



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda
February 3, 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		Modlin, Susan - Chair, GAB
	Fitzgerald, Dave - 2nd Vice President		Vacant - Past President

2011-2012 Senators:

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

III. Agenda Approval (pg. 1-4)

IV. Meeting Summary Approval (pg. 5-8)

V. Reports

- A. Chancellor Tom Case (pg. 9-10)
 - i. President Highlights (pg. 11-19)

- B. Provost and Executive Vice Chancellor Michael Driscoll
 - i. DRAFT Promotion and Tenure guidelines (pg. 20-62)

- C. Vice Chancellor Bill Spindle

- D. Vice Chancellor Megan Olson's Report (pg. 63-67)
 - E. FTC Instructional Designer Lee Henrikson
 - F. CIO/Associate Vice Provost Rich Whitney
 - G. Union Representatives
 - i. UAFT
 - ii. United Academics (pg. 68)
 - H. CAFE Update
<http://www.uaa.alaska.edu/cafef/>
- VI. Officer's Reports**
- A. President's Report (pg. 69-71)
 - B. First Vice President's Report (pg. 72-73)
 - C. Second Vice President's Report
 - i. Welcome Senators Robert McCoy (FSAL) and Rena Spieker (COH)
 - ii. Vacancies:
 - a. UAB (2 FSAL, 1 COH)
 - b. Academic Assessment Committee (1 FSAL)
 - iii. Service Awards (pg. 74)
 - D. Past President's Report
- VII. Boards and Committees**
- A. Graduate Academic Board
 - i. Curriculum (pg. 75)
 - ii. Motions
 - B. Undergraduate Academic Board
 - i. Curriculum (pg. 76-77)
 - ii. Motions (pg. 78-80)
 - Motion: Curriculum Handbook changes that include:**
 - Publishing Student Learning Outcomes (SLO) in the catalog
 - Replacing "Chairperson" in the CAR signature box with "Chair" and changing "Curriculum Committee" to "College/School Curriculum Committee"
 - Clarifying Box 13a. and 16d.
 - C. General Education Review Committee (pg. 81)
 - D. University-wide Faculty Evaluation Committee
 - E. Academic Assessment (pg. 82)
 - F. Academic Computing, Distance Learning and Instructional Technology (pg. 83-88)
 - i. Motions (pg. 85-86)

1. Change the title of Distance Handbook to eLearning Handbook

2. Page 5, Item 3.

It is recommended that UAA students are provided with a comprehensive course syllabus by the first day of the start of the course (note: if required textbook information is only available to the student through the course syllabus, then it is recommended that this document be distributed to students in advance of the course start date)

Replace with language that will be incorporated in the Faculty Handbook and the Adjunct Faculty Handbook:

In order to disclose to students the full cost of each course prior to the release of the schedule as required by the Higher Education Opportunity Act <http://www2.ed.gov/policy/highered/leg/hea08/index.html> the faculty will notify the relevant university bookstore of the required texts and supplemental materials either at the time the course is added to the schedule or by the deadlines announced by the bookstore, whichever occurs latest.

3. Page 16: Required and Optional Texts/Equipment.

Students need a complete list of what they should purchase for success in your course. List texts which are required and which are optional. List computer hardware and software requirements, supplies, and any other purchases necessary for success in the class.

Change to:

In order to disclose to students the full cost of each course prior to the release of the schedule as required by the Higher Education Opportunity Act <http://www2.ed.gov/policy/highered/leg/hea08/index.html> the Faculty will notify the relevant university bookstore of the required texts and supplemental materials either at the time the course is added to the schedule or by the deadlines announced by the bookstore, whichever occurs latest. List texts which are required and which are optional. List computer hardware and software requirements, supplies, and any other purchases necessary for success in the class.

4. Page 20: Did you forget your password? Delete reference to

<http://idm.uaa.alaska.edu/idm/user/login.jsp>

Replace with:

<http://me.uaa.alaska.edu> Option 2.

5. Page 21: Top 2 lines.

If you are a student at UAA, the easiest and most convenient way to access your email is through Webmail. You can use Webmail from any computer connected to the Internet that has a Web browser. (Note: the AOL Web browser will not work with UAA email!!) You can logon to your UAA email at <http://webmail.uaa.alaska.edu>. If you are UAA staff or faculty and you are using Exchange services with your UAA email, you can access your Exchange mailbox at: <http://webaccess.uaa.alaska.edu>

Replace with the following wording:

If you are a student at UAA, you will access your email through the UA Gmail at <http://www.alaska.edu/google>. You can access your Gmail account from any computer connected to the Internet that has a Web browser. If you are UAA staff or faculty, you will use Exchange services for your UAA email. You can access your email at <https://www.uaa.alaska.edu/email/>

Note: the staff/faculty email address sends faculty and staff to webaccess.uaa.alaska.edu or owa.uaa.alaska.edu, since we are still using both.

Informational Item: Page 30: Link to the Elluminate Live Policy

The Elluminate Live Policy is being updated, and has not yet been approved by UTC.

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

H. Nominations and Elections Committee

I. Diversity Committee (pg. 89-82)

- J. Faculty Grants and Leaves Committee (pg. 93)
- K. Institutional and Unit Leadership Review Committee (pg. 94)
- L. Library Advisory Committee (pg. 95-96)
- M. Professional Development Committee (pg. 97-99)
- N. Student Academic Success Committee (pg. 100-101)
- O. Ad Hoc Committee for Academic Integrity (pg. 102-103)
- P. Ad Hoc Committee for Community Campus
- Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness

VIII. Old Business

IX. New Business

X. Informational Items & Adjournment



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Summary

December 2, 2011

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

I. Call to Order

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

2011-2012 Officers:

X	Bhattacharyya, Nalinaksha – President	x	Davies, Hilary- Chair, UAB
x	Boeckmann, Robert - 1 st Vice President	x	Modlin, Susan - Chair, GAB
x	Fitzgerald, Dave - 2nd Vice President	X	Petratis, John - Past President

2011-2012 Senators:

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

III. Agenda Approval (pg. 1-3)

2nd Bruno Kappes

Approved

IV. Meeting Summary Approval (pg. 4-10)

Misspelling on page 9 Gorsuch

2nd Christine Theno

Approved

V. Reports

A. Chancellor Tom Case

i. President Highlights (pg. 11-16)

B. Provost and Executive Vice Chancellor Michael Driscoll

Prospectus for the PHD granting status and the joint award of the PHD in Psychology – went off to the NWCCU

Two documents have been submitted in which one asks permission that UAA become a Doctoral granting institution and one that asks permission for UAA to grant the PHD in Psychology

The search consultant is on campus and has met with the search committee chairs

The firm will be made public once the contracts are signed

Working with two consultants on the Dean searches

3 Deans in the contract are CAS, COH, and SOE

COE is still discussing the possibility of using a consultant

The benefits: Consultants will market UAA and they will actively find and recruit possible candidates

COE committee has been appointed and the SOE committee will hopefully have their first meeting in January

UAFT Promotion and Tenure guidelines will be discussed at the next meeting

Highlighted the work of the Intercultural International Task Force

C. Vice Chancellor Bill Spindle

BOR are coming to Anchorage next Thursday and Friday and faculty are welcome to come and speak to them

Men's hockey and basketball teams are playing tonight

D. Vice Provost for Research and Graduate Studies Helena Wisniewski

Discussion on a research master plan

***Innovate through research** – Developed the Innovate Awards to grant funding for research projects*

***Innovate through invention** – Patent Wall of Fame – a plaque will go on the wall with the faculty members name and their patent*

***Innovate through strategies**- established a Vice Provost Research Council to evaluate the proposals of the Innovate Awards and to develop a draft of the UAA research plan*

Submitted the first proposals to the MURI

E. Vice Chancellor Megan Olson's Report (pg. 17-20)

F. CIO/Associate Vice Provost Rich Whitney

Nothing new to report this month

Progress on all of their projects is going very well

Expecting to finish the Blackboard 9.1 over Christmas break

Blackboard will be shut down over the break

G. Union Representatives

i. UAFT

ii. United Academics

Late report is posted on the FS agenda website

H. CAFE Update

<http://www.uaa.alaska.edu/cafe/>

VI. Officer's Reports

- A. President's Report (pg. 21-23)
Announced the Spring Assembly being held in January
Discussed the listening sessions and encouraged faculty to attend
- B. First Vice President's Report
Late report is posted on the FS agenda website
Discussed the BOR policy review process and timeline
- C. Second Vice President's Report
FSAL and COH vacancies on UAB
- D. Past President's Report

VII. Boards and Committees

- A. Graduate Academic Board
 - i. Curriculum (pg. 24)
Approved
 - ii. Motions

Informational Item: To ensure review by the Graduate Academic Board, submit curriculum by March 1st, 2012. This date is to ensure that curriculum be moved through the approval process and ready to meet the April catalog copy deadline.

- B. Undergraduate Academic Board
 - i. Curriculum (pg. 25-26)
2nd Sue Fallon
Approved
- C. General Education Review Committee (pg. 27)
- D. University-wide Faculty Evaluation Committee
First meeting December 16th
- E. Academic Assessment (pg. 28)
- F. Academic Computing, Distance Learning and Instructional Technology (pg. 29)
 - i. Motion

MOTION: How long should archived student data be maintained by faculty (electronically and hard copy). Blackboard course shells are deleted after three years. Are faculty required to keep student data beyond three years?

Policy committee is looking into developing a policy for this question
Hosting a technology fair at the Cuddy center

- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 30)
Room arrangement from chairs to tables
- H. Nominations and Elections Committee

- I. Diversity Committee (pg. 31-33)
- J. Faculty Grants and Leaves Committee (pg. 34)
- K. Institutional and Unit Leadership Review Committee (pg. 35)
- L. Library Advisory Committee (pg. 36)
- M. Professional Development Committee (pg. 37-38)
- N. Student Academic Success Committee (pg. 39)
- O. Ad Hoc Committee for Academic Integrity (pg. 40)
- P. Ad Hoc Committee for Community Campus
- Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 41-43)
 - i. 2011-2012 Goals
 - 1. Conduct faculty forums to solicit faculty input on techniques for evaluating teaching effectiveness.
 - 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).
 - 3. Solicit student input and provide information to students on their role in shaping teaching effectiveness at UAA
 - 4. Recommend incentives for student participation in providing feedback on teaching effectiveness.

Incentives mentioned in number 4 does not mean incentives from the faculty but instead the university

VIII. Old Business

IX. New Business

- A. First Reading of Proposed Constitutions for the Faculty Forums of the Extended Sites of the University of Alaska Anchorage (pg. 44-47)

Motion: Waive first reading approve for second
1st Hilary Davies
2nd Mari Ippolito
Approved
- B. Selection of Parliamentarian
No volunteers

X. Informational Items & Adjournment

Dear Board of Regents,

We are fast-tracking a Chancellor's Task Force on Alumni Relations to help develop a plan for building basic alumni engagement with measurable deliverables over the next 3–5 years. The Task Force and its mission are the result of nationally recognized consultant Dan White's review, report and recommendations on how UAA can best leverage alumni support commensurate with our ever-growing needs and opportunities as a university. I am pleased to report that targeted community and university leaders have accepted my invitation to participate and the charge to deliver a final report of findings and recommendations by May 2012.

Recruitments are moving forward for dean vacancies in the College of Health, College of Arts and Sciences, School of Engineering and College of Education. With Provost and Executive Vice Chancellor Mike Driscoll's recent promotion to president at Indiana University of Pennsylvania, we will also soon launch a national search for our next provost.



A UAA delegation attended the 6th Confucius Institute Conference in Beijing and explored opportunities for students and faculty at 7 Chinese universities.

We continue to provide extensive programming celebrating diversity within our community with Alaska Civil Rights Month and Black History Month through January and February respectively.

Join us for resource fairs, nationally prominent speakers, panel discussions, interactive programming, music, theatre and don't miss our awesome Seawolf athletes in action!

Best Regards,

Tom Case
Tom Case, Chancellor



The first cohort of UAA-Creighton's online doctoral program for occupational therapy graduated five Alaskans in December.

The Alaska Sports Hall of Fame established a new award, the Pride of Alaska, and named UAA's Women's Basketball program the first winner of the award.



UAA ranks among the top 5 percent of all D-II institutions and received a school-record 13th place in the Learfield Sports Director's Cup standings. This marks the third time in program history—all in the past three seasons—that all three of UAA's fall sports have earned NCAA finishes in the same year.

Promoting Innovation: UAA professors **Kenrick Mock and Bogdan Hoanca** became the first to be inducted into UAA's new "Patent Wall" for the patent they earned for their sign-on computer security authentication process, and 13 researchers were awarded seed money to advance their work during the first INNOVATE Research Awards.



UAA ...

Faculty, staff and students take leading roles: Honors College student Brian Franklin has been accepted to Harvard Business School's MBA Program.

Journalism and Public Communications senior Heather Aronno earned second place in the William Randolph Hearst Foundation's annual Journalism Awards Program's Radio Competition.

Fifteen UAA Environment and Natural Resources Institute (ENRI) faculty fellows, research scientists and graduate student researchers provided 22 presentations at the American Geophysical Union Fall Meeting 2011—the largest conference of Earth and space scientists from around the world.

Kenai Peninsula College (KPC) director Gary J. Turner was named the 2012 Person of the Year by the Soldotna Chamber of Commerce.

Student caller Shaquanna Hall brought in the largest gift to date from the UAA phonathon program, \$10,000.

Stay on Track campaign: Fifty-four students at Mat-Su College have made the Stay on TRACK promise to complete 30 credits a year, choose a major, see an advisor and finish their degree in four years. Anchorage campus professors Kathi Trawver and Robert McCoy received incentive plan money for connecting students with the Stay on Track campaign.

Institutional leadership: UAA is one of only five institutions nationwide selected to participate in the RAILS (Rubric Assessment of Information Literacy Skills) project during the 2011-2012 academic year.

Grants, research and public policy benefiting Alaskans:

Center for Behavioral Health Research and Services received \$145,000 to serve as the evaluator for the Home Again project, a partnership between the Rural Alaska Community Action Program, Inc. and Anchorage Community Mental Health Services, Inc. and funded by the Substance Abuse and Mental Health Services Administration.

Dr. André Rosay, Justice Center director, will discuss Justice Center research, including the ongoing Alaska Victimization Survey, as keynote speaker for the Alaska Senate Judiciary Committee Crime Summit in January.

Breaking enrollment records: For the first time in its 48-year history, KPC's enrollment in one semester exceeded 3,000 headcount (academic and non-credit) with 3,002 students enrolled fall 2011.

National prominence: The Two-Year College English Association of the National Council of the Teachers of English named KPC the winner of the 2012 Diana Hacker TYC Award for Outstanding Programs.

Prince William Sound Community College adjunct faculty member Katrina Church-Chmielowski received the Distinguished Service Award from the National School Boards Association.

Recent development news... ConocoPhillips Alaska, Inc. submitted a \$2.2M pledge payment for the ConocoPhillips Arctic Science and Engineering Endowment.

Alaska Native Science and Engineering Program (ANSEP) received \$300,000 from Udelhoven Oil Field System Services, Inc., \$34,000 from ExxonMobil Corporation, and \$25,000 from Wells Fargo. Alyeska Pipeline Service provided \$35,000 to support ANSEP's 2012 banquet and contributed \$10,000 to support the Alaska Native Program Scholarships at KPC. Udelhoven also contributed \$200,000 toward the Herb Schroeder Chair.

Northrim Bank donated \$125,000 in honor of the Institute of Social and Economic Research (ISER) 50th Anniversary Celebration and gave an additional \$7,500 to the Eagle River campus.

The Council of Alaska Producers pledged \$110,000 to support a visiting professor of public policy. This is their second pledge of this size toward this program since 2010.

A single anonymous donor contributed \$100,000: \$50,000 for the Planetarium, \$25,000 for Opportunities for Lifelong Education Programs (OLE!) and \$25,000 to the Cooperative Extension Program.

First National Bank Alaska gave \$53,000 to support scholarships for the CBPP Communities in Schools Program, ISER 50th Anniversary Celebration, Dental Assisting Clinic, the Institute of Social and Economic Research and the UAA Journalism Internship Program.

Flint Hills Resources, LLC contributed \$40,000 toward the Experimental Economics Laboratory.

LifeMed Alaska, LLC contributed \$30,000 to Excellence in Health Science Simulation. Alaska Kidney Foundation has pledged a grant for over \$30,000 to support UAA School of Nursing scholarships.

New scholarships and professorship established

- ◆ Alaska Society of Professional Land Surveyors donated \$26,000 to establish the Alaska Society of Professional Land Surveyors Endowed Scholarship.
- ◆ The Lynch family made a memorial donation to establish the Kathy Lynn Lynch Scholarship in Nursing.
- ◆ Family and friends of John Gay have made generous contributions to establish the John Russell Gay Memorial Science Scholarship.
- ◆ A legacy gift from Dixie L. Light will establish the Dixie Light Endowed Scholarship to promote the completion of a baccalaureate degree in Nursing by registered nurses who are residents and licensed to practice in Alaska.
- ◆ Dr. Louis Kralick donated \$40,000 to establish the Louis L. Kralick, M.D. Alaska WWAMI Professorship in Biomedical Science.

Icicle Seafoods, Inc. contributed \$300,000 to promote fishing industry and seafood market research and career development, bringing Icicle's total donations to over \$1M.



Geomatics students will be able to conduct 3-D image analysis in a new state-of-the-art lab with the help of trainers from DAT/EM Systems International and their donation of 16 licenses of their SUMMIT Evolution professional software valued at \$312,000.

Pick.Click.Give.

UAA is promoting the **ExxonMobil Pick.Click.Give.** matching gift through its community campus markets and radio advertisements in the Anchorage market.

STATEWIDE

Human Resources

Benefits: The benefits handbook is finalized and posted on the website. The Director of Benefits is working to finalize the RFPs for both the Employee Assistance Program and Wellness Services. She has also received final revisions for the 457(b) plan Record Keeping Agreement and Custodial Agreement to finalize this week after final review by our outside counsel.

Policy change was made when the Tobacco Surcharge was replaced by a decision to put in place a "No Hire" policy for tobacco users. As soon as administratively feasible, the University of Alaska will no longer hire tobacco users. This will be part of the job application process, with consequences for falsifying tobacco status being similar to falsifying any other application factors.

HR Operations: UA's non-exempt automated web timesheet is continuing with a phased systemwide rollout. The pilot has been completed and pilot users agree the new timesheet process is a success. Statewide implementation is expected to be completed by mid-February; MAUs will take slightly longer.

Application of year-end regulatory tax and W-2 processing updates has been completed in Banner. W-2s will soon be ready to enable from UAOnline.

Class and Compensation: The chief financial officer position has been posted. It will be advertised January 9- 25.

Training and Development: For UA faculty, staff & administrators' professional development, group online subscriptions for "The Teaching Professor" and "Academic Leader" are available to UA campus employees <http://www.magnapubs.com/group/>. The decision to obtain these resources came during a joint meeting among the MAU Faculty Development offices, United Academics, Labor and Employee Relations and Statewide Human Resources Training & Development.

UA begins another three year contract with SkillSoft, Corp. effective Jan. 31 offering our UA Employee e-Learning program. A postcard about the Employee e-Learning Program and available resources is expected to be mailed the week of Jan. 9 to employee home addresses.

UAA

UAA ranks among the top 5 percent of all D-II institutions and received a school-record 13th place in the Learfield Sports Director's Cup standings. This marks the third time in program history – all in the past three seasons – that all three of UAA's fall sports have earned NCAA finishes in the same year.

Demand on the Consortium Library continues to increase with weekly visits for the first time exceeding 12,000. There were 12,724 visits during a typical week in October.

The first cohort of UAA-Creighton's online doctoral program for occupational therapy – 5 Alaskans – graduated in December.

Western Seafoods employees successfully completed Kodiak College's first worksite-based English as a Second Language (ESL) course. Western and KoC partnered to benefit employers and employees.

UAA professors Kenrick Mock and Bogdan Hoanca became the first to be inducted into UAA's new "Patent Wall" for the patent they earned for their sign-on computer security authentication process, and 13 researchers were awarded seed money to advance their work during the first INNOVATE Research Awards.

Phonathon student caller Shaquanna Hall brought in the largest gift to date from a UAA alumna. The \$10,000 gift is designated to be split between the School of Nursing and Accounting.

Udelhoven Oilfield System Services (UOSS) has made a \$300,000 contribution to ANSEP and supported the Herb Schroeder Chair with \$200,000.

Northrim Bank donated \$5,000 to Mat-Su College General Support and expressed an interest in endeavors promoting careers in business.

Professors Kathi Trawver and Robert McCoy received \$250 each from UAA's incentive plan for successfully connecting students with the UA "Stay on Track" campaign.

Honors student Brian Franklin has been accepted to Harvard Business School's MBA Program.

Former Chancellor Ulmer joins UAA as Resident Scholar on Arctic Research beginning Jan. 9.

Prince William Sound Community College adjunct faculty member Katrina Church-Chmielowski received the Distinguished Service Award from the National School Boards Association.

Center for Behavioral Health Research and Services received \$145,000 to serve as the evaluator for the *Home Again* project, a partnership between the Rural Alaska Community Action Program, Inc. and Anchorage Community Mental Health Services, Inc. and funded by the Substance Abuse and Mental Health Services Administration.

Fifteen UAA Environment and Natural Resources Institute (ENRI) faculty fellows, research scientists, and graduate student researchers provided twenty-two presentations at the American Geophysical Union Fall Meeting 2011 -- the largest conference of Earth and space scientists from around the world.

Snow load is impacting classes at Prince William Sound Community College. It has become a facility safety issue.

The Center for Alaska Native Health Research received \$1.4 million to support rural Southwestern Alaska Yup'ik communities in their efforts to prevent suicide and substance abuse.

The family of a recent graduate donated a tract of land that will provide an endowment to support research and academic programs at UAF. Dr. Jeffrey and Jo Zuckerman donated a 50-acre parcel north of Fairbanks. Under the agreement, the land can be sold after three years. The estimated value is \$960,000. The proceeds will benefit Spanish and psychology programs and research by Kelly Drew of the Institute of Arctic Biology.

Earth sciences curator Pat Druckenmiller received a \$392,486 grant from NSF to support collection storage. Previously, mammoth bones and mastodon thighs were stored on the museum's wooden shelves.

Erin Pettit, assistant professor geophysics, is one of eight American scientists who traveled to Brazil for a program to recruit, retain and advance women in the STEM fields.

The UAF chapter of the American Indian Science and Engineering Society received the Professional and Chapter Development Award at the national conference in November.

CTC's medical assisting students' pass rate for the national exam is 92 percent, compared to a national rate of 68 percent.

A large collection of archaeological artifacts has returned to Alaska, nearly 60 years after the objects were excavated near Point Barrow. The Birnirk collection represents a phase of prehistoric Eskimo culture, dating back to 500 AD and contains almost 26,000 items, including hunting tools, harpoon parts and snow knives.

UAF's Science for Alaska lecture series begins Jan. 31 in Fairbanks. The program has shared research with communities throughout the state for the past 20 years. Visit www.uaf.edu/scienceforalaska/ for details.

Three rifle alumni are team hopefuls for the 2012 Olympic Games. Matt Rawlings (2003 – 07), Matt Emmons (1999 – 03) and Jamie (Beyerle) Gray (2002 – 06) all competed in the U.S. Olympic team trials for air rifle in Alabama. The three played roles in seven of UAF's 10 NCAA National Championship titles. The shooters continue their quest at the U.S Olympic trials for smallbore rifle in Ohio Feb. 23 – 26. Meanwhile, the UAF rifle team received coverage in ESPN's online magazine. Read more at <http://es.pn/uiQeIB>.

KUAC-TV is celebrating 40 years of broadcasting in the Interior. KUAC-TV aired its first program: a local dance troupe's performance of *The Nutcracker*, Dec. 22, 1971.

Mae Marsh will join UAF in March as UAF's director of diversity. Marsh will replace Earlina Bowden, who retires this month after 10 years as director of the Office of Equal Opportunity.

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

UAS

A new publication highlighting UAS' approved Strategic and Assessment Plan 2010-2017 is in circulation. The bright and colorful booklet includes UAS' new mission statement focusing on student learning and its four core themes: student success, teaching and learning, community engagement, research and creative expression. See the publication at http://www.uas.alaska.edu/UAS_StrategicPlan/docs/strategic-plan-public_10-17.pdf

A world-class underground mine training simulator has arrived at the UAS Center for Mine Training in Juneau. The simulator was purchased from a firm in South Africa and will contribute to mine safety and workforce development training offered by UAS in partnership with MAPTS—the UA Mining and Petroleum Training Service. A roll-out and demonstration of the new simulator will be planned soon.

UAS Mine Training Director Mike Bell has been named to the board of the Southeast Conference. Recent B.A. Communications graduate Arielle Parker has been hired as the Southeast Conference Administrator. Southeast Conference is a regional, nonprofit corporation that advances the collective interests of the people, communities, and businesses in southeast Alaska.

Formal pinning ceremonies for 13 graduates of the UAA Associate Degree Nursing Program were held in Juneau and Ketchikan Dec. 17. Graduates received their Associate of Applied Science in Nursing degree. The students spent two years training in clinical settings in Juneau, Ketchikan and Anchorage. Graduates are now able to sit for the national licensing exam (NCLEX-RN) and practice as registered nurses.

The UAS Fishery Technology Program based at the Ketchikan Campus and Prince William Sound Community College recently signed a Memorandum of Understanding to offer the Fish Tech program in the region via e-Learning. The Fish Tech program also has an MOU with SFOS' Fishery bachelors program and is working on one with the UAF Bristol Bay Campus.

UAS Campus Master Planning is in process. The firm of Perkins and Will is the primary consultant. Facilities Director Keith Gerken is spearheading the effort with input planned from all schools and campuses. Initial meetings with Perkins and Will may take place as early as February, with a goal of finalizing the plan in fall 2012.

UAS has a new umbrella agreement in place with UAF to ensure compliance with federal regulations on Institutional Animal Care and Use (IUCUC). This collaborative arrangement allows UAS faculty involved with research to comply fully with IUCUC requirements and benefit from interaction with research support offered through UAF.

PRESIDENT'S COMMENTS

In December and January I participated in Strategic Direction external listening sessions in Anchorage, Kodiak and Valdez. I also talked Strategic Direction, at the invitation of the UAF Northern Leadership Center, at its most recent networking luncheon. I am scheduled for nearly a dozen more.

Carla Beam and I met with the Anchorage Daily News editorial board, discussing Strategic Direction and UA initiatives such as Stay on Track.

Attended an honors student presentation. The students' project was to survey other UAA students for their opinions of how prepared they were by their high schools for college-level English courses and assess the results for possible follow-on work.

Attended Denali Commission board and public meetings in Anchorage.

Elected as Alaska Aerospace chair effective Dec. 15. Recently reappointed by Governor Parnell to another term of service on the Alaska Military Force Advocacy and Structure Team (AMFAST), which met earlier this week.

Met with Rep. Alan Dick in Anchorage at his request and had a good discussion on rural education ideas and methods. Attached is a memo Jerry Lipka sent me relative to teaching mathematics as it relates to everyday Indigenous activities. Also attached is AFN Convention Resolution 11-01: Recognition of the Rural Human Services Program at the University of Alaska Fairbanks.

Governor Parnell, Ed Rasmuson and I hosted a Seafood Summit Dec. 16. Invited guests were industry CEOs. Chancellors Pugh and Rogers participated. There was energetic discussion focusing on how to expand the qualified workforce, increase academic support and research support in partnership with the entire spectrum of the seafood industry. Following the summit, we attended the Rasmuson Fisheries Excellence Committee meeting, where Provost Driscoll joined us. Last week Diane Kaplan, Ian Dutton and I debriefed the summit, discussing next steps, which will be crafted at an internal UA meeting at the end of the month. In my opinion, UA should take the lead. The governor told me he agreed and wants to help.

At the invitation of First National Bank of Alaska, I spoke to 75 of its managers on everyday, practical leadership.

Commonwealth North (CWN) held its annual Alaska Assets Review Forum at a luncheon in the Dena'ina Center on Jan. 11. I gave a brief presentation of UA's 2011 assets and performance under my watch. Afterwards, the CWN board met briefly.

Met with UAA Environment and Natural Resources Institute Director Jeff Welker to discuss the institute's successes, ideas for collaboration with other MAUs, and future academic opportunities.

Spoke in Anchorage to the UAA Assembly. The discussion focused on Strategic Direction and important initiatives.

Representatives of Patton Boggs (PB) from Anchorage and DC to visit Fairbanks Jan. 16 and 17 and will meet with various SW and campus representatives for introductions to PB as UA's new federal representation service, and to discuss our current requirements, emerging issues, perspectives, and priorities.

Our staff team is formulating UA's legislative strategy for the upcoming legislative session. A heads up/individual department meeting with the House Finance Co-Chairs is set for Jan. 24. Feb. 1 UA will present a budget overview to the House Finance Committee.

Attended a Leadership Council meeting of Alaska Forward, a state economic development effort, at CIRI in Anchorage, along with UAA's Dean "Bear" Baker.

UAA

MAP-Works (MW), Making Achievement Possible, provides first-year students with critical success tools. MW's active participants achieved a first-time full-time retention rate of 74.3%, which is 3.3% higher than the overall Anchorage campus retention rate for the identical peer group. Find the report at: <http://www.uaa.alaska.edu/studentaffairs/upload/UAAMAPWORKSemail333.pdf>.

Kodiak College is increasing the number of dual credit high school classes offered from 18 last year to 22 this semester. Last year's classes accounted for 564 student credit hours.

UAA received 195 awards totaling \$25,868,692 in the first 6 months and 2 weeks of FY12, slightly more than two-thirds of the 315 awards totaling \$35,456,394 received in all of FY11. We are on track to continue this upswing with UAA faculty and staff submitting 204 proposals to the Office of Sponsored Programs for review and submission to funding agencies since the beginning of FY12, compared with 376 proposals submitted in all of FY11.

Three research grants were awarded totaling \$465K between December 28, 2011, and January 15, 2012. Dr. André Rosay, Director of the Justice Center, received \$354K from the State to collect and assess data gathered from the FY12 Alaska Victimization Survey. Dr. Steve Colt of the Institute of Social and Economic Research received \$96K from the USDA Forest Service to develop climate change scenarios for the Chugach Region.

Alaska Native Health programs in the College of Health have joined in a collaborative fundraising effort. The programs include Recruitment and Retention of Alaska Natives into Nursing (RRANN), Rural Clinical Rotations in Allied Health, Della Keats Pre-College Summer Program, the Dr. Robert Fortuine Memorial WWAMI Scholarship and the *Alaska Native Community Advancement in Psychology (ANCAP)*.

In the first six months of FY12, private fundraising at UAA has increased by 44% over FY11 without regard to ongoing leadership transitions at the college level.

Dr. R. Thomas Fitch, Senior Consultant for Academic Search Inc., will be on campus to meet with faculty and community advisors January 26 and 27 to begin the dean searches for the College of Health and School of Engineering.

Kenai Peninsula College Director Gary J. Turner was named the 2012 Person of the Year by the Soldotna Chamber of Commerce.

For the first time in its 48-year history, KPC's enrollment in one semester exceeded 3,000 headcount (academic and non-credit) with 3,002 students enrolled fall 2011.

Journalism and Public Communications senior Heather Aronno earned second place in the William Randolph Hearst Foundation's annual [Journalism Awards Program's Radio Competition](#).

UAA's Environment and Natural Resources Institute (ENRI) sponsored the 2012 Alaska Marine Science Symposium and 17 of its researchers participated in this annual gathering of Alaska's marine scientists.

The Alaska Sports Hall of Fame established a new award, the Pride of Alaska, and named UAA's Women's Basketball program the first winner of the award.

**UA Grant Proposals Awarded
December 02, 2011 - January 12, 2012**

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAA	New Competitive	Basic Research	CAS Biology	Kulmatiski, Andrew	Getting to the Root of the Problem: Regional Testing of a Soil-Based Restoration Approach	1-Mar-12	28-Feb-16	USDA National Institute of Food & Agriculture NIFA	2-Dec-11	499.8
			CAS Biology	Buck, Charles Loren	CR: Persistence, Entrainment, and Function of Circadian Rhythms in Arctic Ground Squirrels	1-Jan-12	31-Dec-15	National Science Foundation	10-Dec-11	824.7
			CAS Chemistry	Kennish, John M	Development of an Integrated Cellular-Chemical Approach for Quantifying Effects of Marine Pollutants on Salmon Immune Health	1-Jul-12	30-Jun-15	North Pacific Research Board	7-Dec-11	223.0
			CAS Biology	Kulmatiski, Andrew	From the Ground Up: Using Root Data to Improve Yield and Resiliency in Dryland Systems	1-Sep-12	31-Aug-16	USDA National Institute of Food & Agriculture NIFA	15-Dec-11	747.0
			School of Engineering	Paris, Anthony J	Accelerations of the Head Resulting from Soccer Ball Heading	1-Jul-12	30-Jun-14	National Institutes of Health	10-Jan-12	145.3
	Renewal Non-competitive	Basic Research	COH Justice Center Research	Rosay, Andre B	FY12 Alaska Victimization Surveys	1-Jul-11	30-Jun-12	Div. of Domestic Violence & Sex. Assault	19-Dec-11	354.5
UAA Total										2794.3

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAF	New Competitive	Applied Research	AFES	Rupp, T Scott	Collaborative Research: Predicting Temperate Forest Dynamics: Integrating multi-species, herbivory, episodic disturbance, and climate change using landscape fire succession models.	1-Jan-08	31-Dec-11	National Science Foundation	6-Jan-12	920.7
			AFES	Rupp, T Scott	Community-based Science to Enhance Research, Understanding, and Management of Alaska's Salmon-bearing Watersheds in the Face of a Changing Climate	1-Aug-09	30-Jul-11	Cook Inlet Keeper	6-Jan-12	20.0
			AFES	Trainor, Sarah Fleisher	Alaska Center for Climate Assessment and Policy	1-May-10	30-Apr-16	US Dept of Commerce, NOAA	6-Jan-12	7000.0
		Basic Research	SFOS Fisheries Division	Adkison, Milo D	Development of an in-season run timing prediction model for Yukon River Chinook salmon	1-Apr-12	30-Nov-14	Other Local Government	20-Dec-11	303.8
			IAB	Euskirchen, Susanne Eugenie	Understanding the Effects of Fire on Biogeochemistry, Soil Thermal Regimes, Vegetation Dynamics, and Climate Feedbacks of Boreal Forest Ecosystems	1-Jan-09	1-Jan-11	Department of Energy	6-Jan-12	499.9
			SFOS IMS Faculty and PI's	Wooller, Matthew John	Tracking the contribution of ice algal fatty acids to ice seals in the Bering Sea	1-Jun-11	31-Dec-13	North Pacific Research Board	13-Dec-11	40.0

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
		Public Service	CLA Dean	Heaton, John W	Western History Association Directorate	1-Jul-12	30-Jun-17	Other Corporations	14-Dec-11	254.7
	New Non-competitive	Basic Research	GI Volcanology	McNutt, Stephen R	Activities in support of the project "Volcano Crises Awareness Training Support Package"	20-Dec-10	31-Jan-11	University Of Hawaii	21-Dec-11	20.0
			CEM INE Water Research Center	Barnes, David L	Natural Attenuation of a Sulfolane Plume in Discontinuous Permafrost	1-Jan-12	31-Dec-13	AK Dept. of Enviromental Conservation	1-Jan-12	335.0
	Other	Other	(blank)	McLean, Deborah L	Bristol Bay Economic Development Corporation ABE 2012	1-Jan-12	31-Dec-12	Bristol Bay Economic Development Corporation	12-Jan-12	40.0
UAF Total										9434.1
UAS	New Competitive	Public Service	Public Service Programs	Pyare, Sanjay	The UAS GIS Library & the SEAK Hydrography Database	19-Dec-11	31-Mar-12	USDA Forest Service (Juneau)	5-Jan-12	29.9
UAS Total										29.9
Grand Total										12258.3

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 **January 10, 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 Retention, Tenure,***
18 ***Promotion, and Post-Tenure Review* and section *V. Academic Rank, Appointment and Tenure***
19 **will be phased in, as outlined below, to achieve full implementation by AY 2014-15.**
20

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

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

33 **Revision History**

34

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

39

40 Changes to this document are based on comments from the UAFT and UNAC between March
41 and December 31, 2011. Changes made by Provost Driscoll in response to comments from the
42 UAFT are shown in **Green Arial Bold font**. Changes made in response to comments from the
43 UNAC are shown in **Gold Calibri Bold font**. Changes made by Provost Driscoll to address
44 comments from multiple sources or to improve clarity are shown in **Red Courier Bold**
45 **font**. Regardless of source, insertions are underlined and deletions are ~~striketrough~~ in the
46 appropriate font and color. Provost Driscoll also corrected minor typographical and formatting
47 errors, which are not marked.

48

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99 **POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR**
100 **TENURE, PROMOTION, POST-TENURE REVIEW AND HIRING**
101

102 **I. PURPOSE**

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

- 111 • Academic freedom and diversity
- 112 • Affordable access and high quality
- 113 • Student success and community engagement
- 114 • Innovation and creativity
- 115 • Cooperation and collaboration
- 116 • Sustainability and stewardship
- 117 • Integrity and accountability
- 118 • Effectiveness and efficiency
- 119

120 The following policies and procedures for the evaluation of faculty have been established to
121 provide an equitable and fair assessment of each individual faculty member and his or her
122 contribution to the collective institutional mission, goals and core values.
123

124 **II. PRINCIPLES**

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

¹ These values come from UAA's strategic plan, *UAA 2017*,
http://www.uaa.alaska.edu/strategicplan/upload/StrategicPlan_12pg.pdf, p. 3

132 The guidelines in this document serve as the foundation and broad framework of standards for
133 the faculty evaluation system at UAA. Within this framework, each of the

134 Units and their constituent departments have the responsibility to establish comprehensive unit-
135 specific evaluation guidelines and procedures that conform to the University guidelines and that
136 are reflective of their diverse academic, disciplinary, craft, and professional fields.² In this way,
137 the system has been developed to recognize and honor the inherent diversity of faculty work,
138 with the goal of supporting and encouraging faculty to bring together their unique talents into a
139 cohesive and integrated scholarly practice. Furthermore, the system recognizes and supports
140 differential emphases and interests over the course of a faculty member's career

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

148
149 The examination and evaluation of faculty work must be done within the context of the explicit
150 goals of the institution, as embodied in the mission and strategic plan. The most valuable
151 resource the University has for enacting its mission is the time, talent, and expertise of the
152 faculty. An evaluation system aligned with the mission provides faculty with a clear set of
153 expectations around which they may focus their work and continue their professional
154 development and achievement. In this way, a faculty member may pursue an individualized
155 professional pathway based on his or her unique talents while contributing to the collective
156 achievement of the institutional mission.

157
158 The evaluation of faculty members for hiring, retention, tenure, promotion, and post-tenure
159 review should also occur in the context of: established criteria for high-quality work; clearly
160 communicated expectations and responsibilities set forth in a faculty member's initial
161 appointment letter approved by the department chair, dean, campus director or other designated
162 administrator; subsequent modifications made for annual workload agreements; the results of
163 periodic reviews or previous promotion or tenure decisions; and the priorities of the department,
164 unit, college, campus, and University.

² A more detailed discussion of the relationship of the FEGs and unit guidelines can be found on page 31.

165 These guidelines and procedures shall be interpreted and implemented within the framework of
166 the UA Board of Regent’s Policies (P0.04.101-070), the internal governance procedures of UAA,
167 and the relevant Collective Bargaining Agreements (CBAs) of United Academics (UnAc) and
168 the University of Alaska Federation of Teachers (UAFT).

169

170

171 **III. FACULTY ROLES AND RESPONSIBILITIES**

172

173 **Overview of Faculty Responsibilities**

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

180 Faculty have a responsibility to their students, their discipline, craft or professional field, the
181 University and communities to strive for exemplary intellectual, ethical, aesthetic, and creative
182 achievement. Such achievements are the defining qualifications for appointment, tenure, and
183 promotion in the academic ranks. Individuals appointed to the faculty are expected to possess the
184 intellectual and professional integrity associated with the exercise of academic freedom and
185 shared governance; to show respect for the opinions of others; to maintain accepted standards of
186 civility and professionalism; to cooperate effectively with others; and to consider the welfare of
187 the total institution.³

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

³AAUP, [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>

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

201

202 **The Centrality of Scholarship to Faculty Responsibilities⁴**

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

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

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

⁴ A number of sources have been synthesis 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.

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

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

235 **Community Engagement⁵**

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

247 Community engagement expands the variety of University outreach and partnership activities of
248 faculty because it has the potential to integrate teaching, service, and academic research or
249 creative expression. Faculty members who focus on community-engaged practice enhance both
250 their scholarly knowledge and the well-being of the various communities with which they work.
251 Community Engagement is grounded in collaborative practice and shared leadership and focuses
252 on the application of knowledge and processes to problems and concerns identified by the
253 communities. Community engagement may be manifested in scholarly activities such as
254 community-based research, community-engaged service, and curricular engagement when they
255 demonstrably meet the principles of high-quality scholarship.

⁵ 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.

256 UAA highly values and encourages quality community engagement as part of faculty roles and
257 responsibilities. For those faculty members who choose to undertake community engaged
258 scholarship through their teaching, service, academic research or creative expression, it should
259 constitute a vital component of faculty evaluation considerations.⁶
260

261 **The Scholarly Agenda⁷**

262

263 A scholarly agenda is a faculty member's proposed program of scholarly work, outlining his or
264 her professional and discipline-based foci, goals, and proposed contributions to scholarship over
265 a three- to five-year period. In this way, the agenda serves as the foundation for establishing and
266 maintaining a productive and meaningful career. As each faculty member is primarily
267 responsible for planning and guiding his or her own career, the development and enactment of a
268 scholarly agenda is an essential and on-going responsibility for all faculty members.
269

270 Establishing a scholarly agenda provides a faculty member the opportunity to identify and define
271 his or her professional goals and focus of scholarly efforts within the framework of departmental,
272 unit, and University goals and mission. It is not designed to limit or inhibit a faculty member's
273 academic freedom nor constrain his or her scholarship. Rather, it allows the faculty member to
274 articulate how to direct and develop his or her unique array of talents and expertise. The
275 scholarly agenda, therefore, should be specific regarding aspirations, goals, priorities, and
276 scholarly activities, but not a list of tasks or expected outcomes. Over the course of one's
277 academic career, one's scholarly interests, priorities, and relative areas of emphasis evolve and
278 change. For this reason, it is expected that faculty members will revisit and revise their scholarly
279 agenda every three to five years.⁸
280

281 **IV. EVALUATION OF FACULTY FOR RETENTION, TENURE, PROMOTION,**

282 **& POST-TENURE REVIEW**

283 The decisions to retain, grant tenure to, or promote a faculty member are among the most vital
284 that take place in a university. One of the hallmarks of a university of distinction is the quality of
285 its faculty and their scholarly achievements as reflected in their teaching, academic research and
286 creative expression, and professional and university service. Therefore, it is to be expected that
287 among faculty members there will be highly varied profiles of scholarly pursuits and

⁶ 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.

⁷ 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.

⁸ More details about the content and use of the scholarly agenda are provided in Section VII.

288 achievement with respect to vigor, flexibility, breadth, and forms of scholarship. Judgments
289 about the application of the University’s criteria of quality and significance of scholarly
290 achievement within and among the components of faculty responsibility will vary with
291 disciplines, craft, and professional fields, and with unit goals.

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

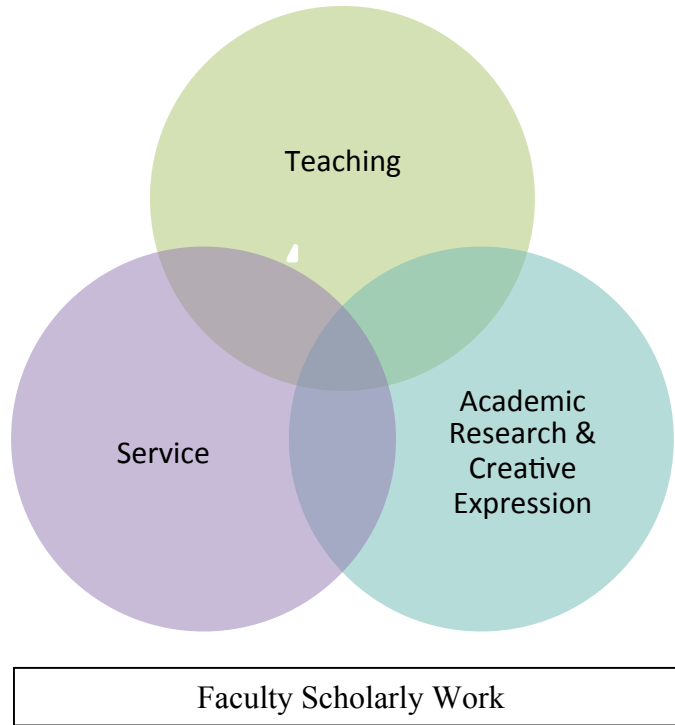
300 **Evaluation of Faculty Scholarship**

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

310 Nevertheless, it is important to keep in mind that such classification is not always distinct, as
311 some scholarly work may be integrative and contribute to multiple components (see figure
312 below). For example, a faculty member may develop a novel approach to an instructional
313 strategy or a set of curriculum materials in response to an identified student learning need within
314 the discipline, and subsequently publish an article in an academic journal about the work and its
315 impact on student learning and course outcomes. The resulting instructional strategy and
316 curriculum materials may be categorized as an aspect of teaching, while the article is a
317 dissemination product that can be categorized under academic research and creative expression.
318 What is critical to distinguish here is that the process of scholarly work may arise mainly from
319 one of the components, while producing a variety of distinct outcomes and products that may
320 contribute to the scholarly accomplishments in another component of faculty responsibilities.⁹

⁹ 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.

321 Moreover, as a faculty member develops professionally it is likely that the components of faculty
322 responsibilities in which he or she is involved will increasingly serve to inform and mutually
323 reinforce each other.



324

325

326 Because of the nature of scholarship, with its multiple forms and potential for integration, it is
327 expected that throughout their careers faculty members will commit varying amounts of time,
328 make unique contributions, and achieve a variety of outcomes within and across the components
329 of faculty work, in accordance with their rank, position description, and assigned duties and
330 workloads.¹⁰

331 **a. Teaching and Learning**

332

333 Teaching well is UAA’s primary mission. Teaching is a challenging and dynamic enterprise that
334 encompasses a range of scholarly activities, from classroom instruction to including students in
335 research, from mentoring to curriculum development, from participating in faculty development
336 to the scholarship of teaching and beyond. Faculty members are expected to be reflective

¹⁰ 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.

337 practitioners who continuously examine their effectiveness as educators. In addition, their
338 teaching should reveal and develop diverse perspectives; encourage and facilitate inquiry,
339 creativity, and life-long learning; and work to integrate the principles central to the vision,
340 mission, and core values of UAA. (See Section I: *Purpose*)

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

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

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

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

371
372 *Building and Developing Curriculum and Learning Resources*: Developing and revising
373 outcomes-based curriculum and assessment; shaping teaching materials, manuals, software;
374 designing and implementing new or varied delivery modes, including web-based and new media

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

377

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

382

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

390

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

395

396 **b. Academic Research and Creative Expression**

397

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

409

410 Academic research and creative expression may be generated through all forms of scholarship--
411 discovery, integration, transformation/interpretation, engagement, and application--and contributes
412 to the generation and dissemination of knowledge within the discipline, craft or professional field
413 as defined by the respective scholarly community. It is expected that academic research and
414 creative expression will be demonstrated through some combination of one or more of the

415 following six categories. However, units may include different examples of work within the
416 categories or place different emphasis and value on certain categories to reflect the particular
417 needs and concerns of their respective discipline, craft, or professional fields.

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

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

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

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

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

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

454

455 **c. Service**

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

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

468
469 *Professional Service*

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

- 475
- 476 • Utilizes a faculty member’s academic, craft or professional expertise;
 - 477 • Contributes to the discipline, craft, or professional field and/or the audience or
478 clientele; and
 - 479 • Demonstrates a clear relationship between the service activities and the goals and
480 mission of the department, college, campus, or University.

481
482 *(1) Service to the Discipline, Craft or Professional Field:*

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

490
491 *(2) Service to Society:*

492 Writing for popular and non-academic publications directed to specialized audiences;
493 guiding technology transfer activities; collaborating or partnering with governments,

494 education, health, cultural or other public institutions; committing expertise to community
495 agencies or civic groups; testifying before legislative or congressional committees;
496 providing public policy analysis, program evaluation, technical briefings for local, state,
497 national, or international governmental agencies; serving on public boards, task forces, or
498 committees; developing and offering training or professional development workshops and
499 other demonstrations or dissemination of professional methods or techniques.

500

501 (3) *Community Engaged Service*¹¹:

502 As a form of professional service to society, community-engaged service is distinguished by its
503 focus on collaborative, jointly developed projects designed to apply concepts, processes, or
504 techniques to community identified issues, concerns, or problems, which result in community
505 change and development. It should be noted here, however, that the nature of community engaged
506 practice is often integrative across the components of one's work in teaching, academic research or
507 creative expression, and service. Therefore, depending on the breadth, form, and focus of the work,
508 a community engaged service activity may combine with or result in scholarly outcomes or
509 products that could additionally or alternatively be represented as an aspect of teaching, or within a
510 category of academic research and creative expression.

511

512 *University Service*

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

516 (1) Governance:

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

522

523 (2) Academic and Faculty Development:

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

528

¹¹ 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.

529 (3) Student Success Support:
530 Sponsoring student organizations; developing outreach activities and programs that
531 enhance the University's ability to serve the needs of a diverse and non-traditional student
532 body; developing and maintaining services and programs that support student engagement
533 with the curriculum; facilitating activities that integrate residential living and learning on
534 campus, or engage non-resident students in campus activities.
535

536 **Compensated Outside Activities**

537
538 In accordance with Alaska State law and University policy, all outside compensated activities must
539 be disclosed and may not be in conflict with or incompatible with a faculty member's performance
540 of his or her duties and responsibilities. As such activities are not part of the full-time commitments
541 of a faculty member, they cannot be considered as teaching, academic research or creative
542 expression, or service within the University for the purposes of faculty evaluation. However, for
543 those disciplines and units in which the direct practical experience that might be derived from such
544 activities constitute valuable professional development, faculty members may request that it be
545 considered for its contribution to the continuing development of disciplinary, craft or professional
546 knowledge and skill.

547 **Quality and Significance of Scholarship**¹²

548 A rigorous faculty evaluation and review process is one that distinguishes between the routine
549 conduct and completion of one's work assignments and responsibilities, and one's scholarly
550 accomplishments and outcomes¹³ which are the results of high-quality and substantive scholarly
551 work. The emphasis is on the critical assessment and evaluation of the quality and significance of
552 the candidate's scholarly achievements by professional peers. Thus, the evaluation system must
553 distinguish among the criteria that relate to the quality of a faculty member's scholarly work, as
554 well as the equally important criterion of the significance and relevance of this body of work to
555 the department, school, college or campus and institutional mission(s).

556 A consistent pattern of high-quality scholarship manifested across all dimensions of faculty work
557 is more important than the quantity of work done, as it reflects the promise of continued

¹² 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.

¹³ As demonstrated by evidence (products, artifacts, and creative works) appropriate to the discipline, craft, or professional field.

558 professional development and scholarly achievement. The criteria for evaluating quality and
559 significance of a faculty member's scholarship include the following:

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

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

568
569 *2. Establishes clear and relevant goals*

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

575
576 *3. Uses appropriate methods and resources*

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

586 *4. Effectively documented and communicated*

587 High-quality scholarship in teaching, academic research or creative expression, or service
588 is effectively communicated to appropriate audiences in ways that subject the intellectual,
589 aesthetic, professional or instructional ideas, processes, outcomes, practices, or products to
590 critical and independent consideration and review. Such scholarly work is publically
591 communicated or disseminated through a variety of media and venues appropriate to, and
592 accepted by, the intended audiences, be they from the discipline, craft, creative or
593 professional field, students, or the community.

594
595 *5. Results in positive impact or outcomes*

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

604

605 *6. Upholds professional ethical standards*

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

611 **V. ACADEMIC RANK, APPOINTMENT AND TENURE**

612 **Introduction**

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

623

624 **Definitions of Academic Ranks and Appointments**

625 **Emeritus.** Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in
626 recognition of a sustained record of outstanding scholarly accomplishments that has contributed
627 to the mission, reputation, and quality of the University. Candidates for Emeritus appointment
628 must be full-time faculty members who have attained the rank of full professor and who have
629 retired after a minimum of 10 years at the University of Alaska immediately prior to retirement.
630 In exceptional circumstances, other faculty members who have achieved the highest academic
631 rank available to them based on their professional, craft, or academic credentials and position
632 may also be nominated. Following the consideration and recommendation of the faculty review
633 process, the Chancellor will make the final appointment.

634

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

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

650

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

663

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

670

671 At the rank of Associate Professor faculty members must demonstrate the following: a sustained
672 record of effectiveness in teaching; high-quality and significant scholarly contributions to the
673 professional, craft, or academic field; high-quality scholarly contributions to the institution

674 through university and professional service; and a strong record of professional growth with the
675 promise for continuing accomplishment of high-quality and significant scholarly achievements.
676 In addition, candidates must demonstrate a marked strength in at least one of the components of
677 faculty responsibilities, or through the integration of their scholarly accomplishments across the
678 components, which advances the mission or reputation of the unit or institution. Non-tenured
679 faculty undergoing review for promotion to Associate Professor must also be reviewed for tenure.
680 Promotion to Associate Professor cannot be made without prior or simultaneous award of tenure.

681
682 Assistant Professor. Candidates for initial appointment at the rank of Assistant Professor must
683 hold the appropriate professional or craft certification or terminal degree in the discipline or field
684 and show evidence of achievement, or definite promise **(as evidenced by discipline-
685 appropriate expectations as detailed in unit and department level guidelines)**, in
686 the production of sustained professional growth and contributions of high-quality and
687 significance* to the professional, craft, or academic field and the University.

688
689 Candidates for promotion to Assistant Professor must show clear and convincing evidence of
690 continuous professional growth in producing high-quality and significant scholarly achievements
691 within and among the components of faculty work for which they are responsible. This will
692 include: a sustained record of effectiveness in teaching; scholarly contributions of quality and
693 significance to the unit and institution through university service and professional service; and
694 evidence of promise for the continued contribution of high-quality scholarly achievements in
695 both these components in support the mission of the unit and University.

696
697 Instructor. Candidates for initial and continuing appointment at the rank of Instructor must hold
698 the appropriate professional or craft certification or terminal degree in the discipline or field and
699 show evidence of, or promise for, sustained professional growth and development of high-quality
700 and significant *scholarly accomplishments in teaching and effective contributions to the unit,
701 and institution through a variety of university and professional service activities.

702
703 (* Refer to section IV. *Evaluation of Faculty for Retention, Promotion, Tenure, and Post-Tenure Review*
704 for the definition of quality and significance of scholarship.)
705

706 **Definition of Tenure**

707

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

712
713 For the individual faculty member, tenure is the acceptance of an on-going obligation to

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

720

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

726

727 **Consideration of Time in Rank for Mandatory Tenure Review**¹⁴

728

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

733 Initial appointment to the rank of Professor may be made with or without tenure. Faculty initially
734 appointed to the ranks of Professor without tenure shall be reviewed for tenure no later than the
735 second (2nd) consecutive year of service. Appointment to Professor may continue beyond the third
736 (3rd) year only with tenure.

737

738 Initial appointment to the rank of Associate Professor may be made with or without tenure. Faculty
739 initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure
740 no later than the fourth (4th) consecutive year of service. Appointments to the rank of Associate
741 Professor may continue beyond the fifth (5th) year only with tenure.

742

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

747

748 For the purposes of determining the mandatory year of tenure review, all consecutive years of
749 service, including periods of leave of absence at full salary and sabbatical leave, will be included.

¹⁴ 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.

750 Periods of leave of absence at partial or no salary will not be included unless requested in writing
751 by the faculty member and approved at the time the leave is granted. A partial year of service
752 that includes at least one semester of full-time faculty service may be counted as a full year of
753 service when it has also been used to determine eligibility for any sabbatical leave. Periods of
754 officially requested and approved parental, family, or medical leave, whether paid or unpaid,
755 shall be excluded from the determination of the mandatory year for review unless the faculty
756 member requests that such leave be counted toward their time in rank.

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

761 **Denial of Tenure**

762 Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a
763 terminal appointment for one additional year of service. ~~If a faculty member chooses to apply for
764 tenure prior to the mandatory year, she or he may withdraw at any step in the process prior to
765 review by the Chancellor. However, if the review proceeds to the Chancellor and the decision is
766 to deny tenure, the faculty member shall be offered a terminal appointment for one additional
767 year of service. If a faculty member chooses to stand for tenure prior to the mandatory year
768 and the Chancellor's decision is to deny tenure, the faculty member may continue as a tenure-
769 track faculty member, but may not stand again for tenure prior to the mandatory year.~~

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

771 **Introduction**

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

779 **Types of Evaluation**

780 Annual Retention Review. In an academic year or work year in which a non-tenured, tenure-
781 track faculty member is not scheduled for comprehensive retention, tenure, or promotion review,
782 the faculty member shall receive an Annual Retention Review. The faculty member shall submit
783 an Abbreviated Portfolio (see following section). The evaluation will be completed by the Dean
784 or Director, or designee, of the faculty member's unit, or in the case of community campus
785 faculty members by the Campus Director or President, or designee. The unit member's tenured

786 department chair may complete the review as the unit administrator’s designee. In those units
787 that have developed procedures for the inclusion of peer review in this process, such action shall
788 occur before the evaluation by the unit administrator. The annual review should evaluate and
789 provide feedback on both the faculty member’s performance with respect to his or her fulfillment
790 of fiduciary responsibilities, and progress in scholarly accomplishments toward promotion and/or
791 tenure expectations.

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

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

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 Portfolio for this review.

827

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

836

837 At any time prior to a scheduled evaluation, the dean or director of the faculty member's unit, or
838 the campus director or president of the faculty member's community campus may initiate the
839 post-tenure review process. **The initiator will provide the same timely notice as
840 required for scheduled evaluation. While the primary purpose of post-tenure
841 review is to provide formative feedback, any disciplinary action taken by the
842 University on the basis of a post tenure review shall be taken in accordance with
843 the applicable article of the governing collective bargaining agreement.** In addition,
844 a post-tenure review shall be conducted upon the request of the unit member.

845

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

857

858 Professor Emeritus Review. Upon retirement, a faculty member may be nominated by peers or unit
859 administrators for appointment to the rank of Emeritus or Emerita Professor. The nominating body

860 will submit a dossier¹⁵ that will be reviewed by peer review committees, unit administrators, the
861 Provost and the Chancellor. The dossier shall provide evidence of the candidate's scholarly
862 achievements across the course of his or her career. Reviewers determine whether the candidate
863 has achieved a sustained record of outstanding scholarly accomplishments that has contributed to
864 the mission, reputation, and quality of the University.
865

866 **Evaluation Review File**

867 The Evaluation Review File (ERF) is the full set of materials reviewed by faculty peer review
868 committees and academic administrators during the retention, tenure, promotion, and post-tenure
869 review process. Retention, tenure, promotion, and post-tenure review recommendations shall be
870 based upon review of only those scholarly accomplishments in the areas of faculty
871 responsibilities that are described and documented in the faculty member's ERF. The ERF
872 includes:

- 873 1. The applicable unit faculty evaluation guidelines and criteria;
- 874 2. A **Scholarly Full** or Abbreviated Portfolio of materials submitted by the candidate (see
875 following section);
- 876 3. Materials submitted by other persons prior to the submission deadline (e.g., letters of
877 support or external reviews);
- 878 4. Written evaluations and recommendations from subsequent levels of review;
- 879 5. Any rebuttal statements or other responses submitted by the faculty member; and
- 880 6. All student evaluations for a period of up to six years prior to date of current review.

881 **Review Cycle**

882 Except in the case of a mandatory review, the candidate has the responsibility of notifying the unit
883 Dean or Director, or Campus Director or President, of his or her intent to stand for promotion
884 and/or tenure.
885

886 A candidate requesting review for tenure may use either the unit faculty evaluation criteria in effect
887 during the candidate's first academic year of service in the tenure-track position, or the unit faculty
888 evaluation criteria in effect the year the candidate requests consideration.
889

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

¹⁵ 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.

894
895 If a candidate requests or is required to undergo simultaneous consideration for tenure and
896 promotion, the candidate must select a single set of criteria.
897
898 A candidate undergoing a mandatory comprehensive post-tenure review may use either the unit
899 faculty evaluation criteria in effect during the candidate's first academic year of service after his or
900 her last full review (i.e. tenure, promotion, or comprehensive post-tenure review), or the unit
901 faculty evaluation criteria in effect the year of the required post-tenure review.
902
903 The candidate must notify the unit Dean or Director, or Campus Director or President, of his or her
904 decision regarding the selection of evaluation criteria.
905

906 **a. Comprehensive Retention, Promotion, Tenure, and Comprehensive Post-**
907 **Tenure Reviews**
908

909 Candidates will submit their **Scholarly Full** Portfolio to the office of the Dean, Campus Director or
910 President in accordance with the calendar established by the Office of Academic Affairs.¹⁶

911 The faculty evaluation process will then proceed as follows:

- 912 a) Campus Director or President (for community campus faculty only)
- 913 b) School or unit director or department chair
- 914 c) Unit peer review committee(s) in accordance with the unit guidelines
- 915 d) Dean
- 916 e) University-wide Faculty Evaluation Committee
- 917 f) Provost
- 918 g) Chancellor (except in the case of 6-Year Post-Tenure review, which will proceed to this
919 level of review only at the request of the faculty member)

921 **b. Annual Retention Review**
922

923 Candidates will submit their Abbreviated Portfolio to the office of the Dean, Campus Director or
924 President in accordance with the calendar established by the Office of Academic Affairs.
925

926 The faculty evaluation process will then proceed as follows:

- 927 a) Campus Director or President (for community campus faculty only)
- 928 b) School or unit director or department chair
- 929 c) Unit peer review committee(s) in accordance with the unit guidelines

¹⁶ **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 d) Dean

931 **c. Post-Tenure Review**

932 Candidates will submit their Abbreviated Portfolio to the office of the Dean, Campus Director or
933 President in accordance with the calendar established by the Office of Academic Affairs.

934

935 The faculty evaluation process will then proceed as follows:

936 a) Campus Director or President, for community campus faculty: the school or college Dean
937 for all other faculty, or the respective administrator's designee. The faculty member's
938 tenured department chair may provide a review at the request of the aforementioned
939 administrator.

940

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

942

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

953

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

961

962 **Right of Rebuttal and Appeal**

963

964 The candidate will have access to all information used in the evaluation, be notified of all peer
965 committee meetings, and be provided copies of all findings and recommendations. Candidates
966 have the rights of rebuttal and appeal. They shall have the opportunity to submit a written response

967 to the findings and recommendations at each review level for consideration at the next level of
968 review.

969
970 Candidates also have the opportunity to appeal a negative recommendation by the Campus
971 Director or President, or Dean regarding reappointment or a negative decision by the Chancellor
972 regarding promotion or tenure.

973
974 A **UNAC-represented** faculty member may seek reconsideration of the decision of the Campus
975 Director or President, or Dean by appealing to the Faculty Evaluation Appeals Committee. After
976 reviewing the matter, the committee will make a recommendation to the Campus Director or
977 President, or Dean. The final decision of the Campus Director or President, or Dean may be
978 appealed to the Provost only when the decision is inconsistent with the recommendation of the
979 Faculty Evaluation Appeals Committee.

980
981 **A UAFT-represented faculty member may seek reconsideration of the decision of**
982 **the Campus Director or President, or Dean via the grievance procedure set forth in**
983 **Article 4 of the Collective Bargaining Agreement between the UAFT and the**
984 **University of Alaska.**

985
986 A faculty member denied promotion or tenure may seek reconsideration of the decision by
987 appealing to the Faculty Evaluation Appeals Committee. After reviewing the matter, the committee
988 will make a recommendation to the Chancellor. The Chancellor's final decision may be appealed
989 to the President only in cases of denial of tenure or denial of promotion to professor and when the
990 Chancellor's final decision is inconsistent with the recommendation of the Faculty Evaluation
991 Appeals Committee.

992 **Scholarly Full and Abbreviated Portfolios**¹⁷

993 Candidates need to provide accurate, thorough, and clear documentation of achievements for
994 review at the departmental, college, and university levels. The portfolio is the portion of the
995 Evaluation Review File (ERF) developed by the candidate which provides this documentation.
996 Faculty members who are candidates for comprehensive retention, tenure, promotion, or
997 comprehensive post-tenure review shall prepare a complete **Scholarly Full Portfolio** that
998 describes and documents their scholarly achievements in each of the three components of faculty
999 responsibilities, teaching, academic research or creative expression, and professional and
1000 university service, appropriate to their position and appointment. Faculty members scheduled for
1001 annual retention or post-tenure review shall prepare an *Abbreviated Portfolio*.

¹⁷ The concept and description of the **Scholarly Full** Portfolio and its development has been adopted with significant modifications from the Retention, Tenure and Promotion Guidelines of the California State University-Monterey Bay.

1002 Reviewers at any level of the review process may verify evidence in the portfolio. If reviewers
1003 find a discrepancy in the portfolio, this will be documented in the recommendation.

1004 Reviewers at any level of the review process may request from the candidate, in a timely manner
1005 consistent with the timeline of the review cycle, additional evidence or documentation related to
1006 scholarly accomplishments documented in the **Scholarly Full** or Abbreviated Portfolio. Any
1007 additional evidence or documentation provided by the candidate in response to such a request
1008 will remain as part of the ERF as it continues through the process. The reviewer request and
1009 candidate response will be included in the committee's or reviewer's report of findings and
1010 recommendations.

1011 The candidate may submit additional evidence or documentation that was not available at the
1012 time of submission if it is related to scholarly accomplishments previously included and
1013 documented in the **Scholarly Full** or Abbreviated Portfolio. Reviewers have full discretion as to
1014 whether to consider these materials in their deliberation and decision process.

1015 Portfolios should be submitted in digital or electronic format.

1016 **a. Scholarly Full Portfolio**

1017 The **Scholarly Full** Portfolio showcases a faculty member's scholarly achievements and provides
1018 evidence supporting scholarly accomplishments in the responsibilities of teaching, academic
1019 research or creative expression, and professional and university service. The portfolio makes
1020 faculty work visible by creating a coherent narrative for reflecting upon, documenting, and
1021 assessing one's scholarly achievements in each of these areas. However, in evaluating a faculty
1022 member's scholarly achievements, it is more important to focus on the criteria of quality and
1023 significance than on categorizing the work or achievement.

1024 Candidates undergoing comprehensive retention, tenure, promotion or comprehensive post-
1025 tenure review shall prepare a **Scholarly Full** Portfolio that highlights a selective sample of the
1026 their scholarly work, with narrative sections that provide context and continuity for the selected
1027 materials. The portfolio has three sections and shall include:

1028 1. A Table of Contents of portfolio sections and all supporting documentation in each section;

1029 2. Section I: Introductory materials, including:

1030 a. Initial Letter of Appointment, if necessary for documenting prior years of service;

1031 b. Curriculum Vitae;

1032 c. Verification of certificates, licenses and degrees;

1033 d. Faculty Scholarly Agenda(s) relevant to the period under review;

- 1034 e. Annual Workload Agreements for the period under review, signed by the candidate and
1035 the appropriate designated administrators;
1036 f. Annual Activity Reports for the period under review, signed by the candidate and the
1037 appropriate designated administrators; and
1038 g. Copies of findings and recommendations from the most recent annual retention,
1039 comprehensive retention, tenure, promotion or post-tenure review(s), whichever are
1040 applicable.

1041 3. Section II: An Integrative Narrative; and

1042 4. Section III: Portfolio sections that describe and document high-quality and significant
1043 scholarly achievements in each of the relevant areas of responsibility of teaching, academic
1044 research or creative expression, and professional and university service.

- 1045 a. Within the teaching section of the portfolio, candidates are required to include:
1046 i. All student evaluations from the previous six years (or for all years of service if
1047 candidate has been in faculty rank less than 6 years), and;
1048 ii. a selected example of syllabi from each of the courses he or she has taught. In the
1049 case of community campus faculty, or others, who have taught more than eight
1050 (8) different and separate courses during the review period, selected
1051 representational examples should be included to reflect the scope of content
1052 and/or disciplinary areas.
1053 b. Documentation should be limited to the period under review, which includes the years
1054 since the candidate was hired in a tenure-track position at UAA, or since the last
1055 comprehensive retention, tenure, promotion, or comprehensive post-tenure review.
1056 c. If the candidate was hired with any number of years credited towards tenure or
1057 promotion, documentation should be included from those years as well.

1058 **b. Abbreviated Portfolio**

1059 Tenure-track faculty scheduled for annual retention and tenured faculty scheduled for post-tenure
1060 review shall prepare an Abbreviated Portfolio. The Abbreviated Portfolio shall contain:

- 1061 1. Curriculum Vitae;
1062 2. Faculty Scholarly Agenda relevant to the period under review;
1063 3. Self-~~appraisal~~evaluation;
1064 4. Annual Faculty Workload(s) for the past year or since last review, whichever is
1065 applicable signed by the candidate and the appropriate designated administrators;
1066 5. Annual Activity Report(s) for the past year or since last review, whichever is applicable,
1067 signed by the candidate and the appropriate designated administrators;

- 1068 6. Copies of the findings and recommendations from the most recent retention, tenure,
1069 promotion, or post-tenure review when applicable; and
1070 7. Optional selected documentation to support the self-appraisal evaluation.

1071 Candidates may wish to review these guidelines before preparing their portfolio sections. In
1072 addition, prior to their first review, candidates shall attend a training session, offered annually, on
1073 how to document their scholarly work, and how reviewers evaluate the diverse kinds of evidence
1074 being presented. Candidates are also required to attend a training session prior to subsequent
1075 reviews if there have been substantial changes to the faculty evaluation policies and procedures.

1076 **c. Descriptions of Scholarly Full Portfolio Elements**

1077 ***Table of Contents and Introductory Materials***

1078

1079 The first section of the Scholarly Full Portfolio shall include a Table of Contents of all materials
1080 in the portfolio, followed by introductory documents (see previous description) that provide the
1081 context for the subsequent descriptions and evidence of scholarly achievements.

1082 ***Integrative Narrative***

1083 The Scholarly Full Portfolio shall include an Integrative Narrative, of no more than five pages,
1084 that synthesizes and interconnects the candidate's scholarly achievements within the context of
1085 her or his professional goals and aspirations as outlined in the relevant scholarly agenda(s), and
1086 the actual designated responsibilities outlined in the relevant workloads and activity reports for
1087 the period under review. Furthermore, the Integrative Narrative should draw together the sections
1088 of the portfolio and tie the faculty member's scholarship and scholarly achievements during this
1089 period to the Department, Unit, and University mission and goals. The candidate should discuss
1090 achievements outside of the period of review only for the explicit purpose of demonstrating
1091 consistency of performance. Such discussion should be brief. The narrative should emphasize
1092 collaborative, interdisciplinary, engaged or integrative activities when these have been a part of
1093 the faculty member's scholarship. It shall also provide an opportunity to reflect on one's
1094 professional growth, and accomplishments in accordance with unit and University criteria of
1095 high-quality and significant scholarly work * for tenure and promotion, as well as the criteria of
1096 the appropriate faculty rank that is the focus of the review

1097 ***Portfolio Sections***

1098 The Scholarly Full Portfolio shall include sections describing and documenting selected scholarly
1099 achievements in each of the areas of faculty responsibilities of teaching, academic research or
1100 creative expression, and professional and university service, as appropriate to the candidate's
1101 position, appointment, and workloads during the period under review. A candidate whose

1102 workload agreements during the review period did not included one of the areas of faculty
1103 responsibilities (teaching, academic research or creative expression, or service) may nevertheless
1104 include a section with documentation regarding scholarly achievements in that area.

1105 At the beginning of each section, candidates are to include a reflective summary statement of no
1106 more than three pages relating the described scholarly achievements to the documentation
1107 included in that section. The reflective summary should also include a description of how
1108 scholarly work will be built upon or further developed. The reflective summary statements may
1109 complement or provide a level of detail to further support, but not substitute for, the Integrative
1110 Narrative.

1111 *Evidence shall consist of carefully selected examples of the candidate's most accomplished*
1112 *scholarly work, not an exhaustive compilation of materials.* Nevertheless, the selections must be
1113 sufficient to make it possible to document a consistent pattern of quality scholarly achievement
1114 over time. Documentation within each of the portfolio sections shall focus on the quality and
1115 significance of the scholarly activity* using an appropriate combination of narrative and
1116 illustrative materials. It shall focus on documenting the scholarly activities and accomplishments
1117 of the individual faculty member rather than on documenting the generalized results of a project
1118 or a program. Similarly, in documenting collaborative scholarly work, the faculty member shall
1119 focus on his or her personal role and contributions to the collaborative process and outcomes.
1120 Candidates are encouraged to highlight scholarly activities which represent integrative,
1121 interdisciplinary, collaborative, or engaged work, as well as those activities that make significant
1122 contributions to the attainment of department, unit/campus, or University missions or goals.

1123 (* Refer to section IV. *Evaluation of Faculty for Retention, Promotion, Tenure, and Post-Tenure Review*
1124 for the definition of quality and significance of scholarship.)

1125 **d. Descriptions of Abbreviated Portfolio Elements**

1126 ***Self-AppraisalEvaluation***

1127 The Abbreviated Portfolio shall include a self-**appraisalevaluation**, of no more than three pages,
1128 that synthesizes the candidate's scholarly achievements and contributions in each area of
1129 responsibility, in accordance with their workload agreements during the period of review. The
1130 self-**appraisalevaluation** shall also summarize progress toward tenure or promotion, where
1131 applicable, as well as progress in any areas identified from previous recommendations as needing
1132 improvement.

1133 ***Optional Selected Documentation***

1134 The faculty member may, at his or her discretion, opt to include selected evidence to support the
1135 self-**appraisalevaluation**. Selected documentation should be kept to a minimum and focus on

1136 providing supporting evidence of scholarly accomplishments only in those cases where the
1137 curriculum vitae and/or the Annual Activity Reports cannot fully reflect the quality or
1138 significance of the scholarly work.

1139 **Relationship of Unit Documents to University-wide Guidelines**

1140 The primary responsibility for faculty evaluation decisions related to the hiring, retention, tenure,
1141 and promotion of faculty members resides in the unit. Therefore, each unit is expected to:

- 1142 • Establish comprehensive unit-specific evaluation guidelines and procedures for all facets
1143 of the faculty evaluation process, including hiring; annual and comprehensive retention;
1144 and promotion, tenure, post-tenure, distinguished and emeritus reviews. Unit guidelines
1145 may authorize the development of department and division-level guidelines to ensure the
1146 inclusion of disciplinary, craft, or professional perspectives.
- 1147 • Establish unit policies and procedures that ensure the inclusion of community campus
1148 faculty representation on peer review committees generally, and for the specific cases
1149 where unit committees will be reviewing the file of a community campus faculty
1150 member.
- 1151 • Establish policies and procedures for ensuring that all faculty, department chairs, and
1152 administrators who serve as reviewers have received the required mandatory reviewer
1153 training in accordance with these guidelines (see section VII. Roles and Responsibilities
1154 of Reviewers).
- 1155 • Establish policies and procedures for the hiring and appointment of new faculty,
1156 including the development of position descriptions and the allocation of effort and
1157 responsibilities within the workload agreement. These policies and procedures must
1158 conform to University guidelines, Board of Regent's policies, and other relevant
1159 governance and regulatory policies and guidelines.
- 1160 • Ensure that the unit faculty evaluation guidelines conform to the University guidelines
1161 with special regard to the mission of the University and its regulatory documents; the
1162 definition of scholarship; the focus on community engagement in its variety of forms; the
1163 responsibilities of faculty; the criteria for assessing the quality and significance of
1164 scholarship; and the standard procedures for faculty evaluation. Conforming unit
1165 guidelines will use the University-wide aspects of teaching, categories of academic
1166 research and creative expression and the categories of professional and university service
1167 as the basis for amplification and detailing of the range of faculty scholarly work
1168 appropriate to the profession, craft, or discipline and unique mission of the unit. Unit
1169 guidelines should, for example, define appropriate evidence of scholarship (such as
1170 journal publications or musical compositions), appropriate methods of external review of
1171 the evidence (such as peer review or critical review), and appropriate avenues of
1172 dissemination for artifacts (such as class A journals or juried exhibitions).
- 1173 • Develop profiles establishing unit expectations for faculty performance at each rank,
1174 including Emeritus, and for post-tenure review in the areas of faculty responsibilities of

1175 teaching, academic research and creative expression, and professional and university
1176 service, with expectations of continuous growth and productivity reflected in the profiles.
1177 This must include specific profiles for community campus faculty members, when they
1178 are reviewed by the unit. Faculty from the community campuses must be substantively
1179 involved in the development of the faculty profiles within the unit, and shall lead the
1180 development of the profiles specific to their work. Provide specific examples of
1181 acceptable evidence and forms of documentation for each area of faculty responsibilities.
1182 • Submit unit guidelines and procedures through the appropriate Dean to the
1183 University-wide Faculty Evaluation Committee and Provost for review and approval as
1184 described below.
1185

1186 **Relationship of Departmental Documents to Unit Documents**

1187
1188 With unit authorization, a department may develop department-specific guidelines. These
1189 guidelines may include procedures for departmental peer review if the department has a
1190 sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going
1191 manner. If a department opts to establish departmental review, the resulting guidelines for
1192 faculty evaluation must be in accordance with and aligned to unit and University-wide
1193 guidelines. The department will be expected to establish comprehensive department-specific
1194 evaluation profiles and guidelines that parallel those of the unit with respect to outlining the
1195 scope and range of faculty scholarly work; establish profiles of expectations for rank; and
1196 delineate acceptable forms of evidence and documentation appropriate to the profession, craft, or
1197 discipline.
1198

1199 All departmental guidelines must be approved submitted through by the authorizing
1200 unit and the appropriate Dean to the University-wide Faculty Evaluation committee
1201 and the Provost for review and approval as described below. Such
1202 ~~approval through the faculty evaluation system supports the~~
1203 ~~continuity of and adherence to the departmental guidelines by~~
1204 ~~subsequent levels of review over time.~~
1205

1206 Review and Approval of Unit and Departmental Documents

1207 All proposed unit and departmental documents are initiated by
1208 unit or departmental faculty and forwarded through the
1209 appropriate route to the University-wide Faculty Evaluation
1210 committee and the Provost. Each level may review and comment in
1211 writing on the proposed documents. Any comments will be shared
1212 with prior levels of review and the originating unit or
1213 department.
1214

1215 The University-wide Faculty Evaluation committee will review the
1216 proposed documents and any comments and recommend approval or
1217 disapproval to the Provost. Should the University-wide Faculty
1218 Evaluation committee recommend disapproval, it will provide the
1219 Provost and previous review levels written reasons for its
1220 recommendation. Should the Provost not approve the proposed
1221 documents the Provost will provide in writing specific reasons
1222 for the disapproval and suggestions for changes needed to obtain
1223 approval to all prior levels of review and the originating unit
1224 or department.

1225
1226 Prior to a decision to approve proposed documents, the Provost
1227 will share the documents with the appropriate leadership of the
1228 UAFT and UNAC for their review and comment and will consider
1229 those comments in the decision. The UAFT and UNAC will respond
1230 to any request for review in a timely fashion.

1231
1232 The approval of unit and departmental guidelines through the
1233 faculty evaluation system supports the continuity of and
1234 adherence to the departmental guidelines by subsequent levels of
1235 review over time and helps ensure conformity to the university-
1236 wide guidelines.

1237 VII. SCHOLARLY AGENDA AND ANNUAL WORKLOADS

1238 Introduction

1239 Three key documents serve to guide,-support, and document the faculty member's career
1240 development and accomplishments: a) the Scholarly Agenda; b) the Annual Workload; and the
1241 Annual Activity Report. While these three documents are complementary, they are distinct.
1242 Together, they strive to balance and guide the complex and necessary interplay between the
1243 individual faculty member's scholarly and professional goals and pursuits and the needs, goals,
1244 and mission of the University. When combined with the integrated narrative of the scholarly
1245 portfolio¹⁸ the three documents provide a view of the faculty member's career plans and goals,
1246 short-term work and accomplishment in relationship to those goals, and a view of future steps.

1247 Scholarly Agenda

1248 Upon initial appointment and at regular intervals, each tenure-track faculty member shall
1249 develop a Scholarly Agenda that sets forth his or her vision and aspirations for scholarly work

¹⁸ See the discussion on p. 33.

1250 during a given three- to five-year period. A Scholarly Agenda should provide the faculty member
1251 with a guiding framework from which to continuously chart his or her career, and give explicit
1252 voice to these aspirations when negotiating and establishing workloads within the unit. The
1253 Scholarly Agenda should engage the faculty member in examining the following considerations:

- 1254 • What are the current intellectual, creative, craft, or professional practice questions,
1255 issues or problems with which I am currently engaged or want to be engaged?
- 1256 • What are my long-term goals for making contributions to these questions, issues or
1257 problems through my teaching, academic research or creative expression,
1258 professional or craft practice, community engagement, and professional and
1259 university service?
- 1260 • What are my general responsibilities as a faculty member and what relative emphases
1261 should I placed upon teaching, academic research, creative expression, professional
1262 or craft practice, community engagement, and professional or university service?
- 1263 • How do these scholarly activities relate to and enhance departmental and unit
1264 missions and programmatic goals, and the larger University mission?

1265 The resulting agenda should reflect the unique strengths, talents, and expertise of the individual
1266 faculty member and her or his professional development goals and needs. While the agenda
1267 establishes a guiding framework for a three- to five-year period, it should remain flexible and
1268 open to change in response to unanticipated opportunities and needs of both the individual and
1269 the institution.

1270 Faculty are encouraged to refer to prior reviews and recommendations to identify strengths that
1271 should be recognized and advanced, and areas that may benefit from more focused experiences,
1272 mentoring or professional development. Once the faculty member has written the scholarly
1273 agenda, it is shared and discussed with his or her Department Chair, Campus Director or
1274 President, Dean, or the respective administrator's designee, as part of the planning process for
1275 establishing the Annual Workload.

1276 Departments and units generally are more effective at accomplishing their wide-ranging missions
1277 when they encourage diverse scholarly agendas across the membership of the faculty. Therefore,
1278 faculty interaction and dialogue should be encouraged so that individual faculty may draw on the
1279 shared expertise of departmental or unit peers in the development and refining of scholarly
1280 agendas. This joint career development process promotes both individual and institutional
1281 development, and contributes to the intellectual, academic, professional, craft, and creative
1282 climate of the department, the unit, the campuses, and the University.

1283
1284 Primarily, the Scholarly Agenda is developmental, not evaluative. In the faculty evaluation and
1285 review process, an individual's contributions to scholarship should be evaluated in the context of
1286 the quality and significance of the work presented for evaluation. While it is included in the

1287 Evaluation Review File (ERF), it is included to provide insight into and context for the
1288 individual member’s goals, intellectual interests and connections to departmental and University
1289 missions and needs. However, the Scholarly Agenda shall not be considered, nor be construed, as
1290 establishing an evidentiary base for evaluation purposes.
1291

1292 **Annual Workload¹⁹**

1293
1294 Based on the individual faculty member’s Scholarly Agenda and the resulting unit planning
1295 process, individual faculty members shall confer with the department chair, campus director or
1296 President, or designated administrator in order to prepare the proposed Annual Workload. To
1297 ensure this workload development process strikes a balance between the individual member’s
1298 academic freedom and professional aspirations, and the unit’s operational requirements, it must:

- 1299 a. recognize the individual’s career development needs,
- 1300 b. respect the diversity of individual faculty interests and talents, and
- 1301 c. advance the unit mission and programmatic goals.

1302 The resulting workload should provide the faculty member with the opportunity to meet the
1303 established University and unit criteria for retention, promotion, tenure, and post-tenure review.

1304 The written and signed Annual Workload serves as the contractual agreement outlining the
1305 faculty member’s specific teaching, academic research or creative expression, and professional
1306 and university service activities expected for the specified time period.
1307

1308 **Annual Activity Report**

1309
1310 The Annual Activity report provides a summary of the outcomes of a faculty member’s work in a
1311 given year. It is directly connected to and viewed in the context of the Annual Workload and in
1312 the broader context of the Scholarly Agenda.
1313

1314

1315 **VIII. ROLES AND RESPONSIBILITIES OF REVIEWERS AND CANDIDATES**

1316 **Introduction**

1317 A robust faculty evaluation and review process should be conducted in a manner consistent with
1318 the application of sound professional judgment within a context of clear policies and delineated

¹⁹ [The detailed 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.](#)

1319 criteria of quality and merit. In this way, the process is more likely to result in a shared sense of
1320 validity, fairness, and trust with respect to both the process and the outcomes. To this end, all
1321 participants, members of peer review committees, academic administrators, and candidates have
1322 designated roles and responsibilities.

1323 It is the responsibility of the members of the peer review committees and administrators to:
1324 adhere to the policies and guidelines for conducting the review; carefully review and evaluate
1325 each candidate's file using the appropriate unit and University criteria of quality and merit; and
1326 make recommendations regarding retention, tenure, promotion, and post-tenure review before
1327 the recommendation is reviewed and a decision made by the Chancellor.

1328 The candidate under review has the responsibility to adhere to the policies and guidelines,
1329 including notifying administration of intent (except for mandatory reviews), and developing and
1330 submitting either a **Scholarly Full** or Abbreviated Portfolio, as appropriate to the type for review.

1331 **Election and Composition of Peer Review Committees²⁰**

1332 a. Eligibility

1333 All department, unit and University faculty evaluation committees, and the Faculty Evaluation
1334 Appeals Committee shall be composed of tenured faculty members. Those not eligible to serve
1335 include:

- 1336 • A faculty member who is on an approved leave of absence or sabbatical;
- 1337 • A faculty member who has been elected to serve, or is currently serving, on a peer review
1338 committee at a preceding or subsequent level of review;
- 1339 • Tenured faculty who are under consideration for promotion;
- 1340 • A faculty member who has an administrative workload of more than 50%.

1341 On all department, unit, and University faculty committees, only those faculty members who are at
1342 or above the rank to which the candidate seeks promotion may vote on the candidate's file.

1343
1344 **The decision of the department, unit, and University faculty committees to**
1345 **recommend or not recommend promotion, tenure, or retention must be based on**
1346 **the committee members' review of the evidence presented in the candidate's file.**

1347
1348 **For UAFT-represented faculty, committee votes to recommend or not recommend**
1349 **promotion, tenure, or retention will be conducted in an open meeting. For UNAC-**
1350 **represented faculty, committee votes to recommend or not recommend promotion,**

²⁰ **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.**

1351 **tenure, or retention will be conducted in closed session as required by Article**
1352 **9.2.5.j. of the Collective Bargaining Agreement between the UNAC and the**
1353 **University of Alaska.**
1354

1355 On all faculty evaluation committees, only faculty members who have completed the required
1356 reviewer training within the last four years, or more recently if there has been a subsequent change
1357 in the policies and guidelines are eligible to serve. Any faculty member elected or appointed to a
1358 committee who has not completed the training must do so before being seated and commencing
1359 any committee activities (see section below).

1360 b. University-wide Faculty Evaluation Committee

1361 The guidelines establishing the selection process and composition of the University-wide Faculty
1362 Evaluation Committee (UFEC) shall be determined by the UAA Faculty Senate, subject to the
1363 approval of the UAA Chancellor. The process for establishing and revising the guidelines must
1364 provide for consultation and approval by the faculty assembly of Prince William Sound
1365 Community College.

1366 The University-wide Faculty Evaluation Committee has the following responsibilities:

- 1367
- 1368 • Review and recommend policies on appointment, reappointment, tenure, promotion, and
1369 termination of faculty;
 - 1370 • Review department, division, and unit evaluation policies, procedures, and criteria for
1371 consistency with the University policies outlined herein, and make recommendations
1372 regarding revisions, and approval/non-approval to the Provost.
 - 1373 • Review the recommendations of the previous levels of review to examine their consistency
1374 in applying unit and University guidelines and policies; Provide a University-wide,
1375 institutional-level perspective in the evaluation of faculty under review and make
1376 recommendations to the Provost Faculty Evaluation Appeal Committee.
- 1377

1378 The Faculty Senate shall also establish a Faculty Evaluation Appeals Committee, and determine
1379 the selection process and membership composition, subject to the approval of the UAA Chancellor.

1380 The Faculty Evaluation Appeals Committee will operate in accordance with all relevant UA and
1381 UAA policies and regulations, and CBAs.

1382

1383 **Ethical Standards for Reviewers**

1384

1385 All persons serving as reviewers, including faculty members, department chairs, and
1386 administrators, are expected to conduct themselves according to the ethical standards and

1387 guidelines of the University, as outlined in this and other pertinent policy documents. As faculty
1388 evaluation is a key facet in personnel decision-making, the process must be conducted with due
1389 diligence to maintain the confidentiality of the candidate and the committees' deliberations.

1390
1391 Reviewers may not move, remove, or copy any portion of the Evaluation Review File (ERF),
1392 including all material submitted by the candidate in the **Scholarly Full** or Abbreviated Portfolio.

1393
1394 Reviewers must disclose to the committee any potential for conflict of interest in a particular
1395 case. Committee members must use due diligence in considering whether recusal is warranted.
1396 Conflict of interest disclosures and committee decisions regarding recusal must be included in
1397 the committee report of findings and recommendations. **The candidate will be informed in
1398 of the members of their review committees a timely fashion and may request
1399 recusal of a member of a review committee based on possible bias or personal
1400 interest in a timely fashion. In the case of a disagreement about the possible
1401 recusal of review committee member, the Provost or designee will make a
1402 determination based on the evidence of bias or personal interest presented by
1403 the committee member and candidate.**

1404

1405 **Ethical Standards for Candidates**

1406

1407 All candidates standing for promotion and/or tenure, retention reviews, and post-tenure reviews
1408 are expected to conduct themselves according to the ethical standards and guidelines of the
1409 University, as outlined in this and other pertinent policy documents. The faculty evaluation
1410 process is a vital component in personnel decisions. Therefore, candidates must ensure that the
1411 materials and documents they submit as evidence are factually accurate and fairly represent the
1412 scope and outcomes of their faculty work for the period under review.

1413

1414 **Mandatory Training of All Reviewers**

1415 All persons serving as reviewers, including faculty members, department chairs, and unit
1416 administrators, shall attend a training session prior to the first time they serve on any faculty
1417 evaluation committee or review faculty files, or if four years or more have passed since the last
1418 time they attended training. All reviewers must also attend a training session if there have been
1419 substantive changes in policy since their last training. The purpose of the training is to ensure
1420 consistent, rigorous, and fair application of unit and University faculty evaluation guidelines
1421 across the University, with emphasis on how candidates document their scholarship, and how
1422 reviewers evaluate the diverse kinds of evidence of scholarly work being presented. The training
1423 shall be conducted each fall, and will be coordinated by Academic Affairs and the Senate
1424 Professional Development Committee, and will include representatives from United Academics
1425 and UA Federation of Teachers.

1426 **Continuous Renewal**

1427

1428 To ensure the continuous renewal and enhancement of the faculty evaluation processes within
1429 the University, each level of review will provide copies of their findings and recommendations to
1430 the levels of review that preceded them in the review process. This will assist each level of review
1431 in enhancing its processes, examining and considering evidence, and rigorously, fairly, and
1432 consistently applying unit and University criteria for quality and significance of scholarly work.

1433

1434 The entirety of these guidelines shall be reviewed in four years from their effective date to
1435 determine effectiveness. Subsequent review and consideration for revision will be made on a
1436 regular basis every six years.

1437

UNIVERSITY ADVANCEMENT FACULTY SENATE REPORT – FEBRUARY 2012

Alumni Relations

- The Alumni Relations Report to UAA by consultant Dan White of EAdvancement was made available in December 2011. Presentations of the report to internal constituents, the UAA Alumni Association board, UAA leadership and other external constituents took place December 5 and 6, 2011. Based on the exciting recommendations and observations of the report, Chancellor Case is forming an Alumni Relations task force to make further recommendations and a 3-5 year plan on how to take alumni relations to the next level of relationship building. The task force will meet over the next three to five months and report to the Chancellor in May 2012.
- One of the most important concepts presented to UAA is in how we understand the value of alumni to the institution. *Why Alumni Matter*: Alumni matter because they form one of four crucial endowments of a university:
 - Financial endowment: the monetary resources available to a university
 - Physical endowment: the facilities that support the educational experience
 - Intellectual endowment: the quality of the faculty in teaching and research
 - Alumni endowment: the former students who help ensure the University's ongoing development and success
- Alumni Relations at UAA welcomes Heather Karwowski, Assistant Manager, Alumni Relations, 786-1265; hdkarwowski@uaa.alaska.edu. Heather will be working to build lifelong relationships with UAA alumni, manage alumni programming, recruit and manage volunteers and serve as coordinator for internal partnerships across campus. Welcome Heather.
- Mark your calendars for the third annual Green and Gold Gala on September 29, 2012 at the Marriott in Anchorage.
- Dates for Homecoming 2012 - - an 'all-University', 'all-community' celebration—are October 5 – 15.
- Nominations for the 2012 Alumni of Distinction can be forwarded to Julia Martinez, 786-1278. Julia.martinez@uaa.alaska.edu. The selection process will begin this Spring.

Annual Giving

- The annual Pick. Click. Give. campaign is underway. In the first 100 hours of 2012, the program saw over \$275,000 in pledges from Alaskans across the state. This year, your gift to UAA through PCG will be doubled due to a generous match opportunity from Exxon Mobil.
- Already filed? You may return to your PFD application and make a charitable designation to August, 2012. Visit: <https://myalaska.state.ak.us/myPFDInfo/Retro>.

- Please share this news broadly with your network of friends and family:

ExxonMobil has offered an amazing matching gift to encourage donations to Alaska colleges and universities during the 2012 Pick.Click.Give. campaign. Every contribution to any of the campuses of the University of Alaska, Ilisagvik College, and Alaska Pacific University will be matched one-to-one up to \$100,000. This matching gift is just one way ExxonMobil supports programs that encourage students to take an active interest in math and science.

Find out more at: <http://www.pickclickgive.org/blog/index.cfm/2011/12/31/Great-news-for-Alaska-higher-education-from-ExxonMobil>

Here are highlights on individual giving at UAA!

- Fall phonathon – concluded in December with some stellar results:
 - Achieved \$80,000+ in gifts and over 900 donors;
 - Received the first ever \$10,000 gift by a generous and loyal UAA alumnus by phone!
 - Mentored and trained 14 UAA students as callers, educating them on the joys of philanthropy that will impact them for a lifetime;
 - Enjoyed a visit by Chancellor Case, who conducted a ‘warm up’ session for the student callers;
 - Critical to fundraising success is how we thank and steward current donors. The January semiannual Thank-a-Thon is scheduled for the 24th and 25th. UAA cabinet, Deans and Directors join to call donors to say ‘thanks!’

Development

- Icicle Seafoods, Inc. contributed \$300,000 to benefit various programs within University of Alaska system. The areas of focus for these gifts concentrate on fishing industry and seafood market research and career development. These gifts bring Icicle Seafoods’ accumulative donations to over \$1 million.
- Udelhoven Oil Field System Services, Inc. recently contributed \$300,000 to general support of the Alaska Native Science and Engineering Program (ANSEP). Their ongoing support has helped increase University recruitment and retention rates for Alaska Native students.
- DAT/EM Systems International generously donated 16 licenses of their SUMMIT Evolution professional software to the Geomatics Department in the UAA School of Engineering. The full retail cost of these sixteen licenses totals \$312,000.00; in addition, DAT/EM is providing training and consultation to the faculty and students. The software donation will allow Geomatics students to conduct 3-D image analysis in a new state-of-the-art lab.
- Alaska Society of Professional Land Surveyors has donated \$26,000 to establish the Alaska Society of Professional Land Surveyors Endowed Scholarship, to assist students working toward degrees in the Geomatics fields.

- Northrim Bank has made a \$125,000 donation in honor of the Institute of Social and Economic Research (ISER) 50th Anniversary Celebration, and Northrim's ongoing support of the ISER Economic and Fiscal Policy Model. Northrim's leadership and vision in creating and continuing to support ISER's Economic and Fiscal Policy Model has paid dividends not only by providing crucial research tools for our students and faculty, but also by supplying policymakers with the information they need to make reasoned decisions to enhance economic opportunities in our state.
- ConocoPhillips Alaska, Inc. submitted a \$2,200,000 pledge payment for the ConocoPhillips Arctic Science and Engineering Endowment.
- Arliss Sturgulewski has donated collection of 26 rare Frederick Machentanz prints with framing. The artwork will soon be on permanent display across campus for current and future generations of students to admire and be inspired.
- The Kenai Peninsula College (KPC) has received a generous in-kind land parcel donation from Clayton and Jean Brockel. The value of this gift will be distributed among the KPC Brockel Family Scholarship Endowment Fund, the John C. Brockel Memorial Scholarship Endowment, and KPC areas of greatest need. Clayton Brockel is the founding director of Kenai Peninsula College. His wife, Jean has been a very active KPC supporter particularly in the arts, and teaches music as an adjunct for KPC.
- Dr. Louis Kralick has donated \$40,000 to establish the Louis L Kralick, M.D. Alaska WWAMI Professorship in Biomedical Science. The Alaska WWAMI program now has funding to add a two year professorship
- A single anonymous donor contributed \$100,000 to three vital University of Alaska programs. \$50,000 to support the UAA Planetarium, \$25,000 Opportunities for Lifelong Education Programs (OLE!) and \$25,000 Cooperative Extension Program.
- Flint Hills Resources, LLC contributed \$40,000 toward the Experimental Economics Laboratory General Support at UAA's College of Business and Public Policy. The lab has become a valuable tool for teaching and training our students, and for empowering our faculty to conduct crucial research on the practical implications of various scenarios for decision- making in our state.
- ExxonMobil Corporation has made a recent gift of \$34,500 for general support of the Alaska Native Science and Engineering Program (ANSEP).
- Alyeska Pipeline Service Company, Inc. has made a sponsorship donation of \$35,000 to support the Alaska Native Science and Engineering Program's (ANSEP) 2012 banquet. In addition, Alyeska Pipeline Service Company has also contributed \$10,000 to support the Alaska Native Program Scholarships at Kenai Peninsula College.

- The family of Kathy Lynch has made a memorial donation to establish the Kathy Lynn Lynch Scholarship in Nursing.
- First National Bank Alaska gave \$53,000 in contributions to support scholarships for the CBPP Communities in Schools Program, ISER 50th Anniversary Celebration, Dental Assisting Clinic, the Institute of Social and Economic Research, and the UAA Journalism Internship Program.
- LifeMed Alaska, LLC contributed \$30,000 to Excellence in Health Science Simulation.
- Alaska Kidney Foundation has pledged a grant for over \$30,000 to support scholarships for the UAA School of Nursing.
- The family and friends of John Gay have made generous contributions to establish the John Russell Gay Memorial Science Scholarship, in honor of their son. This scholarship will provide much needed financial support for tuition and other related educational expenses of science students working toward their degrees at UAA.
- The Council of Alaska Producers pledged \$110,000 and contributed a \$15,000 pledge payment to support a Visiting Professor of Public Policy. This is their second pledge of this size toward this program since 2010.
- A legacy gift from Dixie L. Light was given to establish the Dixie Light Endowed Scholarship to promote the completion of a Baccalaureate degree in Nursing by Registered Nurses who are residents and licensed to practice in Alaska.
- Wells Fargo contributed \$25,000 to Alaska Native Science Engineering Program General Support.
- Northrim Bank donated \$7,500 to UAA Eagle River Campus general support.

University Relations

Help us shape UAA's brand in the higher education marketplace

This year UAA is embarking on its first major branding effort. Over the course of this academic year, and in partnership with the Nerland Agency, we are conducting research to find out what students, faculty, staff and the public think of UAA. Based on what we learn from the research, we will begin work on articulating our brand.

Your voice can help us in this process! Please join us for one of the "UAA brand development" discussion groups. Karen King of the Nerland Agency will facilitate the conversation.

Feb 1, 2012

Current UAA students: Noon , UAA student union, 2nd floor lounge

UAA faculty and staff: 4:00 p.m., UAA/APU Consortium Library, room 307

General public: 6 p.m., UAA/APU Consortium Library, room 307

Feb 2, 2012

Current UAA students: Noon, UAA student union, 2nd floor lounge

UAA Alumni: 4:00 p.m., UAA student union, 2nd floor lounge

UAA faculty and staff: 6:00 p.m., UAA student union, 2nd floor lounge

Feb. 15, 2012

General public: 8:00 a.m., UAA/APU Consortium Library, room 307

UAA faculty and staff: 11:00 a.m., UAA/APU Consortium Library, room 307

Current UAA students: 4:00 p.m., UAA/APU Consortium Library, room 307

UAA Alumni: 6:00 p.m., UAA/APU Consortium Library, room 307

Please come and share your thoughts about UAA and its place in the community, and help us begin the important work of creating a lasting and important brand for UAA. Really, we're counting on your input!

###

UNAC has reached a settlement agreement with the university in the ORP lawsuit. Class members were mailed letters about compensation and an informational meeting was held on January 20th. Additional questions about the lawsuit from class members may be directed to Matt Singer (msinger@jdolaw.com). UNAC, along with UAFT, have submitted final briefs to the Alaska Labor Relations Agency (ARLA) on the unit clarification requested by UAA. A ruling from the ARLA is forthcoming. UNAC has been working on a draft of the proposed faculty tenure and promotion guidelines to ensure that the new guidelines are in compliance with the collective bargaining agreement (CBA). UNAC has an interest in making sure that the new guidelines match up with the CBA and that they clearly indicate what faculty members need to do in order to get tenure and to get promoted. The UNAC Representative Assembly (RA) is meeting for board leadership training in Anchorage February 3rd and 4th.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

January 29, 2012

Report from Faculty Senate President Senate Meeting Held on February 3, 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 Meeting.
4. Attended University Assembly and Governance Leaders' meeting with Chancellor.
5. Attended Full Council of Deans and Directors meeting.
6. Dr. Mari Ippolito has kindly agreed to be our Parliamentarian.
7. **Faculty Assembly.**

We organized a Faculty Assembly on January 20, 2012 from 9 AM -12 Noon at the Den. Thirteen people attended. Although a limited number of people attended we all felt that the opportunity to interact with colleagues in an unstructured manner is a valuable experience. Highlights of the Faculty Assembly were as below:.

- (a) Fran Ulmer spoke on her new role. She is the Resident Arctic Fellow. She is also the chair of the US Arctic Research Commission. She spoke about the increasing opportunities offered by the changing conditions in the Arctic. She very kindly offered to help any UAA researcher to liason with the right agency.
- (b) A faculty lamented the fact that many undergraduate students prefer to have a job in a restaurant than being employed as a research assistant. She opined that this hampers research. Another faculty member felt that because Alaska has a number of relatively high paying jobs which may not require much prior training, this creates a lack of motivation for students to pursue Research Assistantships.
- (c) Many faculty members felt that there is a lack of socialized understanding of the value of education.

- (d) There was consensus that having a Faculty Club or some other assigned space for informal faculty interaction will facilitate generation of interdisciplinary ideas.
- (e) Bill Spindle spoke and advised us that UAA is going to review classroom space usage.

8. **UAA Branding.**

UAA is currently trying to develop its own brand. We need to be engaged in this process as otherwise *UAF might be designated as Alaska's Research University* and we might be designated as *Alaska's University for the Great Unwashed Masses*. So it is important for us to go and make our voices heard. The session times for "UAA brand development" discussion groups: for faculty are as below:

- Feb 1, 2012 UAA faculty and staff: 4:00 p.m., UAA/APU Consortium Library, room 307
- Feb 2, 2012 UAA faculty and staff: 6:00 p.m., UAA student union, 2nd floor lounge
- Feb. 15, 2012 UAA faculty and staff: 11:00 a.m., UAA/APU Consortium Library, room 307

9. **Strategic Directions..**

The external listening sessions have ended. Now the internal listening sessions meant for Faculty, Staff and Students are starting.

The listening session schedules can be found in <http://www.alaska.edu/shapingalaskasfuture/listening-sessions/>

As of this date the listening session for UAA is scheduled for April 2, 2012.

10. **Review of Board of Regents' Policies and University Regulations.**

We have divided the review work among various Senate Sub-Committees. The e-mail sent to the Chairs of the Senate Sub-Committees is as below:

Dear Committee Chairs,

President Gamble has been pursuing an review of the policies of the Board of Regents. We, at the E-Board, feel that the best way of reviewing a complex document like the policies of BOR is by dividing the task among Senate committees. I am attaching an .xls file and a .pdf file which shows the allocation of the review work to various committees. I am also attaching a .docx file which was generated by the UAF showing their suggestions.

As a first cut could you look at the policies assigned to your committee and classify them under three headings -Red, Yellow and Green. The classification rubrics are as below:

RED- refers to those policies which are definitely anachronistic and need to be revised urgently.

YELLOW refers to those policies which may require a detailed examination but at a later stage after dealing with the RED category.

GREEN refers to those policies which are prima facie fine and where there is no reason to suspect any potential dysfunctionality/conflict.

This needs to be done ASAP. However, in revising a complex document like BOR policies we need to be cautious and proceed in sure steps in order to avoid the law of unintended consequences.

Happy New Year.

A handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and reads "Nalinaksha Bhattacharyya".

Nalinaksha Bhattacharyya
Faculty Senate President.



Faculty Senate First Vice President's Report
February 3, 2012

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

- Attend and participate in E-board meetings
- Attended the BOR meeting at UAA Dec 8th
-
- Attended two Faculty Alliance meetings by teleconference (Dec. 16th, Jan. 27th) .
 - **Strategic Directions:** Heard reports from Paula Donson regarding the process and preliminary results of the Strategic Directions listening sessions. Some concerns were expressed regarding the sampling process and analysis process used by Paula and her colleague Chaz St George.
 - **Review of BOR Policies:** Faculty Senate committees at UAF have begun to provide some preliminary feedback on some of the BOR policies. Faculty senate committees at UAA to begin addressing select portions of the BOR policies in February. There is some concern that the office of the vice president Dan Julius may not be giving adequate time for careful review of the policies.
 - **E-Lab Task Force** – developing a set of recommendations to base decisions about the use of e-labs upon a department and MAU review process that is similar to existing curriculum review processes. The draft recommendations suggest that decisions about the use of e-labs will follow a similar process at each MAU that will place review and evaluation primarily with faculty and departments proposing to use the e-labs and subsequently vetting those recommendations at MAU wide committees such as UAB and GAB.
 -
- Attend Statewide Academic Committee meeting Jan 19th
 - Discussion of a proposal for a BA and MAT in Special Education at UAS. Although there were some concerns about the sufficient demand for the program and potential for competition between MAUs – the committee resolved to address these concerns in a timely maner so that the proposal could go to the BOR meeting in April.
 -
- Attend Student Services Council meeting January 19th
 - FERPA changes – allows educational institutions to share data – to aid in longitudinal and nation wide educational analyses and policy recommendations.
 - Emergency Alert Effort – proposal to use text / IM based system to more effectively notify students and others on campus. Suggests that the proposal and related issues should be a system wide discussion.
 -
- Attended the Faculty Assembly Meeting
 - Faculty expressed concerns regarding the need for creating or enhancing a culture of research engagement by undergraduates.
 - Faculty were curious about the process and purpose of the Listening Sessions.
 - Faculty expressed a desire to have more opportunities for informal collegial gatherings and discussion.

- Attended an “External” Listening Session of the Strategic Directions. That session was held January 12th 2012 at UAA’s Library room 307 and comprised of approximately
 - 2-3 members of the “external” community,
 - 30 UAA faculty
 - 10 UAA administrators
 - 15 UAA students (primarily representing Nursing and Social Work) and alumni.
 - President GambleIn my view the under representation of an external audience was problematic.

y. Composition of the Distinguished Service Awards Committee

At the regular February Senate meeting, the Second Vice-President will ask for volunteers for a senator from each School or College, Library, and Community Campus to serve on this committee. If more than one Senator from a unit wishes to volunteer, the Senate will vote to fill that position. If volunteers from all units cannot be found, the committee must include at least five members from different units among the ones listed. The committee will vote to select a chairperson/co-chairs.

Functions and Responsibilities of the Distinguished Service Awards Committee

Any member of the University of Alaska Anchorage faculty may submit one or more documented nominations for the Faculty Senate Distinguished Service Awards. Up to three types of awards may be given:

- i. To a member of the Faculty Senate or its Boards and Committees for Outstanding and Distinguished Service to the Senate.
- ii. To a faculty member for service to the university outside of the Senate.
- iii. To a community member who has made distinguished contributions to the University. Nominees may be students, staff members, or members of the community.

Note: Members of the Faculty Senate Executive Board are not eligible for these awards. Documented nominations are to be submitted to the chairperson/co-chairs of the Faculty Senate Distinguished Service Awards Committee two weeks before the regular April Senate meeting. A letter or e-mail of acknowledgment will be sent to each nominator by the chair/co-chairs of the committee.

The Faculty Senate Distinguished Service Awards Committee will review all nominations and will select zero to three candidates in each of the award types to forward to the Senate with a description of each candidate prior to the April Faculty Senate meeting.

The Faculty Senate will vote by secret ballot at the April Senate meeting to select the winner of each award from the forwarded list of candidates. The winners will be presented with their Distinguished Service Awards at the May Faculty Senate meeting.

Program/Course Action Request

A. CAS

Chg	ANTH A605	Proseminar in Biological Anthropology (3 cr)(3+0)
Add	ANTH A620	Research Design (3 cr)(3+0)
Add	ANTH A698	Individual Research (1 – 9 cr)(0+3-27)
Chg		MA in Anthropology
Chg	MUS A668A	Methods for Teaching Music I, K-12 (3 cr)(3+0)
Chg	MUS A668B	Methods for Teaching Music II, K-12 (3 cr)(3+0)

B. COH

Chg	NS A610	Pharmacology for Primary Care (3 cr)(3+0)
Chg		Masters of Science, Nursing Science in Nursing Education option
Add	HS A698	MPH Project Practicum (1-5 cr)(0+3-15)
Chg		Master of Public Health
Chg	JUST A650	Policing Theory and Research (3 cr)(3+0)
Add	SWK A685	Social Work Services in Schools (3 cr)(3+0)
Add	SWK A686	Social Work Services in Alaska Schools (1 cr)(1+0)

C. SOE

Add	PM A603	Project Initiation and Planning (3 cr)(3+0)
Add	PM A604	Project Executing, Monitoring and Control (3 cr)(3+0)
Add	PM A605	Operational Integration and Project Closure (3 cr)(3+0)
Add	CE A614	Soil Strength and Slope Stability (Stacked with CE A414)(3 cr)(3+0)
Chg	CE A633	Structural Dynamics (3 cr)(3+0)
Chg	CE A641	Fundamentals of Environmental Engineering and Applied Environmental Science (Stacked with AEST A441)(3 cr)(3+0)
Add	CE A645	Chemical and Physical Water and Wastewater Treatment Processes (Stacked with CE A445) (3 cr)(3+0)
Add	CE A646	Biological Treatment Processes (Stacked with CE A446)(3 cr)(3+0)
Add	CE A647	Advanced Unit Processes (Stacked with CE A447) (3 cr)(3+0)
Chg	CE A654	Timber Design (Stacked with CE A454) (3 cr)(3+0)
Add	CE A662	Surface Water Dynamics (Stacked with CE A462) (3 cr)(3+0)
Add	CE A676	Coastal Engineering (Stacked with CE A476) (3 cr)(3+0)

Program/Course Action Request

A. CAS

Add	ANTH A470	Landscape Archaeology (3 cr)(3+0)
Add	ANTH A475	Archaeological Surveying and Illustration (4 cr)(2+4)
Chg	MUS A111	Fundamentals of Music (3 cr)(3+0)
Chg	MUS A112	Practical Theory (3 cr)(3+0)
Chg	MUS A115	Jazz Theory I (3 cr)(3+0)
Chg	MUS A116	Jazz Theory II (3 cr)(3+0)
Chg	MUS A131	Music Theory I (3 cr)(3+0)
Chg	MUS A132	Music Theory II (3 cr)(3+0)
Chg	MUS A133	Aural Skills I (2 cr)(2+0)
Chg	MUS A134	Aural Skills II (2 cr)(2+0)
Chg	MUS A150	Piano Class I (1 cr)(1+0)
Del	MUS A152	Voice Class I (1 cr)(1+0)
Del	MUS A155	Functional Piano II (1 cr)(1+0)
Chg	MUS A163	Private Lessons (Non-Juried) (1-2 cr)(1-2+0)
Chg	MUS A164	Private Lessons (Non-Major) (1-2 cr)(1-2+0)
Chg	MUS A231	Music Theory III (3 cr)(3+0)
Chg	MUS A232	Music Theory IV (3 cr)(3+0)
Chg	MUS A233	Aural Skills II (2 cr)(2+0)
Chg	MUS A234	Aural Skills IV (2 cr)(2+0)
Del	MUS A263	Private Lessons (Non-Major) (1-2 cr)(1-2+3-6)
Del	MUS A264	Private Lessons (Non-Major)(1-2 cr)(1-2+3-6)
Chg	MUS A280	Basic Conducting (2 cr)(2+0)(pg. 168-171)
Del	MUS A363	Private Lessons (Non-Major)(1-2 cr)(1-2+3-6)
Del	MUS A364	Private Lessons (Non-Major)(1-2 cr)(1-2+3-6)
Chg	MUS A371	Brass Methods and Techniques (2 cr)(2+0)
Chg	MUS A372	Woodwind Methods and Techniques (2 cr)(2+0)
Chg	MUS A373	String Methods and Techniques (2 cr)(2+0)

	Chg	MUS A374	Voice Methods and Techniques (2 cr)(2+0)
	Chg	MUS A375	Percussion Methods and Techniques (2 cr)(2+0)
	Chg	MUS A376	Elementary Music Methods and Techniques (2 cr)(2+0)
B.		CBPP	
	Add	BA A266	Retailing Management (3 cr)(3+0)
C.		COE	
	Chg		Post-Baccalaureate Certificate, Early Childhood Pre-K-Third Grade
D.		COH	
	Add	CEL A392	Advanced Civic Engagement: Community Inquiry & Action (3 cr)(3+0)
	Chg		Civic Engagement Certificate
	Chg	NS A315	Health I: Nursing Therapeutics (3 cr)(2+2)
	Chg	NS A315L	Health I: Nursing Therapeutics Laboratory (3 cr)(0+9)
	Chg	PARL A340	Family Law (stacked with JUST A340) (3 cr)(3+0)
	Chg	JUST A340	Family Law (stacked with PARL A340)(3 cr)(3+0)
	Add	JUST A374	The Courts (3 cr)(3+0)
	Chg	JUST A445	Probation, Parole and Community Corrections (3 cr)(3+0)
	Chg	JUST A384	Contemporary Corrections (3 cr)(3+0)
	Chg	JUST A484	Corrections Theory and Policy (3 cr)(3+0)
	Del	JUST A498	Individual Research (1-4 cr)(1-4+3-12)
E.		SOE	
	Chg	ES A341	Fluid Mechanics (3 cr)(3+0)
	Chg	ES A341L	Fluid Mechanics Laboratory (1 cr)(0+3)
	Add	CE A414	Soil Strength and Slope Stability (Stacked with CE A614)(3 cr)(3+0)
	Chg	CE A441	Fundamentals of Environmental Engineering and Applied Environmental Science (Stacked with CE A641)(3 cr)(3+0)
	Chg	CE A442	Environmental Systems Design (3 cr)(3+0)
	Add	CE A445	Chemical and Physical Water and Wastewater Treatment Processes (Stacked with CE A645) (3 cr)(3+0)
	Add	CE A446	Biological Treatment Processes (Stacked with CE A646)(3 cr)(3+0)
	Add	CE A447	Advanced Unit Processes (Stacked with CE A647) (3 cr)(3+0)
	Chg	CE A454	Timber Design (Stacked with CE A654) (3 cr)(3+0)
	Add	CE A462	Surface Water Dynamics (Stacked with CE A662) (3 cr)(3+0)
	Add	CE A476	Coastal Engineering (Stacked with CE A676) (3 cr)(3+0)

UAB Motions for UAA Faculty Senate, February 2012

Curriculum Handbook Changes

1. Page 55: Section 12 - Catalog Copy Formatting

Basic Format:

Department Name

Contact information, location, web address

1. General discipline information

A. Degree or Certificate program name and description

B. Overview and career information

C. Student Learning Outcomes: Include Student Learning Outcomes for the program ~~in the catalog copy -or web address to the student outcomes.~~

D. Honors: Header in the catalog should read: "Honors in *Discipline*", e.g., Honors in English.

E. Accreditation

F. Research possibilities

Rationale: To satisfy accreditation guidelines

2. Page 37: CAR. In the signature box:

- Replace "Department Chairperson" with "Department Chair"
- Replace "Curriculum Committee Chairperson" with "College/School Curriculum Committee Chair"
- Replace "Undergraduate/Graduate Academic Board Chairperson" with "Undergraduate/Graduate Academic Board Chair"

Rationale: Some Department Curriculum Committee Chairs are signing the Curriculum Committee Chair slot.

3. Pages 45 - 46: Insert type of degree/certificate program in Box 13a on the CAR

Box 13a. Impacted Courses or Programs

Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:

1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy.

The current catalog copy in Word is available on the Governance website

(www.uaa.alaska.edu/governance)

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (<http://uaa.alaska.edu/records/catalogs/catalogs.cfm>). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. **You should fill out a line of the table for every program (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.**

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), current catalog page, type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a. spreadsheet can be found on the Governance website at <http://uaa.alaska.edu/governance/coordination/index.cfm>.

Courtesy Coordination

Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation. Type *courtesy coordination* in the table in the catalog page number field.

Items that are NOT entered into Box 13a.

- Do not enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** *program selective* - A credit course within a group of courses from which a student is required to select.

Example of Box 13a (Coordination and Courtesy Coordination)

CIS A330 (Database Management Systems)

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
Global Logistics and Supply Chain Management, BBA	132	3/25/2011	Philip Price
Business Computer Information Systems, AAS	132	3/25/2011	Minnie Yen
Management Information Systems, BBA	134	3/25/2011	Minnie Yen
Computer Information	135	3/25/2011	Minnie Yen

Systems, Minor			
CIS A360	350	3/25/2011	Minnie Yen
CIS A410	350	3/25/2011	Minnie Yen
CIS A430	350	3/25/2011	Minnie Yen
Computer Science, BA, BS	98-99 (Courtesy Coordination)	3/25/2011	Sam Thiru

4. Page 48: Curriculum Handbook. Clarify instructions for Box 16d.

Box 16d. Other Restriction(s)

Identifies ~~additional~~ requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission^a, major^b, class standing^c, or level^d). **The name of the college or school, major, class standing, or level required should be specified in Box 16e. Must be enforced by the program/department/instructor. When these boxes are checked, Banner will automatically enforce the restrictions.** It is assumed that faculty may ~~waive~~ **override** the requirement.

- ^a College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
- ^b Major – identifies a major which a student must have declared in order to enroll in the course
- ^c Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).
- ^d Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

Election of Chair

Our fall chairperson is no longer on the GERC. Sandra Pence was nominated to fill the chair position. No other nominations were made. Sandra Pence was elected chair.

Program/Course Action Request

There were no Program or Course Action Requests.

Other Items

1. During the fall semester we had much discussion about the LEAP initiative and possible adoption of LEAP outcomes at UAA. Until a tangible use of this discussion is found, discussion has been temporarily suspended. The GERC is open to ideas of how LEAP might be used at UAA.
2. Last September Interim Vice Provost Bart Quimby requested from Faculty Senate that a structure for assessing general education at UAA be developed. The Faculty Senate Executive Board referred that task to GERC. We took up that task this month and are hopeful to have a draft ready for review by mid-February.
3. As soon as we've drafted the general education assessment structure, we hope to tackle FS Bylaws related to the GERC. Revisions need to be made to incorporate the new College of Health and any changes necessitated by the proposed general education assessment structure.

UAA Faculty Senate Academic Assessment Committee

Keith Cates (Chair), COE
Osama Abaza, Faculty Senate
Brian Bennett, CTC
Kim Bloomstrom, MSC
Jennifer McFerran Brock, SOE
Jesse Mickelson, KOD
Kenrick Mock, Faculty Senate

Deborah Mole, LIB
Bill Myers, CAS
Soren Orley, CBPP
Cheryl Siemers, KPC
Tara Smith, Faculty Senate
Kathi Trawver, COH
VACANCY – Faculty Senate

Bart Quimby, OAA
Melissa Huenefeld, OAA

Meeting dates Jan. 20 and Jan. 27 from 12-2p in LIB 306.

Informational Items:

- Compiled list of programs volunteered to participate in the pilot reviews of program assessments.
- Continued progress on development of the Academic Assessment webpage to better provide resources and guidelines. This includes development of reporting spreadsheets and instructional videos.
- Began pilot of the program assessment review with eight volunteer program/departments.

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

Friday December 16, 2011, from 9:00 to 11:00AM, Location: RH 111

Committee members attending:

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

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

ACDLIT interactions with the Faculty Technology Center (FTC)

- Invited guest Lee Henrikson updated the committee on the blackboard conversion progress
 - Timeline discussed
 - Faculty volunteered to have their course shell migrated early as a test sample - outcome was very positive. CAMTASIA recordings moved without loss. Grade book, discussion board and other components moved successfully. Issues with blogs and wikis were noted.
 - Call center employees will be trained during the holiday break.
 - Faculty training continues in December and January.
 - Lee emailed training flyer to ACDLIT members, who then forwarded it onto their associated adjuncts.
- FTC Search committees
 - Instructional Designer (2) position has almost concluded
 - Instructional Designer (3) position has been advertized, Stage I and Stage II scheduled for January
 - FTC director search to move forward in February

Reports from members serving on other technology related committees

- University Technology Council (UTC) - No meeting in December, therefore, no report
- Professional Development council - CAFE and FTC
 - ACDLIT - invited as guests but hope to fortify the relationship into a long-term relationship in an advisory form.
- E-Learning Work Group -
 - Will host a VIRTUAL tech fair through e-Live after the Cuddy tech fair
 - Susan will get a list of their presenters and report to ACDLIT in January
- ePortfolio - No Report

Faculty Technology Fair

ACDLIT will host a Technology Fair to be held February 17, 2012 from 11:30 until 1:00 PM in the Lucy Cuddy Center Dining Room. The response from faculty was strong. Invitations will be sent to UAA's leadership group in January. The committee reviewed the timeline and noted the target dates on each item have been met. The SMART BOARD vender is scheduled to do a walk through in January to verify the room will support the technology. IT promised to boost the wireless connection in the Cuddy on the event date. The following technologies will be presented:

- SMART BOARDS
- SMART Pens & Dragon Speak - Krista Zug from DSS
- Tablet PC's Sandbox - come and play
- Clickers - demonstrated by faculty and vender
- FTC - blackboard and Digital Detours - what to do when technology fails
- Virtual Labs - faculty presentation
- ePortfolio - faculty presentation

ACDLIT Website

Old website was deactivated and replaced by new version. The site is listed on "A to Z" at UAA. Matt Cullin expects to complete the project within the month and will display to committee in January.

Distance Education Handbook

The definition of distance education has changed over the years; therefore, we should change the name to e-learning handbook. Other updates are needed (dead links need to be replaced, copyright law has changed, UAA email move to Gmail, etc) Proposed changes to be reviewed in January.

ACDLIT Blackboard Course Shell

The new course shell is up and running. The site is being used as an archive for documents and will be used for reference.

ACDLITC's next meeting will be January 27, 2012, Location: Lucy's in the Cuddy Center from 9:00 until 11:00 AM

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

Friday January 27, 2012, from 9:00 to 11:00AM, Location: Lucy's in the 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- A
Bruno Kappes-P	Todd Petersen- A	Ira Rosnel- P
Liliya Vugmeyster- P	Alpana Desai- P	Joy Mapaye- D
Dmitry Ostrovsky- P		

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

MOTION

1. Change the title of Distance Handbook to eLearning Handbook

2. **Page 5, Item 3.**

It is recommended that UAA students are provided with a comprehensive course syllabus by the first day of the start of the course (note: if required textbook information is only available to the student through the course syllabus, then it is recommended that this document be distributed to students in advance of the course start date)

Replace with language that will be incorporated in the Faculty Handbook and the Adjunct Faculty Handbook:

In order to disclose to students the full cost of each course prior to the release of the schedule as required by the Higher Education Opportunity Act <http://www2.ed.gov/policy/highered/leg/hea08/index.html> the faculty will notify the relevant university bookstore of the required texts and supplemental materials either at the time the course is added to the schedule or by the deadlines announced by the bookstore, whichever occurs latest.

3. **Page 16: Required and Optional Texts/Equipment.**

Students need a complete list of what they should purchase for success in your course. List texts which are required and which are optional. List computer hardware and software requirements, supplies, and any other purchases necessary for success in the class.

Change to:

In order to disclose to students the full cost of each course prior to the release of the schedule as required by the Higher Education Opportunity Act <http://www2.ed.gov/policy/highered/leg/hea08/index.html> the Faculty will notify the relevant university bookstore of the required texts and supplemental materials either at the time the course is added to the schedule or by the deadlines announced by the bookstore, whichever occurs latest. List texts which are required and which are optional. List computer hardware and software requirements, supplies, and any other purchases necessary for success in the class.

4. Page 20: Did you forget your password? Delete reference to

<http://idm.uaa.alaska.edu/idm/user/login.jsp>

Replace with:

<http://me.uaa.alaska.edu> Option 2.

5. Page 21: Top 2 lines.

If you are a student at UAA, the easiest and most convenient way to access your email is through Webmail. You can use Webmail from any computer connected to the Internet that has a Web browser. (Note: the AOL Web browser will not work with UAA email!!) You can logon to your UAA email at <http://webmail.uaa.alaska.edu>. If you are UAA staff or faculty and you are using Exchange services with your UAA email, you can access your Exchange mailbox at: <http://webaccess.uaa.alaska.edu>

Replace with the following wording:

If you are a student at UAA, you will access your email through the UA Gmail at <http://www.alaska.edu/google>. You can access your Gmail account from any computer connected to the Internet that has a Web browser. If you are UAA staff or faculty, you will use Exchange services for your UAA email. You can access your email at <https://www.uaa.alaska.edu/email/>

Note: the staff/faculty email address sends faculty and staff to webaccess.uaa.alaska.edu or owa.uaa.alaska.edu, since we are still using both.

Informational Item: Page 30: Link to the Elluminate Live Policy

The Elluminate Live Policy is being updated, and has not yet been approved by UTC.

ACDLIT interactions with the Faculty Technology Center (FTC)

- Invited guest Lee Henrikson announced a new instructional designer (2), Wayne Dodd, will start soon. He will be trained in e-live and blackboard. The search committee for the instructional designer (3) position is at stage III level and will be meeting Monday January 30, 2012 for further deliberation. The search for the FTC director will begin soon.
- Lee announced her concerns regarding the streaming server which is almost at capacity. She expressed the need for a policy similar to the blackboard use policy which maintains faculty course shells for three years.
- Different conferencing tools are being reviewed because e-live 10 will not be supported by BB after December 2012. Instead BB will host the conference tool "Collaborate." UAA may choose to make a separate contract with e-live depending on the outcome of the review.
- The Technology Fellows program for spring is in the planning stages.
- FTC intends to provide a Faculty Tech Camp the week before faculty are back on contract in August.

Reports from members serving on other technology related committees

- University Technology Council (UTC) -
 - The Share Stream Pilot is to begin in April.
 - Blackboard Mobile-learn has been used very little, but has had very little advertisement.
 - UAA security audit findings were similar to what the committee findings: recovery issues and no off-site back up.
 - Residence Hall network assess issue - decreased bandwidth.
- E-Learning Work Group -
 - Developing an adjunct support project to provide resources to adjuncts.
 - "Digital Detours" survey will be posted. - What to do when technology fails
 - Hosting the Virtual Tech Fair to follow the Cuddy Tech Fair - also offering an iPad and android tablet as prizes
- ePortfolio -
 - Discussed Helen Barratt's presentation
 - Discussed the pros and cons of the various ePortfolio platforms
 - Pebble Pad was highly recommended for its 3-dimensional approach that allows users to archive information in a storage format before showcasing.
 - Considerations about using ePortfolios for tenure and retention files.
 - In April ePortfolio workgroup will showcase different uses.

Faculty Technology Fair

ACDLIT will host a Technology Fair to be held February 17, 2012 from 11:30 until 1:00 PM in the Lucy Cuddy Center Dining Room. The primary focus will be on tech tools. We are at capacity with 58 attendees; therefore, we will not continue advertizing the event. Email reminders will be sent in February to those faculty who responded by RSVP in November and December, as final confirmation. All other faculty are encouraged to attend the VIRTUAL technology fair being hosted by e-Learning Work Group. Contact Cindy Trussell, Assistant Professor of Biology, 907-486-1224, ctrussell@kodiak.alaska.edu. The VIRTUAL technology fair also is offering an iPad and an android tablet as prize drawings.

Board of Regents Policies

Very little time was left at the end of our meeting to discuss this issue. Angela Dirks volunteered to spearhead ACDLIT's portion of the Faculty Senate's project. Members will get their first look at the matrix this week. Discussion was postponed until ACDLIT's February meeting.

ACDLIT's next meeting will be February 24, 2012, Location: Lucy's in the Cuddy Center from 9:00 until 11:00 AM



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 JANUARY 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	---	Susan Garton, Education	x	Sudarsan Rangarajan, Languages
x	Yong Cao, Business	x	Beth Graber, English (Kachemak Bay)	x	Rena Spieker, Nursing
x	Ping-Tung Chang, Math (Matsu)	E	Hiroko Harada, Languages	x	Mary Weiss, Nursing (Bethel)
x	Herminia Din, Art Education	x	Sun-il Kim, Computer System Engineering	x	Yelena Yagodina, Mathematics
x	Kevin Dow, Accounting	x	Paul Landen, Psychology (Kenai)		
x	Patricia Fagan, Languages, 2 nd Co-Chair and Secretary	x	Sean Licka, Art History		

Consultants and Representatives

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

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

- I. Review of Agenda for January 20, 2012: Unanimously approved with no additions proposed.
- II. Review of FSDC Meeting Minutes from November 18, 2011: Unanimously approved with no motions for additions, deletions, or revisions.
- III. Update from UAA Faculty Senate Meeting, November 2011: Gabe Garcia, FSDC Faculty Senate Representative, informed the committee that President Gamble has issued a review of the policies of the **Board Of Regents**. The FSDC was informed that it should expect to be solicited for input regarding BOR policies related to issues on <<Diversity>>. Following forthcoming instructions from FS President, Nalinaksha Bhattacharyya, and committee attendance to planned campus Listening Sessions, FSDC members will be called upon to submit specific recommendations on policy changes regarding Diversity. The 1st and 2nd

FSDC Co-Chairs will draft committee agenda for Spring 2012 accordingly, providing ample time for discussion.

- IV. Update from International and Intercultural Laboratory Task Force: Herminia Din, FSDC IILTF Representative, informed the committee that the International and Intercultural Laboratory Task Force continues to invite all members of the UAA community to share stories pertaining to its six established Learning Outcomes during the following scheduled Open Fora:
- ✓ Friday, January 27, 2:00-3:30 p.m., LIB 307
 - ✓ Friday, February 10, 1:30-3:00 p.m., LIB 307
 - ✓ Friday, March 2, 9:00-10:30 a.m., LIB 307

All FSDC members were encouraged to attend at least one forum if they had not already done so during Fall 2011.

- V. Report on investigation underway regarding Diversification of **General Education Requirements**: Patricia Fagan, FSDC 2nd Co-Chair and DAC Member, relayed transcription of International Education Week *La Tertulia* (UAA Student Spanish Club) Meeting Minutes which included all proposals for “Diversification of GERs” voiced by student and professional community members. The following constitutes that transcription:

International Education Week 2011

***La Tertulia* Student Discussion:**

“DIVERSIFICATION OF GENERAL EDUCATION REQUIREMENTS”

November 17, 2011

Meeting Minutes

(submitted by Patricia Fagan, Ph.D., UAA Student Spanish Club Faculty Advisor)

The following constitutes a transcription of the comments and/or recommendations (translated from Spanish to English) of fifteen *La Tertulia* members* present for the UAA International Education Week 2011 topic of discussion, “Diversification of General Education Requirements” on November 17, 2011 from 8:00-9:20 p.m.

*Eleven members represent enrolled baccalaureate students either majoring or minoring in Spanish, while the remaining four members represent the diverse surrounding community of two ASD elementary and junior high Spanish language educators, respectively, one paramedic/helicopter pilot, and one Baptist minister.

- ✓ UAA should consider allowing an interdisciplinary course on the multiple regions of Alaska to count as a Humanities General Education or Capstone Requirement. This type of course would be extremely beneficial for students in Education, Fine Arts, Engineering, Business, and the Health Sciences.
- ✓ UAA should offer a Gen Ed sociology course that examines the diversity of the municipality of Anchorage. This would be extremely helpful for those students majoring in Health Sciences or Education that plan to establish their careers in this area.
- ✓ The General Education courses in the Departments of English and History are very Western World oriented; more courses focused on the Middle and Far East ought to be options.
- ✓ UAA should contemplate allowing interested faculty members from the Departments of History, Political Science, Geography, Anthropology, Sociology, and Psychology to design a selection of interdisciplinary seminars—thematically related (e.g. certain regions of the world, nations, polemical issues, etc.)—which could count as a General Education or Humanities/Social Sciences Capstone Requirement.
- ✓ UAA ought to allow advanced students to substitute a second Capstone Course for a Tier I or Tier II General Education Requirement in a related academic discipline.
- ✓ UAA, as a large and diverse institution, needs to consider the paramount importance of a World Religious Studies program.
- ✓ The University of Alaska Anchorage is sorely lacking a Latin American Studies program.
- ✓ The International Studies program should implement a Minor for the European Track.
- ✓ UAA needs to actively recruit more professors with diverse research specializations in Caribbean, African, Indian (i.e. pertinent to India) Studies.

- ✓ The Alaska Native Studies curriculum needs to be more integrated into the General Education and Capstone Requirements course offerings.

A lively FSDC discussion relevant to diversification of curriculum ensued: members' contributions are as follows:

- ✓ UAA should provide an incentive for faculty to Team Teach, particularly for Integrative Capstone courses.
- ✓ Faculty should be allowed to participate in Assignment Collaboration through Cluster Enrollment models or Interdisciplinary Issue-Based courses (great potential for Distance Education courses).
- ✓ Limited Course Caps, although not cost-effective, are highly pedagogically effective. UAA should consider a new model of tiered faculty (e.g. <<Lecturers>> (contingent faculty) to assist tenured/tenure-track faculty with multiple sections of one interdisciplinary course).
- ✓ The Department of Journalism should consider the establishment of a closed circuit UAA TV Channel/Programming.
- ✓ The School of Business would like to see the expansion of the Chinese Language Program as well as the installment of an Arabic Language and Cultural Studies Program to better prepare its students for the 21st-Century job force in International Finance.
- ✓ The academic expectations and grading rubrics of GERs need to be thoroughly reviewed, since it was noted that many senior majors in Finance or Accounting, for example, lack effective oral and written communication in English as well as overall solid analytical skills as reflected in their prose. An investigation needs to be undertaken to determine, "At what point do the GERs break down?" What does UAA need to change to better prepare its graduates in critical thinking and self-expression for life in a global context?

As DAC Representative, Patricia additionally shared information regarding a newly established Sub Task Force, "Focus with Intentionality: Diverse Campus Programming." It was conveyed that this subcommittee is currently underway in designing outreach strategies for more community organization participation in campus events, especially of those who may be potential candidates as students of vocational/technical/trade/professional Certificate and Endorsement Programs at UAA (an often under-represented population in campus life). In addition, the subcommittee is exploring venues for staff/faculty-student mentor/mentee grant writing opportunities for UAA Campus Programming; in this way, academic curricula and co-curricular activities could be integrated for even greater educational impact. Students would also be exposed to and acquire extremely beneficial skills in professional grant writing.

VI. FSDC Mission Statement: The 1st and 2nd Co-Chairs, having reviewed the suggestions submitted by a number of members, drafted the following FSDC Mission Statement:

"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."

Due to a lack of remaining time, it was decided that this proposed mission statement will be reviewed and voted upon during the next meeting on February 17, 2012.

VII. Successes Noted:

UAA Alaska Civil Rights Month: Great Turn-out and Programming!

1. Dr. King Birthday Commemoration and UAA Alaska Civil Rights Month Kick-Off Reception, Thursday, January 19, Student Union Cafeteria
2. UAA Alaska Civil Rights Month Resource Fair, January 19, Student Union

VIII. Informational Item:

Recent works by Susan Matthews, "Secrets Under the Skin: the Manuscripts." ARC Gallery,

January 20-March 2, 2012.

- IX. Remaining Spring 2012 Meetings, Fridays, 3:00-4:30 p.m., GHH 103:
February 17
March 23 (Friday AFTER Spring Break)
April 20

- X. Meeting adjourned at 4:32 p.m.

Minutes respectfully submitted by Patricia Fagan, Ph.D.

Faculty Grants and Leaves Committee Report January/February 2012

Committee Members:

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

John Bhend- HR/Faculty Services representative

Marian Bruce/Faculty Services

Report:

- The Faculty Grants and Leaves committee has not met since the last Faculty Senate meeting therefore there is no report.
- The next FGL meeting is scheduled for April 6th, Round I 2012 Research Travel Grants
- FGL chair will present two CAFÉ sessions on Feb. 10, 2012
 - Preparing Faculty Development Grants Applications- 9:30 AM
 - Submitting Sabbatical Applications- 10:00 AM

Faculty are encouraged to attend prior to submitting proposals

- In response to Faculty Senate's request to review appropriate BOR policies, the Faculty Grants and Leaves Committee has reviewed policies related to sabbatical leave and found that nothing urgent needs to be revised. The committee agreed to categorize the policy as "yellow"- i.e. may need examination in the future but is not urgent.

Institutional and Unit Leadership Review Committee (IULRC)
Monthly Report
January 30, 2012

The Committee met January 27th to review progress to date on its AY 2011 – 2012 goals. Committee activities since its last report (November 28, 2011) include:

1. Consultations with the community campus directors (December 14th), the Vice Chancellor for Administrative Services (January 9th), and the Provost (January 18th) to review various mechanisms for expanding the biannual faculty and staff survey (Anchorage campus) to the community campuses. Committee members also conferred with members of the Senate's ad hoc Community Campus Committee. Following upcoming discussions on February 3rd between the IULRC and this latter committee, the IULRC will report its recommendations to the Senate's Executive Board. Thereafter, the Committee will confer with the community campus directors and then prepare its final recommendations to the Senate.
2. Draft Constitution & Bylaw language on expanding the Senate's survey process (see Item 1 above) was presented to the community campus directors on December 14th. The Committee is editing this language to reflect some suggestions offered by the Provost and the community campus directors. This proposed language will be submitted to the Senate's Executive Board for its review (per Item 1 above).
3. The Committee is exploring alternate survey instruments; the first step of this task is to examine commercially available survey tools. To date, the Committee has reviewed three such instruments. Alternatives exist which are superior in quality but are correspondingly higher in cost and manpower requirements. A summary of the Committee's exploration of alternate instruments will be included in its year-end report. This task is expected to continue with next year's IULRC.
4. Discussions with the deans of CTC and CBPP on this year's survey of their colleges took place in January. Survey listservs are being edited by these colleges for subsequent submittal to the IDEA Center. The expected survey period is March 19 – April 8.

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 January meeting. The Committee will meet next on February 24th at 2:00 PM.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE

December 2, 2011 Meeting

Consortium Library Room 302A, 11:30 am – 1:00 pm

- MEMBERS IN ATTENDANCE. Gina Boisclair, Mandy Booth, Elizabeth Campbell, Daria Carle, Leanne Davis, Alberta Harder, Elizabeth James, Garry Kaulitz, Sean Licka, Ann McCoy, Susan Mitchell, Nancy Nix, Peter Olsson, Steve Rollins, Rieken Venema

MEMBER EXCUSED. Elizabeth Dennison, Steve Godfrey

- APPROVAL OF AGENDA AND NOVEMBER LAC REPORT.
- SUBCOMMITTEE REPORTS. The Library as Place subcommittee has completed the 2012-2013 Arc Gallery schedule. The scheduling of other exhibits on the third floor is under discussion. Work on updating the way finding maps and obtaining security cameras continues.

The Library Resources subcommittee continued discussion on adding a link about the library fund to the library website, possibly hosting an open house for new faculty in the spring semester, and working with CAFÉ to highlight library resources.

The Library Services (LS) subcommittee is planning to promote library liaisons meeting with departments, particularly at APU. The LS subcommittee will also check into reestablishing a reserves desk at APU and publicizing library services to students through signs and letters.

- FROM THE DEAN'S LIBRARY REPORT. A library gate count was done again during a typical week in October. For the first time, the count exceeded 12,000, with 12,724 visits that week. This is more than double the number of visits in the old building. The demand on the Consortium Library's facilities and services is still increasing. The response rate for the LibQUAL survey which took place November 7-21 is 55% higher than the 2008 LibQUAL survey. The participation prizes were awarded to UAA and APU students. The Library will be open for longer hours until 2 am between December 8th and December 17th. The Library will be hosting public listening sessions for the UA president's strategic plan on December 12th at 8:00 am and on January 12th at 11:30 am and 5:00 pm.
- LIBQUAL UPDATE. Susan Mitchell reported on results from the LibQUAL survey. The written comments will also be analyzed in detail. Thanks go to Susan for leading the administration of the survey and to all those who helped her.

**NEXT MEETING: January 13, 2012 Consortium Library Room 302A, 11:30 am – 1:00 pm.
Subcommittees meet at 11:30.**

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE

January 13, 2012 Meeting

Consortium Library Room 302A, 11:30 am – 1:00 pm

- MEMBERS IN ATTENDANCE. Leanne Davis, Elizabeth Dennison, Steve Godfrey, Alberta Harder, Sean Licka, Ann McCoy, Susan Mitchell, Nancy Nix, Peter Olsson, Steve Rollins

MEMBERS EXCUSED. Gina Boisclair, Mandy Booth, Elizabeth Campbell, Daria Carle, Garry Kaulitz, Rieken Venema

- APPROVAL OF AGENDA AND DECEMBER LAC REPORT.
- SUBCOMMITTEE REPORTS. Steve Godfrey announced that there will be an exhibit of works by Susan Matthews in the Arc Gallery from January 20th to March 2nd. The Library as Place subcommittee has completed the 2012-2013 Arc Gallery schedule. There will be exhibits by Don Decker, Jane Jones, Jimmy Riordan, and Garry Kaulitz. The scheduling of other exhibits on the third floor and work on updating the way finding maps continues.

The Library Services subcommittee is working on publicizing library services to students through signs. Susan Mitchell will make a template of information about the Library that library liaisons can send to faculty at the beginning of each semester.

- FROM THE DEAN'S LIBRARY REPORT. The Joint Library Catalog is expanding and now includes records for the Learning Resources Center, Disability Support Services, the Career Services Center, the Small Business Development Center, the Native Studies Program, and the Confucius Institute. There have been some changes made in the Library's website to provide links to the Library's social media sites.
- INFORMATIONAL ITEM. Alberta Harder reminded the committee that the annual Advisory Board Breakfast will be held on Thursday, February 9, 2012, from 7:00 am to 8:00 am in the Student Union Cafeteria.

**NEXT MEETING: February 3, 2012 Consortium Library Room 302A, 11:30 am – 1:00 pm.
Subcommittees meet at 11:30.**

UAA Professional Development Committee

Minutes for: (Jan. 20 2012 and Health 381)

- Members in attendance (Remote)
 - Alsua
 - Bean
 - Bennett
 - Dunscomb
 - Flanders_Crosby
 - Graber
 - Harville
 - Herrington
 - Kaulitz
 - Kawasaki
 - Ketner
 - LaRue
 - Ostrovsky
 - Predeger
 - Schultz
 - Seimers
 - Stone
 - Straley
 - Owens-Manley (ex-officio)
 - Koshiyamay (ex-officio)
 - Bruce (ex-officio)

General Business

Call to order

Quorum – no quorum was reached, meeting was adjourned at 10:55am

Approval of the Agenda

Approval of the Minutes

Continuing Business

Developing actions for the goals of the committee

Funding for PDC

The art of teaching

Advocacy for support of creative activity and research

By Laws to continuing saga

F.S. Constitution change for creativity

New Business

Attendance and the quorum

	Sept. 22	Oct. 27	Nov. 17	Dec. 15	Survey
Alusa					
1 Bean					
2 Bennett					
3 Dunscomb					
4 Flanders					
5 Harville					
Herrington					
6 Kaulitz					
Kawasaki					
7 Ketner					
8 LaRue					
Ostrovsky					
9 Owens					
10 Predeger					
11 Schultz					
12 Seimers					
Stone					
13 Straley					
14 Kuden					

UAA Professional Development Committee

Minutes for: Dec. 15, 2011 Health Building, room 381

Members in attendance (Remote)

- Alsua
- Bean
- Bennett
- Dunscomb
- Flanders_Crosby
- Harville(R)
- Herrington
- Kaulitz
- Kawasaki
- Ketner
- LaRue
- Ostrovsky
- Owens-Manley
- Parks
- Petratis
- Predeger
- Schultz
- Seimers (R)
- Stone
- Straley(R)

General Business

Call to order

Quorum- no Quorum was achieved discussions continued

Approval of the Agenda: Moved by Kaulitz, seconded and carried

Approval of the Minutes: Moved by Kaulitz, seconded and carried

Continuing Business

Developing actions for the goals of the committee

Advocacy for increased professional development funding

Ability to carryover to accumulate individual funding for up to three years

Pooling from multiple faculty to a single larger expense

Survey of Deans for: How, How much, Limitations, etc.

Contact Susan Kolinias on previous work with survey

The art of teaching

How to get people to participate

Which day doesn't necessarily make a difference

Encourage everyone to "Bring a buddy" to CAFÉ events

Provide and Advertise the archived CAFÉ sessions

Apply to a Blackboard site

Consideration for the new P/T element of Professional Development

Develop some recognition for attending a session

Starting at the top with the Dean's

"Faculty Development "Week" or "Day"

KPC Weeklong training with Stipend

Re invigoration of the Technology Fellows program

It's the workloads

Advocacy for support of research and creative activity

Research is fairly well covered; it's the creative activity that needs support

Language change for the FS constitution

The chair will submit language to the senate and the committee

Expanding the results of Professional Development funding surveys

ByLaws, the continuing saga

No action

New Business

Doodle poll for spring semester meeting time schedule and membership

Chair's report

Nothing to report

Thanks to Deana Schultz for taking detailed notes that the chair can read...

**Student Academic Support and Success Committee
December 9, 2011 Meeting Minutes
ADM 101A 2:30-4:00 pm**

Persons in attendance: Michael Buckland, Connie Fuess, Shannon Gramse, Alberta Harder, Trish Jenkins, Sara Juday, Linda Morgan, Kamal Narang, Karen Parrish, Karl Pfeiffer, Tom Skore

Persons excused: Elizabeth Arnold, Tracy Burke, Pam Embler, Tom Harman, Galina Peck, Filipinas Tibayan

Approval of agenda and November meeting summary

The meeting agenda and the November 18th meeting summary were approved.

UAA Senate Report

Alberta reported on the December Faculty Senate meeting.

Discussion of 2011-2012 Goals

Sara Juday provided an update on the work of the UAA Graduation Rate Task Force. Committee members then discussed a *Time* magazine article on helping first-year college students make a successful transition to college life. Linda Morgan has invited Vice Chancellor Bruce Schultz to the February meeting. A committee goal to look at identifying the technology readiness of incoming students and current support for those needing technology assistance will be discussed at the January meeting.

The meeting was adjourned at 4:00 p.m.

Next Meeting: Friday, January 20, 2012, in ADM 101A starting at 2:30 p.m.

**Student Academic Support and Success Committee
January 20, 2012 Meeting Minutes
ADM 101A 2:30-4:00 pm**

Persons in attendance: Michael Buckland, Tracy Burke, Connie Fuess, Shannon Gramse, Alberta Harder, Tom Harman, Trish Jenkins, Sara Juday, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore,

Persons excused: Linda Morgan, Kamal Narang, Filipinas Tibayan

Approval of agenda and December meeting summary

The meeting agenda and the December 9th meeting summary were approved.

UAA Senate Report

Alberta reminded the committee that the Faculty Senate executive board will be sending a list of UA policies to the Senate committees for recommendation on the need for review of the policies.

Discussion of 2011-2012 Goals

Sara Juday provided an update on the work of the UAA Graduation Rate Task Force. She also told the committee that a new report on the success in subsequent college-level work by underprepared students can be found on the UAA Institutional Effectiveness website. The committee then discussed the technology readiness of incoming students and current support for those needing technology assistance. Alberta distributed a journal article on technology readiness.

The meeting was adjourned at 4:00 p.m.

Next Meeting: Friday, February 17, 2012, 2:30-4:00 in ADM 101A

Ad Hoc Committee on Academic Integrity

Report to Faculty Senate January 2012

The Ad Hoc Committee on Academic Integrity met twice in January: Jan. 9 and Jan. 23

The following are some of the things we covered or did:

-Reviewed themes from Student Web Survey comments. Sally Bremner had done some more work to whittle them into fewer categories, to help create recommendations to present to the focus groups and ultimately the Faculty Senate.

-Tried to recruit a TA from engineering, but that has not worked out. We are still looking for one.

-Organized focus group ideas and make a plan to stage three focus groups by late February. An open invitation to faculty would give a larger group that could hold an open discussion. Points could be recorded on a white board then photographed, or a scribe could record discussion in writing. Claudia suggested we ask the new associate deans from CAS who are looking to define their roles, other associate deans and chairs for the administrators' group. (Patty Linton, Bruce Schulz, Monica Kane, Marion Bruce, and the Provost were also suggested). No IRB would be required for those two groups. It was decided to post campus ads for students; IRB application would be needed. We could also advertise in Green and Gold, and offer pizza as an incentive.

-Discussed Board of Regents policy review. Claudia Lampman reported that this exercise is underway, so now is the time for us to put forward the changes we need for student conduct issues. Our Committee did a lot of work on examples of student dishonesty last fall so we need to finalize that and check for other text revisions/additions. Paola will send out the pertinent section(s), as well as our revised examples. Claudia will find out the deadline for submission.

-Listened to Michael Votava's review of peer and aspiring institutions AI policies.

Michael shared his review and spreadsheet as well as several of their documents: An academic dishonesty report form from Boise State; a flowchart regarding how an academic misconduct case is addressed by one institution; minimum sanctioning guidelines for academic misconduct from one institution; UCF AI Taskforce report dated June 2011; Indiana State University's Academic Integrity Guide for faculty.

Our Committee decided to incorporate a number of the best practices from this review into our list of recommendations (see 5,6,7, 9 and 10 below).

Board of Regent Policy Revision:

Recommendations for new AI policies/strategies: (Not in any special order, yet!)

1. Credit class for freshman (information literacy, study skills, AI etc)
2. Mandatory AI tutorial for all students; pass could be prerequisite to registration
3. Faculty Guide to AI (PDF document), how to submit incidents, possible sanctions, etc.
4. Annual lecture on ethics (endowment fund) by speakers sharing difficult ethical decisions they have had to make. Claudia will talk to Ron Spatz about possibility of such a speaker for Freshman Convocation
5. Judicial court involving students
6. Second offenses will be automatically reviewed by a Judicial Board for possible suspension
7. Notation will be made on transcript. Could be removed if student takes AI tutorial.

8. Additional staffer (Student Affairs or Academic Affairs) to assist Michael Votava, and coordinate AI activities. Michael will prepare a job description)
9. Faculty members are required to report AD incidents. (will use online form for ease of reporting)
10. Students under review for AD will not be permitted to drop the course.

- Discussed the possibility of a specific grade designation for failure for reasons of academic dishonesty. Normally faculty assign grades (changes in grade only happen in cases of faculty error), whereas the Dean of Students (DoS) could add a notation or conduct note. Currently if sanctions are not completed, the DoS can put a hold on the account and further registration is not possible. Michael Votava spoke of a free 8-hour class by Gary Pavela (<http://www.academicintegrityseminar.com/>) that could serve as the kind of comprehensive AI workshop to be undertaken for removal of a DoS AD transcript note. He has not assigned it yet, as he wants to take it himself to check out the ethical perspective and instruction on citing sources. It was suggested he has his student workers take it.

-Discussed instruction in proper citing. Michael said that 20% of those cited for plagiarism, would benefit from this. He has suggested this need to a number of faculty and reference librarians, with no offers. Scott said it was his hope that just as he is working to revamp the online AI Tutorial to be less prone to cheating, and more multidisciplinary, so he hopes a similar Citation Tutorial might be created that could fill this ongoing need. English 111 classes cover this, but with many instructors are involved, the content is not standardized, and the class is not a prerequisite for all courses either and is unlikely to ever be so. Scott noted a bifurcated system where faculty can assign a failing grade, and DoS makes an AD notation on the transcript could launch two separate appeals and double jeopardy. The committee will have to suggest some specifics if we want faculty to consider recording AD on transcripts. Claudia suggested we invite someone from the Office of the Registrar to our meeting to discuss the feasibility of this (now in place among our peers) so we can better field a Faculty Senate discussion of this recommendation. She will ask Michael V. to recommend whom to invite – hopefully for February 20.

-Discussed disallowing students to drop a course while under AD review. This is another practice of UAA's peers. Scott noted that students who are failing appear to remain on UAOnline, yet disappear from Blackboard. They are occupying spaces, but not active in class. He does not think UAA drops students for failure to pay; indeed it seems they can live on student loans for as much as two years before Student Financial Aid catches up with them.