.

827

828 Every sixth year, the faculty member will submit a Full File and undergo a comprehensive post-
829 tenure review by peer review committees, unit administrators, and the Provost. The peer review
830 committees and administrators shall make an evaluation of the faculty member's scholarly
831 achievements over the preceding six years in teaching, academic research or creative activity,
832 and professional and university service, in accordance with the unit and University expectations
833 for his or her rank in place at the time of the last promotion decision. The committee shall
834 comment on specific strengths and/or weaknesses in performance. The review may proceed to
835 the Chancellor at the request of the faculty member.

836

837 For UNAC-represented faculty members, at any time prior to a scheduled evaluation, the dean or
838 director of the faculty member's unit, or the campus director or president of the faculty
839 member's community campus may initiate the post-tenure review process. In addition, a post-
840 tenure review shall be conducted upon the request of the unit member.

841 For UAFT-represented faculty members, non-scheduled evaluations may only be initiated for
842 just cause and pursuant to the applicable article dealing with disciplinary investigations of the
843 Collective Bargaining Agreement between the UAFT and the University of Alaska. Provided
844 that the non-scheduled evaluation meets these criteria, the initiator will provide the same timely
845 notice as required for scheduled evaluations. While the primary purpose of post-tenure review is
846 to provide formative feedback, any disciplinary action taken by the University on the basis of
847 post-tenure review shall be taken in accordance with the applicable article of the Collective
848 Bargaining Agreement between the UAFT and the University of Alaska. In addition, a post-
849 tenure review shall be conducted upon the request of the unit member.

850

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

860 recommendation. The Provost then forwards nominations and recommendations to the Chancellor,
861 who will make the final decision regarding recommendation to the Board of Regents.

862

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

870 **Review Cycle**

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

874

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

878

879 A candidate requesting review for promotion may use either the unit faculty evaluation criteria in
880 effect during the candidate's first academic year of service at his or her current tenured or tenure-
881 track faculty rank or after the last comprehensive post-tenure review, whichever is most recent, or
882 the unit faculty evaluation criteria in effect the year the candidate requests consideration.

883

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

886

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

891

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

894

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

895 **a. Comprehensive Fourth Year, Promotion, Tenure, and Comprehensive Post-**
896 **Tenure Reviews**

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

900 The faculty evaluation process will then proceed as follows:

- 901 a) Campus Director or President (for community campus faculty only)
- 902 b) School or unit director or department chair
- 903 c) Unit peer review committee(s) in accordance with the unit guidelines
- 904 d) Dean
- 905 e) University-wide Faculty Evaluation Committee
- 906 f) Provost
- 907 g) Chancellor (except in the case of 6-Year Post-Tenure review, which will proceed to this
- 908 level of review only at the request of the faculty member)
- 909

910 **b. Annual Progression Towards Tenure Review**

911
912 Candidates will submit their Abbreviated File to the office of the Dean, Campus Director or
913 President in accordance with the calendar published by the Office of Academic Affairs.²¹

914
915 The faculty evaluation process will then proceed as follows:

- 916 a) Campus Director or President (for community campus faculty only)
- 917 b) School or unit director or department chair if requested by the dean, director, or designee.
- 918 c) Dean

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

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

922
923 The faculty evaluation process will then proceed as follows:

- 924 a) Third year review: Campus Director or President, for community campus faculty; the dean
925 ~~for all other faculty~~, or the respective administrator's designee. The faculty member's
926 tenured department chair may provide a review at the request of the ~~administratord~~
927 ~~ean, director or designee~~.
- 928 b) Sixth Year Comprehensive Review: Campus Director or President, for community campus
929 faculty; ~~unit peer review committee(s) in accordance with the unit guidelines; the school or~~

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

930 | ~~college dean for all other faculty~~, or the respective administrator’s designee; University-
931 | wide Faculty Evaluation Committee; Provost; and, at the request of the faculty member, the
932 | Chancellor. The faculty member’s tenured department chair may provide a review at the
933 | request of the ~~aforementioned administrator~~ dean, director or designee.
934 |

935 | **Promotion and Tenure Review Process for Faculty with Joint Appointments**
936 |

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

947 |
948 | For faculty members with a joint appointment that is more than 50% effort assigned to a single
949 | promotion- and tenure-granting academic unit, the faculty member must initiate his or her
950 | application for candidacy in the unit in which they are assigned the most effort. This unit
951 | conducts the review but must include a tenured faculty member from the minority unit as a
952 | voting member on the unit peer review committee for the candidate’s file. The file will then
953 | proceed to both deans for their respective reviews and then continue through the remaining levels
954 | of review.

955 |

956 | **Right of Grievance and Complaint**
957 |

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

963 |

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

967 |

968 A UAFT-represented faculty member may appeal the final decision of a completed review via the
969 grievance procedure set forth in the applicable article of the Collective Bargaining Agreement
970 between the UAFT and the University of Alaska.
971

972 **Full and Abbreviated Files**²²

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

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

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

986 | It is strongly encouraged that files be submitted in digital or electronic format.²³

987 **a. Full File**

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

995 Candidates undergoing comprehensive fourth year, tenure, promotion or comprehensive post-
996 tenure review shall prepare a Full File that highlights a selective sample of the their scholarly

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

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

- 997 work, with narrative sections that provide context and continuity for the selected materials. The
998 portfolio file has three sections and shall include:
- 999 1. A Table of Contents of file sections and all supporting documentation in each section;
 - 1000 2. Section I: Introductory materials, including:
 - 1001 a. Initial Letter of Appointment, if necessary for documenting prior years of service;
 - 1002 b. Curriculum Vitae;
 - 1003 c. Verification of certificates, licenses and degrees;
 - 1004 d. Annual Workload Agreements for the period under review, signed by the candidate and
1005 the appropriate designated administrators;
 - 1006 e. Annual Activity Reports for the period under review, signed by the candidate and the
1007 appropriate designated administrators; and
 - 1008 f. Copies of findings and recommendations from the most recent annual progression
1009 towards tenure, comprehensive fourth year, tenure, promotion or post-tenure review(s),
1010 whichever are applicable.
 - 1011 3. Section II: Self evaluation; and
 - 1012 4. Section III: File sections that describe and document high-quality and significant scholarly
1013 achievements in each of the relevant areas of responsibility of teaching, academic research or
1014 creative activity, and professional and university service.
 - 1015 a. Within the teaching section of the file, candidates are required to include:
 - 1016 i. All student evaluations from the previous six years (or for all years of service if
1017 candidate has been in faculty rank less than 6 years), and;
 - 1018 ii. a selected example of syllabi from each of the courses he or she has taught. In the
1019 case of community campus faculty, or others, who have taught more than eight
1020 (8) different and separate courses during the review period, selected
1021 representational examples should be included to reflect the scope of content
1022 and/or disciplinary areas.
 - 1023 b. Documentation should be limited to the period under review, which includes the years
1024 since the candidate was hired in a tenure-track position at UAA, or since the last
1025 comprehensive fourth year, tenure, promotion, or comprehensive post-tenure review.
 - 1026 c. If the candidate was hired with any number of years credited towards tenure or
1027 promotion, documentation should be included from those years as well.

1028 **b. Abbreviated File**

1029 Tenure-track faculty scheduled for annual progression towards tenure and tenured faculty
1030 | scheduled for post-tenure review shall prepare an Abbreviated **PortfolioFile**. The Abbreviated
1031 File shall contain:

- 1032 1. Curriculum Vitae;
- 1033 2. Self-evaluation;
- 1034 3. Annual Activity Report(s) for the past year or since last review, whichever is applicable,
1035 signed by the candidate and the appropriate designated administrators;
- 1036 4. Optional selected documentation to support the self-evaluation.

1037 Candidates may wish to review these guidelines before preparing their file sections. In addition,
1038 prior to their first review, candidates shall attend a training session, offered annually, on how to
1039 document their scholarly work, and how reviewers evaluate the diverse kinds of evidence being
1040 presented. Candidates are also required to attend a training session prior to subsequent reviews if
1041 there have been substantial changes to the faculty evaluation policies and procedures.

1042 **c. Descriptions of Full File Elements**

1043 ***Table of Contents and Introductory Materials***

1044
1045 The first section of the Full File shall include a Table of Contents of all materials in the
1046 | **portfoliofile**, followed by introductory documents (see previous description) that provide the
1047 context for the subsequent descriptions and evidence of scholarly achievements.

1048 ***Self Evaluation***

1049 The Full File shall include an Integrative Narrative, of no more than five pages, that synthesizes
1050 and interconnects the candidate's scholarly achievements within the context of her or his
1051 professional goals and aspirations as outlined in the relevant scholarly agenda(s), and the actual
1052 designated responsibilities outlined in the relevant workloads and activity reports for the period
1053 under review. Furthermore, the Integrative Narrative should draw together the sections of the file
1054 and tie the faculty member's scholarship and scholarly achievements during this period to the
1055 Department, Unit, and University mission and goals. The candidate should discuss achievements
1056 outside of the period of review only for the explicit purpose of demonstrating consistency of
1057 performance. Such discussion should be brief. The narrative should emphasize collaborative,
1058 interdisciplinary, engaged or integrative activities when these have been a part of the faculty
1059 member's scholarship. It shall also provide an opportunity to reflect on one's professional
1060 growth, and accomplishments in accordance with unit and University criteria of high-quality and
1061 significant scholarly work * for tenure and promotion, as well as the criteria of the appropriate
1062 faculty rank that is the focus of the review

1063 ***File Sections***

1064 The Full File shall include sections describing and documenting selected scholarly achievements
1065 in each of the areas of faculty responsibilities of teaching, academic research or creative activity,
1066 and professional and university service, as appropriate to the candidate’s position, appointment,
1067 and workloads during the period under review. A candidate whose workload agreements during
1068 the review period did not included one of the areas of faculty responsibilities (teaching, academic
1069 research or creative activity, or service) may nevertheless include a section with documentation
1070 regarding scholarly achievements in that area.

1071 *Evidence shall consist of carefully selected examples of the candidate's most accomplished*
1072 *scholarly work, not an exhaustive compilation of materials.* Nevertheless, the selections must be
1073 sufficient to make it possible to document a consistent pattern of quality scholarly achievement
1074 over time. Documentation within each of the portfolio-file sections shall focus on the quality and
1075 significance¹⁵ of the scholarly activity using an appropriate combination of narrative and
1076 illustrative materials. It shall focus on documenting the scholarly activities and accomplishments
1077 of the individual faculty member rather than on documenting the generalized results of a project
1078 or a program. Similarly, in documenting collaborative scholarly work, the faculty member shall
1079 focus on his or her personal role and contributions to the collaborative process and outcomes.
1080 Candidates are encouraged to highlight scholarly activities which represent integrative,
1081 interdisciplinary, collaborative, or engaged work, as well as those activities that make significant
1082 contributions to the attainment of department, unit/campus, or University missions or goals.

1083 **d. Descriptions of File Elements**

1084 ***Self-Evaluation***

1085 The Abbreviated File shall include a self-evaluation, of a recommended length of three pages,
1086 that synthesizes the candidate’s scholarly achievements and contributions in each area of
1087 responsibility, in accordance with their workload agreements during the period of review. The
1088 self-evaluation shall also summarize progress toward tenure or promotion, where applicable, as
1089 well as progress in any areas identified from previous recommendations as needing
1090 improvement.

1091 ***Optional Selected Documentation***

1092 The faculty member may, at his or her discretion, opt to include selected evidence to support the
1093 self-evaluation. Selected documentation should be kept to a minimum and focus on providing
1094 supporting evidence of scholarly accomplishments only in those cases where the curriculum
1095 vitae and/or the Annual Activity Reports cannot fully reflect the quality or significance of the
1096 scholarly work.

1097 **Review and Approval of Changes to University-wide Guidelines**
1098 Any faculty member, administrator, academic unit, administrative unit, or faculty union may
1099 propose changes to these guidelines using the following process.

1100
1101 A proposed change is to be submitted in writing to the Provost. The Provost will coordinate a
1102 review of the proposed change by the University administration, the University-wide Faculty
1103 Evaluation Committee²⁴, the UNAC, and the UAFT. The Provost will share any suggestions for
1104 modifications and other comments with the proposer of the change. A proposed change will be
1105 implemented only upon the approval of the Provost, the UAA Faculty Senate, UNAC, and
1106 UAFT.

1107

1108 **Relationship of Unit Documents to University-wide Guidelines**

1109 The primary responsibility for faculty evaluation decisions related to the hiring, progression
1110 towards tenure, tenure, and promotion of faculty members resides in the unit. Therefore, each
1111 unit is expected to:

- 1112 • Establish comprehensive unit-specific evaluation guidelines and procedures for all facets
1113 of the faculty evaluation process, including hiring; annual and comprehensive fourth
1114 year; and promotion, tenure, post-tenure, distinguished and emeritus reviews. Unit
1115 guidelines may authorize the development of department and division-level guidelines to
1116 ensure the inclusion of disciplinary, craft, or professional perspectives.
- 1117 • Establish unit policies and procedures that ensure the inclusion of community campus
1118 faculty representation on peer review committees generally, and for the specific cases
1119 where unit committees will be reviewing the file of a community campus faculty
1120 member.
- 1121 • Establish policies and procedures for ensuring that all faculty, department chairs, and
1122 administrators who serve as reviewers have received the required mandatory reviewer
1123 training in accordance with these guidelines (see section VII. Roles and Responsibilities
1124 of Reviewers).
- 1125 • Establish policies and procedures for the hiring and appointment of new faculty,
1126 including the development of position descriptions and the allocation of effort and
1127 responsibilities within the workload agreement. These policies and procedures must
1128 conform to University guidelines, Board of Regent's policies, and other relevant
1129 governance and regulatory policies and guidelines.
- 1130 • Ensure that the unit faculty evaluation guidelines conform to the University guidelines
1131 with special regard to the mission of the University and its regulatory documents; the
1132 definition of scholarship; the focus on community engagement in its variety of forms; the

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

1133 responsibilities of faculty; the criteria for assessing the quality and significance of
1134 scholarship; and the standard procedures for faculty evaluation. Conforming unit
1135 guidelines will use the University-wide aspects of teaching, categories of academic
1136 research and creative activity and the categories of public, professional and university
1137 service as the basis for amplification and detailing of the range of faculty scholarly work
1138 appropriate to the profession, craft, or discipline and unique mission of the unit. Unit
1139 guidelines should, for example, define appropriate evidence of scholarship (such as
1140 journal publications or musical compositions), appropriate methods of external review of
1141 the evidence (such as peer review or critical review), and appropriate avenues of
1142 dissemination for artifacts (such as class A journals or juried exhibitions).

- 1143 • Develop profiles establishing unit expectations for faculty performance at each rank,
1144 including Emeritus, and for post-tenure review in the areas of faculty responsibilities of
1145 teaching, academic research and creative activity, and public, professional and university
1146 service, with expectations of continuous growth and productivity reflected in the profiles.
1147 This must include specific profiles for community campus faculty members, when they
1148 are reviewed by the unit. Faculty from the community campuses must be substantively
1149 involved in the development of the faculty profiles within the unit, and shall lead the
1150 development of the profiles specific to their work. Provide specific examples of
1151 acceptable evidence and forms of documentation for each area of faculty responsibilities.
- 1152 • Submit unit guidelines and procedures through the appropriate Dean to the University-
1153 wide Faculty Evaluation Committee and Provost for review and approval as described
1154 below.

1156 **Relationship of Departmental Documents to Unit Documents**

1157
1158 With unit authorization, a department may develop department-specific guidelines. These
1159 guidelines may include procedures for departmental peer review if the department has a
1160 sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going
1161 manner. If a department opts to establish departmental review, the resulting guidelines for
1162 faculty evaluation must be in accordance with and aligned to unit and University-wide
1163 guidelines. The department will be expected to establish comprehensive department-specific
1164 evaluation profiles and guidelines that parallel those of the unit with respect to outlining the
1165 scope and range of faculty scholarly work; establish profiles of expectations for rank; and
1166 delineate acceptable forms of evidence and documentation appropriate to the profession, craft, or
1167 discipline.

1168
1169 All departmental guidelines must be submitted through the authorizing unit and the appropriate
1170 Dean to the University-wide Faculty Evaluation committee and the Provost for review and
1171 approval as described below.

1172

1173 **Review and Approval of Unit and Departmental Documents**
1174 All proposed unit and departmental documents are initiated by unit or departmental faculty and
1175 | forwarded through the appropriate route to the University-wide Faculty Evaluation Committee²⁴
1176 and the Provost. Each level may review and comment in writing on the proposed documents.
1177 Any comments will be shared with prior levels of review and the originating unit or department.
1178
1179 The University-wide Faculty Evaluation Committee will review the proposed documents and any
1180 comments and recommend approval or disapproval to the Provost. Should the University-wide
1181 Faculty Evaluation Committee recommend disapproval, it will provide the Provost and previous
1182 review levels written reasons for its recommendation. Should the Provost not approve the
1183 proposed documents the Provost will provide in writing specific reasons for the disapproval and
1184 suggestions for changes needed to obtain approval to all prior levels of review and the
1185 originating unit or department.
1186
1187 Prior to a decision to approve proposed documents, the Provost will share the documents with
1188 the appropriate leadership of the UAFT and UNAC for their review and comment and will
1189 consider those comments in the decision. The UAFT and UNAC will respond to any request for
1190 review in a timely fashion.
1191
1192 The approval of unit and departmental guidelines through the faculty evaluation system supports
1193 the continuity of and adherence to the departmental guidelines by subsequent levels of review
1194 over time and helps ensure conformity to the university-wide guidelines.

1195 VII. ANNUAL WORKLOADS AND ACTIVITY REPORTS

1196 Introduction

1197 Two key documents serve to guide,-support, and document the faculty member's career
1198 development and accomplishments: the Annual Workload and the Annual Activity Report.
1199 While these two documents are complementary, they are distinct. Together, they strive to
1200 balance and guide the complex and necessary interplay between the individual faculty member's
1201 scholarly and professional goals and pursuits and the needs, goals, and mission of the University.
1202 When combined with the integrated narrative of the scholarly file²⁵ the two documents provide a
1203 view of the faculty member's career plans and goals, short-term work and accomplishment in
1204 relationship to those goals, and a view of future steps.

1205 Faculty members may also find that the scholarly agenda, described in more detail in Appendix
1206 I, to be a useful tool for planning and explaining their work beyond the planning and explanation
1207 | already represented by their workload, activity report, and self-~~review~~evaluation. While the use

²⁵ See the discussion on p. 30.

1208 of a scholarly agenda is not required, faculty members who find it useful are encouraged to
1209 include it in their review file.

1210 **Annual Workload²⁶**

1211
1212 Individual faculty members shall confer with the department chair, campus director or President,
1213 or designated administrator in order to prepare the proposed workload. To ensure this workload
1214 development process strikes a balance between the individual member's academic freedom and
1215 professional aspirations, and the unit's operational requirements, it must:

- 1216 a. recognize the individual's career development needs,
1217 b. respect the diversity of individual faculty interests and talents, and
1218 c. advance the unit mission and programmatic goals.

1219 The resulting workload should provide the faculty member with the opportunity to meet the
1220 established University and unit criteria for progression towards tenure, promotion, tenure, and
1221 post-tenure review.

1222 The written and signed Annual Workload serves as the contractual agreement outlining the
1223 faculty member's specific teaching, academic research or creative activity, and public,
1224 professional and university service activities expected for the specified time period.

1225

1226 **Annual Activity Report**

1227

1228 The Annual Activity report provides a summary of the outcomes of a faculty member's work in a
1229 given year. It is directly connected to and viewed in the context of the Annual Workload.

1230

1231 **VIII. ROLES AND RESPONSIBILITIES OF REVIEWERS AND CANDIDATES**

1232 **Introduction**

1233 A robust faculty evaluation and review process should be conducted in a manner consistent with
1234 the application of sound professional judgment within a context of clear policies and delineated
1235 criteria of quality and merit. In this way, the process is more likely to result in a shared sense of
1236 validity, fairness, and trust with respect to both the process and the outcomes. To this end, all
1237 participants, members of peer review committees, academic administrators, and candidates have
1238 designated roles and responsibilities.

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

1239 It is the responsibility of the members of the peer review committees and administrators to:
1240 adhere to the policies and guidelines for conducting the review; carefully review and evaluate
1241 each candidate's file using the appropriate unit and University criteria of quality and merit; and
1242 make recommendations regarding progression towards tenure, tenure, promotion, and post-
1243 tenure review before the recommendation is reviewed and a decision made by the Chancellor.

1244 The candidate under review has the responsibility to adhere to the policies and guidelines,
1245 including notifying administration of intent (except for mandatory reviews), and developing and
1246 submitting either a Full or Abbreviated File, as appropriate to the type for review.

1247 **Election and Composition of Peer Review Committees²⁷**

1248 a. Eligibility

1249 All department, unit and University faculty evaluation committees, and the Faculty Evaluation
1250 Appeals Committee shall be composed of tenured faculty members. Those not eligible to serve
1251 include:

- 1252 • A faculty member who is on an approved leave of absence or sabbatical;
- 1253 • A faculty member who has been elected to serve, or is currently serving, on a peer review
1254 committee at a preceding or subsequent level of review;
- 1255 • Tenured faculty who are under consideration for promotion;
- 1256 • A faculty member who has an administrative workload of more than 50%.

1257 On all department, unit, and University faculty committees, only those faculty members who are at
1258 or above the rank to which the candidate seeks promotion may vote on the candidate's file.

1259
1260 The decision of the department, unit, and University faculty committees to recommend or not
1261 recommend promotion, tenure, or progression towards tenure must be based on the committee
1262 members' review of the evidence presented in the candidate's file.

1263
1264 For UAFT-represented faculty, committee votes to recommend or not recommend promotion,
1265 tenure, or progression towards tenure will be conducted in an open meeting. For UNAC-
1266 represented faculty, committee votes to recommend or not recommend promotion, tenure, or
1267 progression towards tenure will be conducted in closed session as required by Article 9.2.5.j. of the
1268 Collective Bargaining Agreement between the UNAC and the University of Alaska.

1269
1270 On all faculty evaluation committees, only faculty members who have completed the required
1271 reviewer training within the last four years, or more recently if there has been a subsequent change

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

1272 in the policies and guidelines are eligible to serve. Any faculty member elected or appointed to a
1273 committee who has not completed the training must do so before being seated and commencing
1274 any committee activities (see section below).

1275 b. University-wide Faculty Evaluation Committee

1276 The guidelines establishing the selection process and composition of the University-wide Faculty
1277 Evaluation Committee (UFEC) shall be determined by the UAA Faculty Senate, subject to the
1278 approval of the UAA Chancellor. The process for establishing and revising the guidelines must
1279 provide for consultation and approval by the faculty assembly of Prince William Sound
1280 Community College.

1281 The University-wide Faculty Evaluation Committee has the following responsibilities:

1282

- 1283 • Review and recommend policies on appointment, reappointment, tenure, promotion, and
1284 termination of faculty;
- 1285 • Review department, division, and unit evaluation policies, procedures, and criteria for
1286 consistency with the University policies outlined herein, and make recommendations
1287 regarding revisions, and approval/non-approval to the Provost.
- 1288 • Review the recommendations of the previous levels of review to examine their consistency
1289 in applying unit and University guidelines and policies; Provide a University-wide,
1290 institutional-level perspective in the evaluation of faculty under review and make
1291 recommendations to the Provost Faculty Evaluation Appeal Committee.

1292 **Ethical Standards for Reviewers**

1293

1294 All persons serving as reviewers, including faculty members, department chairs, and
1295 administrators, are expected to conduct themselves according to the ethical standards and
1296 guidelines of the University, as outlined in this and other pertinent policy documents. As faculty
1297 evaluation is a key facet in personnel decision-making, the process must be conducted with due
1298 diligence to maintain the confidentiality of the candidate and the committees' deliberations.

1299

1300 Reviewers may not move, remove, or copy any portion of the Evaluation Review File (ERF),
1301 including all material submitted by the candidate in the Full or Abbreviated File.

1302

1303 Reviewers must disclose to the committee any potential for conflict of interest in a particular
1304 case. Committee members must use due diligence in considering whether recusal is warranted.
1305 Conflict of interest disclosures and committee decisions regarding recusal must be included in
1306 the committee report of findings and recommendations. The candidate will be informed of the
1307 members of their review committees in a timely fashion and may request recusal of a member of
1308 a review committee based on possible bias or personal interest in a timely fashion. In the case of

1309 a disagreement about the possible recusal of review committee member, the Provost or designee
1310 will make a determination based on the evidence of bias or personal interest presented by the
1311 committee member and candidate.
1312

1313 **Ethical Standards for Candidates**

1314
1315 All candidates standing for promotion and/or tenure, progression towards tenure reviews, and
1316 post-tenure reviews are expected to conduct themselves according to the ethical standards and
1317 guidelines of the University, as outlined in this and other pertinent policy documents. The faculty
1318 evaluation process is a vital component in personnel decisions. Therefore, candidates must
1319 ensure that the materials and documents they submit as evidence are factually accurate and fairly
1320 represent the scope and outcomes of their faculty work for the period under review.
1321

1322 **Mandatory Training of All Reviewers**

1323 All persons serving as reviewers, including faculty members, department chairs, and unit
1324 administrators, shall attend a training session prior to the first time they serve on any faculty
1325 evaluation committee or review faculty files, or if four years or more have passed since the last
1326 time they attended training. All reviewers must also attend a training session if there have been
1327 substantive changes in policy since their last training. The purpose of the training is to ensure
1328 consistent, rigorous, and fair application of unit and University faculty evaluation guidelines
1329 across the University, with emphasis on how candidates document their scholarship, and how
1330 reviewers evaluate the diverse kinds of evidence of scholarly work being presented. The training
1331 shall be conducted each fall, and will be coordinated by Academic Affairs and the Senate
1332 Professional Development Committee, and will include representatives from United Academics
1333 and UA Federation of Teachers.

1334 **Continuous Renewal**

1335
1336 To ensure the continuous renewal and enhancement of the faculty evaluation processes within
1337 the University, each level of review will provide copies of their findings and recommendations as
1338 well as any response made by the faculty member being reviewed to the succeeding level of review
1339 and to the levels of review that preceded them in the review process. This will assist each level of
1340 review in enhancing its processes, examining and considering evidence, and rigorously, fairly,
1341 and consistently applying unit and University criteria for quality and significance of scholarly
1342 work. All reviewers are reminded that the material being shared is only to be used for the
1343 purposes of conducting the review and normalizing interpretation of review guidelines and
1344 criteria across multiple levels of review.
1345

1346 The entirety of these guidelines shall be reviewed in four years from their effective date to
1347 determine effectiveness. Subsequent review and consideration for revision will be made on a
1348 regular basis every six years.
1349

Appendix I – The Scholarly Agenda²⁸

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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 scholarly 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.

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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:

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- 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 placed upon teaching, academic research, creative activity, professional or craft practice, community engagement, and professional or university service?
- How do these scholarly activities relate to and enhance departmental and unit missions and programmatic goals, and the larger University mission?

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

1386 The resulting agenda should reflect the unique strengths, talents, and expertise of the individual
1387 faculty member and her or his professional development goals and needs. While the agenda
1388 establishes a guiding framework for a three- to five-year period, it should remain flexible and
1389 open to change in response to unanticipated opportunities and needs of both the individual and
1390 the institution.

1391 Faculty are encouraged to refer to prior reviews and recommendations to identify strengths that
1392 should be recognized and advanced, and areas that may benefit from more focused experiences,
1393 mentoring or professional development. Once the faculty member has written the scholarly
1394 agenda, it is shared and discussed with his or her Department Chair, Campus Director or
1395 President, Dean, or the respective administrator's designee, as part of the planning process for
1396 establishing the Annual Workload.

1397 Departments and units generally are more effective at accomplishing their wide-ranging missions
1398 when they encourage diverse scholarly agendas across the membership of the faculty. Therefore,
1399 faculty interaction and dialogue should be encouraged so that individual faculty may draw on the
1400 shared expertise of departmental or unit peers in the development and refining of scholarly
1401 agendas. This joint career development process promotes both individual and institutional
1402 development, and contributes to the intellectual, academic, professional, craft, and creative
1403 climate of the department, the unit, the campuses, and the University.

1404
1405 Primarily, the Scholarly Agenda is developmental, not evaluative. In the faculty evaluation and
1406 review process, an individual's contributions to scholarship should be evaluated in the context of
1407 the quality and significance of the work presented for evaluation. While it is included in the
1408 Evaluation Review File (ERF), it is included to provide insight into and context for the
1409 individual member's goals, intellectual interests and connections to departmental and University
1410 missions and needs. However, the Scholarly Agenda shall not be considered, nor be construed, as
1411 establishing an evidentiary base for evaluation purposes.

1412



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Report from Faculty Senate President Senate Meeting Held on May 4, 2012.

April 30, 2012

1. Conducted regular weekly meetings of the Senate E-Board.
2. Regularly met with the Provost and the Chancellor.
3. Attended System Governance Council Meetings.
4. Attended University Assembly and Governance Leaders' meetings with Chancellor.
5. Attended Full Council of Deans and Directors meetings.
6. Attended Faculty Alliance Meetings.
7. Attended PBAC meetings.
8. **Report on the Goals and Objectives for the Academic Year 2011-2012.** The Goals are stated in italics while the status is in normal font.
 - *Sustain communication between Senate and other governance groups, administration, various campus entities (such as the Bookstore).* Sustained communication with different governance groups and stakeholders.
 - *Support the work of all FS committees and boards including the ad hoc committees.* Did support the work of FS committees.
 - *Re-evaluate IDEA and ways to increase response rates.* A Senate Ad-Hoc Committee is looking into this.
 - *Examine and clarify the relationship between CAFE and the Faculty Senate.* Unfinished Business.
 - *Update the Constitution and By-laws.* Accomplished
 - *Foster strong relationships with President Gamble and the Board of Regents.* Communicated regularly with President Gamble. Gave public testimony when Board of Regents' had their meeting in Anchorage.
 - *Be involved and engaged in the selection for the current vacancies in various positions for Deans.* Faculty is well represented in all Dean searches.

- *Ensuring Faculty involvement in distilling Focus Group outcomes.* Attended several Listening Session and pointed out methodological deficiencies.
- *Ensuring Faculty involvement in moving in Strategic Directions.* Been involved in the dialogue although the process seems not to be a very coherent one.
- *Working towards resolution of various issues on curriculum and assessment that arises from time to time.* Senate E-Board did attend to all such issues.

9. Sent the following e-mail to President Gamble on April 16, 2012.

Dear President Gamble,

We received the draft memo on "University of Alaska Values and Code of Conduct". Faculty Senate meets on the first Friday of every month from September through May except for January, when there is no Faculty Senate meeting. The agenda for the April Senate meeting had already been finalized and we did not have the time to discuss the memo on Values and Code of Conduct in the April meeting. We shall put in on the agenda of the May Senate meeting. Faculty contracts end on May 12, 2012.

An important matter like Values and Code of Conduct requires considerable reflection, discussion and debate before anything can be finalized. I think it should be referred to a subcommittee and then go through at least two readings in the Senate.

There are concepts in the current draft that I find somewhat problematic for an academic institution. Let me state some examples which I find problematic as a faculty member:

1. The draft policy says "A. Inattention to Performance, (e.g., unauthorized sleeping, reading, playing games, using the Internet or telephone inappropriately, etc.)". How can reading be against the code of conduct in an academic institution? We read extensively and widely. The other examples of Inattention to Performance are too much of a broad brush.

2. Insubordination. If someone criticizes your suggested research agenda or your recommended pedagogy, will that be considered as insubordination? Under the principles of Academic Freedom, criticism of University policies is a pillar of Academic Freedom.

3. Absenteeism, (e.g., unauthorized leave or variation from work hours, or failure to promptly notify supervisor of unanticipated absences). The nature of faculty work has always required flexible work schedules. Many of us work on our teaching, research and service responsibilities from home and off-campus locations during weekend and evening hours.

4. Inability to work effectively with others. This is too much of a broad brush. As an example, if I opine that a paper by a colleague is without any merit and express it in a strong language, then I could be judged in violation of this policy.

5. Inappropriate Behavior, Disrespect, or Harassment of Others. This is too broad based and any professional comment or disagreement can be interpreted to be in violation of this code of conduct. Moreover this aspect might already be covered in Chapter 04.02 of Regents Policy.

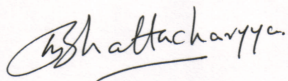
I therefore think that this code of conduct as drafted is still pre-mature and needs extensive committee work, rewriting and reflection. As such, I suggest that this be referred for examination by the Senate in the coming academic year.

I also take this opportunity to clarify my understanding of the process of Faculty Representation. I am the current President of the Faculty Senate. At the May 2012 Senate Meeting Dr. Robert Boeckmann will take over from me. I and Robert have our own opinions on many issues. But those are our opinions- not Faculties' opinions. If I have to represent something as "Faculties' Opinion" then I'll have to go through an extensive process of consultation and committee work and Senate resolutions. That takes time. We are expected to be cautious in our work and pronouncements and we are expected to cross check our work for errors and be comprehensive in our approach. I think I should make it explicit that when you want to ascertain Faculties' opinion you would be well advised to give us a sufficient amount of time.

With best wishes.

10. **I take this opportunity to thank All Senators, Members of my E-Board and Kimberly for their wonderful cooperation. I wish the incoming Senate President Dr. Robert Boeckmann all success.**

With best wishes for a lovely summer.



Nalinaksha Bhattacharyya
Faculty Senate President.



Faculty Senate First Vice President's Report
May 4th, 2012

In my duties as Faculty Senate First Vice President I have done the following since the last meeting of UAA's Faculty Senate:

- Attended and participated in E-board meetings - Primary business:
 - Discuss Motion regarding Listening Sessions
 - Discuss Faculty Senate Elections
 - Discuss responses to President Gamble's Code of Conduct Memo
 - Discuss implications of Health Care plan changes announced by Donald Smith
 - Set agenda for final Faculty Senate meeting of the academic year
- Met with Chancellor Case
 - Discuss Faculty representation on Provost search committee
 - Discuss faculty feedback mechanisms for community campus directors
 - Preliminary Reports and Actions
- Met with Provost Driscoll
 - Discuss Progress on Promotion and Tenure Guidelines Revisions
 - Discuss President Gamble's Code of Conduct memo
- Attended a Statewide Academic Council meeting by teleconference (April 11th 30th)
 - Contribute to discussion on responses to "Stay on Track".
 - Follow discussion with regards to anticipated funding from legislature.
- Attended Meetings of Provost Search Committee
 - Contribute to discussion of desired qualities for next provost.
- Attended Chancellor's Advisory Board Meeting

Major Themes of Faculty Discussion of Listening Sessions and Preliminary Analyses

Discussion opened with noting the apparent intent of Paula Donson to include the faculty of the MAUs (as represented by the Faculty Alliance) and the faculty they represent to be a 'co-author' on the study of Alaskan's views of what the University of Alaska does well, needs, to do better, and the identification of opportunities for growth and change.

The discussion then turned to a critique of the apparent use of social science methodology to understand what Alaskans (various stakeholders: community, business, students, staff, administration, and faculty) appreciate and are concerned about what UA is or isn't doing.

The general tenor of this discussion was critical and focused on how the Listening Session process of data collection and analysis was not meeting rigorous standards of quantitative social science research methodology. Specific issues mentioned were poor sampling methodology, leading questions, facilitator question variation from focus group to focus group, potential biases in the subjective interpretation of narrative themes (single analyst rather than inter rater process), and the use of apparent quantitative measures without any apparent rigorous coding scheme.

Faculty noted that this critique is relevant ONLY if the Listening Session process is conceived of as a social science research project. If viewed as a social science research project many acknowledged it would not meet professional standards required for publication or presentation. However, several faculty and guest administrators noted that the Listening Session may be best viewed as a political exercise aimed at creating good will by providing the opportunity for stakeholders to express their views and informally document those concerns and ideas.

The discussion also turned to questions about how certain apparently quantitative data were derived. For example, how was the frequency of mentions determined? How was the "strength" of a theme determined. Responses to these queries were somewhat incomplete. Strength appears to be subjectively determined by interpretations of speaker persistence and emotional indicators such as body posture and tone of voice.

The discussion resolved around two questions: One, how to view the listening sessions – as a research project or a political exercise?; Two, if the latter does the faculty senate wish to go on record as noting the value of the process for political purposes yet caution against taking definitive actions that assume the scientific validity of the 'findings'?

Program/Course Action Request

A. CAS

- Chg CHEM A634 Instrumental Methods (Stacked with CHEM A434)
- Chg PSY A690 Advanced Topics in Psychology (Stacked with PSY A490 and A492)

B. CBPP

- Chg PADM A604 Research Methods in Public Administration
- Chg PADM A632 Public Policy Analysis
- Chg BA A628 Executive Leadership

C. COE

- Add EDSE A622Y Strategies for Young Children with Special Needs in Inclusive Environments (Stacked with EDSE A422Y)

- Add EDSE A690 Selected Topics: Early Childhood Special Education (Stacked with EDSE A490)

D. COH

- Chg Master of Science, Nursing Science

E. SOE

- Chg CE A675 Design of Ports and Harbors
- Chg CE A686 Civil Engineering Project
- Add CE A690 Selected Topics in Civil Engineering
- Add ME A608 Mechanical Vibrations (Stacked with ME A408)
- Add ME A642 Advanced Fluid Mechanics (Stacked with ME A442)
- Add ME A653 Renewable Energy Systems Engineering (Stacked with ME A453)
- Chg Graduate Certificate, Earthquake Engineering
- Chg Graduate Certificate, Environment Regulation and Permitting
- Chg Graduate Certificate, Coastal, Ocean, and Port Engineering
- Chg Master of Science, Arctic Engineering
- Chg Master of Civil Engineering
- Chg MS, Civil Engineering
- Chg Master of Applied Environmental Science and Technology
- Chg Master of Science Applied Environmental Science and Technology

Graduate Programs

Graduate Study

Graduate education is an integral part of the University of Alaska Anchorage and is coordinated through the Graduate School. The dean of the Graduate School has responsibility for leadership and oversight of graduate programs.

The university offers graduate certificates, ~~and~~ master's, ~~and~~ doctoral degrees. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered by other institutions. Some or all coursework and research may be completed at UAA while the doctoral degree is granted by another university. Students who have completed UAA graduate programs possess the knowledge and skill necessary to succeed in furthering their education, and to excel in their chosen professions. Whether the degree is required for advancement, personal and professional growth, or for other goals, students may expect the challenges and rewards of high quality graduate education.

Upon successful completion of their graduate programs, students will have demonstrated mastery of their disciplines and will have participated in independent scholarship. Appropriate exit requirements allow students to express the knowledge they have acquired in formats designed for their respective programs.

To ensure the most beneficial educational experience, students' academic preparation and likelihood of success in their programs are carefully assessed and validated. Admission requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. If an entrance examination is required, the nature of that examination is determined by the appropriate discipline. As they progress in their studies, students can expect discipline-specific advising from mentors in their programs.

Graduate students are subject to relevant policies contained in the complete UAA catalog, as well as individual program requirements.

Admissions

(907) 786-1480

www.uaa.alaska.edu/admissions

All students intending to pursue a graduate certificate or degree must apply for admission. Applications for admission are available online via www.uaa.alaska.edu/admissions or from the Enrollment Management One-Stop.

Admission Requirements for Graduate Degrees

To qualify for admission to graduate programs, a student must have earned a baccalaureate degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate degrees within two semesters may also apply for graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate an ability to pursue graduate work. Applicants must either have a cumulative grade point average of 3.00 (B average on a 4.00 scale) or meet the grade point average (GPA) requirements of the specific graduate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate-level courses. ~~Transcripts are to be requested by the student and must be submitted in an officially sealed envelope.~~ (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual graduate programs may also require additional transcripts and/or specific entrance examinations such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the United States or Canada must submit official transcripts and English translations, as well as an official statement of educational equivalency from a recommended international credentials evaluation service. ~~Fees depend upon the agency performing the evaluation.~~ A list of [approved](#) evaluation services may be [found at](#) http://www.uaa.alaska.edu/admissions/upload/international_transfer_credit_evaluation.pdf, ~~obtained from the Office of of the Registrar. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation. The evaluation service will require a separate transcript and copy of the English translation.~~

Applicants whose native language is not English, or whose baccalaureate degree was conferred by an institution where English was not the language of instruction, must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores

may be waived if the applicant has been a long-term resident of the United States or of another English-speaking country and demonstrates fluency in reading, writing, listening and speaking in English.

Applications accompanied by appropriate fees, official transcripts, and required test scores (if any) must be submitted to the Office of Admissions. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, the Office of Admissions will forward each student's admission packet to the dean, department chair or designee for consideration.

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Admissions are undertaken by individual graduate programs, subject to review by the Graduate School. Each graduate program has individual admission standards and document requirements. Additional information such as ~~writing samples~~, goal statements, letters of recommendation, research proposals, writing samples, and/or personal interviews may be required by specific programs. When required, these materials must be submitted directly to the department chair or designee. At the time of admission, students will be assigned an advisor (see Graduate Advisor). All admitted graduate students are expected to attend a formal orientation before the beginning of their first semester of study.

Deadlines for submission of materials vary by program. Please note that, for programs with rolling (ongoing) admissions, in order to ensure consideration for all financial aid opportunities, it is strongly recommended that eligible students submit:

- For fall admission: all required application forms no later than June 15, and all other required application materials by August 1;
- For spring admission: all required application forms no later than November 1, and all other required application materials by December 1.

No more than 9 credits may be completed in the student's graduate program before program admission. See individual program listings for further details.

International Graduate Students

Office of Admissions

www.uaa.alaska.edu/iss
(907) 786-1573

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (Test of English as a Foreign Language) (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.
2. A notarized affidavit of financial support from the student or the student's financial sponsor and documentation of financial resources to cover one full academic year of study.
3. A completed Admissions Agreement for Prospective F-1 Students.
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an international credential evaluation from a recommended agency stating that they have earned the equivalent of a U.S. baccalaureate degree. A list of approved international credential evaluation services can be found on the International Student Services web site at www.uaa.alaska.edu/iss. Additional fees will apply to be paid to the evaluating agency, which will require a second official, sealed transcript from the issuing institution.
5. Students transferring from other institutions in the United States must also complete and submit the F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services web site at www.uaa.alaska.edu/iss for details and forms.

Western Regional Graduate Programs

Students from Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming may be eligible for resident tuition through the Western Regional Graduate Program

(WRGP). This program is for students doing graduate work in Clinical-Community Psychology, Early Childhood Special Education, Global Supply Chain Management, Nursing Science, and Social Work. For more information, visit the Graduate School website at www.uaa.alaska.edu/gradschool.

Application and Admission Status for Graduate Degree-Seeking Students: Terms and Definitions

Application Status

Incomplete Application

An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application

A pending application has met university requirements and is awaiting departmental recommendation for admission.

Postponed Application

Students may postpone their applications to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

Withdrawal Before Admission

Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed may be withdrawn by the university. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

Admission Status

Complete Admission

All required documents have been received and all admission standards met.

Incomplete Admission

Students who expect to receive their baccalaureate degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

Provisional Admission

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate degree-seeking status.

Postponed Admission

Students may postpone their admission to a future semester by notifying the graduate program and the Office of Admissions prior to the end of the semester for which they originally applied.

Withdrawn After Admission

Admission may be withdrawn when students do not attend classes during, or have not postponed their admission by, the end of their admission semester. Students whose admissions have been withdrawn must apply for re-admission if they later choose to attend UAA.

Related Graduate Degree Policies

Transfer Credits

Up to 9 semester credits not used toward any other degree (graduate or undergraduate) may be transferred to UAA from an accredited institution and counted toward a master's degree. Acceptance of transfer credit toward program requirements is at the discretion of the individual program faculty. The Graduate School Dean or designee may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy graduate program requirements, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into the program.

Coursework used to obtain a graduate certificate or a master's degree at another institution may be used to satisfy requirements for a graduate degree at UAA if accepted as part of the official Graduate Studies Plan. Transfer credits are permitted as long as they have not been used as part of a prior degree.

General Transfer Credit from Other Institutions

Up to 9 semester credits not used toward any undergraduate other degree (graduate or undergraduate) may be transferred to UAA

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from an accredited institution and counted toward a graduate degree . Up to 9 credits may also be transferred in the case of a second master's degree or doctoral degree. Acceptance of transfer credit toward graduate program requirements is at the discretion of the individual program faculty or college dean or their designee.

Additional additional

Resident Credit

Resident credit at UAA is defined as credit earned in formal classroom instruction, correspondence study, distance-delivered courses, directed study, independent study or research through any unit of UAA. Credit from a regionally-accredited domestic institution or equivalent institution for which there is an approved affiliation or exchange agreement is also considered resident credit.

If a program is delivered collaboratively with UAF or UAS, collaborative program credit from each participating institution is counted towards fulfillment of residency requirements.

Change of Major or Emphasis Area

Students who wish to change majors or emphasis areas within the same degree and school or college should submit a Graduate Change of Major or Emphasis Area Form to the Graduate School for approval. Students will be expected to meet all admission and program requirements of their new major or emphasis area, and must submit a revised official Graduate Studies Plan to the Graduate School through their advisor/committee within one semester.

Change of Degree

Graduate students who wish to change degree programs must ~~formally~~ apply for admission to the new program through the Office of Admissions and pay the appropriate fee. This applies both to changes between schools/colleges and to different degrees within the same school or college (such as a change from the MFA in Creative Writing to the MA in English). However, this policy does not apply to changes between certificate and degree programs within a given field (such as from an Educational Leadership graduate certificate to M.Ed.). Students will be expected to meet all admission and program requirements of the new major or emphasis area.

Concurrent Degrees

Students may pursue concurrent degrees as long as they have formally applied and been accepted to each program through the Office of Admissions.

Students may be admitted to or complete graduate certificate requirements as they pursue a master's degree. Coursework used to obtain a graduate certificate, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a master's or doctoral degree.

Additional Master's Degrees

Students who have received a master's degree or doctoral degree from a regionally accredited college or university may earn a UAA master's degree by completing a minimum of 30 credits, of which 21 must be resident credits not used for any other previous degree. The student must meet all the University Requirements for Master's Degrees, school or college requirements, and program requirements. Students may apply petition the Graduate School (via their departments/programs) to have up to 920 percent of the minimum number of credits required for a particular master's degree program accepted from a previously earned master's program. For example, up to 6 graduate credits may be transferred for a 30-credit master's degree, while up to 9 graduate credits may be transferred for a 45-credit master's degree. These courses should be listed as "transfer courses" on the student's GSP, even if taken at UAA. Fulfilling all university, college and program requirements may require more than the minimum 21 credits beyond the previous graduate degree. Transferred credit may not include research, project, or thesis credit. All other UAA policies governing master's degrees are applicable to second master's degrees. If the appropriate 21 additional credits and other requirements have been earned for each additional degree, two or more degrees may be awarded simultaneously.

Formal Acceptance to Graduate Degree Programs

Once all required admission documents have been received by the Office of Admissions, the student's admission packet is forwarded to the chair or designee of the specific program college dean or designee. The acceptance decision is made by the chair dean or designee, subject to review by the Graduate School. The Graduate School then ~~The Graduate School then who~~ informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy).

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Non-Degree-Seeking Students

Non-degree-seeking students who wish to register for graduate courses must have the department chair's or faculty member's approval. Registration as a non-degree-seeking student implies no commitment by the university to the student's later admission to a degree program. Up to 9 semester credits of graduate-level coursework may be completed in the student's graduate program before program admission. Non-degree-seeking students do not qualify for federal or state financial aid benefits nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status. (See Chapter 7, Academic Standards and Regulations, for further information.)

Full-Time/Part-Time Status for Graduate Degree Programs

A student who has been admitted to a UAA graduate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400-level will also count toward full-time status only if they are listed on the approved Graduate Studies Plan. A graduate student enrolled at UAA for fewer than 9 credits is classified as part-time.

Audited courses, continuing education units (CEUs), and continuous registration are not included in the computation of the student's full-time or part-time status.

Graduate Assistantships

Graduate Assistantships give students financial aid as well as opportunities to acquire valuable experience. They fall under 3 categories: teaching assistantships, research assistantships, and service assistantships. Teaching assistantships involve academic instruction or instructional support activities under the supervision of a faculty member. Research assistantships involve research or research support activities under the supervision of a faculty member. Service assistantships involve service activities such as office duties, library services, residence hall duties, or other academic or professional assignments. A student may hold two graduate assistantships for which the terms of appointment overlap, only if each of the assistantships is half-time (no more than 10 hours) during the period of overlap. Teaching and service assistants should have FERPA training, and research assistants should have training in responsible conduct of research.

Graduate Assistantships are available through the programs offering graduate degrees. These programs may set policies governing required duties for these assistantships, and may require organizational meetings prior to the beginning of the semester. Fellowships or scholarships may also be granted by graduate programs; these may be governed by specific program rules or policies, including tuition awards.

To be awarded graduate assistantships, all students must be in good academic standing, as reflected by an Annual Report of Student Progress on file with the Graduate School (if they are beyond their second semester of study). Incomplete ("I") grades may affect the ability of students to receive tuition awards associated with graduate assistantships. A graduate student with a GPA less than 3.0 for one semester will be allowed to petition to continue as a graduate assistant for the next semester. A maximum one semester exception will be allowed per student. The petition by the student must be approved by the student's graduate committee chair, department head, and school/college dean, and Graduate School.

Graduate assistants receive stipends for either a semester or for the academic year. Graduate assistants can be paid for a maximum of 20 hours per week while school is in session. Students with assistantships must be registered for at least 9 credits during the fall and spring semesters or as attendance is appropriate to their program (audited credits are not eligible). This requirement does not apply to graduate students undertaking fieldwork during the summer semester. Graduate students spending significant time in the field during the fall or spring semester on a research assistantship (see below) are only required to enroll in 6 credits. For UAA graduate students in collaborative/cooperative graduate programs with other units of the University of Alaska System, payment of tuition awards may be governed by specific Memoranda of Agreement. Tuition payments may be used for tuition only. All fees are the responsibility of the student unless the department or grant makes other arrangements with the UAA Business Office prior to registration.

GC graduate assistants receive a health insurance benefit paid on their behalf. Graduate students must come to the Office of the Graduate School each semester and show a copy of their contract letter to complete the health insurance enrollment process.

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Students who expect to have teaching, service, or research assistantships during an upcoming academic year may have health insurance paid by the relevant department, school, or college for the preceding summer period.

Teaching or service assistantships include a tuition payment by the university for no more than 9 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week. Graduate programs should provide prospective teaching assistants with notification of positions no later than April 15th of the spring semester (for Fall positions) or December 1st (for Spring positions). Students are under no obligation to respond to such offers prior to April 15th, but any acceptance of a position after this time commits the student not to accept another offer without first obtaining a written release from the UAA Graduate School.

Research assistantships include a tuition payment by grants/contracts for no more than 10⁹ credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week.

Tuition payments may be used for tuition only. All fees are the responsibility of the student unless the department or grant makes other arrangements with the UAA Business Office prior to registration.

A graduate student with a GPA less than 3.0 for one semester will be allowed to petition to continue as a graduate assistant for the next semester. A maximum one semester exception will be allowed per student. The petition by the student must be approved by the student's graduate committee chair, department head and dean.

be in good academic standing, as reflected by()

Catalog Year for Graduate Degree Programs

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate degree program, or the catalog in effect at the time of graduation. If the requirements for a Master's degree as specified in the entry-level catalog are not met within seven years after formal acceptance into the program, or if the requirements for a doctoral degree as specified in the entry-level catalog are not met within 10 years after formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward a the mMaster's degree, including transfer credit, must be earned within the consecutive seven-year period prior to graduation. All credits counted toward a doctoral degree, including transfer credit, must be earned within the consecutive ten-year period prior to graduation.

Continuous Registration

Continuous registration is expected every semester as appropriate for the program, from admission through graduation, until all requirements for the degree are completed.

To make continuous progress in their graduate program, students have the following options:

- Registering for at least one graduate-level credit applicable to their graduate degree, or
- Paying the continuous registration fee to remain active in the graduate program although not registered in any courses.
- Adhere to the continuous registration policy established by the specific college, school or department. See your program advisor for details.

Students are also expected to register or pay the continuous registration fee for the summer if they use university facilities or consult with faculty during the summer. Please contact the individual graduate programs may also have specific for departmental policies or y/requirements concerning continuous registration. The continuous registration deadline fee may be paid during each semester's late registration period is the same as the deadline for registration for thesis research, independent research, and independent study courses, i.e., the end of the 9th week of the semester-. Failure to undertake continuous registration may result in previously deferred (DF) grades taken for thesis research becoming permanent grades. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence policy) may be removed from master's degree-seeking status or placed on academic probation (see Probation policy-) or, in some cases, removed from graduate degree-seeking status.

Leave of Absence

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are

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instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status by the Graduate School. Inactive status does not negate the policy which requires that all credits counted toward ~~a the~~ Master's degree, including transfer credits, be earned within a consecutive ~~7~~-year period prior to graduation, and for all credits counted toward a doctoral degree, including transfer credits, be earned within a consecutive ten-year period prior to graduation. Official Leaves of Absence are granted by the Graduate School, and are normally limited to personal reasons that require suspension of studies. Students on an official Leave of Absence do not have access to the use of university facilities. Students who fail to make continuous progress (see Continuous Registration) or to obtain an approved Lleave of Aabsence may be removed from mMaster's degree-seeking status.

Academic Standing for Students

Good Standing

Graduate students are in good standing when they have a UAA cumulative GPA of 3.00 or higher and a semester GPA of 3.00 or higher for the most recently completed semester. For those programs with a Pass/No Pass grading option, a grade of P (pass) is considered equivalent to a grade of B (3.00) or higher in graduate courses. Individual departments may establish additional criteria for good standing. Students are presumed to be in good standing during their first semester at UAA. Graduate students in their second year of study and beyond must also have an Annual Progress Report on file with the Graduate School to be considered in good standing. Students in good standing are academically eligible to re-enroll at UAA.

Academic Action

Admitted graduate certificate and ~~master's~~ degree-seeking students who fail to earn a UAA semester and/or cumulative GPA of 3.00 will be subject to academic action. Academic action may result in probation, continuing probation, or loss of graduate certificate or degree-seeking status. Individual departments may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.

Academic Probation

Academic probation is the status assigned to those students not in good academic standing, i.e., whose semester and cumulative GPA falls below 3.00. It also applies to students who fail to undertake continuous registration or fail to make progress toward a graduate degree as indicated by the Annual Report of Graduate Student Progress.

Continuing -Probation

Continuing -Probation is the status assigned to those students who begin a semester on probation and during that semester earn a semester GPA of 3.00 or higher without raising their cumulative GPA to 3.00. This status may be continued until the student raises their cumulative GPA to 3.00 or loses their graduate certificate or degree-seeking status.

Academic Disqualification

Academic Disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 3.00, fail to undertake continuous registration, or fail to make progress toward a graduate certificate or degree. Those students' admission status will be changed to non-degree-seeking. Students who have lost graduate certificate or degree-seeking status may continue to attend UAA as non-degree-seeking students. However, those students do not qualify for financial aid and international students will lose their immigration status. Students must apply for reinstatement to UAA (see Reinstatement policy below).

Removal from Graduate Degree-Seeking Status

A graduate student's academic status may be changed to non-degree-seeking if the requirements to remove provisional admission or probation are not satisfied, or if minimum academic standards are not met. In some cases, students may be removed from graduate degree-seeking status without having first been placed on probation (see Non-Degree-Seeking Students).

Academic Appeals

Students have the right to appeal academic actions (See Academic Dispute Resolution Procedures in the current UAA Fact Finder/Student Handbook for information).

Reinstatement to Graduate Degree-Seeking Status

Graduate students who have been removed from graduate degree-seeking status for failure to undertake continuous registration or failure to make continuous progress toward a graduate degree as indicated by the Annual Report of Graduate Student Progress must re-apply for graduate study and pay the appropriate fee failing to meet academic standards may apply for reinstatement to a graduate program after one calendar year from the semester in which they were removed from master's degree-seeking status.

When re-applying for graduate studies, it is the student's responsibility to demonstrate ability to succeed in the graduate program. Readmission may be conditional on maintaining minimum academic standards within the first semester of study.

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Graduate students who have been removed from graduate degree-seeking status for failure to undertake continuous registration or failure to not making continuous progress toward a graduate degree as indicated by the Annual Report of Graduate Student Progress (see Continuous Registration) must re-apply for graduate study and pay the appropriate fee.

Academic Appeals

Students have the right to appeal academic actions (See Academic Dispute Resolution Procedures in the current UAA Fact Finder/Student Handbook).

Graduate Advisor

The department Chair or designee of the school or college offering the graduate program, with the approval of the Graduate School, appoints a graduate advisor for each student accepted into a graduate program. The graduate advisor and the departmental chair will normally be from the same program unless prior approval has been made by the Graduate School. Assigned advisors must have training in the Family Educational Rights and Privacy Act (FERPA).

Graduate Studies Committee

For graduate programs with a thesis, independent scholarship or research project, the advisor and the student select a graduate studies committee as part of the process to complete the requirements of the graduate degree. Depending on the graduate degree, the committee typically consists of three or four UAA faculty members, including the committee chair, who shall normally be a full-time faculty member. Committee members and chairs whose status has changed to emeritus faculty may continue to serve on the committee. One faculty committee member may be from a discipline outside the student's school or college or UAA. Committee members who are not UAA faculty, but have the appropriate professional credentials, may be included with the approval of the dean of the Graduate School, the college dean, the graduate advisor, and the student. The committee members must agree to serve and the committee must be approved by the dean of the Graduate School and the college dean. For doctoral degrees, an additional outside examiner is required to attend and evaluate the dissertation defense. Graduate committees should be selected by the end of the first semester of study, and should be listed on the initial Graduate Studies Plan (see below). Graduate committees should plan to meet at least twice during the academic year.

Responsibilities of Graduate Advisor/Committee

The division of responsibility between the graduate advisor and/or graduate committee is determined at the program level. The graduate advisor and/or graduate committee will do the following:

1. Review and approve the graduate student's program, ensuring that it includes: University Requirements for Graduate Degrees; all courses required for the degree; research culminating in a thesis, independent scholarship or project, if required; a written or oral comprehensive examination; independent scholarship evaluation; thesis/project defense; any special program requirements; and arrangements to remove any deficiencies in the student's academic background.
2. Monitor the student's progress, including grades, and timely completion of all requirements (see Continuous Registration, and) including timely submission of Annual Reports of Student Progress to the Graduate School.
3. Review and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.
4. Review and approve any changes to the student's program of study.
5. Review and approve the thesis, independent scholarship, or research project, including initial proposals, according to procedures established by the individual graduate program. The graduate advisor and committee are responsible for insuring that thesis content, language, and formatting follow the requirements in the UAA Thesis Formatting Handbook (see www.uaa.alaska.edu/graduate_school) as well as the style manual appropriate to the particular discipline. Thesis format must meet the requirements as established by the Graduate School.
5. Review and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.
6. Administer and assess the qualifying comprehensive examination, independent scholarship evaluation, or thesis/project defense.

Official Graduate Studies Plan

The official Graduate Studies Plan (GSP) formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive a the graduate degree. The plan is based upon the catalog requirements for the graduate

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degree program to which the student has been accepted. All graduate courses and leveling courses taken must be listed on the GSP. An initial GSP The plan, including information on the student's advisor and graduate committee, should be submitted by the end of the first semester/year of study. The plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on their official Graduate Studies Plan, as well as all University Requirements for Graduate Degrees. Any revised GSP sion to the plan will need to be submitted to the Graduate School through the graduate advisor/committee. A final GSP must be submitted at the time of application for graduation (see below). Courses listed on the final GSP reflect catalog requirements in effect at the time a student is accepted into the program, or at the time of graduation.

University Requirements for Graduate Degrees

To complete a graduate degree, a student must complete the University Requirements for Graduate Degrees, school or college requirements, and program requirements. A graduate student's program is based upon the catalog requirements for the relevant graduate degree which are in effect at the time the student is accepted. University requirements for all graduate degrees are as follows:

1. A student must be admitted to the degree program and establish an approved Graduate Studies Plan.
2. No more than 9 credits may be completed in the student's graduate program before program admission, unless a student wishes to apply credits from a previous graduate certificate in the same or closely related subject area. See individual program listings for further details.
3. For a Master's degree, the student must complete at least 30 approved semester credits beyond the baccalaureate degree for a Master's degree, and must complete at least three years of post-baccalaureate study for a doctoral degree . For a Master's degree, individual programs may place limits on the number of a At least 24 credits in each graduate degree must consist of courses other than derived from thesis, individual research, and/or independent scholarship (independent study courses) and/or a research project. No more than 45 credits may be required by any master's degree program, unless specifically approved by the University Board of Regents. The actual number of credits required for each graduate degree program, including prerequisites for required courses, are specified in the current course catalog. While no minimum or maximum credits are specified for doctoral programs, a student is expected to be affiliated with the university for at least two years. On approval by the dean of the Graduate School and college dean, an official Graduate Study Plan may stipulate other course credit requirements, including leveling courses.
4. Up to 9 semester credits not used toward any other degree (graduate or undergraduate) may be transferred to UAA from an accredited institution and counted toward a graduate Master's degree. In the case of a second master's degree, up to 9 credits may be transferred from a previous master's degree. Acceptance of transfer credit toward program requirements is at the discretion of the individual programs faculty.
- ~~5. The Graduate School Dean or designee may allow additional credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy graduate program requirements, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into the program.~~
- ~~6. Only 400- and 600-level courses approved by the graduate student's graduate advisor, dean or designee, and graduate studies committee, may be counted toward graduate program requirements.~~
Courses at the 500-level are for professional development and are not applicable toward any degree.
- ~~7. A cumulative GPA of at least 3.00 must be earned in courses identified in the official Graduate Study Plan.~~
- ~~8. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate program. At least 21 credits must be taken at the graduate-level (600) for any master's degree, including thesis, independent scholarship or research credits. For performance comparison only, in 600-level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.~~
- ~~9. Courses taken as credit by examination, or graded credit/no credit (CR/NC) do not count toward graduate program requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor/committee to waive certain courses in an established program, as long as the total credits in the program remain the same.~~
- ~~10. All credits counted toward the degree, including transfer credits, must be earned within the consecutive 7-year period for a Master's degree or the consecutive ten-year period for a doctoral degree prior to graduation. If these requirements are not met for a Master's degree as specified in the entry year catalog are not met within seven years of formal acceptance into the program, admission expires and the student must reapply for admission and must meet the admission and graduation requirements in effect at the time of readmission or graduation.~~
- ~~11. All credits counted toward the degree, including transfer credits, must be earned within the consecutive seven-year period for a Master's degree prior to graduation.~~
- ~~12. Students must be continuously registered throughout their graduate program (see Continuous Registration).~~

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113. The student must complete all requirements established by the program and must pass a written or oral comprehensive examination, an evaluation of independent scholarship, project or thesis defense, or similar evaluation as established by the program. The evaluation, examination or defense must be approved by all graduate committee members as passing the requirement.
124. When an oral comprehensive examination, project or thesis defense, or evaluation of independent scholarship is required, the student may select an outside reviewer approved by the dean of the Graduate School and college dean to participate in the evaluation. An outside examiner is required for a doctoral defense. Typically, the outside ~~examin~~reviewer is a faculty member from another department in the university, or other qualified individual in the area in which the student is seeking a degree.
135. All theses must have final approval by the Dean of the Graduate School ~~and must meet formatting requirements as established by the Graduate School.~~

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Examinations (Requirement Determined by Program)

Qualifying Examinations

Some graduate degree programs require the student to complete a written and/or qualifying examination before advancement to candidacy. This examination is an interim evaluation of academic progress; the student may pass unconditionally or conditionally. A conditional pass indicates specific weaknesses that the student must remedy before degree requirements are completed. The Annual Report of Graduate Student Progress and Advancement to Candidacy forms should indicate mechanisms for addressing these weaknesses.

Comprehensive Examinations

Some graduate programs require that students pass a ~~the comprehensive examination is an examination, given to determine whether a graduate student has integrated knowledge and understanding of the principles and concepts underlying major and related fields, in order to achieve advancement to candidacy. For master's degrees, the graduate student's advisory committee may choose to give a written and/or comprehensive examination prior to advancement to candidacy. For doctoral degrees, written comprehensive examinations are normally required, although the student's committee may additionally choose to give an oral examination.~~

Defense of Project

Graduate students who are required to complete a project in fulfillment of degree requirements may be required to pass an oral defense of the project. The defense will consist of a presentation followed by questions on the research, analysis, and written project presentation. All committee members must be present at the project defense.

Defense of Thesis

Graduate students who are required to complete a thesis in partial fulfillment of degree requirements must pass an oral defense of the thesis. The defense will consist of a presentation followed by questions on the research, analysis, and written thesis presentation. The Graduate School will not accept a thesis for final submission until the student has successfully defended it. All committee members normally must be present for the defense of thesis, either physically present or through electronic media.

Examination Committee

In most cases, the student's graduate advisory committee prepares and gives the examinations under guidelines formulated by the program ~~faculty of the department~~ in which the degree is being taken.

Outside Examiner (for Doctoral Defense)

An outside examiner representing and appointed by the dean of the Graduate School is required at all doctoral defenses. The examiner must be from a different department than the student and the chair of the advisory committee. The outside examiner is present to determine that a stringent, unbiased examination is fairly administered and evaluated.

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Advancement to Candidacy (Requirement Determined by Program)

Some ~~master's graduate~~ programs and all doctoral programs require students to apply for Advancement to Candidacy.

Advancement to candidacy status is a prerequisite to graduation and is determined by the program chair or designee. Candidacy is the point in a graduate study program at which the student has demonstrated an ability to master the subject matter and has progressed to the level at which a graduate studies plan can be approved.

To be approved for candidacy a student must:

1. Be in good academic standing ~~as defined in the good-standing policy.~~

2. Demonstrate competence in the methods and techniques of the discipline, which may include passing a comprehensive examination.
3. Receive approval of the independent scholarship, thesis or research project proposal from the student's Graduate –Committee.
4. Satisfy all prerequisites and remove all academic deficiencies; s.
~~Satisfy all terms of a provisional admission.~~
4.
5. Submit an approved, final official Graduate Studies Plan.

Thesis Review

Before final acceptance, all members of a student's graduate committee, department/program chair, school/college dean, and the Graduate School dean must approve a thesis as required by the student's graduate program. Changes or corrections to the thesis may be required at any of these levels. The graduate committee is primarily responsible for thesis evaluation, but the department chair and school/college dean may also conduct reviews to monitor the quality of theses and check for any overlooked errors. The Graduate School always checks that format and style conform to UAA standards, and the Graduate School dean also reviews selected theses in some detail, and does not given final approval until all required corrections are made.

Application for Graduation

Graduate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar. Current A Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation.

Students who apply for graduation but do not complete degree requirements by the end of the semester must re-apply for graduation. However, if a student is within 6 credits of graduating, their application will be automatically rolled to the next semester, including summers. (This is a one-time courtesy.) The application fee must be paid with each new Application for Graduation.

Please see the UAA Office of the Registrar website at www.uaa.alaska.edu/records/ for current information regarding graduation and the posting of degrees.

Diplomas and Commencement

UAA issues diplomas to graduates throughout the yearee times a year: in May, August, and January. All students who complete degree requirements during the academic year are invited to participate in the annual commencement ceremony in May.

In order to participate in the graduate Hooding Ceremony, a student must have essentially completed all degree requirements by doing the following:

1. Successfully completed all required coursework, examinations, and thesis/project defense prior to commencement; and
2. Submitted to the Graduate School, by April 15th, a memorandum signed by the student and the graduate advisor certifying that any required revisions to the thesis can be completed and final copies submitted to the Graduate School by July 10th of the same year. For a project, the student must make a commitment to complete the project by July 31st of the same year.

Interdisciplinary Studies Degree

A student who has received a baccalaureate degree from a regionally accredited institution and whose credentials indicate the ability to pursue graduate work may develop an Interdisciplinary Studies major. The proposed program must differ significantly from and may not substitute for an existing UAA graduate degree program. The student may select no more than one half of the program credits from one existing graduate degree program, and courses must come from two or more disciplines (i.e., subjects). In addition to the University Requirements for Graduate Degrees listed above, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (Interdisciplinary Studies Major) with the appropriate fee to the Office of Admissions. These applications will be reviewed by the Graduate School for determination of acceptance to graduate study.

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2. The student invites a faculty member to chair their graduate studies committee and to serve as the student's graduate advisor. The chair shall normally be a full-time faculty member. The chair must agree to serve and must be approved by the appropriate dean(s) or designee(s).
3. The student proposes a graduate studies committee of at least three (four for a doctoral committee) faculty members (including the chair) from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of 9 credits or more. The committee members must agree to serve and be approved by the Graduate School dean or designee.
4. The student develops a proposed interdisciplinary Graduate Studies Plan specifying the degree (MA/MS) and title or concentration. In developing this proposal, the student should review all graduate degree policies and procedures. To receive an interdisciplinary studies master's degree from UAA, the student must incorporate into his or her proposal all University Requirements for Graduate Degrees and any school or college requirements applicable. Of the minimum 30 credits required for the mMaster's degree, a minimum of 21 credits must be drawn from existing 600-level courses. Additional coursework may be required by the committee, including remedial courses that are not on the Graduate Studies Plan. The graduate committee may also require a mMaster's thesis or research project, ~~reflecting no more than 9 academic credits.~~
5. The student presents the proposed Graduate Studies Plan to the committee and chair for preliminary review and approval. The committee and chair support the Graduate Studies Plan, it will be forwarded to the Graduate School dean or designee for approval in consultation with affected graduate programs.
6. Students work with their advisors and graduate committees to ensure that satisfactory progress is made toward completing degree requirements. Students are expected to be continuously registered throughout their graduate program (see Continuous Registration).
7. The student must complete all requirements established in the official Interdisciplinary Graduate Studies Plan, and must pass a written and/or oral comprehensive examination, an evaluation of independent scholarship, and/or a project or thesis defense or similar final evaluation as established by the program. The examination, evaluation, or defense must be approved by all graduate committee members as passing the requirement and by the dean of the Graduate School or designee. All theses and projects must have final approval by the Dean of the Graduate School or their designee.
8. When an oral comprehensive examination, evaluation of independent scholarship, or project or thesis defense is required, the student may select an outside reviewer approved by the dean of the Graduate School or designee to participate and ensure that the evaluation, examination, or defense is fair and appropriate. Typically, the outside reviewer is a faculty member from another department in the university, or other qualified individual in the area in which the student is seeking a degree.
9. During the semester of the project or thesis defense or similar final evaluation, the student must apply for graduation in a timely fashion. The diploma will indicate that it is an interdisciplinary degree, as well as the applicable subjects/concentration.

~~10. All theses and projects must meet formatting requirements as established by the Graduate School.~~

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Cooperative Doctoral Programs

University of Alaska Fairbanks (UAF)

Students may use specific courses from other University of Alaska campuses to satisfy requirements of cooperative graduate programs offered by UAF. The cooperative program must include an approved UAF Graduate Studies Plan (GSP). The student must complete a minimum of 12 semester resident credits at UAF.

The following guidelines are for collaborative Ph.D. programs offered by UAF, where students are enrolled at other UA campuses. Some individual degree programs have different requirements which are included in specific program descriptions in the graduate degree program section of the UAF catalog. The guidelines described here apply only to programs that have not established different requirements.

1. At least four faculty members shall serve on the graduate advisory committee for each Ph.D. student. At least two committee members shall be UAF faculty. When the student is enrolled at UAA the committee shall be chaired or co-chaired by a UAA faculty member.
2. The graduate advisory committee and its chair and/or co-chairs must be approved by the UAF program director and the dean of the UAF Graduate School.
3. UAF rules and regulations on graduate studies shall apply to all UAF graduate students, including those concurrently enrolled at UAA

4. The graduate advisory committee must meet at least once a year to update the Graduate Studies Plan and to review the student's progress toward the degree. The annual progress report must be signed by all committee members and submitted to the dean of the UAF Graduate School.

5. The student's advisory committee will administer the Ph.D. comprehensive exam for each student.

6. The Ph.D. thesis defense is conducted on the student's home campus and can be done via distance technologies.

Creighton University-UAA Occupational Therapy Program

The Creighton University (CU)-UAA Occupational Therapy program is a hybrid format professional program that leads to the Occupational Therapy Doctorate (OTD). Students take classes in both a traditional and distance format with labs being held on the UAA campus.

Up to 10 students per year are accepted to this three and a half year, full-time program. To be eligible for the program, applicants must have a bachelor's degree and meet the required prerequisites. After successful completion of the program students are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination, and to apply for licensure.

Creighton University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), Inc.

For information on prerequisites, curriculum, and application procedures, please visit <http://chsw.uaa.alaska.edu/otd>.

Creighton University-UAA Pharmacy Program

The Creighton University (CU)-UAA Pharmacy program is an ~~an~~ mostly online professional program leading to the Doctorate in Pharmacy (PharmD) degree. The Creighton distance pathway allows students to take didactic coursework using the latest in distance education technology, from wherever they live. Interactions with faculty and mentors occur via conferencing software, discussion boards, Internet chat rooms, e-mail, telephone, and other methods. Students will complete two weeks of intensive labs in Omaha for each of three summers during the program. Clinical ~~rotations~~ experiences may be arranged within Alaska.

The Creighton PharmD program is an established distance program that admits 75 students per year. An Alaska admission cohort is being added with up to five slots. To be eligible for the program, applicants must complete 90 credits of pre-requisites.

Creighton University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is located. The Pharmacy program, accredited by the Accreditation Council on Pharmacy Education (ACPE), is a member of the American Association of Colleges of Pharmacy.

For information on prerequisites, curriculum, and application procedures, please consult with Creighton University: website http://spahp2.creighton.edu/admission/Pharmacy/Pharmacy_UAA.htm, phone number 402-280-2662; or contact the UAA Pharmacy Technology department at 786-4495, email afdas@uaa.alaska.edu.

University of Washington School of Medicine WWAMI School of Medical Education Biomedical Program

*Engineering Building (ENGR), Room 331, (907) 786-4789
<http://biomed.uaa.alaska.edu>*

Each year, 20 certified Alaska residents begin their medical education in a collaborative medical school that operates among the campuses of five northwestern states: Washington, Wyoming, Alaska, Montana and Idaho (WWAMI). First-year classes for Alaskans are held at the University of Alaska Anchorage. Second-year students from all five states attend classes at the University of Washington in Seattle. The six-week blocks of clinical experiences, called clerkships, that occupy the third and fourth years can be taken in any of the five states, and an Alaska Track allows nearly all of these to be completed in Alaska.

Eligibility

Alaskan residents are eligible to apply for admission. Detailed eligibility information is available at http://biomed.uaa.alaska.edu/ak_wwami_eligibility.html. Applicants must meet common requirements established by the institutions in the five WWAMI states. These requirements include prerequisites in biology, chemistry and physics and submission of scores from the Medical College Admission Test (MCAT). Program details can be found at www.uwmedicine.org or by contacting the WWAMI office using the contact information provided below.

Admissions

Applications are accepted through the American Medical College Application Service (AMCAS). WWAMI applications are submitted to the University of Washington School of Medicine (UWSOM). All applications received by UWSOM from Alaskan residents will be considered for the WWAMI Program in Alaska. Complete application information, including details about the selection procedure can be found at www.uwmedicine.org or by contacting the WWAMI office using the contact information provided below.

For more information concerning WWAMI or the biomedical curriculum at UAA, contact the WWAMI Biomedical Office at 786-4789, visit <http://biomed.uaa.alaska.edu> or visit Engineering Building (ENGR) 331.

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Graduate Certificates

A graduate-level certificate program is a coherent sequence of related graduate courses. These programs are designed to provide graduate education past the baccalaureate level and/or to enhance the education of students who have already completed a master's degree. Students will complete a linked series of courses, which may include a capstone experience or project that focuses their intellectual experience. Upon completion of a certificate, students will have acquired an area of specialization or an interdisciplinary perspective. Further, success in a graduate-level certificate program should prepare students to better accomplish the goals of their discipline.

Admissions

(907) 786-1480

www.uaa.alaska.edu/admissions

All students intending to register for one or more courses must apply for admission. Applications for admission are available from the Enrollment Management One-Stop or online via www.uaa.alaska.edu/admissions.

Admission Requirements for Graduate Certificates

To qualify for admission to graduate certificate programs, a student must have earned a baccalaureate or ~~m~~master's degree from a regionally accredited institution in the ~~United~~ States or a foreign equivalent. Students who expect to receive their baccalaureate or ~~M~~master's degree within two semesters may also apply for graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate or ~~m~~master's degree and whose credentials indicate their ability to pursue graduate work. In general, applicants must either have a cumulative GPA of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate certificate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate and/or graduate degrees and any transcripts reflecting graduate-level courses. ~~Transcripts are to be requested by the student and must be submitted in an officially sealed envelope.~~ (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual programs may also require additional transcripts and/or specific entrance examinations such as the GRE or the Miller Analogies Test. See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the ~~United~~ States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation

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service. A list of evaluation services may be obtained from the Office of Admissions. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

Applicants whose native language is not English or whose baccalaureate degree was conferred by an institution where English was not the language of instruction must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the ~~United States or of another English-speaking country and~~ demonstrates fluency in reading, writing and speaking in English.

Applications, official transcripts, and required test scores (if any) must be submitted to the Office of Admissions. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, the Office of Admissions will forward each student's admission packet to the ~~clean~~ department chair or designee for consideration.

Each graduate certificate program has individual admission standards and document requirements. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Additional information such as ~~writing samples~~, goal statements, letters of recommendation, research proposals, ~~writing samples~~, and/or ~~personal~~ interviews may be required by specific programs. When required, these materials must be submitted directly to the department chair or designee.

Deadlines for submission of materials vary by program. No more than one-third of the credits may be completed in the student's certificate program before application for admission. See individual program listings for ~~additional~~ information.

International Graduate Certificate Students

Office of Admissions

<http://www.uaa.alaska.edu/iss>
(907) 786-1573

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (Test of English as a Foreign Language) (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.
2. A notarized affidavit of financial support from the student or the student's financial sponsor and documentation of financial resources to cover one full academic year of study.
3. A completed Admissions Agreement for Prospective F-1 Students.
4. ~~(For s~~Students who earned their baccalaureate degree outside the ~~United States~~ or Canada) ~~A~~ must submit an international credential evaluation from a recommended agency stating that they have earned the equivalent of a U.S. baccalaureate degree. A list of approved international credential evaluation services can be found on the International Student Services web site at www.uaa.alaska.edu/iss. ~~Additional fees will apply to be paid to the evaluating agency, which will require a second official, sealed transcript from the issuing institution.~~
5. ~~(For s~~Students transferring from other institutions in the ~~United S~~) ~~A~~nates must also complete and submit the F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services web-site at www.uaa.alaska.edu/iss for details and forms.

Application and Admission Status for Graduate Certificate-Seeking Students: Terms and Definitions

Application Status

Incomplete Application

An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application

A pending application has met university requirements and is awaiting departmental recommendation for admission.

Postponed Application

Students may postpone their applications to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

Withdrawn Before Admission

Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed will be withdrawn. Students whose applications have been withdrawn must re-apply for admission if they later choose to attend UAA.

Admission Status

Complete Admission

All required documents have been received and all admission standards met.

Incomplete Admission

Students who expect to receive their baccalaureate or master's degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate or ~~m~~master's degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to ~~A~~advancement to ~~C~~candidacy.

Provisional Admission

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the ~~chair~~dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate certificate-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

Postponed Admission

Students may postpone their admission to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

Withdrawn After Admission

Admission will be withdrawn when students do not attend classes during or postpone their admission ~~before~~ the end of their admission semester. Students whose admissions have been withdrawn must ~~re~~apply for ~~subsequent~~ admission ~~if they later~~ ~~choose~~ to ~~attend~~ UAA.

Related Graduate Certificate Policies

Graduate Certificate Transfer Credits

Up to one-third of the ~~semester~~ credits (~~e.g., 43 credits for a 12-credit certificate program or 9 credits for a 27-credit certificate program~~~~semester~~)) or the equivalent earned at a regionally accredited institution and not previously used to obtain any undergraduate degree or certificate may be transferred to UAA and accepted toward a graduate certificate. Acceptance of transfer credits toward program requirements is at the discretion of ~~the~~ individual programs.

Change of Graduate Certificates

Graduate students who wish to change certificate programs within a college or program must complete a Change of Graduate Degree or Emphasis Area form and pay the appropriate fee. This applies both to changes between schools or colleges and to different certificates within the same school or college. Students will be expected to meet all admission and program requirements of their new major or emphasis area.

Concurrent Graduate Certificates

Students may pursue concurrent graduate certificates as long as they have formally applied and been accepted to each program through the Office of Admissions.

Additional Graduate Certificates

Students who have received a graduate certificate or ~~m~~master's degree from UAA or another regionally accredited college or university may earn a UAA graduate certificate by completing at least one-third of the certificate ~~credit~~ requirements (~~e.g., 43 credits for a 12-credit certificate program or 9 credits for a 27-credit certificate program~~) in residence at UAA and after admission to the certificate program. Credits previously used for any undergraduate certificate or degree may not be used to satisfy graduate certificate program requirements. Multiple graduate certificates may be awarded only if they differ by at least one-third of their credit requirements.

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Formal Acceptance to Graduate Certificate Programs

Once all required admission documents have been received by the Office of Admissions, the student's admission packet is forwarded to the [chair/Dean](#) or designee of the specific program. The acceptance decision is made by the [chair/Dean](#) or designee, who informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant. Acceptance to a graduate certificate program does not guarantee later admission to other graduate certificates or degrees.

Non-Degree-Seeking Students

Non-degree-seeking students who wish to register for graduate courses must have the department chair's or faculty member's signature [for each course taken](#). Registration as a non-degree-seeking student implies no commitment by the university to the student's later admission to a graduate certificate program. Up to one third of the credits of graduate certificate coursework may be completed in the student's graduate certificate program before program admission. Non-degree-seeking students do not qualify for federal or state financial aid benefits, nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.

Full-Time/Part-Time Status for Graduate Certificate-Seeking Students

A student who has been admitted to a UAA graduate certificate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are applicable to the graduate certificate program [\(i.e., listed on the Graduate Certificate Studies Plan\)](#). A graduate certificate student enrolled at UAA for fewer than 9 credits is classified as part-time.

Audited courses, continuing education units (CEUs) and professional development courses (500 level) are not included in the computation of the student's full-time or part-time status.

Catalog Year for Graduate Certificate Programs

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate certificate program, or the catalog in effect at the time of graduation.

If the requirements for a graduate certificate program as specified in the entry-level catalog are not met within [Seven](#) years of formal acceptance into the program, admission expires and the student must [re-apply](#) for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward the certificate, including transfer credit, must be earned within the consecutive [Seven](#)-year period prior to graduation.

Good Standing for Graduate Certificate-Seeking Students

A graduate certificate-seeking student who maintains a 3.00 (B) cumulative GPA in courses on their official Graduate Certificate Studies Plan is considered in good standing.

Removal from Graduate Certificate-Seeking Status

A graduate certificate student's academic status may be changed to non-certificate-seeking if the requirements to remove provisional admission are not satisfied, or if minimum academic standards are not met.

A graduate certificate student whose cumulative GPA falls below 3.00 (B) in courses applicable to his/her graduate certificate program, or a graduate certificate student who, for reasons specified in writing, is not making satisfactory progress toward completing the program requirements, may be removed from graduate certificate-seeking status. Each school or college has developed procedures to deal with appeals arising from removal from graduate certificate-seeking status.

Reinstatement to Graduate Certificate-Seeking Status

[Graduate students who have been removed from graduate certificate-seeking status for failure to make satisfactory progress must re-apply for a graduate certificate program and pay the appropriate fee after one calendar year from the semester in which they were removed. When re-applying for a graduate certificate program, it is the student's responsibility to demonstrate ability to succeed in that program. Readmission may be conditional on maintaining minimum academic standards within the first semester of study.](#)

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Academic Appeals

Students have the right to appeal academic actions [related to Graduate Certificates](#) (See Academic Dispute Resolution Procedure in the UAA Fact Finder/Student Handbook for information).

Reinstatement to Graduate Certificate-Seeking Status

~~Graduate students who have been removed from graduate certificate-seeking status for failure to not making satisfactory progress must re-apply for a graduate certificate program and pay the appropriate fee.~~

Graduate Certificate Advisor

The [chair/dean](#) or designee of the appropriate school or college offering the graduate certificate program appoints an advisor for each student accepted to the program.

Responsibilities of the Graduate Certificate Advisor/Committee

The division of responsibility between the advisor and/or committee is determined at the program level. The graduate certificate advisor and/or committee will do the following:

1. Review [and approve](#) the student's Graduate Certificate Studies Plan, ensuring that it includes the Graduate Certificate University Requirements; all courses required for the certificate; any special program requirements; and a capstone experience or project, if required.
2. Arrange to remove any deficiencies in the student's admission or academic background.
- ~~3. Approve the official Graduate Certificate Studies Plan.~~
- ~~34.~~ Monitor the student's progress and timely completion of all requirements.
- ~~45.~~ Monitor the timely submission of the official Graduate Certificate Studies Plan and other documents to the Graduate School.
- ~~56.~~ Review and approve any changes to the official Graduate Certificate Studies Plan. The Graduate School will forward the original and final documents to the Office of the Registrar.
- ~~67.~~ Review and approve the capstone experience or project according to procedures established by the individual program.
- ~~78.~~ Administer and assess a comprehensive examination, if required.

Official Graduate Certificate Studies Plan

~~The official Graduate Certificate Studies Plan formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive the graduate certificate. The program plan is based upon the catalog requirements for the graduate certificate program to which the student has been accepted, either those in effect at the time the student was accepted into the program or at the time of graduation. The plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on the official Graduate Certificate Studies Plan, as well as all Graduate Certificate University Requirements and college requirements for the program. Any revision to the plan will need to be submitted to the Office of the Registrar through the graduate certificate advisor/committee.~~

Determining Program Requirements

~~A graduate certificate student's program is based upon the catalog requirements for the relevant graduate certificate program which are in effect at the time the student was accepted into the program.~~

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Graduate Certificate University Requirements

University requirements for all graduate certificates are as follows:

1. A student must be admitted to the certificate program and establish an approved Graduate Certificate Studies Plan. Students must fulfill all General University Requirements, college requirements and certificate program requirements.
2. ~~The student must complete at least 12 approved semester credits not counted toward the baccalaureate degree.~~
~~No fewer than 12 nor more than 29 credits may be required for any graduate certificate degree.~~
3. The student must complete all requirements established by ~~individual~~ programs, ~~as specified in the current catalog.~~

4. A cumulative GPA of at least 3.00 (B) must be earned in courses identified on the official Graduate Certificate Studies Plan.
5. Only 400- and 600-level courses approved by the student's graduate certificate advisor/committee and the dean or designee, may be counted toward graduate certificate requirements.
6. In 400-level courses, a minimum grade of B is required for the course to count toward the certificate program requirements.
7. Courses at the 500-level are for professional development and are not applicable toward any certificate, even by petition.
8. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate certificate program. At least two thirds of the credits required for the certificate must be taken at the graduate level (600). For performance comparison only, in 600-level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Up to one-third of the semester credits used to complete the requirements of a graduate certificate may be transferred to UAA from a regionally accredited institution. Acceptance of transfer credit toward program requirements is at the discretion of the individual program.

~~10. Individual program deans or designees may allow credit earned at other universities in the UA system, to be transferred to UAA, as long as at least 6 credits applicable to the student's certificate program are earned at UAA after acceptance into the program.~~

~~10. 15. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed after acceptance into the program. See the exception for UA system credits in (10) above.~~

11. Courses taken by correspondence, credit by examination, or graded credit/no credit (CR/NC) do not count toward graduate certificate requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor or committee to waive certain courses in an established program, as long as the total credits in the graduate certificate program remain the same.

~~12. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.~~

12. If the requirements for a graduate certificate as specified in the entry-level catalog are not met within ~~7~~ seven years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.

~~13. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.~~

~~14. Coursework used to obtain a graduate certificate or graduate degree, if accepted for inclusion in the Graduate Certificate Studies Plan and approved by the dean of the Graduate School and college dean, may be used to satisfy requirements for a graduate certificate.~~

~~15. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed after acceptance into the program. See the exception for UA system credits in (10) above.~~

Application for Graduation

Graduate certificate students must submit an Application for Graduation, ~~signed by the academic advisor and~~ accompanied by the required fee, to the Office of the Registrar. ~~Current a~~ Application for Graduation deadlines are ~~June~~ July 15 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation. ~~Applications received after the deadline will be processed for the following semester.~~ Students who apply for graduation but do not complete the graduate certificate requirements by the end of the semester must re-apply for graduation. ~~certificate requirements by the end of the semester must re-apply for graduation. A new~~ The application fee must be paid with each Application for Graduation.

This policy is currently under review. Please see the UAA Office of the Registrar website at www.uaa.alaska.edu/records/ for current information regarding graduation and the posting of certificates.

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Date: April 29, 2012

To: UAA Faculty Senate

From: Undergraduate Academic Board

Faculty Members: Hilary Davies (Chair), Paola Banchemo, Kathryn Hollis Buchanan, Utpal Dutta, David Edgecombe, Dave Fitzgerald, Barbara Harville, Mari Ippolito, Helena Jermalovic, Kevin Keating, Bettina Kipp, Francisco Miranda, Joan O'Leary, Hilary Seitz, Cheryl Smith, Marion Yapuncich

GOAL 1: Update the Curriculum Handbook, as needed.

The Curriculum Handbook was updated jointly by UAB and GAB. One joint GAB/UAB meeting was held to facilitate the process. The curriculum handbook changes were made to ensure that the approval process language matches current practice, information was reorganized to make it clearer, and language was added to explain the process for Workforce Credentials and doctoral programs. No existing policy or procedure was changed except as noted below.

- Edited approval process language and process in section 3.1 (Curriculum Approval Process). Added language to cover Workforce Credentials. All the approval processes were moved to this section, including the flow charts
- Added to section 3 (Curriculum Approval process for Courses, Programs and Prefixes) the doctoral approval document as found on the governance website
- Added language on transferring prefixes in section 4 (Prefixes). The language is in line with current practice
- Reorganized the bullet lists in sections 5 (Courses), 6 (General Education Requirements), and 7 (Programs) to make them parallel. Listed the required submittal documents more clearly, and made sure that the subsections were more clearly organized removing language that was duplicated in section 3 but adding references to section 3
- Completely reorganized section 7 (Programs), removing duplicated language found in section 3.1 (Curriculum Approval process), making the bullet lists more parallel, and adding language that addresses doctoral programs
- As OAA has shifted graduate curriculum responsibility from the Vice Provost for Curriculum and Assessment to the Vice Provost for Research and Graduate Studies (and hence to the Associate Dean of the Graduate School), references to OAA personnel were clarified and updated to reflect current titles and responsibilities
- Coordination e-mail requirements were expanded and clarified
- Clarified the requirement for submitting catalog copy to read: You must use the Word formatted catalog copy available at www.uaa.alaska.edu/governance/ for catalog revisions
- Changed "proposers" to "Faculty Initiators"
- Changed "Outcomes" to "Student Learning Outcomes" where appropriate
- Changed "Enrollment Services" to "Office of the Registrar"
- Removed reference to the "Library Resource Form" as it has not been required for several years
- Removed reference to the "Coordination Form" as it has not been required for several years
- Removed the Division box from the PAR, and instructions for completing this box
- Updated division codes on the CAR instructions
- Moved appropriate flowcharts to section 3
- Updated the example of an undergraduate program
- Replaced the second undergraduate program example with a graduate program

GOAL 2: Continue to work with the Office of Academic Affairs and the Office of the Registrar to review policies and procedures for their impacts on academics, to ensure that faculty input and review by UAB and GAB is automatic.

Re-examine policy on

- Secondary Student Registration. No changes were made after review
- Academic Calendar. Summer add/drop dates have been referred to the Office of the Registrar
- Compressibility (requested by Vice Provost Tom Miller). No action
- Publication of program outcomes in the catalog to align with Northwest Commission on Colleges and Universities (NWCCU) requirements. Endorsed
- Faculty titles in the program section of the catalog. On hold
- Independent Study Policy, including limits on Independent Study credits. There are no limits on Independent Study. Program faculty can place limits on Independent Study in their program so long as the information is included in the catalog

Examine policy on

- Posthumous Degrees (jointly with GAB). A joint GAB/UAB committee produced a report. After reviewing the report, UAB decided that separate policies for undergraduate and graduate posthumous degrees need to be developed

Catalog Copy:

- UAB and GERC approved the UAA Table of GER substitutions for inclusion in the UAA catalog

Policy:

- Course Grade Deadlines were approved
- Workforce Credential approval process was approved
- As requested by the Faculty Senate President, BOR Policy was reviewed and classified as “needs review,” “may need review” and “needs no review”

GOAL 3: Update the plan for curriculum updates together with the GAB Chair and Vice Provost for Curriculum and Assessment Bart Quimby.

- Updates continue

GOAL 4: Continue communication/coordination with curriculum committee chairs, department chairs, and faculty initiators.

- Communication is ongoing

Curriculum Actions:

- Two sets of program Student Learning Outcomes were approved, 290 course changes were approved, 86 courses were purged, 76 programs were revised, and one new program (AAS in Diagnostic Medical Sonography) was approved. The new program was approved by the Board of Regents in April 2012

Program/Course Action Request

- A. CAS**
- Chg ART A180A Beginning Stained Glass
 - Chg ART A180B Intermediate Stained Glass
 - Chg CHEM A441 Principles of Biochemistry
 - Chg Bachelor of Science, Biological Sciences
 - Chg Bachelor of Arts, Biological Sciences
 - Chg Bachelor of Science, Natural Sciences
 - Chg Minor, Computer Science
 - Chg BA, Computer Science
 - Chg BS, Computer Science
 - Chg ENGL A201 Masterpieces of World Literature I
 - Chg ENGL A202 Masterpieces of World Literature II
 - Chg Bachelor of Arts, History (Student Learning Outcomes)
 - Chg MUS A381 Choral Conducting
 - Chg MUS A382 Instrumental Conducting
 - Chg MUS A469 Guitar Master Class
 - Chg Minor, Music
 - Chg Bachelor of Music, Performance
 - Chg Bachelor of Music, Music Education Emphasis
 - Chg Bachelor of Arts, Music
 - Chg PHIL A305 Professional Ethics
 - Chg BA, Philosophy
 - Chg PSY A313 Psychology of Women

Chg PSY A473 Psychological Testing

Chg PSY A490 Advanced Topics in Psychology (Stacked with PSY A690)

Chg PSY A492 Senior Seminar: Contemporary Topics in Psychology

Add PSY A495 Applied behavior Analysis Practicum

Chg SPAN A470 Spanish Linguistics: History of the Language

Chg BA, Languages

Chg Minor, Womens Studies (Student Learning Outcomes)

B. CBPP

Chg ACCT A201 Principles of Financial Accounting

Chg ACCT A202 Principles of Managerial Accounting

Chg ACCT A301 Intermediate Accounting I

Chg ACCT A302 Intermediate Accounting II

Chg ECON A312 Econometrics for Business and Economics

Add BA A290 Alaska Native Business Practices

Chg CIS A376 Management Information Systems

Chg Bachelor of Business Administration, Accounting, Major

Chg Bachelor of Business Administration, Accounting, Minor

Add Undergraduate Certificate, Retail Management

C. COE

Add EDSE A422Y Strategies for Young Children with Special Needs in Inclusive Environments (Stacked with EDSE A622Y)

Add EDSE A490 Selected Topics: Early Childhood Special Education (Stacked with EDSE A690)

Add Early Childhood Special Education, Minor

Chg Bachelor of Arts, Elementary Education

D. CTC

Chg ATP A100 Private Pilot Ground School

Add ATP A225 Tailwheel Airplane Transition

Chg	ATP A232	Advanced Aviation Navigation
Chg	ATP A300	CFI Ground School
Chg	ATP A301	CFI Flying
Chg	ATP A305	Airplane Multiengine Land Rating
Add	ATP A320	Flight Dynamics
Chg		Associate of Applied Science in Professional Piloting
Chg		Bachelor of Science in Aviation Technology
Add	PER A155	Beginning Fly Fishing
Add	PER A173	Beginning Mountaineering
Add	PER A247	Intermediate Ice Climbing
Chg	PEP A496	Internship in Outdoor Leadership
Chg	WELD A101	Gas and Arc Welding
Chg	WELDA112	Shielded Metal Arc Welding (SMAW)
Chg	WELD A114	Welding High Strength Steels
Chg	WELD A117	Basic Pipefitting
Chg	WELD A118	Welding Fabrication and Manufacturing
Chg	WELD A121	Pipe Welding Vertical-Down SMAW (Stacked with WELD A122)
Chg	WELD A122	Pipe Welding Vertical-Up SMAW (Stacked with WELD A121)
Chg	WELD A157	Technical Drawings for Welders
Chg	WELD A161	Gas Metal Arc Welding (GMAW)
Chg	WELD A162	Flux Cored Arc Welding (FCAW)
Chg	WELD A174	Gas Tungsten Arc Weld (GTAW)
Chg	WELD A190	Selected Topics in Welding
Chg	WELD A261	Ultrasonic Testing
Chg	WELD A262	General Nondestructive Testing

Chg WELD A263 Radiographic Testing Safety

Chg WELD A264 Radiographic Testing

Chg WELD A281 Welding Inspection and Code Review

Chg WELD A287 Welding Metallurgy Applications

Add WELD A290 Selected Topics in NDT

Del Nondestructive Testing Technology Undergraduate Certificate

Del Industrial Welding Technology Undergraduate Certificate

Add Nondestructive Testing Technology Occupational Endorsement Certificate

Add Welding Occupational Endorsement Certificate

Add Advanced Welding Occupation Endorsement Certificate

Chg AAS, Welding and Nondestructive Testing Technology

E. COH

Chg DN A100 The Profession of Dietetics

Chg DN A301 Nutrition Assessment

Add DN A312 Nutrition Communication and Counseling

Chg DN A407 Preventive and Therapeutic Nutrition

Chg DN A430 Research Methods in Nutrition and Dietetics

Add DN A492 Senior Seminar in Dietetics

Chg Bachelor of Science in Dietetics

Chg Minor, Nutrition

Chg Bachelor of Science in Nutrition

Add Associate of Applied Science, Paralegal Studies/LEGL

Add Minor, Legal Studies/LEGL (pg. 54-55)

Add Undergraduate Certificate, Legal Nurse Consultant Paralegal/LNC

	Add		Post-Baccalaureate Certificate, Paralegal Studies/LEGL
	Add		Bachelor of Arts, Legal Studies/LEGL
	Chg	SWK A409	Introduction to Child Welfare
F.	SOE		
	Chg	EE A203	Fundamentals of Electrical Engineering I
	Add	EE A261	MATLAB for Electrical Engineers
	Chg	EE A308	Instrumentation and Measurement (Crosslisted with ME A308)
	Chg	ME A308	Instrumentation and Measurement (Crosslisted with EE A308)
	Chg	EE A353	Circuit Theory
	Chg	EE A451	Digital Signal Processing
	Del	ENGR A251	Engineering Practices III
	Del	ME A302	Mechanical Design I
	Chg	ME A403	Machine Design
	Chg	ME A453	Renewable Energy Systems Engineering (Stacked with ME A653)
	Chg		Minor, Electrical Engineering
	Chg		Minor, Mechanical Engineering
	Chg		Minor, Geographic Information Systems
	Chg		Minor, Computer Systems Engineering
	Chg		Minor, General Engineering
	Chg		Bachelor of Science, Geomatics
	Chg		Bachelor of Science in Engineering
	Chg		Minor, Civil Engineering
	Chg		Bachelor of Science, Civil Engineering

From: Hilary Davies, UAB Chair
Subj: Motions for the May 4, 2012 UAA Faculty Senate

- Motion 1: The catalog copy examples in the Curriculum Handbook will be:
BA in Elementary Education (undergraduate example)
MS in Arctic Engineering (graduate example)
Both include Student Learning Outcomes.
- Motion 2: Department codes are linked with courses and programs, while division codes are only tied to courses.
Remove the Division Code (Box 1b) from the PAR (Program/Prefix Action Request) form. Relabel Box 1c as Box 1b. Remove instructions for completing Box 1b (Division) from the Curriculum Handbook (Page 51) and any other references to program division codes.
- Motion 3: Move AHLS (Division of Health and Safety) from the Community and Technical College to the College of Health (Page 38 of the Curriculum Handbook).

Committee Member	4/13	4/20	4/27
Utpal Dutta	P	P	P
Kevin Keating	P	P	P
Kathryn Hollis-Buchanan	P	P	E
Suzanne Forster	E	P	
Len Smiley	P	P	P
Marcia Stratton	P	P	P
Walter Olivares	P	E	P
Kyle Hampton	P	E	P
Deborah Fox	P	P	P
Robert Capuozzo	E	E	P
Sandra Pence (chair)	P	P	P
Hilary Davies	E	P	P
Bart Quimby	P	E	E

Program/Course Action Requests

Approved the following courses:

CIS A376, integrative capstone; CHEM A441, integrative capstone; ENGL A201, A202, humanities; PHIL A305, humanities

Other Items

Revised Faculty Senate recommendations for suggested structure and funding for General Education Assessment for second read on May 4. REFER TO MOTION ON NEXT PAGE

2011-2012 General Education Review Committee Goals:

1. Continue to work with initiators and departments to effectively communicate the expectations of the GERC regarding course actions. **DONE**
2. Continue to coordinate with the Office of the Registrar to ensure that course actions and policies are implementable. **DONE**
3. Promote implementation of recommendations proposed in the Integrative Capstone Pilot Project memo (9/10) regarding GER assessment. **MET GOAL THROUGH RECOMMENDATIONS FOR GER ASSESSMENT**
4. Review the UAA Catalog text pertaining to the Outcomes and the Purpose of General Education at UAA, with consideration of the five ILOs and UAA Core Themes, and recommend appropriate revisions to UAB. **DEFER TO 2012/2013 OR TO GER TASK FORCE**
5. Revise GER templates for clarity and to reflect the above changes, if any, in the GER Purpose and Outcomes. **DISCUSSED BUT NO ACTION TAKEN THIS YEAR**
6. Review and propose revision of the Faculty Senate bylaws relevant to the GERC. **DONE**
7. Develop materials to provide to the UAA community, with an emphasis on students, with information regarding the GER philosophy and process. **MUCH DISCUSSION ON LEAP PHILOSOPHY AND POSSIBLE ENDORSEMENT BY UA/UAA. NO ACTION TAKEN THIS YEAR**

In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment:

MOTION: Recommend formation of a one-year General Education Requirements Assessment Task Force (GER Task Force) to develop an assessment plan for General Education Requirements at UAA, including a chair that is a Faculty Fellow with a half-time workload release. This task force should be funded through the Office of Academic Affairs (OAA) and have administrative assistance provided by OAA. The composition should be of the same nature as the GERC (refer to Faculty Senate Bylaws), but also include the Chair of the Associate of Arts Assessment Committee and a member of the Faculty Senate Academic Assessment Committee. Members of GERC may serve on the GER Task Force as GER discipline area representatives or unit representatives.

The Task Force should consult with faculty involved in general education as it develops the assessment plan. The Faculty Fellow Chair will lead the development of a General Education Assessment Plan, be the primary investigator/researcher, and serve as a liaison between the Task Force and general education faculty. **The assessment plan should specify the mode of leadership** (e.g. full-time administrative position, Faculty Fellow, Committee) that will implement the plan **and also empower enforcement of the assessment process.** The Task Force should consider close alignment with the Associate of Arts degree assessment plan as an option to conserve university resources.

Preferred qualifications for the position of Faculty Fellow include:

- Substantial/significant experience in General Education
- Substantial/significant experience in Institutional Accreditation
- Substantial/significant experience in Curriculum Development
- Substantial/significant experience in Assessment

General education assessment at UAA is challenging because of decentralized general education involving numerous disciplines/programs across all colleges. According to the 2011/2012 UAA Catalog, p. 18, a **center** serves to coordinate the participation of several academic disciplines or programs in a unified endeavor. **The GERC supports formation of a "Center for General Education," or similar administrative unit, that would coordinate GER assessment participation between all stakeholders.**

UAA Faculty Senate Academic Assessment Committee

Keith Cates (Chair), COE	Rebecca Moorman, LIB	Bart Quimby, OAA
Osama Abaza, Faculty Senate	Bill Myers, CAS	Melissa Huenefeld, OAA
Brian Bennett, CTC	Soren Orley, CBPP	Helena Wisniewski – Ex Officio, Graduate School
Kim Bloomstrom, MSC	Cheryl Siemers, KPC	
Jennifer McFerran Brock, SOE	Tara Smith, Faculty Senate	
Jesse Mickelson, KOD	Kathi Trawver, COH	
Kenrick Mock, Faculty Senate	VACANCY – Faculty Senate	

Informational Items:

- Continued pilot of the program assessment review with volunteer program/departments.
- Programs whose assessment plans have been reviewed by the AAC
 - o AAS Accounting
 - o AA Computer Information and Office Systems (CIOS)
 - o Occupational Endorsement Certificate Bookkeeping Support (CIOS)
 - o Occupational Endorsement Certificate Corporate Specified (CIOS)
 - o Undergraduate Certificate in Retail Management
- Programs whose assessment plans have volunteered and been reviewed for their 3-year assessment plan
 - o BS, BA Mathematics Program -Traditional and Secondary Teaching Preparation Options
- The AAC greatly appreciates the programs that have volunteered for the program assessment review pilot this semester.

AY 2011-2012 Goals and Objectives

- Develop and implement a pilot process to begin reviewing program assessments.
 - o The AAC solicited volunteer programs and began a review of program assessment plans, 3-year assessment plans and exemption requests in order to develop a review process that is scheduled to be implemented in AY 2012-2013.



- Review and update UAA's Academic Assessment Committee (AAC) webpage on the UAA Office of Academic Affairs webpage to provide the UAA Academic Assessment Handbook, assessment guidelines and assessment resources.
 - Continued progress on development of the AAC webpage to better provide resources and guidelines. This includes development of reporting spreadsheets and instructional videos.
- Implement outreach efforts to inform and educate the UAA community about the new assessment process.
 - This goal will be continued into AY 2012-2013 as the AAC program review process is implemented.
- Provide assessment support to programs.
 - This goal is ongoing through revision of the AAC Handbook and website.

ACDLITe Committee
Academic Computing, Distance Learning, Instructional Technology, and eLearning
2011-2012 Faculty Senate Report

Friday April 27, 2012, from 9:00 to 11:00AM, Location: Lucy Cuddy Center

Committee members attending:

Matt Cullin- P	Gail Johnston-P	Dave Fitzgerald-P
Angela Dirks- P	Amy Green-P	Hilary Davies-P
Ann Jache-P	Susan Mircovich-D	Ed McLain- P
Bruno Kappes- P	Todd Petersen- E	Ira Rosnel- E
Dimitry Ostrovsky - P	Alpana Desai- P	

P-present E-excused A-absent D-Distance

Guests: John Dede and Renee Carter-Chapman

- **Coordination** - John and Renee communicated their interest in preserving the relationship between ACDLITe and the Faculty Technology Center (FTC). This year was very productive. Members of ACDLITe served on two search committees for the FTC as well as the Tech Fellows planning and selection committee, while ACDLITe received financial support from the FTC for the Faculty Technology Fair. John and Renee expressed an interest in continuing this positive affiliation so they can meet faculty needs. Discussion of shared governance, faculty training, UAA's technical infrastructure ensued. It was determined the three main stake-holders, faculty represented by ACDLITe, support and training by the FTC, and the technical infrastructure by Information Technology Services (ITS), need to share information, align policies, establish objectives, and target training opportunities. As a result, one of ACDLITe's goals for next year will be to meet jointly with FTC and ITS at least twice a year for this purpose.
- **BB9.1** - Fairbanks, Anchorage and Southeast will all be on BB9.1, there should be more communication and collaboration which would be helpful to students. This was a task force recommendation.
- **Technology Fellows**- the initial planning for this event is complete. Over 45 candidates applied and only 14 were selected to participate. So ACDLITe requested the possibility of another section in the fall that might focus on individual projects rather than team projects. Carry over funding is available which makes this additional section possible. John stated this year the FTC is focusing on team projects to build collaboration and follow through. Nevertheless, the tech camp in August will be available to all faculty.

Reports:

University Technology Council (UTC) - April meeting canceled; hence, no report. The UTC's spring retreat will be Friday May 18th

eLearning- last meeting was canceled; subgroups are submitting their individual reports. Blackboard purchased eLive and has pushed back the new-release alternative system, Blackboard COLLABORATE, until the following year. Regardless the eLearning work group continues to investigate other web conferencing tools.

ePortfolio- The final draft of report was submitted. FTC will take on the training initiative. Look for the report link on ACDLITe's website.

Tech Fair Report and Survey Results- Report was completed and posted on ACDLITe's website.

ACDLITE Committee
Academic Computing, Distance Learning, Instructional Technology, and eLearning
2011-2012 Faculty Senate Report

Guest- Jim Pantaleone, Department of Physics and Astronomy

eLab Discussion Jim stated that the task force met over spring break to discuss the issues and the final document was presented with recommendations to Faculty Senate. They wanted to focus on the quality of classes, and make it an open process for all participants. The idea of experiments being done outside the lab and without strict quality controls is an issue because it is hard to mimic what is done in traditional labs off campus. The discussion ensued.

ACDLITE's concerns:

- It seems there is a potential that rural Alaskan students could be denied educational opportunities because of their location.
- Course quality matters; however, the real issue comes with student learning outcomes. Can you show through assessment students have met the stated outcomes regardless of the course delivery method? If you can show learning outcomes have been met then we should accept this.
- If a student takes a course at another college does their transcript state it was a distance class and can we accept the credit transfer? We could be discriminating against UA students by not accepting their class.
- It seems some students are having a better experience in the virtual labs than in the traditional labs because you have the opportunity to stop the experiment in electronic simulation.
- Why was an instructional designer not on the eLabs task force?
- The eLabs document had many questions to be considered which were directed at the syllabi level of structure and few if any at the CCG level. The syllabi level deals with faculty's academic freedom, whereas the CCG level deals with topics to be covered.
- CCG's do not specify delivery method, only outcomes- "a course is a course"
- How can we establish guidelines that work for all labs? It needs to be decided at the department level. It is up to the departments to monitor quality instruction in their discipline. If outcomes are the same, how can the method of delivery be dictated to the faculty member without infringing on academic freedom?
- The term "Distance learning" is not used anymore, the current verbiage is elearning? If "distance learning" means something different from eLearning, then it should be defined in the document.

Jim responded there are only a few universities doing distance lab. Lectures are being done by distance but not as many colleges are doing labs. This area needs to be researched. Also, he stated that you may be able to stop an experiment in a virtual lab, but you cannot stop nature so you are not mimicking what happens in the real world.

Conclusion- committee is at an impasse on this issue. As of this time, ACDLITE is unable to respond to the eLabs Task Force recommendations in its present form. We believe the task force should reconvene with an instructional designer added as a member. We look forward to the review of an updated document addressing some of the concerns listed above. This complex issue is worth the extra time for reflection and review.

ACDLIT's next meeting will be September, 2012, location and time, are yet to be determined

Annual Activity Report

| Academic Computing, Distance Learning, Information Technology, and
eLearning (ACDLITE) Committee

2011-2012

Submitted to the Faculty Senate

May 2012

Prepared by: Matt Cullin and Gail Johnston (co-chairs)

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1. Executive Summary

The 2011-2012 academic year was both a busy and productive one for the Academic Computing Distance Learning, Information Technology, and eLearning (ACDLITE) committee. During this time the committee was able to accomplish all of the goals that it set for the year. The committee provided faculty representation on several technology-related committees and working groups including University Technology Council(UTC) and the eLearning working group. Committee members were actively involved in technology-related policy discussions on campus and provided input and suggestions to the Faculty Senate on several occasions. Another goal that was set for the committee at the beginning of the year was to improve communication and collaboration with the Faculty Technology Center (FTC). The committee was extremely successful in this endeavor. Committee members served on search committees for several key FTC positions and strengthened the communication between the two entities by regularly inviting Lee Henrikson (of FTC) to attend ACDLITE meetings. As a result of the ACDLITE's fortified relationship with FTC, the committee was kept very well informed of emerging technology-related initiatives and therefore able to effectively conduct its business. This partnership enabled ACDLITE to organize and host the 2012 Faculty Technology Fair (funded by FTC), where UAA faculty and staff had the opportunity to share with their peers the pedagogical technology they currently utilize. The face-to-face event and its electronic counterpart, hosted by the eLearning Work Group, were extremely successful. The final goal of the ACDLITE committee was to overhaul the Faculty eLearning Handbook (previously the Faculty Distance Education Handbook). This effort was a great success and can be found on the committee's new and improved website, www.uaa.alaska.edu/acdlit . An updated list of the committee's membership can be found on this website as well.

2. Activities

2.1 Representation to technology-related groups

One way in which ACDLITE helps to represent faculty on technology-related issues is by providing representation to various technology-related groups on campus. As UAA grows and expands its technology infrastructure it will become increasingly important to develop effective channels of communication between administrators, staff, and faculty. Seemingly small changes to hardware, software, and policy often have a large effect on the workflow of the faculty. These effects cannot always be foreseen by those making the decisions on these matters. As such, one goal of the ACDLITE committee is to facilitate effective communication between the faculty (represented by the Senate) and the individuals making technology-related decisions on campus. All representatives of the ACDLITE committee serve as advocates for the faculty and strive to highlight faculty needs to technology-related groups. The committee truly believes that its representation on these campus groups has a significant, positive effect on upper-level decision making with regard to technology infrastructure and policy. At the very least, the committee serves as an “early warning” system, alerting the Faculty (Senate) to changes that will affect the faculty.

During the 2011-2012 academic year, the ACDLITE committee has provided representation to the following technology-related groups on campus:

Group	ACDLITE Representative
University Technology Council (UTC)	Matt Cullin Gail Johnston
eLearning Working Group	Amy Green Ira Rosnel
ePortfolio Working Group	Bruno Kappes
Tech Fellows Planning Committee	Amy Green
FTC Search Committees	Matt Cullin Dave Fitzgerald Gail Johnston Ed McLain
Legislative Audit Committee (follow-up)	Dave Fitzgerald

2.2 Review of technology-related policy

An important component of ACLDITE's mission is to review proposed and/or existing technology-related policy and provide the Faculty Senate (and other campus groups) with technical advice and recommendations on how best to act on, or respond to, said policy. One way in which the committee aims to accomplish this goal is through the maintenance of the Faculty eLearning Handbook. This document provides Faculty with a one-stop-shop for technology-related policy and best-practices for implementing eLearning techniques in the digital classroom.

In addition to the Handbook, the ACDLITE committee is often asked to review proposed policy changes and task force recommendations. During the 2011-2012 academic year, ACDLITE was asked to perform many such reviews. Some of the more significant events were:

BlackBoard 9 upgrade: The Black Board 9 upgrade process was managed entirely by ITS and the Faculty Technology Center. Given the importance of the upgrade, ACDLITE asked to be kept in the loop throughout the planning and upgrade process. Both groups graciously agreed to provide ACDLITE with updates and field technical questions concerning the process. FTC did an excellent job communicating the timeline of the upgrade and ACDLITE was able to provide Faculty representation throughout the planning process. The recommendations and concerns of the committee were addressed quickly by both groups. Although the committee's role was minimal, it is hoped that ACDLITE's participation helped to make the BlackBoard 9 transition as painless as possible for the Faculty.

UA Distance Labs Task Force Recommendations: The recommendations of this task force will have a direct impact on the implementation of electronically-assisted laboratory courses. As such, the committee took immediate interest when the recommendations were released to the Faculty Senate. ACDLITE was asked to review these recommendations and provide feedback to the University Technology Council and Faculty Senate. The committee carefully considered the implications of the task force's recommendations and provided its feedback in a timely fashion.

Faculty e-mail reputation (Phishing / SPAM attacks): One of the technical challenges that UAA faced this year was phishing attacks on faculty accounts. Once compromised, these accounts were used to send out a large number of SPAM messages to email accounts outside the school. As a result, UAA's email reputation was compromised and legitimate incoming and outgoing messages were delayed or denied. This situation posed obvious problems for faculty members that rely heavily on their campus email. ITS was forced to respond quickly to prevent

future attacks and repair UAA's email reputation. ACDLITE's representatives to University Technology Council were able to provide CIO Rich Whitney with valuable first-hand descriptions from the Faculty about the effect of the anti-Phishing and anti-SPAM measures that ITS had taken. As a result, ITS was able to quickly resolve some of the issues with the new system in a more timely fashion. In this regard, ACDLITE provided the Faculty with a "direct line to the top" and helped alleviate some of the demand on the Call Center. Additionally, the committee recommended that proactive measures be taken (email backup) in case of a failure in the future.

Board of Regents Policy Review: ACDLITE was asked by Faculty Senate to review and rate (green, yellow, red) the technology-related components of the Board of Regents Policy. The committee was able to complete and submit this review in a timely fashion.

2.3 Partnership with the Faculty Technology Center (FTC)

The importance of the relationship between the ACDLITE committee and the Faculty Technology Center (FTC) should not be overlooked. Strong communication between these two technology-related resources will benefit the Faculty tremendously in the future. As such, one of the goals of the committee this year was to strengthen the working relationship between ACDLITE and FTC. This was accomplished in several ways. First, ACDLITE extended an open invitation to Lee Henrikson (of FTC) to attend ACDLITE's meetings. Lee proved to be an invaluable resource and was able to address faculty concerns that were channeled through the ACDLITE committee. Having an FTC representative at ACDLITE meetings this year increased the overall efficiency of the committee and helped to ensure that the committee's recommendations were well-informed and well-received.

The second way in which ACDLITE strengthened its relationship with FTC was through representation on two FTC search committees. During 2011-2012 ACDLITE members served on search committees for the new FTC Director and an Instructional Designer III position. While on these search committees, ACDLITE members were able to represent the needs of the Faculty and ensure that the newly hired members of the FTC staff will continue to improve the quality of services the FTC provides to faculty. The final way in which the FTC / ACDLITE partnership expanded this year was through the planning and implementation of the 2012 Faculty Technology Fair.

2.4 2012 Faculty Technology Fair

The idea for the 2012 Faculty Technology Fair was formulated by members of the ACDLITE committee at this year's first monthly meeting. Members of the committee agreed that UAA's portfolio of pedagogical technology was quite impressive. The idea behind the Fair was to create an event where faculty and staff could showcase the technology that they are using in the classroom. This would not only provide these tech-



savvy faculty and staff members with some recognition for their efforts, but would also help to disseminate information to less technology-motivated faculty members. The general consensus amongst committee members was that many members of the Faculty do not utilize the technology available to them either because they are unaware that the University provides this technology (hardware/software/support) or because they are unclear on if/how the incorporation of this technology would improve the quality of their classes. The overall goals of the Fair were therefore to expose Faculty to new pedagogical technology and provide them with examples of how this technology is currently being implemented at UAA.

The Fair was held on February 17th in Lucy's Restaurant (Cuddy Hall) from 11:00-1:00PM. Faculty and staff presenters were stationed at booths around the perimeter of the room. Faculty attendees filtered into the event and were given a Technology Passport to guide them to the different stations. When they visited a booth and learned about a particular technology topic, they received a stamp on their passport. Once attendees had visited all the booths they submitted their filled Passport to be entered in drawings for an iPad and an Android tablet. Overall, the event was extremely successful. The quality of the presentations (booths) was very high and the post-event survey results, which can be found at:

http://www.uaa.alaska.edu/acdlit/upload/SurveySummary_04182012.pdf, indicate that attendees

learned a lot about pedagogical technology and would be inclined to participate if the event were held again. The table below contains a list of the topics presented and the corresponding presenters. The majority of the funding for the Fair was provided by FTC. Without their financial and technical support the event would not have been possible.

Topic	Presenter	Topic	Presenter
SmartBoards	Dan Johnson	Virtual Labs	Susan Mircovich Liena Murdoch
SmartPens and Speech Recognition	Krista Zug	ePortfolio	Bruno Kappes
Tablet PC's	Gail Johnston Hilary Davies	Digital Detours	Katie Walker
CAMTASIA	Gail Johnston	FTC / BB Information	Lee Henrikson Luke Weld Eric Baldwin
Clickers	Steffen Peuker		

2.5 Faculty eLearning Handbook Update and ACDLITE Website Development

Two additional goals that the ACDLITE committee set for 2011-2012 were to create a new homepage for the committee (see www.uaa.alaska.edu/acdlit) and to perform a major overhaul of the Faculty eLearning Handbook (previously the Faculty Distance Education Handbook). The committee felt that the website was an important tool for effectively communicating the mission of the committee as well as for hosting and linking to important faculty resources. The 2011-2012 revised version of the Handbook can be found on the website.

3. Conclusions and plans for the future

Overall, the 2011-2012 academic year was extremely productive for ACDLITE. At the beginning of the year the committee identified several lofty goals including hosting the Faculty Technology Fair. Several of these goals were beyond the scope of what the ACDLITE committee had undertaken in the past. Based on the large committee membership, the chairs were confident that ACDLITE could take on additional responsibilities while continuing to function in its traditional role and adhering to its mission. Based on the preceding descriptions of the committee's activities, the chairs feel comfortable stating that ACDLITE accomplished all of its goals for the 2011-2012 academic year. The specific goals for the 2012-2013 academic year will be set by the committee at the beginning of the year. It is hoped that the Faculty Senate is satisfied with the efforts of the committee and will continue to support expanding efforts to represent and assist the Faculty on technology-related matters.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Budget, Planning, and Facilities Advisory Board (BPFA)

End of the Year Report for 2011-2012

April 24, 2012

Committee Members: Timothy Hinterberger, Sheila Selkregg, Marcia Stratton, Kanapathi Thiru (Chair)

GOALS for AY 2011-2012

- a) To represent the Faculty Senate on **PBAC** (Kanapathi Thiru)
Provide reports monthly.
- b) To represent Faculty Senate on **Facilities PBAC** (Kanapathi Thiru)
Provide reports monthly.
- c) To keep the Faculty Senate informed about the major decisions of PBAC.
- d) Facilitate communication between the faculty senate and PBAC.
- e) To establish protocols for consultation between Faculty and Administration in order 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.
- f) Research and define the current decision criterion used in the selection and replacement of classroom seating, reconfigurations of classroom that effect seating options, and conversion of classrooms to other purposes.

Accomplishments

- The Committee Chair attended all the PBAC and PBAC-Facilities meetings.
- A draft of classroom issues, design guidelines and protocols was submitted to the Faculty Senate at the March meeting.
- Classroom configuration issues were reported to the PBAC-Facilities as well as PBAC.
- The BPFA members completed the on-line survey conducted by Sightlines concerning faculty perceptions and expectations for teaching space.

Concerns

- The BMH building will not be available for classroom scheduling for more than a year beginning spring 2013 due to renovations. Also the portable ETB1 is no longer available for classroom scheduling. Approximately ninety sections are currently offered in BMH and we are anticipating some serious problems scheduling classes beginning spring 2013. The PBAC-facilities has been asked to propose a solution to this problem. The Chair of BPFA attended a joint meeting with CAS and a PBAC-Facilities representative to discuss possible strategies to solve this issue.



UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE
 3211 Providence Drive, Anchorage Alaska 99508
 Drs. Natasa Masanovic, Patricia Fagan, and Gabe Garcia, Co-Chairs

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR APRIL 20, 2012

x	Michihiro Ama, Languages	x	Gabe Garcia, Health Sciences, 3 rd Co-Chair	x	Natasa Masanovic, Languages, 1 st Co-Chair
x	Gabrielle Barnett, Liberal Studies	E	Susan Garton, Education	E	Sudarsan Rangarajan, Languages
x	Yong Cao, Business	E	Beth Graber, English (Kachemak Bay)	x	Rena Spieker, Nursing
E	Ping-Tung Chang, Math (Matsu)	x	Hiroko Harada, Languages	x	Mary Weiss, Nursing (Bethel)
x	Herminia Din, Art Education	x	Sun-il Kim, Computer System Engineering	x	Yelena Yagodina, Mathematics
---	Kevin Dow, Accounting	x	Paul Landen, Psychology (Kenai)		
x	Patricia Fagan, Languages, 2 nd Co-Chair and Secretary	E	Sean Licka, Art History		

Consultants and Representatives

E: Marva Watson, Director, Campus Diversity & Compliance Office

* x=Present *E=Excused *---=Not Present

- I. Review of Agenda for April 20, 2012: Unanimously approved with no additions proposed.
- II. Review of FSDC Meeting Minutes from March 23, 2012/Update from the International and Intercultural Laboratory Task Force: In order to retain institutional transparency and reflect the stellar achievements of all the subcommittees for the International and Intercultural Laboratory Task Force, it was requested that the amendments made on March 23 to Section V of the FSDC 2/17/2012 minutes be revised. The final copy should read: Throughout AY 2011-12, the IILTF Inventory Task Force Subcommittee has perused UAA web pages, encoding key words in terms of established UAA International and Intercultural Laboratory Learning Outcomes. With this new tool developed by the subcommittee, the IILTF is now able to provide the institution with an inventory baseline highlighting information relayed to the public on-line and, consequently, its perception of the current UAA campus climate. It was additionally noted by the IILTF committee members who serve on the FSDC, Gabrielle

Barnett and Herminia Din, that UAA is currently awaiting the report from the American Council on Education Peer Review Team who visited campus during March 2012. Upon receipt of the ACE Report, the Provost will make determinations in conjunction with the official recommendations submitted by the UAA International and Intercultural Laboratory Task Force and the overall evaluations of the Chancellor's Cabinet.

The Faculty Senate Diversity Committee expressed its sincere gratitude to the FSDC/IITLF liaisons, Profs. Din and Barnett, for their excellent work, dedicated service, and commitment to diversity at UAA.

The FSDC unanimously approved aforementioned suggested changes to minutes. No other recommendations were made for 3/23/2012 minutes.

- III. Update from Diversity Action Council: The FSDC/DAC liaison, Patricia Fagan, noted that the DAC was able to report several outstanding achievements for AY 2011-12. On April 13, one subcommittee presented a concrete *Call to Action!* comprised of the following categories: *Vision for a Diversity Action Plan, Need for a Diversity Action Plan, Scope/Purpose of the Diversity Action Plan, Approach/Development of the Diversity Action Plan, Timeframe for Development of the Diversity Action Plan, and Resources*. A second subcommittee, *Focus with Intent—UAA Diverse Campus Programming* presented two packages: renovated *DAC Funding Request Proposal Forms* incorporating the IITLF Learning Outcomes and *Introducing the DAC*—an informational campus brochure including set guidelines for funding requests. Following this dissemination of information, FSDC members voiced opinions that the DAC should include in its *Call to Action!* special recommendations to allocate monies in support of International Faculty hires; that is, that individual departments should not bear the onus of paying for visas (e.g. an H1-B Visa costs approximately \$10,000), but rather that special funds should be set aside for this purpose, thus enhancing the recruitment and hiring of a more diverse faculty. Given the fact that Senior Consultant John Bhend is leaving the institution, members of the FSDC suggest that UAA invest in the hiring of an Immigration Specialist who has received an advanced degree specifically in this area of expertise. FSDC members additionally noted the need to enhance recruitment of diverse US citizens for employment at UAA, as a diverse staff/faculty better serves a diverse student body, not only international, but intercultural, too. One particular concern expressed was that the hiring of only non-smokers may preclude many culturally-diverse individuals from applying to UAA.
- IV. Update from the Faculty Senate: FSDC/FS liaison, Gabe Garcia, conveyed that the Faculty Senate was accepting recommendations from faculty members regarding the search underway for UAA Provost. Two FSDC members, Natasa Masanovic and Patricia Fagan, commented that they submitted suggestions to Betty Hernández, requesting that the vacancy announcement indicate a preference for candidates with “significant experience working, studying, or living within diverse communities/cultures as well as proficiency in a second language (other than English).”
- V. Elections for FSDC AY 2012-13 Co-Chairs: Current 1st and 2nd Co-Chairs, Natasa Masanovic and Patricia Fagan, respectively, will be relinquishing their FSDC leadership roles upon the closure of AY 2011-12. During the April 20th meeting, elections were held, and the committee unanimously voted in favor of self-nominated candidates, Gabe Garcia (1st Co-Chair and Faculty Senate Representative) and Mary Weiss (2nd Co-Chair). FSDC member, Rena Spieker, suggested the rotation of minute-taking rather than the appointment of an official committee Secretary for AY 2012-13, due to the position's onerous workload. All voted in favor of this motion.
- VI. Certificates of Appreciation: Current Co-Chairs announced that *Certificates for Appreciation of Service* would be sent to FSDC members over the summer via Intercampus Mail. FSDC members were thanked for their contributions in bringing to fruition a rich and productive year. In addition, all faculty members were strongly encouraged to attend 2012 Commencement on

Sunday, May 6, 2012. Faculty members need to show outward support toward UAA's diverse student body and respective family members!

VIII. Informational Items:

- ✓ NCBI Welcoming Diversity and Prejudice Reduction Workshop for UAA Staff and Faculty, Friday, March 30, 8:55 a.m.-4:15 p.m., Commons 106, was a huge success! Many thanks to the Leaders and Members of the NCBI Team as well as the UAA Office of Campus Diversity and Compliance.
- ✓ Professor Sean Licka is in the process of preparing for AY 2012-13 guests to UAA campus: 1) Cuban painter, José Bedia, and 2) Pooyukitchum/Mexican-American performance artist, James Luna. More details to follow in Fall 2012.

IX. Meeting adjourned at 4:34 p.m.

Minutes respectfully submitted by Patricia Fagan, Ph.D.



Faculty Senate Diversity Committee Accomplishments for AY 2011-12

- I. Revised the Faculty Senate Diversity Committee Mission Statement to most appropriately reflect its current core values and endeavors:

“The purpose of the Faculty Senate Diversity Committee is to support the initiatives of all faculty members across the University of Alaska Anchorage Campuses in promoting diverse and inclusive educational experiences.”

- II. Bolstered newly-established Junior-Senior Faculty Mentorship Association (founded by the Faculty Senate Diversity Committee, Spring 2011) by welcoming most recently-arrived faculty members to join, particularly international faculty members. Five FSDC Members/Senior Faculty Mentors met regularly throughout the AY 2011-12 with Junior Faculty Mentees, assisting them with interpretation of guidelines for appropriate Professional File, Activity Report, and Workload Agreement Preparation; Syllabi Design; Committee Service; and Research Publication.
- III. Collaborated extensively with the International and Intercultural Laboratory Task Force and its Co-Chairs in coordinating initiatives on numerous occasions. FSDC Co-Chairs participated in a series of IILTF open fora and met with the American Council on Education Peer Review Team in March 2012. Two FSDC members were active IILTF representatives throughout the academic year, involved in the design and implementation of the six International and Intercultural Learning Outcomes as well as the activities of the IITLF Inventory Subcommittee. The FSDC provided considerable feedback to the IITLF during the formation of the Learning Outcomes in a formal report (October 2011) entitled: *Faculty Senate Diversity Committee Summary Report—Response to International and Intercultural Laboratory Task Force Proposed Student Learning Outcomes*.
- IV. Formally welcomed the new Director of Alaska Native Studies, Dr. Maria Williams, inviting her to present her programmatic and community goals during a meeting, allowing the Faculty Senate Diversity Committee to understand how it could best assist in supporting the goals of the Alaska Native Studies Program.
- V. Actively collaborated and participated in UAA Multicultural Celebrations such as Hispanic Heritage Month, Filipino American History Month, Alaska Native/Native American Heritage Month, Alaska Civil Rights Month, and International Education Week. FSDC fully supported and will continue to support Public Square events at the University of Alaska Anchorage relating to global and intercultural issues through coordination, publicity, promotion, informational dissemination, volunteerism, and attendance.

- VI. Worked in tandem with the UAA Office of Diversity and Compliance, the Diversity Action Council, and the UAA Campus Affiliate of the National Coalition Building Institute. Encouraged all community members—most specifically faculty whose membership pertained to the Faculty Senate Diversity Committee and Diversity Action Council—to complete at least one all-day (8-hour) National Coalition Building Institute workshop, either during Fall 2011 or Spring 2012. 1st and 2nd FSDC Co-Chairs co-led the Fall 2011 NCBI Workshop and were workshop Team Members for the Spring 2012 Workshop. An additional FSDC member was a Team Support Member during the Fall 2011 Workshop, and two new FSDC members were first-time workshop participants in Fall 2011.
- VII. The FSDC classified the University of Alaska Anchorage Board of Regents' Diversity-Related Policies according to 1) "those policies which were definitely anachronistic and needed to be revised urgently," 2) "those policies which required a detailed examination but at a later stage after dealing with the category #1," and 3) "those policies which were prima facie fine and where there was no reason to suspect any potential dysfunctionality/conflict." The FSDC offered additional recommendations for wording of Diversity-Related Policies.
- VIII. In conjunction with the DAC and the voices of members from various campus Student Clubs, the FSDC offered suggestions regarding the Diversification of GERs for the Faculty Senate to consider (November 2011).

Faculty Grants and Leaves Committee Final Report 2011-12

Committee Members:

Amy Green-Chair	Kirk Scott	Kamal Narang
Yoshito Kanamori	Kathy Stephenson	Seong Kim
Angela Dirks	Megan Friedel	

Marian Bruce/Faculty Services

Report:

August 2011:

In the absence of Kim Perkins, Chair Amy Green, worked with John Bhend, HR, to complete committee schedule for 2011-12

Committee was notified by Chair, Amy Green, of committee duties, schedule, and meeting times.

September 2011:

Marian Bruce joined Faculty Services and assisted with committee administrative duties. A committee orientation meeting was held in September 2011.

October 2011:

Committee received and reviewed Round II Faculty Development/Research Travel grant applications. Reviews were complete and submitted to Faculty Services by 11/1/11. Sabbatical applications were made available to the committee for review on 10/27/11.

November 2011:

Committee convened on 11/4 to discuss applications and make recommendations. Recommendations were forwarded to Faculty Services and award letters were sent out to faculty members on 11/14/11. Completed sabbatical reviews were forwarded to Faculty Services by 11/22/11.

December 2011:

The committee met to discuss sabbatical applications on 12/2/11 and recommendations were sent to Faculty Services on 12/7/11.

February 2012:

Amy Green and Marian Bruce completed a CAFÉ training session for faculty members on Faculty Development Grants/Research Travel Grants and Sabbatical Applications. The focus was how to prepare applications and the committee's review process.

March 2012:

Applications for Round I Faculty Development/Research Travel Grants were forwarded to the committee for review. Final recommendations were sent to Faculty Services on 4/3/12.

April 2012:

The committee met to discuss Round 1 applications on 4/6/12. Final recommendations were sent to Faculty Services on 4/10/12.

The Faculty Grants and Leaves committee completed all of its required duties in 2011-12. The chair position for this committee will be open for the next academic year and current FGL committee members have been encouraged to take on this leadership role. Throughout the review process, the committee noted several items in the Faculty Handbook that needed revision and plans to revisit this in the next academic year. Marian Bruce will forward service letters to the committee members for their promotion and tenure file in May 2012.

**Institutional and Unit Leadership Review Committee (IULRC)
Year End Report
April 30, 2012**

The Committee met April 27th to review its progress during AY 2011 – 2012. This report summarizes Committee activities and recommendations.

1. Following already developed protocols, the Committee prepared faculty and staff listservs for CBPP and CTC. These listservs were used by the IDEA Center to subsequently post surveys completed by the faculty and staff of those colleges. The results of these surveys will be provided to the Provost. The Committee also conferred with the deans of these colleges to discuss the feedback process expected by faculty following this survey cycle. The Dean of CTC requested that an additional survey be prepared for her College Council. The survey was advertised by messages from L. Foster (Committee), the deans, and the IDEA Center. The survey period was extended to May 4th in an effort to maximize response rates. As of April 29th, these rates were: CBPP Faculty (57%), CBPP Staff (42%), CTC College Council (94%), CTC Faculty (67%), and CTC Staff (55%). At the time of this report's submittal, one week remained on the survey period. Final response rates will be provided in this Committee's first report of next year; the results will also be provided to the respective deans as soon as possible.

The IDEA Center has in the past provided two separate survey instruments, one for faculty and another for staff. The questions and structures of these two survey instruments were notably different. This year only one survey instrument was available; however, the deans of CTC and CBPP were able to submit separate Administrator Information Forms (similar to the FIF completely by faculty) for the surveys provided to the different constituents of their colleges. This lack of separate survey instruments, one for faculty and another for staff, suggests a need to explore other survey options.

2. The Committee has explored alternate survey instruments. To date, five instruments have been examined. Prices vary from that similar to the above IDEA instrument to considerably more expensive options in the \$5000 range. The more expensive options are more comprehensive and combine traditional surveys with on-site interviews; companies providing such services also assist with survey design and outcome presentations. The five survey companies investigated were Readex, Quantisoft, Training Technologies, Drake Inglesi Milardo, and Denison Consulting. Drake Inglesi Milardo appears to provide the most comprehensive surveys and options.

Next fall Committee leadership will review progress to date with the Senate's Executive Board, and then with the Provost given likely cost increases. The Committee recommends that its review of alternative survey instruments be continued

- into next year. Given that only one of the units to be surveyed next year has a seated dean (Library), the Committee also recommends that no survey be administered next year. This will allow the Committee to concentrate on exploring alternate instruments. Following the appointment of a seated Provost, the Committee will quickly commence discussions, in concert with the Executive Board, with the Provost and the deans on expected survey activities for AY 2013 – 2014. The Committee will also confer with the deans should an alternate survey instrument be likely.
3. The Committee recommends the following language be incorporated into the Senate's Bylaws addressing the Committee's functions and responsibilities: *"If a dean is newly appointed or leaving his/her post during a year when his/her unit is to be surveyed, the Committee, following discussions with that dean and Senate's Executive Board, may elect to postpone the survey period by up to two years."*
 4. The Committee has worked closely with the Senate's ad hoc Community Campus Committee in drafting the necessary Faculty Senate Constitution and Bylaws language needed to render that committee standing. Committee members L. Foster and C. Theno have conferred with the Senate's Executive Board, the Chancellor, the Vice Chancellor for Administrative Services, and the community campus Directors on developing a feedback process wherein faculty opinions may be collected and provided to the Directors. This work will continue into the summer.

The Committee is chaired jointly by Larry Foster and Jan Vandever. Committee members include Katherine Rawlins, Trina Carter, Liliya Vugmeyster, and Christine Theno. Professors Vandever and Carter were excused from the April meeting. L. Foster will convene next year's Committee and will serve as its Chair or Co-Chair because his mother failed to teach him to not pet stray dogs.

**LIBRARY ADVISORY COMMITTEE (LAC)
SUMMARY REPORT FOR 2011-2012 TO UAA FACULTY SENATE**

- **MEMBERSHIP.** Members of the 2011-2012 Library Advisory Committee are Gina Boisclair, Mandy Booth, Elizabeth Campbell, Daria Carle, Leanne Davis, Elizabeth Dennison (Fall only), Steve Godfrey, Alberta Harder (UAA Co-chair), Elizabeth James (Fall only), Garry Kaulitz, Sean Licka, Ann McCoy (APU Co-chair), Susan Mitchell, Nancy Nix, Peter Olsson, Steve Rollins, and Rieken Venema. The members were divided among three subcommittees: Library as Place, Library Resources, and Library Services. Eight monthly meetings were held from 11:30 am to 1:00 pm in LIB 302A on September 2nd, October 7th, November 4th, December 2nd, January 13th, February 3rd, March 2nd, and April 6th.

- **LAC GOALS AND OBJECTIVES FOR 2011-2012, BY SUBCOMMITTEE.**

Library as Place Subcommittee (LP)

1. Continue to manage the Arc Gallery at the Consortium Library.
 - a. Install four exhibitions during the 2011 - 2012 academic year.
 - b. Plan the exhibition schedule for fall 2012 - spring 2013.

2. The LP Subcommittee will also:
 - a. Update the way finding maps.
 - b. Complete the installation of the security camera in the Arc Gallery.
 - c. Continue the upgrade of the Library landscaping.

Library Resources Subcommittee (LR)

1. Identify ways to increase awareness and visibility of the library and its resources
 - a. Work with Library's Web Development Team to add a link on library website for people to donate to the library fund.
 - b. Invite faculty to add library link in their Blackboard courses and from the various departments at UAA and APU.
 - c. Revive CAFÉ presentations on specific library resources, e.g., government documents, archives, specialized databases, etc.

2. Continue working with LibQual results
 - a. Identify relevant focus groups at UAA and APU for further follow-up study.

3. Aid the library in developing a marketing plan
 - a. Identify grants for acquiring library materials, resources, technology, etc.
 - b. Look for ways to promote the library in the individual databases, e.g., branding.
 - c. Increase awareness of new resources on library website, grad school website, Green & Gold, etc.
 - d. Compile a list of publicity ideas.

Library Services Subcommittee (LS)

1. Support the administration of the LibQUAL survey and the follow-up studies of the results.

2. The LS Subcommittee will also support the advertisement of library services at appropriate times.

- **LAC SUBCOMMITTEE OUTCOMES FOR 2011-2012.**

Library as Place Subcommittee (Steve Godfrey, Chair)

Arc Gallery

- The Arc Gallery 2010-2011 exhibition schedule was as follows:
 - Celia Anderson**
September 16th – October 28th with opening reception Friday, September 16th
 - Esther Hong**
November 11th – December 16th with opening reception Friday, November 11th
 - Susan Matthews**
January 20th – March 2nd with opening reception Friday, January 20th
 - Susan Bremner**
March 16th – April 27th with opening reception Friday, March 16th
- Four exhibits by Don Decker, Jimmy Reardon, Jane Jones (tentative), and Garry Kaulitz are scheduled for 2012-2013.

Third Floor Exhibitions

- A photographic exhibit entitled **Polish Heroes: Those Who Rescued Jews** was on display on the third floor during November.
- **Images from Magadan** tentatively scheduled for 2012-2013.

Way Finding Maps

- The way finding maps were updated.

Security Cameras

- Beginning the installation of security cameras in the Arc Gallery and at the Circulation Desk is planned for next year.

Library Landscaping

- The upgrade of the Library landscaping will continue.

Library Resources Subcommittee (Daria Carle, Chair)

Identify ways to increase awareness and visibility of the library and its resources.

- Contacted Library's Web Development Team about adding a link on the website for people to donate to the library. Web Team was amenable to adding the link to the 'About the Library' section. Draft of text for the link is in progress.
- Checked with UAA Advancement about logistics of identifying Consortium Library Fund when donations are made.
- Investigated possibility of library donations via APU's website. At present there is no option for specifying the library when giving to APU. Their website is being significantly revised; this option will be revisited when the update is finished.

- Conduct a check of UAA and APU departments next year to make sure the library is linked from websites and Blackboard.
- Conversations with CAFÉ personnel on reviving CAFÉ presentations on specific library resources were held; lack of participation is a continuing problem, so further collaboration on this topic is needed to encourage faculty attendance.
- A faculty reception for new UAA and APU faculty was also considered, but was recommended for next year so that scheduling of the event and publicity can be done well in advance.
- Subcommittee member Daria Carle composed another funding request letter with input from Nancy Nix and Rieken Venema which was signed by the two LAC co-chairs and sent in April 2012. The letter, addressed to UAA's administration, thanked them for funds that were added to the Library last year and requested additional support this year. Copies of the letter were also sent to the Planning and Budget Advisory Council (PBAC) members.

Continue working with LibQual results.

- Selecting additional focus groups representing other programs at APU and UAA was discussed, and specific groups and information gathering will occur as LibQual 2011 results are analyzed.

Library Services Subcommittee (Gina Boisclair, Chair)

Support of LibQUAL Survey

- Susan Mitchell provided the LAC a monthly update on the administration last fall of the LibQUAL survey to UAA and APU faculty and students as well as on the follow-up studies of the results.
- In response to LibQUAL results, the LS Subcommittee researched the customer service policies of other libraries and suggested to the Library Assessment Committee that they recommend that the Library form a working group to craft a library customer service policy. Some LS members also researched group study room policies at other libraries.

Marketing of Library Services and Resources

- Bulletin boards will be installed in the Library and at APU to use in promoting library services and resources to UAA and APU faculty and students.
- Susan Mitchell and Sally Bremner worked on a draft of a newsletter to be sent to faculty at the beginning of each semester to provide important information on library services and resources.
- Setting up an informal reserves desk at APU next fall in the Support Center was discussed.

• LAC MEMBERSHIP FOR 2012-2013.

Meeting time and location will remain the same. Ann McCoy and Alberta Harder were re-elected as co-chairpersons for 2012-2013. Gina Boisclair and Daria Carle are not returning to the Committee next year.

UAA Faculty Senate Professional Development Committee

Minutes for: April 20, 10am, Health building room 381

- Members in attendance (Remote)
 - Bean
 - Bennett
 - Dunscomb
 - Flanders_Crosby
 - Harville
 - Ketner
 - La Rue
 - Owens-Manley
 - Predeger
 - Schultz
 - Straley

General Business

Call to order at 10am
Quorum was satisfied
Approval of the Agenda
Approval of the Minutes
Welcome for Lynn Koshiyama of CAFE

Continuing Business

Review and approval of the Committee By-Laws

New Business

The annual activities of the committee for reporting to the Faculty Senate.

1. Establishment of committee goals and their incorporation into the By-Laws of the committee
2. Creation, review, and approval of Committee By-Laws (Attached)

Beside the common operational procedural rules of the committee, the committee recommends and has written in to the By-laws, the membership shall be elected by the faculty. The committee felt that the process of nomination and election would support intention, attendance and contribution to the committee. There is no limit to the number of members within the By-Laws, so nomination and a single vote provides. Should the number of members become a problem, it is a pleasant problem easily resolved by a change in the By-Laws to limit the membership. A problem the current membership does not foresee.

3. Review and recommendation to the F.S. on BOR policy
4. Recommendation of establishment for a university wide Professional Development day in conjunction with the in-service programs of various colleges and schools of the university.
5. Consideration of actions to promote the inclusion of the phrase 'creative activity' as an equal component to research in the committee's purpose of the Faculty Senate Constitution.

First meeting of the committee for the AY 2012-13 will be 10am on the third Friday of September, 2012.

Submitted by Brian Bennett, Chair
Assistant Professor, Architectural Engineering and Technology

30 April, 2012

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

SUMMARY REPORT FOR 2011-2012 TO UAA FACULTY SENATE

Membership

Members of the 2011-2012 SASS Committee are Michael Buckland, Tracey Burke, Connie Fues, Shannon Gramse, Alberta Harder, Tom Harman, Patricia Jenkins, Sara Juday, Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore, and Filipinas Tibayan (fall semester only). Alberta Harder and Karl Pfeiffer are co-chairpersons of the committee. Eight monthly meetings were held on September 16th, October 21st, November 18th, December 9th, January 20th, February 17th, March 23rd, and April 20th in ADM 101A from 2:30 pm to 4:00 pm. Guests included Patricia Grega in November, Dr. Bruce Schultz in March, and Mariecris Gatlabayan in March.

Summary of AY2011-2012 SASS Committee Goals and Activities

SASS Committee goals for 2011-2012 included learning more about the college-readiness initiative headed by Patricia Grega, looking at identifying the technology readiness of incoming students and current support for those needing technology assistance, and following up on the UAOnline registration changes implemented last year. Also, the Faculty Senate executive board requested that the SASS Committee research what other universities are doing to improve graduation rates.

Patricia Grega, a professor in College Preparatory & Developmental Studies, attended the November SASS meeting and provided an overview of the 2010-2011 results from the UAA-ASD Early Accuplacer Testing Project and outlined the 2011-2012 project plans. Additionally, she provided preliminary information about proposed changes to ASD graduation requirements and received feedback from the committee on these proposed changes.

At the December meeting, committee members discussed a *Time* magazine article on helping first-year college students make a successful transition to college life. The focus of the discussion was the importance of faculty, staff, and peer mentoring. At the January meeting, the committee discussed the technology readiness of incoming students and current support for those needing technology assistance. A journal article on technology readiness was distributed to the committee.

The committee was also informed about a new report on the success in subsequent college-level work by underprepared students. This report is available on the UAA Institutional Effectiveness website. Sara Juday, who is a research professional in the office of Institutional

Effectiveness, Engagement, and Academic Support, has provided monthly updates on the work of the UAA group that is looking at ways to improve the UAA graduation rate.

Dr. Bruce Schultz, Vice Chancellor for Student Affairs, attended the March SASS meeting to discuss student success initiatives. He provided a report on the status of MAP-Works at UAA. There was also discussion of the importance of academic advising and the importance of dialog between staff and faculty pertaining to student affairs.

In response to a request by the Faculty Senate executive board, the SASS Committee discussed the need for review of the UA policies sent to the committee by the executive board and provided recommendations for review of these policies. The Faculty Senate executive board also asked that the SASS Committee examine Complete College America. UA President Gamble requested that the Faculty Alliance review the tenets of Complete College America and make a recommendation on its content value and adaptability in Alaska. A memo from the SASS co-chairpersons containing some information about Complete College America was sent to the executive board in April in response to the Faculty Senate executive board request.

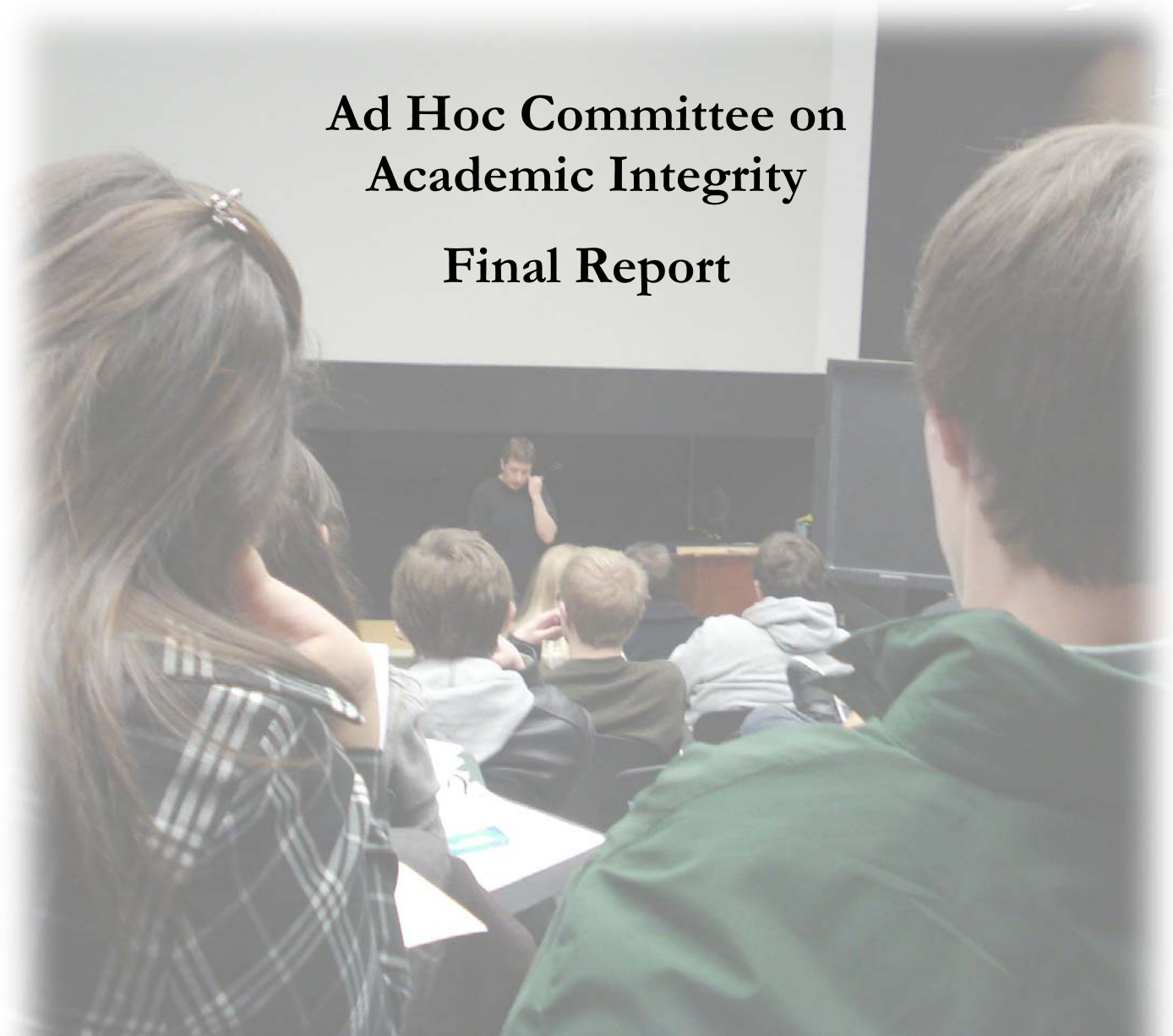
Committee Membership and Co-chair Election for AY2012-2013

Karl Pfeiffer was re-elected to be a co-chairperson of the SASS Committee for 2012-2013. Another co-chairperson will be elected at the September meeting in the fall semester. The following current SASS members are planning to remain on the committee in 2012-2013: Michael Buckland, Tracey Burke, Connie Fuess, Shannon Gramse, Tom Harman, Patricia Jenkins, Sara Juday, Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, and Tom Skore. Mariecris Gatlabayan will also be a member of the SASS Committee in 2012-2013. The committee will meet in ADM 101A from 2:30 pm to 4:00 pm on September 21, 2012.



Faculty Senate
UNIVERSITY *of* ALASKA ANCHORAGE

**Ad Hoc Committee on
Academic Integrity
Final Report**



Presented to the UAA Faculty Senate
30 April 2012

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I. Introduction and Charge

The 2010-2011 Faculty Senate appointed the Ad Hoc Committee on Academic Integrity to assess the perceived and actual extent of academically dishonest behaviors at UAA, analyze current policies in light of the current situation, and develop responses and policy refinements to address these issues.

The preliminary stage of this process involved surveys of students and faculty at UAA. Modeled on a nationally used set of instruments developed by Dr. Don McCabe of Rutgers University for the Center for Academic Integrity, the surveys were administered over the 2010-2011 academic year. A preliminary report of the survey results was presented to the UAA Faculty Senate Retreat on 24 August 2011 and made available to the UAA community through the Academic Honesty and Integrity site (<http://www.consortiumlibrary.org/blogs/ahi/>) hosted by the UAA/APU Consortium Library. The full text of this Report is included below in the Appendix.

After the presentation of the report, the 2011-2012 Faculty Senate extended the appointment of the Ad Hoc Committee to devise policies to address academically dishonest behaviors. The goals of this new charge were:

1. Final Report on Academic Integrity at UAA based on the Ad Hoc Committee's assessment of the Survey Report.
2. Recommendations for actions to be taken to improve Academic Integrity at UAA,
3. Fix inconsistencies in definitions among UAA policy documents.
4. Review current sanctions, and devise future policies to standardize and make sanctions more effective.

This mandate was expanded in January 2012 with a request by President Gamble for proposals by the various MAU Faculty Senates for revisions to the UA Board of Regents policies. The Ad Hoc Committee was charged with incorporating some of its policy recommendations into the UAA Faculty Senate proposal.

This report represents the final recommendations and policy proposals of the Ad Hoc Committee on Academic Integrity.

II. Final Recommendations of the Ad Hoc Committee

1. **Require Academic Integrity Tutorial.** Prior to completing 20 credit hours, we recommend that all students be required to complete the Academic Integrity Tutorial.
We recommend a certificate system similar to the current system used for IRB training.
2. **Update and Maintain Academic Integrity Tutorial Regularly.** In coordination with Faculty Technology Center, we recommend updating the Academic Integrity Tutorial so that the quiz will offer randomized questions from a large database that draws examples from different disciplines.
3. **Integrate Academic Integrity Tutorial into Freshman Seminar.** If the university adopts a freshman seminar class, the Academic Integrity Tutorial should be a requirement of that class.
4. **Develop a Faculty Guide to Academic Integrity.** This guide should include how to submit incidents, possible sanctions, available resources, reporting structures, etc.
5. **Encourage Faculty Members to Report Incidents of Academic Dishonesty.** Faculty members are strongly encouraged to report academic dishonesty incidents, even if they choose to handle the situation themselves. Widespread reporting will help to create a more accurate picture of academic dishonesty issues at UAA. It will also identify trends, locate repeat offenders, and ensure a fair and equitable response to cases of academic dishonesty.
6. **Develop an Online Reporting System.** We recommend developing an easy online reporting system for faculty to communicate cases of academic dishonesty. See VI. Sample Student Code of Conduct Report Form.
7. **Establish Faculty Development.** Through CAFE and New Faculty Orientation, we recommend developing training on a number of topics related to academic integrity, including: how SafeAssign works and how to use it ethically, how to handle academic dishonesty cases, how to avoid and discourage dishonesty, and how to make policies clear through syllabi and assignments.
8. **Establish Visibility of Academic Integrity Issues.** A number of actions should be taken to communicate the importance of academic integrity with students. Some examples include: focusing on integrity at Freshman Convocation through a speaker and other activities, creating a more developed version of Board of Regents policies and the UAA Student Code of Conduct with examples, and developing standardized university-wide guiding documents and instructional resources.
9. **Update Board of Regents Policy about Academic Dishonesty.** We recommend approaching the Board of Regents to update section R09.02.020 of the Student Code of Conduct, Section A: Cheating, Plagiarism, or Other Forms of Academic Dishonesty. See [III. Proposed Changes to Board of Regents Policy](#).
10. **Implement a Sanctioning Rubric for Cases of Academic Dishonesty.** We recommend the development of a consistent and transparent set of sanctioning guidelines. Such guidelines would clarify sanctioning policies for faculty, students, and

administrators. Given the complexity of designing such guidelines and the necessity to integrate such guidelines with other policies proposed here (particularly the proposed changes to the Board of Regents policy), we have limited our discussion to outlining a reporting system and sanction spectrum. See [VI. Proposed Sanctioning Guidelines](#).

11. **Establish an Honors Council Involving Students and Faculty.** Currently, disciplinary sanctions are determined by administration. We recommend involving faculty and students by creating an Honors Council as an alternative method for adjudicating Academic Dishonesty cases.
12. **Note Severe Cases of Academic Dishonesty on Transcripts.** With the Registrar, we recommend exploring the possibility of creating a notation for transcripts that can be used for severe cases of academic dishonesty, including dropped courses. In some cases, the notation could be removed after sanction is implemented.
13. **Establish a Full-time Coordinator or Director of Academic Integrity.** This position would provide leadership, coordinate academic integrity activities, develop and maintain campus resources, guide faculty development, implement strategic planning and review, investigate and sanction cases of dishonesty, etc. This position should require someone with academic experience. See [V. Description for Proposed Academic Integrity Coordinator position](#).
14. **Create a Faculty Senate Standing Committee on Academic Integrity.** We recommend that the work of this committee continue by establishing a standing senate committee. If this is not desirable or feasible, then we recommend the work of this committee be continued by SASS. Part of this committee's responsibility should be following up on the Academic Integrity Survey conducted last year, as well as overseeing the proposed recommendations.

III. Proposed Changes to Board of Regents Policies

The ultimate authority for the Student Code of Conduct lies in the University of Alaska Board of Regents' Policies. UAA Policies mirror those policies established by the UA Board of Regents, resulting in a singular unified text.

The Ad Hoc Committee proposes the following changes, which are intended to clarify the existing text and account for changes in teaching practices. These policies are presented below, with both the current text and the proposed changes recommended by the Ad Hoc Committee on Academic Integrity.

Text Added – Text added to the current policy.

~~Text deleted~~ – Text deleted from the current policy.

REGENTS' POLICY
PART IX – STUDENT AFFAIRS
Chapter 09.02 - Student Rights and Responsibilities. Page 5.

UNIVERSITY REGULATION
PART IX – STUDENT AFFAIRS
Chapter 09.02 - Student Rights and Responsibilities

R09.02.010. General Statement: Student Rights and Responsibilities

The purpose of this regulation is to further define the University of Alaska's Student Code of Conduct, or Code, and to establish a framework for the enforcement of the Code. These procedures, and their elaboration in MAU rules and procedures, will allow for fact-finding and decision-making in the context of an educational community, encourage students to accept responsibility for their actions, and provide procedural safeguards to protect the rights of students and the interests of the university. These procedures are applicable to all students and student organizations.

R09.02.020. Student Code of Conduct

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code.

The examples provided in this section of actions constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

A. Cheating, Plagiarism, or Other Forms of Academic Dishonesty

Academic dishonesty applies to examinations, assignments, laboratory reports, fieldwork practicums, creative projects, or other academic activities. Examples include:

21. presenting as their own the ideas or works of another person without proper acknowledgment citation of sources;
32. utilizing devices that are not authorized by the faculty member during an examination or assignment;
53. using material sources (including but not limited to text, images, computer code, audio/video files) not authorized by the faculty member during an examination or assignment;
44. providing assistance to another student or receiving assistance from anyone another student during an examination or assignment with or without their knowledge in a manner not authorized by the faculty member;
5. submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current instructor;
5. knowingly permitting their works to be submitted by another person without the faculty member's permission;
6. acting as a substitute or utilizing a substitute; in any examination or assignment
447. deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course; or
78. fabricating or misrepresenting data in support of laboratory or field work;
89. possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment examination or in an assignment in advance of its administration;
910. altering grade records of their own or another student's work; or
4011. offering a monetary payment or other remuneration in exchange for a grade;
12. violating the ethical guidelines or professional standards of a given program.

IV. Proposed Sanctioning Guidelines

The University of Alaska Anchorage believes that academic integrity violations are best addressed through procedures designed to educate students. However, the necessity of maintaining the quality of education and of protecting the reputation of the University and its degrees requires the possibility of punitive sanctions to reinforce educative approaches and to arrest immediate or consistent issues. The guidelines included here are intended to clarify how the University can best achieve these goals.

REPORTING PROCEDURE

In cases of suspected academic dishonesty, the decision to refer or report the case to the Dean of Students Office and to assess any penalty to the grade of the assignment lies solely with the Instructor of Record in the course.

The Reporting Procedure for a typical case would work as follows:

- I. Initial Suspicion of an Academic Integrity Violation
- II. Instructor of Record Decision
 - A. Handle Solely through Instructor: All academic sanctions are imposed by the Instructor of Record; The Dean of Students Office is not involved.
 - B. Report Without Request For Investigation: The *Student Code of Conduct Complaint Form* is completed and submitted to the Dean of Students Office; no further action is taken beyond the academic sanctions imposed by the Instructor as above.
 - C. Referral for Investigation: The *Student Code of Conduct Complaint Form* requesting investigation is completed; Instructor can impose grade sanctions at this point.
- III. Investigation by the Dean of Students Office
 - A. Not Responsible: Case is dismissed and the Instructor is notified.
 - B. Responsible: Sanctions are imposed based on the guidelines listed below, and the Instructor of Record is notified of the outcome (if necessary).

DISCIPLINARY SANCTION DESCRIPTIONS

The sanctioning system employed by the Dean of Students Office is based on a spectrum of possibilities, from a Written Warning through Expulsion from the University of Alaska system. The spectrum approach allows the flexibility to address cases based on specific circumstances, severity of the behavior, and repeated violations.

The sanctions are not mutually exclusive, and can be combined to create a sanction that might be most effective in modifying the student's behavior in the future. For example, Discretionary Sanctions such as essays might be given as an educative complement to a punitive sanction of a Warning or Disciplinary Probation.

Sanctions are only imposed once the Dean of Students Office has reached a conclusion of "Responsible." Note that the assignment of grades in relation to any reported case is outside the purview of the Dean of Students office, and rests solely with the Instructor of Record.

Warning – A written notice that a student has violated UAA's Student Code of Conduct, which can be used as evidence of previous offenses in future cases. (If a student receives a warning,

the Dean of Students Office does not disclose a disciplinary record about a student to a third party, i.e., a medical school)

Mandatory AI Tutorial – The student would be required to take the Academic Integrity Tutorial and successfully pass the final quiz under the supervision of a designated representative of the Dean of Students' Office.

Recommendation for Removal from Program – A written assessment to the student's current department recommending removal from the department's program. The department makes the final decision based on its established policies.

Disciplinary Probation – a written warning that includes the probability of more severe disciplinary sanctions if the student is found responsible for violating UAA's Student Code of Conduct for a specified probationary period. (If a student is placed on disciplinary probation, the Dean of Students Office will disclose a disciplinary record of a student to a third party, i.e., a medical school, after receiving a proper release of information)

Discretionary Sanctions – Discretionary sanctions are designed primarily to educate the student as to the consequences and repercussions of the lack of academic integrity. The sanctions can include (but is not limited to) essays, written apologies, presentations, mentoring meetings, counseling, educational classes, community service work, or other uncompensated labor. They should be assigned only in conjunction with other sanctions.

Transcript Notation – A notation is placed on the student's official transcript noting the student was found responsible for violating UAA's Student Code of Conduct. A notation for the first offense could be removed through the completion of additional discretionary sanctions as determined by the Dean of Students' Office.

Suspension – The separation of the student from the University of Alaska for a specified period of time. The student may not participate in University of Alaska events or be present on University of Alaska property for a specified period of time.

Expulsion – The permanent separation of a student from the University of Alaska. The student may not participate in University of Alaska events or be present on University of Alaska property.

V. Description of Proposed Academic Integrity Coordinator Position

One result of the Ad Hoc Committee's study is the conviction that UAA's current structure (where academic integrity is one small piece of one person's much larger workload) does not allow for what is needed to address the problem at the institutional level: strong leadership; quick, careful, and fair investigation and response to cases of dishonesty; dedication to education and prevention; and consistent faculty development.

Also, one result of the Ad Hoc Committee's instigation of a public debate about academic integrity is an increase in the number of cases that have been reported to the Dean of Students office. On the one hand, this is a good thing; it demonstrates that there is a growing understanding among faculty about the importance of reporting violations of academic integrity. On the other hand, it exacerbates the lack of institutional personnel to truly deal with such violations in a timely, consistent, and efficient manner.

Under the current structure, the Dean of Students office is required by law to privilege the handling of disciplinary cases concerning behavior, substance abuse, violence, or sexual misconduct. The result is that academic integrity cases are de-prioritized with current staffing levels. The delay in addressing academic integrity violations reduces the perceived seriousness of the violation in the eyes of students and contributes to the frustration of faculty who see the university as uncommitted to enforcement of policies. Moreover, the inability to process cases consistently and efficiently leaves UAA vulnerable to charges of differential application of policies and unequal treatment. As such, the committee feels that it is irresponsible to end its work without attempting to address this personnel gap.

The Ad Hoc Committee recommends the creation of a full-time position of Academic Integrity Coordinator. The Coordinator should have an extensive academic background, including significant experience as a classroom instructor. The position the committee is proposing is modeled on positions currently existing at numerous institutions. The majority of the duties are based on the Quinnipiac University Director of Academic Integrity Job Description for a faculty position and the George Mason University Director for Academic Integrity Initiatives Job Description.

Academic Integrity Coordinator Job Responsibilities

The Academic Integrity Coordinator is the primary officer of the University dealing with issues of academic integrity. The position will be to design, implement, maintain, and coordinate policies and resources dealing with academic integrity issues across UAA colleges and units. Given the necessity of close interaction with academic departments, disciplinary and pedagogical paradigms, and the educative duties of the position, the Academic Integrity Coordinator have an extensive background in instruction and significant classroom experience.

The primary duties of the Academic Integrity Coordinator will be:

- Facilitate ongoing strategic planning to ensure quality, continual improvements, efficiencies and effective services. Foster planning and decision-making informed by internal and external data that is derived from assessment, trends, and best practices.

- Educate students about academic integrity through events such as an Academic Integrity Week, campus lectures, ethical and integrity case study competitions, mock hearings, public service announcements, and class presentations
- Work with the International Student Advisor to inform and educate international students
- Maintain Academic Integrity Tutorial
- Maintain Academic Integrity website
- Provide workshops and training for all faculty about academic integrity, including strategies to prevent academic dishonesty
- Create and enforce a set of minimum sanctions for different types of academic misconduct
- Develop a guide for faculty about academic integrity
- Work with the Dean of Students office to fairly and efficiently address academic integrity violation complaints and carry out sanctions
- Create a method to assess learning outcomes for students who receive educational sanctions for academic dishonesty
- Create a Citation Tutorial and sponsor citation workshops
- Create an Academic Integrity Honors Council
- Serve as advisor to academic honor societies
- Develop a reporting system for faculty to refer cases of academic misconduct
- Generate reports to the University community

VI. Sample Student Code of Conduct Report Form

Student Code of Conduct Report Form

Name of Student(s): _____

Student ID#: _____

Date of Alleged Violation: _____ Course (CRN) #: _____

Name of reporting Faculty: _____ Faculty Phone #: _____

Campus Address: _____ Faculty email: _____

ALLEGED VIOLATION OF ACADEMIC HONESTY

- CHEATING (Board of Regents Policy, R09.02.020.A 1., 2., 6., 8.)
 - PLAGIARISM (Board of Regents Policy, R09.02.020.A 4.)
 - FACILITATION (Board of Regents Policy, R09.02.020.A 3., 5.)
 - FABRICATION (Board of Regents Policy, R09.02.020.A 7., 9.)
 - OTHER FORM OF ACADEMIC DISHONESTY (state Board of Regents Policy Paragraph(s) below, if applicable)
-

DESCRIPTION OF ALLEGED VIOLATION

Please attach a detailed description of the violation including any physical evidence - original assessment(s), exams, emails, SafeAssign report or similar.

RESOLUTION OPTIONS

- I am directly referring this case to the Dean of Students Office

Faculty Signature: _____ Date: _____

The student is / is not aware of the above allegation.

I have taken the following action(s):

- F or 0 on assignment/exam F in course
- Reduced grade on assignment/exam: _____
- Other action(s), please describe (attach additional sheets if necessary):

- I do not wish an investigation by the Dean of Students (the Dean of Students reserves the right to investigate the case if the student is a repeat offender).

VII. APPENDIX: Survey Summary Report, Final Version

- I. [Academic Integrity Survey Methodology](#)
- II. [Perceptions of Academically Dishonest Behaviors](#)
Table 1: Student vs. Faculty Perceptions of the Seriousness of Specific Behaviors
- III. [Academically Dishonest Behavior at UAA](#)
Table 2: Self-Reported Frequency of Academically Dishonest Student Behaviors
Table 3: Cheating in Online Courses
- IV. [Perceptions of Current UAA Policies and Penalties](#)
- V. [Faculty and Student Reporting of Academically Dishonest Behavior](#)
- VI. [Summary Survey Final Conclusions](#)

I. ACADEMIC INTEGRITY SURVEY METHODOLOGY

The 2010-2011 Faculty Senate appointed the Ad Hoc Committee on Academic Integrity to pursue five goals, the first of which was to “Administer an academic honesty assessment tool (or survey) developed by the Center for Academic Integrity to samples of UAA administrators, faculty and students as appropriate.” This effort would give a snapshot of academic integrity at UAA, and could form the basis for the establishment of a university-wide Honor Code and the development of responses to incidences of academic dishonesty.

This summary report presents the preliminary results of surveys conducted among faculty and students during the 2010-2011 academic year. The instruments used were developed by Dr. Don McCabe of Rutgers University for the Center for Academic Integrity. These survey instruments have been used over the last 15 years at more than 60 schools and with over 15,000 student responses.

The Faculty survey was conducted via e-mail during Fall Semester 2010. All faculty—including those at the community campuses—were invited to participate in a web-based survey sent by email. A total of 158 responses were received, representing approximately 21% of faculty employed during that semester. The response rate is typical for surveys of this type.

The Student survey was conducted in Spring Semester 2011. Members of the Ad Hoc

Committee administered a paper-and-pencil version of the survey in-class to all students in a random selection of non-distance GER courses at all levels. This approach was taken to assure a higher response rate and a more representative sample of students than likely with web-based survey techniques. A total of 416 students completed the survey, representing 90% of enrollment in the selected classes. The response rate was phenomenal, and well above that achieved in many national studies. The Ad Hoc Committee believes this survey provides the clearest view of student behavior conceivably possible.

In addition, a web-based version of the survey was distributed to all UAA students enrolled during Spring Semester 2011. (Students who completed the survey in class were instructed not to complete the web-based survey.) Given the low response rate (less than 5%) and known problems with self-selection in web-based surveys, the results are not included here.

The faculty and student surveys contained some identical or very similar items, so where possible, we are presenting these results side-by-side.

The final stage of the methodology was to convene focus groups of administrators, faculty and students to more fully understand these responses. These Focus Groups were held during Spring Semester 2012.

II. PERCEPTIONS OF ACADEMICALLY DISHONEST BEHAVIOR

Refer to *Table 1: Students vs. Faculty Perceptions of the Seriousness of Specific Behaviors*

Both faculty and student surveys asked respondents to rank a range of academically dishonest behaviors on a scale from “Not Cheating,” “Trivial Cheating,” “Moderate Cheating” or “Serious Cheating.” Significant discrepancies appeared in faculty and student responses to types of academically dishonest behavior and their relative seriousness. Faculty tended to view all forms of academically dishonest behaviors as more serious than did students. Some clear patterns, however, emerged in the data.

The largest discrepancy between faculty and students occurred in questions about collaboration between students. Over two-thirds of students viewed consulting others when instructed to work alone to be not cheating; less than 18% percent of faculty shared this view. However, views between faculty and students appear to converge as behaviors become more specific and/or represent a more significant component of a student’s work. For instance, 72% of students and 17% of faculty view “working with others when the instructor asked for individual work” as Not Cheating or Trivial Cheating. However, only 52% of students and 13% of faculty viewed receiving “unpermitted help on an assignment” as trivial. When the behavior was “copying from another on a test with his/her knowledge,” the number dropped to 9% of students and 7% of faculty.

A similar convergence is seen in relation to research-oriented behaviors:

Behaviors Seen as “Trivial” or “Not Cheating”		
Behavior	Faculty	Student
Fabricating Bibliography	14%	41%
Fabricating Lab Data	11%	31%
Fabricating Research Data	9%	24%
Copying, word for word, from any written source	2%	9%

The more extensive the academic dishonesty, the more seriously it is taken by students.

We see two possible explanations for these statistics which we intend to investigate further in the focus groups. The first explanation is that both faculty and student perceptions of the seriousness of academically dishonest behavior depend on how the results of the behavior are used. Students view “consulting” other students for ideas on a paper that will largely be written by the student him/herself is viewed by students as less serious than copying on an exam that is intended to represent a student’s total work for a semester.

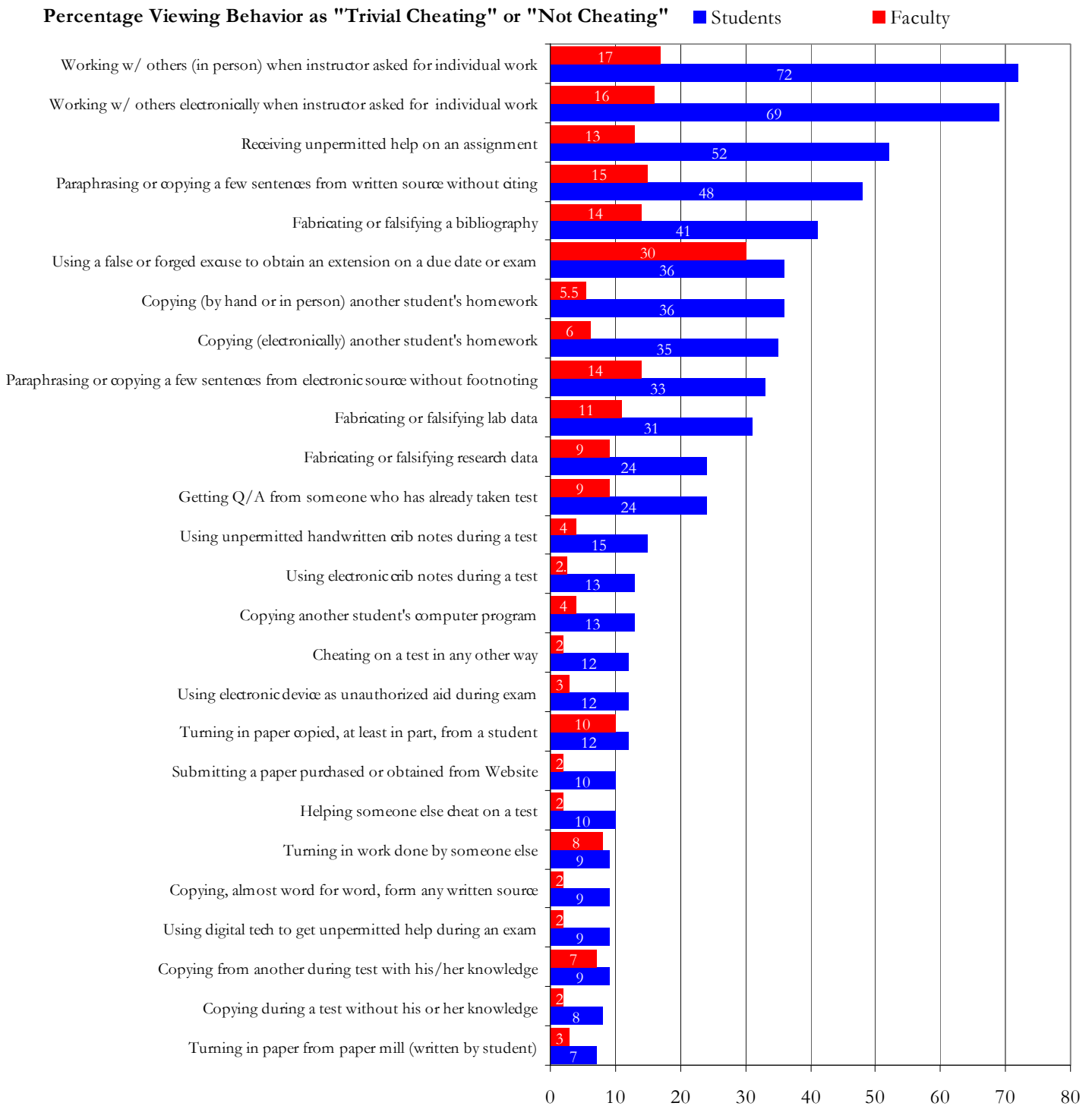
An alternative interpretation is that the likelihood that a student engaging in the behavior will be caught and sanctioned influences perceptions of seriousness. Using unpermitted help on a homework assignment is less likely to be detected by the instructor than turning in a midterm paper copied from a paper mill. Therefore, students and faculty may see the latter as more serious.

A final issue that needs further investigation is the small number of faculty members who consider almost all forms of academically dishonest behavior to be of trivial seriousness. While any sampled population can be expected to produce outliers, understanding why faculty may view some academically dishonest behaviors as not serious is vital to developing supportable university-wide academic policies. We intend to gain clearer insight on this issue by specifically including faculty members who hold these views in the Focus Groups.

Overall Perceptions of Cheating at UAA

While the above data represents student and faculty perceptions of specific types of academically dishonest behavior, the survey also asked for faculty and student perceptions on the amount of academically dishonest behavior they believe is happening at UAA.

Table 1: Student vs. Faculty Perceptions of the Seriousness of Specific Behaviors



Data Source: UAA Faculty web survey, Fall 2010; Student in-class surveys of GER courses, Spring 2011.
 Faculty Responses: N = 158; 21% response rate. Student Responses: N = 416; 90% response rate

Overall, only 15% of students believe that “Cheating is a serious problem at UAA,” compared to 52% of faculty.

Furthermore, three questions asked with what frequency respondents thought that common kinds of behaviors happened at UAA; the behaviors were: (a) “Plagiarism on Written Assignments,” (b) “Inappropriately Share Work in Group Assignments” and (c) “Cheat on Tests or Exams.”

On the question of plagiarism, over 70% of students believed that such activity Seldom, Very Seldom or Never occurs. In contrast, more than half of faculty thought that plagiarism occurs Often or Very Often.

Almost 80% of students believed that cheating on tests and exams occurred Seldom or even less often. On this issue, a similar number of faculty agreed, with over 50% believing that the practice occurred Seldom, with only approximately a quarter believing it occurred Often or Very Often.

On the question of the inappropriate sharing of work in group assignments, an

overwhelming majority of both students and faculty felt this type of behavior was common. Interestingly, a slightly higher percentage of students than faculty believed the behavior occurred Very Often (approximately 14% vs. 11%). A similar number of students, however, felt it occurred Very Seldom.

Conclusion

Faculty and students hold sharply different perceptions concerning both the seriousness and the frequency of academically dishonest behaviors. Overall, students view most academically dishonest behaviors as less severe than do faculty, and believe they occur less frequently. Consequently, students consider cheating a much less serious concern at UAA than faculty.

One consistent corollary to this trend, however, is that as behaviors carry higher “rewards” in the form of grades (high value) or a greater chance of being discovered (high risk), student and faculty perceptions of the severity converge.

III. ACADEMICALLY DISHONEST BEHAVIOR AT UAA

Refer to *Table 2: Self-Reported Frequency of Academically Dishonest Student Behaviors*

The student survey also asked students to self-report their own experience with academically dishonest behaviors. Students were asked to identify the number of times within the previous year they had engaged in the same list of academically dishonest behaviors presented in Table 1 (above). Students could select from “Never,” “Once,” “More than Once” and “Not Relevant.” Note: those who stated the question was ‘Not Relevant’ were removed from the analysis; the percentages reported here reflect only students who did not check “Not Relevant.”

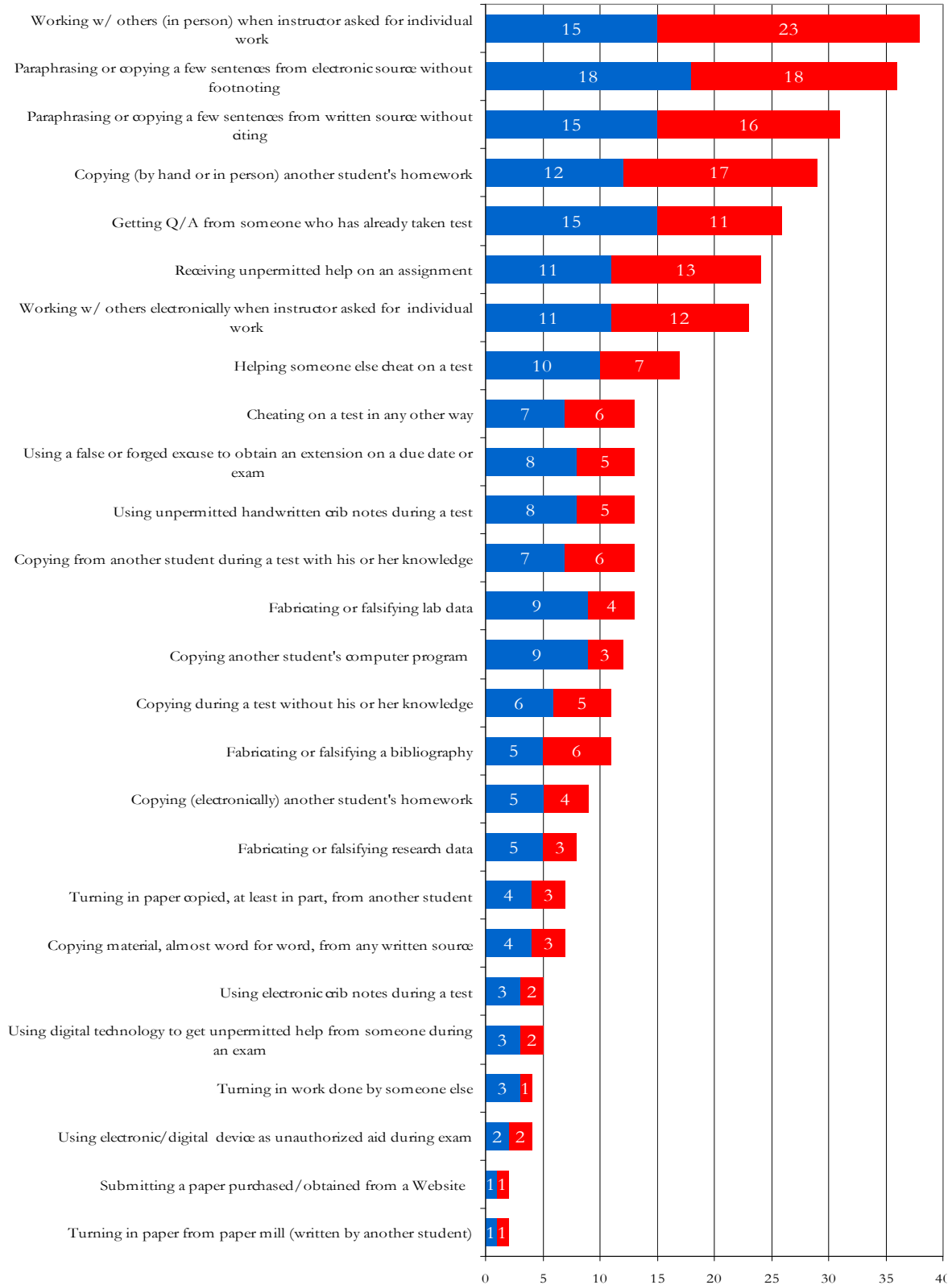
The results are significantly at odds with the overall student perceptions of the problem of cheating at UAA. While over 70% of students responded that they believed plagiarism

occurred Seldom, Very Seldom or Never at UAA, about a third of students admitted to paraphrasing, plagiarizing or limited copying of assignments. Moreover, between 15% and 18% of student respondents admitted engaging in these activities more than once.

When the question turned to academically dishonest behavior on graded assignments—tests, exams, lab reports, etcetera—the percentage of students engaging in the activity dropped to around 1 in 8 (12%).

A third group of questions, concerning the most extreme varieties of behavior—turning in another student’s work or purchased from an online site or paper mill—had the lowest levels, generally 7% or lower.

Table 2: Self-Reported Frequency of Academically Dishonest Student Behaviors
 % of Students Responding **Once** and **More than Once**



Data Source: In-class surveys of GER courses conducted at UAA, Spring Semester 2011.
 Response: N = 416; 90% response rate

In general, these numbers correspond with student perceptions of academically dishonest behavior: the more “severe” forms of cheating have fewer students reporting engaging in them.

One interesting dynamic appears concerning cheating on actual exams, however. While only 13% of students reported having cheated on an exam, 17% admitted to helping another student cheat on a test. Moreover, on a separate question on the survey 1 in 4 students stated that they had seen a student cheat on an exam Often or Very Often. This may indicate that a relatively small percentage of students are actually cheating on exams, but they are doing so with the aid and certainly the knowledge of a significant number of fellow students.

Online Cheating

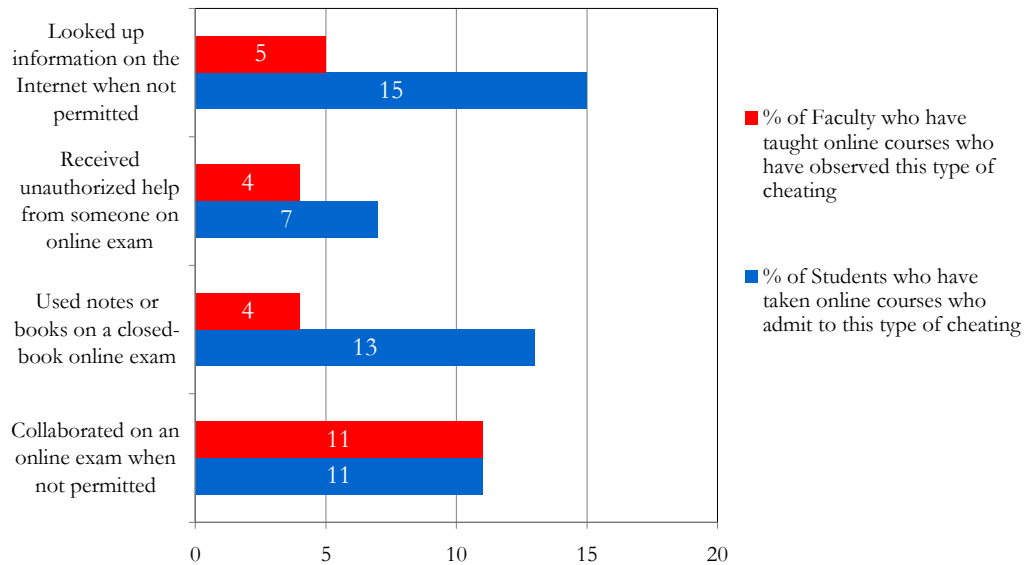
One special concern of the committee was the question of online cheating at UAA. The expansion of online courses has created a new dynamic in course expectations and behavior. The survey asked faculty who indicated that they teach online courses if they had observed various forms of online cheating, and students if they had engaged in the same forms.

The student respondents overall have not taken a large number of online courses. Almost half reported never taking an online course, while 34% reported only taking 1 or 2 courses. The data collected here likely indicate a MINIMUM level for cheating in the increasingly popular online courses.

Those who have taken online courses, however, are engaging in academically dishonest behavior at a rate higher than faculty believe. The frequency of students consulting outside sources for online assignments—either Internet sources, notes or books—is roughly three times as common as faculty believe it to be.

The only activity where faculty experience and student admittance corresponded concerned collaboration on online exams; both groups placed the occurrence at around 11%. This statistic is notable because it tracks incredibly closely with the percentage of students who admit to cheating on exams and major written assignments generally, which may indicate that online courses do not encourage a higher level of cheating.

Table 3: Cheating in Online Courses



Data Source: UAA Faculty web survey, Fall 2010; Student in-class surveys of GER courses, Spring 2011. Faculty Responses: N = 158; 21% response rate. Student Responses: N = 416; 90% response rate

Conclusion

Levels of self-reported academic dishonesty behavior at UAA are high, with more than a third of students admitting to engaging in numerous dishonest behaviors at least once in the previous year. This is a higher rate than students believe occurs at UAA, although it is less prevalent than many faculty members believe.

A clear distinction exists in different types of cheating, however. Those activities which depend on limited collaboration with other students or “small” amounts of usage of unauthorized sources have significantly higher frequency. As the stakes of the behavior increased—either in terms of

grades or the possibility of being caught—the frequency of such behavior declined. On the most common types of high-value/high-risk behavior—cheating on tests or turning in papers with significant borrowing—frequency remained stable, with about 1 in 8 students engaging in them.

The data on online cheating is partially suspect because of the relatively few students who have significant experience in online classes. However, the data clearly indicates faculty currently underestimate the level of academically dishonest behaviors occurring in online classes, even though such behaviors are at least as frequent in online courses as in traditional courses.

IV. PERCEPTIONS OF CURRENT UAA POLICIES AND PENALTIES

The survey revealed another sharp distinction between faculty and students on the effectiveness of current UAA policies in discouraging academically dishonest behavior.

Over half of faculty rated the effectiveness of policies as Weak or Very Weak, while almost the same percentage of students rated the effectiveness as Strong or Very Strong. Yet just over a third of faculty (40%) and students (35%) agreed that the current judicial process is “fair and impartial.” These incongruent responses may indicate that perceived levels of cheating color the perception of the effectiveness of policies in deterring such cheating.

Faculty view cheating as extensive at UAA and correspondingly may hold negative perceptions of the effectiveness of current policies. Significant minorities place the blame as shared between other faculty and students. A quarter believe other faculty members are not vigilant in punishing academic dishonesty and a third feels faculty understanding of policies are Weak. Almost half of faculty (47%) feels students should report other students for cheating and two-

thirds (65%) believe students have a weak understanding of UAA policies on academic integrity. The result appears to be a widespread feeling that policies are weakly enforced and the judicial process is weighed in favor of the student.

Despite faculty perceptions, students self-report a high level of knowledge about UAA academic policies. An overwhelming majority of students (91%) claim knowledge of current policies and almost 6 in 10 believe faculty knowledge of these policies is Strong or Very Strong.

Yet knowledge is not the same as understanding, and this may be the root of the disagreement between faculty and students. Students reported learning about UAA policies largely from faculty members (with the Student Handbook a distant second), a fact which corresponds to the majority of faculty who include information on policies in their syllabus (76%) and discuss their views on academic integrity in class (67%). Yet there may be a disassociation in how information is transmitted to students. While over two-thirds of faculty discuss policies at the

beginning of a semester, discussions of specific behaviors and how to avoid them is most often conducted only in preparation for specific assignments. Students may “know” specific policies, but not understand these policies are part of a comprehensive set of ethical behaviors expected of them.

Conclusion

Perceptions of the frequency of cheating appear to be related to opinions about the effectiveness of current policies. Faculty believe the current process is ineffective due to lack of support by both students and other faculty. Students view the policies as effective and widely advertised, but perhaps excessively enforced.

V. REPORTING OF ACADEMICALLY DISHONEST BEHAVIOR

For any effective policy against academically dishonest behavior, reporting of the behavior is the necessary first step. Survey results, however, indicate significant factors mitigate the reporting of suspected cases both by faculty and by students.

Faculty Reporting

Statistics from the UAA Dean of Student’s office over the previous five years show only 183 cases where students were “Found Responsible” for academically dishonest behaviors. Although the number of cases has been increasing (and doubled last year), the average is still less than 40 cases per year. This equals the rough number of cases of self-reported cheating on exams during the previous year *in just the sample set of students surveyed*. Clearly, significant levels of academically dishonest behavior are either going undetected or unreported by faculty.

One reason for low levels of faculty reporting lies in the availability of alternative strategies for dealing with cases outside of reporting to the Dean of Student’s office. Indeed, only 1% of faculty report doing nothing about suspected cases of cheating. Faculty prefer to deal with most cases themselves: 63% of faculty fail students on assignments, and a quarter (26%) are willing to fail a student for an entire course. Less than half, however, are willing to report a suspected case of major cheating to the Dean of Students or even their Department Chair or Dean. Just over half of faculty (52%) have referred cases of suspected cheating to a

Chair or a Dean for investigation, and the majority (59%) have been Satisfied or Very Satisfied with the results.

Yet 93% of faculty also report having ignored incidences of cheating one or more times in their courses. By far the most common reason for ignoring such cheating is lack of evidence or proof (34%). Other reasons, such as lack of administration support, concerns about the impact on the student, or triviality of the offense, were relatively minor considerations. Faculty tend to err on the side of caution when punishing students or initiating a referral process.

The combination of these two factors—faculty preference for in-house solutions and desire for significant evidence before sanctioning—may jointly be responsible for faculty perceptions of cheating and the weakness of existing policies. Faculty sanctions against students extend only to the specific course. There is neither possibility of follow-up to assure behavior has been corrected nor tracking of potential habitual cheaters. This may, over time, create a perception of more extensive cheating as separate faculty members confront what may be repeated cases as independent, isolated episodes.

Student Reporting

One of the more surprising findings concerned student knowledge of cheating by other students. One in four students has personally witnessed an act of cheating in the

last year, but only 3% of students have reported fellow students for such behaviors. A significant minority of students is familiar with cheating, but choose to remain silent.

The survey data suggest the reason for this unwillingness lies in a value judgment by students. Only 1 in 5 students considered it Likely that they would report a fellow student for cheating, and an astounding 96% are Unlikely to report a close friend. While ethical considerations of “being a rat” undoubtedly contribute to this reluctance, about half of students (48%) believe that fellow students, even close friends, would not react strongly if they knew the student in question had committed an act of cheating. Quite simply, students among themselves do not seem to consider academically dishonest behaviors as particularly shameful.

This nonchalance disappears when the observer is a non-student, with 88% of students believing their parents would react strongly if they knew the student had cheated. Combined with the tendency of

students to cheat less as the chances of getting caught rise, this fact indicates students are more concerned with how their actions appear to persons in positions of authority than with peers.

Conclusions

Most faculty members appear to prefer to deal with suspected cases of academic dishonesty themselves and only with strong evidence. While this indicates an admirable level of professionalism by the faculty, it may actually allow academically dishonest behavior to continue undetected as students move from class to class.

The survey results strongly indicate that it is unlikely that students would be willing to report on fellow students for academically dishonest behavior. There is a culture of nonchalance concerning cheating among students; they appear not to consider it a significant issue among themselves. This will be the major impediment in the successful implementation of any Honor Code at UAA.

VI. SUMMARY SURVEY FINAL CONCLUSIONS

The frequency of academically dishonest behaviors at UAA represents a significant problem both pedagogically and ethically for the reputation of the university.

There is a unique culture of cheating at UAA apparently influenced by a number of factors. Among these are student perceptions of various kinds of academically dishonest behavior and the value they place on academic integrity. Collaborative activities or limited use of unapproved sources is not considered by students to be academically dishonest, and over a third of students have engaged in them at least once in the last year. More extensive cheating is viewed more negatively, but still engaged in by over 1 in 10 students. Students are also very reluctant to report cheating by other students.

Yet faculty reluctance to share incidences of suspected cheating with colleagues or administrators may also contribute to the culture of cheating at UAA. Such silence hampers the ability to create consistent policies to guide students and indeed may encourage chronic cheating by a minority of students.

Focus Groups

The final stage of the investigation was three focus groups of students, faculty, and administrators held during Spring Semester 2012. All groups were asked to consider scenarios of academically dishonest behaviors to further elucidate perceptions of cheating and to gauge acceptance of possible policies to reduce academic dishonesty. The committee’s final recommendations reflect the opinions of the focus groups.

Ad hoc Community Campus Committee Year-end Report 2012-2013 4/27/12 – D. Boege-Tobin

As stated in the **Ad Hoc Committee on Community Campuses Monthly Report, October 4, 2011**, the Committee met at 4:30 following each Faculty Senate meeting throughout the 2011-2012 academic year, and the following actions were taken with regard to the **Committee's Goals and Objectives**:

1. Complete a generic community campus constitution and by-laws establishing faculty forums.
COMPLETED. Documents were collectively written, voted upon, edited and approved by all three community campus forums. **See below.**
2. Act as an advisory group to the IULRC as it works to include community campuses.
Conducted throughout the year with **further interaction among the CCC and IULRC anticipated next year.**
3. Explore the need to have a permanent community campus committee.
Conducted and **need stands.** **See below** for the recommended language to make the ad hoc Community Campus Committee and standing committee of Faculty Senate. Note that this document was submitted over the past week to the three community campus forums. We are in the process of tallying votes via email per campus and hope to have a final, compiled tally before the end of this academic year. Those tallies will be provided to Faculty Senate either in the ad hoc CCC's or IULRC's first report of fall 2012.
4. Explore the feasibility of a faculty exchange of community campus faculty and UAA faculty.
Discussed, but no measure of feasibility or overall faculty interest yet generated.

Membership in the ad hoc CCC changed since the October 2011 Goals as indicated:

Committee Members: Senator Deborah Boege-Tobin, Kenai-Kachemak Bay, Chair; Senator Larry Foster, CAS Math/Natural Sciences; Senator Deborah Fox, Matsu; Senator Mark Schreiter, Kodiak; Senator Jan Vandever, Matsu

CONSTITUTIONS FOR THE FACULTY FORUMS OF THE EXTENDED SITES

OF THE UNIVERSITY OF ALASKA ANCHORAGE

The faculty of the extended sites of the University of Alaska Anchorage, in order to provide forums for and create voices to address university-life issues including curriculum, student success, institutional development, and professional development, establish this generic template for constitutions at their respective sites.

ARTICLE I. NAME

Section 1. The names of these organizations shall be the Faculty Forums for two of the University of Alaska Anchorage's extended sites (Kenai Peninsula College and Matanuska-Susitna College) and the Instructional Council for the third (Kodiak College), collectively hereafter referred to as the Forums.

ARTICLE II. PURPOSES, RESPONSIBILITY AND AUTHORITY

Section 1. The Forums shall carry out their functions subject to the statewide authority of the Board of Regents within the laws of the State of Alaska.

Section 2. The purposes of the Forums are:

- a. to provide official representation to the college director for the faculty of Kenai Peninsula, Kodiak, and Matanuska-Susitna Colleges in matters which affect the general welfare and extended site specific matters of each college and its educational programs;
- b. to serve as a forum by which information of general concern and interest to the faculty of Kenai Peninsula, Kodiak, and Matanuska-Susitna Colleges may be freely collected, disseminated and discussed;
- c. to provide an effective opportunity for faculty to play a meaningful role in matters affecting their professional welfare and the academic affairs within each college;
- d. to communicate to faculty (and as appropriate, to staff) information which is of interest and concern to each college;
- e. to promote the exchange of ideas, active dialog, debate, and consensus building in areas that affect our institutions and communities;
- f. to advise the extended site Directors on matters affecting academics, student and faculty welfare, and matters in which the faculty are stakeholders.
- g. to focus on local, extended site-specific issues only and to provide a means by which each local faculty body interacts with their respective local campus Director.
- h. to submit information from each extended site's Faculty Forum to UAA's Faculty Senate in order to keep Senate informed of extended site activities; extended site Forums will not assume, nor interfere with, the authority and responsibilities of UAA's Faculty Senate, but may seek guidance and support from UAA Faculty Senate when needed. Should there be disagreement, the UAA Faculty Senate Constitution and Bylaws, and UAA and UA policy and regulations are the governing structure.

ARTICLE III. MEMBERSHIP

Section 1. Each of the Forums shall consist of all full-time faculty, both term and tenure track. Faculty holding administrative positions (such as the Assistant Director of Academic Affairs) as well as adjunct faculty may be eligible for membership as determined individually by each extended site. Forums may invite ex-officio members to join the group as appropriate and as determined by each extended site. Such invitations will be defined at time of submission by each independent extended site.

ARTICLE IV. OFFICERS

- Section 1.** The officers of each of the Forums shall be Chair and Secretary.
- Section 2.** Any faculty member, as defined in Article III, Section 1, shall be eligible to serve as an officer for their extended site's Forum.
- Section 3.** The officers for each of the Forums shall be elected by the full-time faculty from their respective extended site from a pool of those willing to serve.
- Section 4.** The term of office for the Chair and Secretary of each of the Forums shall be one year with renewal possible.
- Section 5.** A Chair shall preside at each of the Forums' meetings. The Chair shall serve as a representative of the Forum to the respective Directors of each extended site.
- Section 6.** If for any reason a Chair should relinquish or be recalled from office, the respective Secretary will automatically and immediately assume the position of that extended site's Forum Chair until a special election can be held to fill the office.
- Section 7.** The terms of newly elected Officers shall commence at the beginning of "New Business" of the last regularly scheduled Forum meetings of the academic year for each extended site.

ARTICLE V. COUNCILS AND COMMITTEES

- Section 1.** There shall be permanent councils and standing committees for each of the Forums determined independently by each extended site, as well as those committees established by the bylaws, or by appointment of each respective Director.
- Section 2.** Forum members of each of the extended sites' permanent councils and committees shall serve voluntarily or as requested by the respective Director.
- Section 3.** Each of the Forums may establish any special committee they deem necessary for the conduct of their respective Forum business.

ARTICLE VI. MEETINGS

- Section 1.** Each of the Forums shall meet not less than once a month from August through December and February through May. Additional meetings may be called with a week's notice by any member of the respective extended site Forum by a request to the respective Chair. Two days prior to any meeting, an agenda and report on items to be considered shall be provided to each of the Forums' members. In the absence of a prior report, a list of items to be considered will be provided at each of the meetings; however, respective Forum members will not be expected to act on the issues at that time. In order to give members time to consider the issues, no vote or action will be taken until a subsequent meeting of the respective Forum is called. An interim of at least one day is required before calling the meeting to consider the issue at hand.
- Section 2.** To pass a motion for each extended site, fifty percent plus one vote is required of those present. Voting by proxy for each of the Forums is allowed with written and signed permission provided to the respective Chair prior to the start of the meeting in which the voting is to take place.

Section 3. Each Forum's Chair shall conduct an orderly meeting calling for discussion and vote as needed.

ARTICLE VII. AMENDMENTS

Section 1. Amendments to a Constitution of a Faculty Forum or Instructional Council of the UAA Extended Sites may be proposed by any Forum member and will be independent of those from the other extended sites. Copies of proposed amendments shall be sent to all members of each Forum. A first reading and discussion of the proposed amendment will be scheduled for the meeting of each Forum that follows the distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the next meeting following the distribution of copies.

Section 2. Following the second reading, the amendment shall be voted on. Amendments shall be approved by a two-thirds vote of those present or by proxy of each extended site's Forum. The vote shall be considered invalid if less than 25% of the voting membership responds. A Motion to reconsider may be made only at the following meeting.

ARTICLE VIII. REFERENDUM

Section 1. Any respective tenure-track or term faculty member with a teaching load of at least 50% may bring a motion before each extended site's Forum by submitting a petition signed (or confirmed by email response) by a minimum of 20% of the respective full-time faculty prior to the start of the meeting in which the petition will be considered.

- a. There must be a second to the motion for discussion to take place.
- b. Each of the Forums must consider this motion at the meeting following the submission of the petition.
- c. All respective Forum members must be notified of the meeting to discuss the petition. All interested Forum members from the respective extended site can be included in the discussions.
- d. This petition may include a requirement that the vote be put to members of the respective Forum. Voting may be conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by the Forum members of each extended site.

Section 2. If a petition is submitted to rescind or amend an action of a Forum,

- a. the respective Forum members shall, after discussion, vote on the motion. Voting may be conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by the Forum members of each extended site. If the Forum concurs with the motion, the original action shall be considered rescinded or amended as appropriate.
- b. If the Forum does not concur with the motion, the motion fails.

Section 3. If a question is put to all eligible Forum members of each extended site, voting conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by Forum members of each extended site, will be supervised by the officers of the Forum and will be passed by a simple majority of those responding. The vote will be considered invalid if less than 50% of the respective faculty responds.

ARTICLE IX. EFFECTIVE DATE OF ENACTMENTS

Section 1. Recommendations passed by each of the Forums shall be forwarded to the respective extended site Director.

- Section 2.** The Director shall act to approve or disapprove the recommendations of the respective Forum within 15 working days of the date it is submitted. The reason(s) for disapproval shall be conveyed by the Director in writing to the respective Forum within 15 working days of the date of the disapproval.
- Section 3.** Approval of a Forum action by the Director constitutes approval of the enactment. Actions of a Forum may not be partially approved nor may they be approved as modified or amended by the respective Director, but will be resubmitted to the respective Forum for further discussion and action.
- Section 4.** Any action approved by a Forum and disapproved by the respective Director's Office may be submitted to an ad hoc committee within the respective Forum upon a two-thirds vote of the Forum members. Up to three members may be appointed by the respective Forum whose task shall be to formulate further recommendations to this Forum and subsequently the respective Director's Office.
- Section 5.** If a Forum and the respective Director's Office are not able to resolve the impasse, then the Forum, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure; all academic matters will be referred to the Provost and issues involving non-academic matters will be referred to the Chancellor.
- Section 6.** Amendments, referendums and enactments, whether approved or disapproved, will be submitted in monthly notes from each extended site's Faculty Forum to UAA's Faculty Senate in order to keep Senate informed of UAA extended site activities; extended site Forums will not assume, nor interfere with, the authority and responsibilities of UAA's Faculty Senate, but may seek guidance and support from UAA Faculty Senate when needed.

Inclusion of the Community Campus Committee into the Faculty Senate Constitution:

Changes to ARTICLE V, Section 1, Paragraph c:

- Change numbering of 13) to 14).
- Insert: 13) Community Campus Committee.

Inclusion of the Community Campus Committee into the Faculty Senate Bylaws:

Additions to Section 3. (ARTICLE V. Boards and Committees)

- Composition of the Community Campus Committee
 - (1) The committee membership shall include at least one eligible faculty member from each of the three community campuses listed in ARTICLE III, Section III of the Constitution. Membership on the committee is open to any eligible faculty member who submits their name to the Nominations and Elections Committee or to a Senate member of the Community Campus Committee by April 20th, or as vacancies permit.
- Functions and Responsibilities of the Community Campus Committee
 - (1) Annually advise the Senate's Executive Board of the committee's timeline and milestones for that academic year, and that of each of the community campus Faculty Forums.
 - (2) To communicate information, and to coordinate action(s) of mutual interest, between the Faculty Senate and the community campus Faculty Forums. When necessary, the committee shall facilitate consultation between any Faculty Forum and the Faculty Senate's Executive Board on governance matters common to both.
 - (3) To provide a single point of liaison between the community campus Faculty Forums and other standing committees of the Faculty Senate.
 - (4) Assist each community campus Faculty Forum, when requested by such, in developing and implementing a system of regular feedback between the Director and faculty on matters specific to their respective campuses; each system shall provide information useful to the respective campus Director, and shall facilitate dialog between that Director and his or her faculty on matters derived therein. Each Forum shall periodically report its activities to the committee for inclusion in the latter's year-end report.

**Faculty Senate Report
ad hoc Committee on Investigating Methods of
Evaluating/Demonstrating Teaching Effectiveness
End-of-Year Report – April 30, 2012**

Co-Chairs: Mark Fitch
Mari Ippolito

Members are currently devoting their time to collecting answers to the “five questions.”

1. How do you think teaching effectiveness should be demonstrated?
2. How can peers aid in sustaining and/or improving teaching effectiveness?
3. How can students aid in sustaining and/or improving teaching effectiveness?
4. How can Chairs, Directors, Deans, and other university officials sustain and/or improve teaching effectiveness?
5. What do you consider convincing evidence of teaching effectiveness?

This process will continue until a representative sample of faculty responses has been obtained. Therefore, it is hoped that members of the Faculty Senate will agree to the continuation of the work of this ad hoc Committee during 2012-2013.

Motion: The ad hoc Faculty Senate Committee to Investigate Methods of Evaluating/Demonstrating Teaching Effectiveness continue as an ad hoc Faculty Senate Committee during the 2012-2013 academic year.

Report on 2011-2012 Goals:

Mark Fitch met with Provost Driscoll to follow up on the recommendations approved by the Faculty Senate in late spring of 2011.

- The motion approved by the Faculty Senate to make IDEA evaluations optional for courses with enrollments of 10 students or less has been approved. That is, faculty teaching courses with enrollments of 10 students or less can utilize IDEA if they request it; otherwise, IDEA will not be issued for these small-enrollment courses once this procedure is put in place.
- The revisions to the Faculty Handbooks recommended by the Faculty Senate have been approved. The handbooks are both out of date and are being revised. The IMETE Committee will send a reminder as to the recommended changes (to require the completion of IDEA Faculty Information Forms or FIFs and to make all Blackboard courses available to students during the IDEA open period). The Committee will also follow up to inquire whether all Blackboard courses are made available when IDEA is opened once these handbook changes are in place.
- It was agreed that a small amount will be made available to fund incentives for completing IDEA evaluations. (Based on research and discussions, the Committee proposed a raffle/lottery procedure with small rewards in the form of WOLFbucks. Other arrangements will be discussed for campuses that do not use WOLFbucks.)
- The news was welcomed that Marian Bruce will remain the ex officio member of IMETE/liaison with Academic Affairs and relevant questions should be directed to Marian.

- It was agreed that training relevant to the new faculty evaluation guidelines is important at all affected levels within UAA. Plans for an organized approach to training and how this training will be implemented are still under discussion.

The 2011-2012 Goals and Progress on These Goals Are:

1. Conduct faculty forums (or interview or surveys) to solicit faculty input on techniques for evaluating teaching effectiveness.

This completion of this goal is in progress. A list of all faculty members has been provided by Marian Bruce; a Qualtrics link has been constructed; and Committee members are in the process of contacting faculty members for input.

2. Provide information on the benefits and limitations of various methods of evaluating teaching effectiveness (in the forums and via a Blackboard shell that has been requested).

A Blackboard shell has been obtained and appropriate materials have been collected and are being uploaded. Faculty who provide input will be contacted to determine if they wish to have access to these materials.

3. Solicit student input and provide information to students on their role in shaping teaching effectiveness at UAA.

We have not addressed this goal yet. We have contact student governance several times via e-mail to try to arrange for a student representative on this Committee and have not received a response. We will try an in-person visit next year. Once we have a student representative on the Committee, it should be easier to proceed with plans as to how to engage students in this topic.

4. Recommend incentives for student participation in providing feedback on teaching effectiveness.

See the third bullet point above.

NEW COMMITTEE MEMBERS ARE WELCOMED. However, we recognize the substantial service burden many faculty are shouldering. If you can't commit to joining the committee but have comments you wish this Committee to consider, please contact Mari Ippolito at afmfi@uaa.alaska.edu.

Prepared by Mari Ippolito

2012-2013 Faculty Senate Membership

Officers	Position	Term	Email	Phone	Fax
Robert Boeckmann	President	12-13	afrbj@uaa.alaska.edu	786-1793	786-4898
Mark Fitch	1 st Vice President	12-13	afmaf@uaa.alaska.edu	786-1656	786-6162
Tara Smith	2 nd Vice President	12-13	aftms@uaa.alaska.edu	786-6873	786-6857
Dave Fitzgerald	Chair, UAB	12-13	afdaf@uaa.alaska.edu	786-4482	786-4115
Arlene Schmuland	Chair, GAB	12-13	arlene@uaa.alaska.edu	786-6046	786-1834
Nalinaksha Bhattacharyya	Past President	12-13	afnb@uaa.alaska.edu	786-1949	786-4115
Mari Ippolito	Parliamentarian	12-13	mfippolito@uaa.alaska.edu	786-1718	786-4898

Senators	Representing	Term	Email	Phone	Fax
Sandra Pence	At-Large	12-14	afsdp@uaa.alaska.edu	786-6925	786-6938
Susan Garton	At-Large	11-13	afscg@uaa.alaska.edu	786-4335	786-4313
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Robert McCoy	At-Large	11-13	romccoy@uaa.alaska.edu	786-1652	786-6162
Larry Foster	At-Large	12-14	aflmf@uaa.alaska.edu	786-4868	786-6162
Christine Theno	At-Large	11-13	cktheno@uaa.alaska.edu	786-4403	786-4474
Mari Ippolito	At-Large	12-14	afmfi@uaa.alaska.edu	786-1718	786-4898
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Francisco Miranda	CAS Humanities	11-13	affm1@uaa.alaska.edu	786-4035	786-4190
David Bowie	CAS Humanities	12-14	afdb2@uaa.alaska.edu	786-4359	786-4383
Vacant	CAS Humanities	12-14			
Vacant	CAS Humanities	12-13			
Sam Thiru	CAS Math./Natural Sc.	11-13	afkt@uaa.alaska.edu	786-1958	786-6162
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Keith Cates	COE	12-14	afkac1@uaa.alaska.edu	786-6314	786-4474
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Lou Nagy	CTC	11-13	afln@uaa.alaska.edu	786-7214	786-7202
Sharon LaRue	CTC	11-13	afsl@uaa.alaska.edu	786-7218	786-7202
Utpal Dutta	SOE	12-14	afud@uaa.alaska.edu	786-1952	786-1079
Bill Hazelton	SOE	12-14	afbh3@uaa.alaska.edu	786-1920	786-1079
Jodee Kawasaki	Library	11-13	jkawasaki@alaska.edu	786-1875	786-4639
Deborah Mole / Robin Hanson	Library	11-13	afdlm2@uaa.alaska.edu afrrh@uaa.alaska.edu	786-1967 786-1827	786-1834 786-6050
Deborah Fox	Mat-Su	11-13	dfox@matsu.alaska.edu	745-9780	745-9711
Sheri Denison	Mat-Su	12-14	sdenison@matsu.alaska.edu	745-9786	745-9711
Cheryl Siemers	Kenai	11-13	ifcks@kpc.alaska.edu	262-0364	262-40358

2012-2013 Faculty Senate Membership

Debbie Boege-Tobin	Kenai	11-13	ifddb@kpc.alaska.edu	235-1607	235-1626
Jane Haigh	Kenai	12-14	ifjgh@kpc.alaska.edu	262-0375	262-0358
Mark Schreiter	Kodiak	11-13	mschreiter@kodiak.alaska.edu	486-1227	486-1257
Barbara Brown	Advising & Counseling	12-14	bbrown@uaa.alaska.edu	486-1211	486-1264

University of Alaska Anchorage
Faculty Senate
Professional Development Committee By-Laws

SECTION 1. PURPOSE

The purpose and responsibilities of the Professional Development Committee (PDC) include, but are not limited to, professional development matters relating to teaching, service, research and creative activities. In addition, the committee will advocate for professional development opportunities for faculty and will participate in strategic planning processes related to professional development.

SECTION 2. FUNCTIONS

The functions and activities of the PDC include, but are not limited to:

1. Facilitation of continuous needs assessment for faculty professional development directed toward understanding:
 - Perceptions of all levels of faculty: Tenure, Term and Adjunct.
 - Current opportunities for professional development for faculty.
 - Define areas where gaps exist.
 - Anticipating future opportunities.
2. Use the following methods to define the appropriate resources and presentation of development opportunities, including but not limited to:
 - Surveys
 - Focus groups
 - Feedback forms
 - Analysis of peer institutions
 - Identification of best practices
 - Conversation with other interested groups and individuals
3. Make recommendations for programs and opportunities to university entities including but not limited to:
 - Faculty Senate
 - CAFÉ
 - Faculty Technology Center

SECTION 3. GOALS

The goals of the PDC are:

- Advocacy for increased funding for professional development of all faculty
- Advocacy for the improvement of the art of teaching by all faculty

- Advocacy for increased participation by faculty in professional development activities
- Advocacy for the support of research and creative activity

These goals are recognized as in conjunction and in support of the stated mission of the university.

SECTION 4. MEMBERSHIP

A. PDC members shall be appointed by the Faculty Senate based upon successful election by the voting members of the university faculty.

B. Members shall serve two-year, staggered terms, beginning on the date of their academic appointment letter.

C. There shall be a limitation of two members from a single department program may be elected each year.

D. The Faculty Senate shall appoint an ex-officio member of the committee.

E. Midyear vacancies on the committee shall be filled by appointment by the PDC Chair to fulfill the remainder of the appointment; limited to the next UAA election of all Faculty Senate committee members.

F. In the event any member misses three (3) meetings in an academic year or two meetings in succession, the committee reserves the right to request that the committee chair appoint a replacement committee member who will serve the remainder of the term; limited to the next election of all college committee members, and notify the absent member of their removal from the committee.

SECTION 5. MEETINGS

A. The PDC shall hold monthly meetings within each academic year. The committee will meet from 10am to 11am on the third Friday of each month. For conflicts with the school calendar, adjustments will be made at the prior scheduled meeting. Locations for the meeting will be determined at the first meeting.

B. Meetings are open to the public. Announcement of the meeting location and time will be posted on the PDC web pages. Documents related to the functions and actions of the PDC Committee will be available to the public upon request through the Faculty Senate web page.

C. PDC meeting agenda will conform to the following: call to order, welcome, roll call, approval of agenda, approval of the previous meeting summary, introductions, old business, new business, reports by the chair, ex-officio member and any operating sub-committees, announcements, adjournment.

D. All meetings will use an appropriate combination of electronic tools (i.e. eLive!, Skype, Collaborate, etc.) to facilitate participation of members not able to physically attend a meeting as well as to provide a permanent record of the meeting.

E. Special meetings and sub-committee meetings may be called by the Chair or upon the consensus of one-third of the members. The Chair shall notify all PDC members no fewer than seven (7) calendar days prior to the meeting.

F. Operational meetings to discuss the mechanics and procedures of the PDC may be called periodically. These are not public meetings.

G. A majority of the voting members of the PDC present shall constitute a quorum.

H. Proxies may only be extended by members counted in attendance at the Call to Order, who must leave the meeting before adjournment.

I. Votes on all motions and amendments placed before the committee shall be held prior to adjournment. Votes may be called by any member or called at the discretion of the Chair, during a meeting with an appropriate quorum.

J. Only when extenuating circumstances present, and by agreement of a majority of members, alternative technologies (e.g. conference telephone calls, copy-to-all emails, or eLive! sessions) may be used as methodologies for the actions of the committee.

K. Votes made by any synchronous or asynchronous methodology shall be reaffirmed and entered into the summary as an order of business, at the next official meeting.

L. Unless specifically adopted within the committee By-Laws, Robert's Rules of Order will provide operational procedure for all meetings.

SECTION 6. OFFICERS

A. The single officer of the PDC is the Chair.

B. The Chair will:

1. Preside at all PDC meetings.
2. Exercise general oversight and coordination of the affairs of the PDC.
3. Authenticate by his/her signature, all PDC actions, documents of advice, and recommendations.
4. Prepare an Annual Charge to the Committee with input in consultation with the Faculty Senate or program staff.
5. The Chair will also prepare an Annual Report of Activities with assistance from PDC members and program staff for the Faculty Senate.
6. Recommend appointments to internal sub-committees.
7. Recommend appointments for vacant committee positions.

C. The Chair will be elected by the PDC from the membership of the committee, and shall serve a two-year term. The Chair shall be elected bi-annually at the first fall semester meeting and shall immediately assume responsibility for the meeting. There will be a limit of three consecutive two-year chairmanship.

D. If the elected chair of the PDC is not a member of the Faculty Senate, in accordance with the Constitution of the Faculty Senate, the committee will elect a Co-Chair who must be a member of the Faculty Senate and serve as a liaison, reporting to the Faculty Senate the actions and activities of the committee.

E. In the event of absence by the chair, the Chair may designate any standing member of the committee to act as chair for the anticipated meeting. In the absence of any designee, the ex-officio member will assume the chair. Any action reserved for the elected Chair shall be permitted for the designee or the ex officio in their absence.

SECTION 7. CONFLICT OF INTEREST

In the event that an issue, proposal or similar matter presented to the PDC results in a potential conflict of interest, the affected PDC member shall recuse themselves from any discussion involving the matter, except for points of clarification requested by the PDC, and will not vote on the pending matter. For the purpose of these By-Laws, a conflict of interest situation would exist when work that a PDC member is performing for another organization, state, local, or federal

agency, and the interests of that entity, are likely to be impacted by advice or recommendations that the PDC makes to the Faculty Senate.

SECTION 8. GENERAL COMMUNICATION AND OFFICIAL STATEMENTS

A. The designated Faculty Senate ex officio to the PDC will provide guidance and assistance to the PDC as a unit and, as appropriate, to individual members.

B. Questions about operational procedures of the PDC or its internal discussions should be referred to the committee chair, or the PDC.

C. All formal statements in the name of the PDC shall be made by the Chair. The Chair will speak, write and act on behalf of the PDC on issues consistent with the functions, objectives and purposes of the PDC. The Chair may designate individual or sub-committee groups to formulate policy or comment for the PDC committee as a whole; however approval by the Chair or majority vote of approval by the whole committee is required before public release of any material or comment.

SECTION 9. ETHICS AND MEMBER RESPONSIBILITIES

The members of the PDC will:

A. Participate actively and in an informed manner in the work that the Faculty Senate requires of the PDC, including participating in sub-committees and/or work groups.

B. Be aware of the role and goals of the PDC to ensure consistency with the committee's mission and goals.

C. Be regular in attendance at meetings.

D. Be respectful other members' viewpoints, opinions, values, and professional standards.

E. Support the leadership of the PDC when the leadership is acting within its authority.

F. Make official statements on behalf of the PDC only when authorized by the PDC to do so. Such official statements may be made only after the official committee position is formulated and approved.

G. In public conversation, state clearly whether speaking as individuals or on behalf of the PDC. If the PDC has not formulated a position on a matter, the member has an obligation to say this before speaking as an individual regarding the matter.

H. Refrain from using PDC membership as a basis for obtaining personal benefit or privilege.

I. Become familiar with the University of Alaska system and how the PDC fits into the educational structure.

J. Become familiar with the current professional development activities at UAA.

K. Understand that participating in the PDC, members are held to the same ethical standards as other duties within the University of Alaska system. Members should review UA Board of Regents ethics listed on the web site www.alaska.edu/bor.

SECTION 10. OTHER PROCEDURES

Consistent with these Bylaws, the PDC may establish other procedures to guide its operations.

SECTION 11. AMENDMENTS AND RATIFICATION:

Any proposed amendment to these Bylaws shall be consistent with the intent of the PDC committee's charge, the purpose and mission of UAA. Any member of the PDC may propose, and will present to the Chair, an amendment. A minimum two-thirds vote of the members is required for adoption of the amendment. An amendment shall immediately become effective upon ratification.

SECTION 12. AFFIRMATION:

I, the undersigned, certify that the above is a true, complete and accurate copy of the By-Laws as approved by these members of the University of Alaska Anchorage, Faculty Senate, Professional Development Committee on April 20, 2012.



Brian Bennett, Chair, PDC Committee

John Bean, Paul Dunscomb, Jill Flanders-Crosby, Barbara Harville, Donald M Ketner Jr., Sharon LaRue, Judith Owens-Manley, Elizabeth Predeger, Deanna Schultz, and Stasia Straley



Apply to serve on an Accreditation Core Theme Evaluation Team now!

Deadline extended!

How do we know we are accomplishing what we set out to do? **Apply to serve on one of UAA’s Core Theme Evaluation Teams!** These evaluations will support our ongoing efforts to analyze performance for the purposes of improvement, institutional planning, and accreditation reporting.

UAA’s accreditation core themes are (1) Teaching and Learning, (2) Research, Scholarship, and Creative Activity, (3) Student Success, (4) the UAA Community, and (5) the Public Square.¹ Evaluation teams for each core theme will accomplish the following goals:

1. Review available accreditation indicator data
2. Recommend targets and thresholds of concern
3. Evaluate performance based on the data
4. Make recommendations for improvement

Applications are welcome from faculty, staff, and administrators from all UAA campuses. **Audio/visual support and some travel assistance are available. Stipends are available for employees who are off-contract during the project.** Individuals with experience in assessment, accreditation (including prior Core Theme Evaluation Teams), or shared governance are especially encouraged to participate.

Applications will be accepted from April 12th through May 7th. Applicants will be notified by May 11th.

Timeline for Core Theme Evaluation

The Core Theme Evaluation Teams will meet several times between May and July to conduct this evaluation. The detailed timeline for this project is included at the end of this announcement. Members are expected to participate in the full evaluation process as described in the timeline below.

Task	Timeline
Core Theme Evaluation Teams established	April - May 2012
Convene Core Theme Evaluation Teams, discuss the purpose and process, identify necessary data for evaluation	May 2012
Core Theme Evaluation Teams meet, recommend targets/thresholds, conduct evaluation process, and form recommendations for improvement	June – July 2012

¹ Core Theme Objectives and Indicators <http://www.uaa.alaska.edu/accreditation/2017/2017objectivesindicators.cfm>



Accreditation Core Theme Evaluation Team 2012 Application Form

Deadline extended! Please submit applications to macarlson@uaa.alaska.edu by May 7th.

Name: _____ Title: _____

Department and Campus: _____

Email address: _____ Phone: _____

Primary Role: Faculty Staff Administrator

1. Why are you interested in serving on a Core Theme Evaluation Team?

2. Please indicate the top three core themes you would be interested in evaluating, in order of preference.

3. Please indicate areas with which you have prior experience and the nature of that experience.

Assessment Accreditation (including prior Core Theme Evaluation Teams)

Shared governance Other: _____

Comments: _____

4. The Core Theme Evaluation Teams will meet several times between May and July to conduct this evaluation. Please indicate any accommodations you will need to participate in the complete evaluation process, and provide details where appropriate.

Stipend needed for off contract work

A/V or travel support needed

Unavailable for a portion of the evaluation period due to travel or other obligations

Comments: _____

Questions? Please contact Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer.

Phone: 786-1054

Email: macarlson@uaa.alaska.edu