

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to approve the new Occupational Endorsement request.

Effective: Fall 2018

Rationale: The previous process was outdated due to the implementation of Courseleaf. The new documented process will replace the previously approved New Occupational Endorsement Request (Format 3A) approved on May 12, 2006 by Faculty Senate.



Chris Fallen, UAF Faculty Senate President

The Chancellor: Acknowledges Vetoes



Daniel M. White, UAF Chancellor

Date: 4/19/18

See attached process

New Occupational Endorsement Request

(UA Regulation R10.04.020)

New Occupational Endorsements are requested using the CourseLeaf program effective Fall 2017. You will login to the Program Management page of CourseLeaf and complete all required fields.

The following items must be included within the CourseLeaf proposal:

Description of the Occupational Endorsement:

- Academic Level, Effective Catalog, Department, College (will auto-populate once the department is selected), Certificate or Degree Type (Select OEC) are all required fields.
- Title and Code for the Occupational Endorsement
 - The title appears in the catalog and on student's transcript.
- Brief Program statement needs to be included.
 - Specify the objectives and career opportunities. It is essential that the objectives of the program be clearly identified so that the activity may be evaluated in terms of how successfully it fulfills its stated objectives.
- Admissions requirements
 - This includes any prerequisites needed prior to being admitted to the program.
- Requirements for the Degree (catalog layout copy of the program):
 - Credit Requirements
 - Courses Requirements
 - Grade Requirements
- Sample course of study and a 3-year Cycle of course offerings
 - Include a proposed general catalog layout copy of the program with short descriptive paragraph.

Endorsement Goals:

- Brief identification of objectives and subsequent means for their evaluation.
- Relationship of endorsement objectives to "Purposes of the University"
- Occupational/other competencies to be achieved
- Relationship of courses to the endorsement objectives.

Personnel Directly Involved with the Program:

- List current faculty teaching the required and elective courses and titles, including brief statement of duties and qualifications.
- Administrative, coordinating, and classified staff personnel associated with the endorsement.

Enrollment Information:

- Projected enrollment
- How was projected enrollment determined? Who was surveyed and how?
- Minimum enrollments to maintain program for years 1-5.
- Maximum enrollment which endorsement can accommodate (endorsement capacity).

Need for Occupational Endorsement:

- Employment market needs:
 - Who surveyed? How? (Standard procedures with industry/advisory council listed)
 - Job opportunities now, and two, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys, periodic review will ensure the currency)
 - How have positions been filled to date?

Relation of Endorsement to other Programs within the System:

- Effects on enrollments elsewhere in the system
- Does it duplicate/approximate endorsements anywhere in the system?

Implementation/Termination:

- Plans for recruiting students
- Plans for phasing out endorsement if it proves unsuccessful
- Assessment of the endorsement
- Student Learning Outcomes Assessment Plan (attached file)

Other:

- Additional Rationale not previously stated.
- Additional Attachments - any supporting documentation
 - A letter of Support from Industry or Advisory Council Representatives.*****

Route of Approval:

1. Program Head responsible for the transcription request
2. The Academic Council of the college/school housing the Occupational Endorsement.
3. Dean of school/college housing the Occupational Endorsement
4. Chair for the Faculty Senate Curriculum Review Committee (not the full committee).
5. Chair for the Faculty Senate Curricular Affairs Committee (not the full committee).
6. President of Faculty Senate (not the full Senate).
7. Provost
8. Chancellor (designated by President as approving authority)

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to amend the syllabus checklist in order to update wording, links, and other contact information, to update required syllabus components for curriculum review, to clarify required and optional syllabus components for faculty to use, and to provide a link to a repository (student handbook) of student rights and resources as follows:

Effective: Fall 2018

Rationale: The following reasons are submitted as the basis for amending the UAF syllabus checklist:

1. A general update was needed to align with the layout of current course formats.
2. Clarification on required versus optional components was needed.
3. Change the format of the form to increase usability by both faculty developing or making changes to courses, as well as those committees reviewing them.
4. Add in clarifying statements for student protections, such as Title IX and protection of minors due to changes in the University's climate, and services.



 Chris Fallen, UAF Faculty Senate President

The Chancellor: Acknowledges

Vetoes



 Daniel M. White, UAF Chancellor

Date: 4/19/18

New checklist is proposed as follows:

SYLLABUS CHECKLIST FOR ALL UAF COURSES

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied. **DISCLAIMER:** radically changing your course requirements once a semester has started is problematic and should be avoided to limit possible negative impacts on you and your students.

Instructor's Name and email, Date, course number (enterable fields)

Required components (in no particular order); Responses include: Yes, No, unsure

- Course information: Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits for more information go here: uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/).
- Course type indicated: in person, online, online synchronous, field, lab, internship, etc.
- Instructor (and if applicable, Teaching Assistant) information: such as name, office location, office hours, telephone (if applicable), email address, etc.
- Course description: Inclusion of current catalog description is *required* in 50 words or less.
- Representative Course Readings/Materials: Course textbook title, author, edition/publisher. Supplementary readings (indicate whether required or recommended) and any supplies needed.
- Student Learning Outcomes: (assessment of which are crucial for accreditation)
Measurable output that the student can expect to gain and demonstrate by completing the course requirements successfully. For more information on how to develop SLO's go to iteachu.uaf.edu/objectives/
 - If a GER course: ensure that SLO's align with BOR policy.
 - Copy/paste SLOs here (enterable field)
- Instructional methods: Describe the teaching techniques (eg: lecture, case study, small group discussion, private or studio instruction, simulations, games, journal writing, labs, use of distant delivery, audio/video conferencing, etc.).
- Course calendar: A detailed week-by-week, at a minimum, schedule of class topics, readings, and major assignments and exams. You may refer to the outline as tentative or subject to changes to allow for modifications during the semester.
- Course policies: Specify course rules, including your policies on expectations on progress in coursework, attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity; in particular those that would affect evaluation of student performance in the course.

- ❑ Evaluation: Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.).
- ❑ Student protections and services statement: Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. *As required*, if I notice or am informed of *certain types of* misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site:<https://cms-test.alaska.edu/handbook/>
- ❑ Graduate Student version
 - ❑ Student protections and services statement: Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: <https://cms-test.alaska.edu/handbook/>

Optional components (in no particular order)

- ❑ UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: alaska.edu/nondiscrimination.
- ❑ Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy: “The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”
- ❑ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) [PDF summary of grading policy for “C”](#)
- ❑ Department/program In-depth Course description: Additional course description that includes overall instructor vision for the course (i.e., more thorough description of course above the 50 word catalog description).
- ❑ Course Goals: The overall ideas of the course, and the rationale for its respective components.
- ❑ Technology requirements: Access the internet, create pdfs, specific software, play video/audio, record video/audio, bandwidth, access to phone line, etc...
- ❑ Effective communication: Students who have difficulties with oral presentations and/or

writing are strongly encouraged to get help from the UAF Department of Communication's Speaking Center (907-474-5470, speak@uaf.edu) and the UAF English's Department's Writing Center (907-474-5314, Gruening 8th floor), and/or CTC's Learning Center (604 Barnette st, 907-455-2860).

Have you included all required elements into your syllabus or provided rationale for not including them? yes/no

Submit form button

[END MOTION HERE]

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

**Motion to Allow
UAF Associate of Arts and Associate of Science Degrees
to Meet GER**

MOTION:

The UAF Faculty Senate moves to revise the current policy of allowing students with bachelor degrees from regionally accredited institutions to be considered to have met general education requirements (GER), to also allow students with associate of arts and associate of science degrees from regionally accredited institutions to be considered to have met GER.

RATIONALE:

Under current policy, students who have earned bachelor degrees at UAF are considered to have met the GER when they return to complete additional degree programs. (See <http://catalog.uaf.edu/bachelors/> under *Bachelor's Degree Requirements*.) Students who have earned UAF associate of arts and associate of science degrees are *not* considered to have met the GER, however transfer students who have completed bachelor, associate of arts, or associate of science degrees at regionally accredited institutions *are* considered to have met the GER. With this proposed revision, UAF students would be given the same consideration as transfer students.



Chris Fallen, UAF Faculty Senate President

The Chancellor: Acknowledges Vetoes



Daniel M. White, UAF Chancellor

Date: 4/19/18

Proposed catalog language revision at <http://catalog.uaf.edu/bachelors/>:

Bachelor's Degree Requirements

THE GENERAL EDUCATION REQUIREMENTS

For a summary of the general education requirements see the general education requirements chart. Undergraduate bachelor's study at UAF is characterized by a common set of learning experiences known as the General Education Requirements. General education objective and learning outcomes for undergraduate students seeking baccalaureate degrees at the University of Alaska Fairbanks:

1. Build knowledge of human institutions, sociocultural processes, and the physical and natural world through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts.
2. Develop intellectual and practical skills across the curriculum, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning.
3. Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaska issues.
4. Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions and responsibilities, and forming a foundation for lifelong learning.

If you completed your bachelor's degree, **ASSOCIATE OF ARTS DEGREE, OR ASSOCIATE OF SCIENCE DEGREE** from a regionally accredited institution, you will be considered to have completed the equivalent of the general education requirements when you have been officially accepted to an undergraduate degree program at UAF.

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

Walk-through Policy 2018 Commencement

MOTION:

The UAF Faculty Senate moves to allow the names of PhD students approved to "walk-through" for the 2018 commencement ceremony be listed in the commencement program booklet at the discretion of the UAF Registrar.

Effective: Immediately

Rationale: The Graduate School is requesting a temporary amendment to the Commencement Walk-Through Policy to add the names of the PhD students approved to "walk-through" at the 2018 Commencement Ceremony to the program booklet, at the discretion of the Registrar who will clearly identify the participating students' intended graduation semester. The current policy does not consider the publishing time required for the commencement program booklets. A permanent change to the Commencement Walk-Through policy is forthcoming. There currently is a Walk-Through Policy in place that allows students to participate if they have finished all but the final revisions to their thesis: <http://www.uaf.edu/gradsch/faculty/commencement-walk-through/>. Students will not receive their diploma until they have completed all requirements.


Chris Fallen, UAF Faculty Senate President

The Chancellor: Acknowledges Vetoes


Daniel M. White, UAF Chancellor

Date: 4/19/18

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Fisheries in the College of Fisheries and Ocean Sciences.

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Department of Fisheries. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

The revisions reflect the name change from the Fisheries Division, School of Fisheries and Ocean Sciences, to the Department of Fisheries, College of Fisheries and Ocean Sciences, and document formatting was brought into compliance with the current UAF Unit Criteria template. Aside from these revisions, no substantial modifications were made to the previously approved unit criteria.



Chris Fallen, UAF Faculty Senate President

The Chancellor: v Acknowledges Vetoes



Daniel M. White, UAF Chancellor

Date: 4/19/18

See attached Unit Criteria

**UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY
AND DEPARTMENT OF FISHERIES ~~DIVISION~~ UNIT CRITERIA,
STANDARDS, AND INDICES**

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE DEPARTMENT OF FISHERIES ~~DIVISION~~ OF THE ~~SCHOOL~~ COLLEGE OF FISHERIES AND OCEAN SCIENCES (CFOS). ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service, INCLUDING CURATION.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. EFFECTIVE TEACHING ENABLES LEARNERS TO GAIN KNOWLEDGE AND /OR SKILLS. Effective teachers

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for THEIR students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject BEING TAUGHT;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at AN appropriate level;

IN ADDITION, EFFECTIVE TEACHERS WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:

- a. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- b. may receive prizes and awards for excellence in teaching;
- c. SUCCESSFULLY MENTOR GRADUATE STUDENTS;
- d. MAY WRITE TEXT BOOKS, TEXTBOOK CHAPTERS, OR ARTICLES ON TEACHING METHODS, DEVELOP CASE STUDIES, ORGANIZE TEACHING WORKSHOPS, OR PREPARE COURSE MODULES FOR BROAD DISTRIBUTION.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings, i.e. student opinion of instruction summary forms,
and at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

TEACHING IS AN IMPORTANT ROLE OF DEPARTMENT OF FISHERIES ~~DIVISION~~—FACULTY. FACULTY MEMBERS DISCHARGE THEIR RESPONSIBILITY BY TEACHING FORMAL COURSES, ADVISING UNDERGRADUATE AND GRADUATE STUDENTS, DIRECTING INDEPENDENT STUDIES (497 OR 697), SUPERVISING EXPERIENTIAL LEARNING AND INTERNSHIPS, AND CONDUCTING INFORMAL COURSES OR WORKSHOPS. TEACHING AND ADVISING GRADUATE STUDENTS IS MORE DEMANDING THAN TEACHING AND ADVISING UNDERGRADUATE STUDENTS; NEVERTHELESS, THE EXTRA EFFORT FACULTY INVEST IN GRADUATE TEACHING AND ADVISING ARE CENTRAL TO THE MISSION OF THE DEPARTMENT OF FISHERIES—~~DIVISION'S MISSION~~. FACULTY WORKLOAD ASSIGNMENTS MAY REFLECT DISSIMILAR LOADS RELATED TO FORMAL CLASSROOM TEACHING AND GRADUATE AND UNDERGRADUATE ADVISING LOADS; HOWEVER THE GUIDELINE EXPECTATION IS THAT FACULTY MEMBERS WILL TEACH AT LEAST FOUR ACADEMIC CREDITS IN THE CLASSROOM EACH YEAR. QUALITY OF CLASSROOM TEACHING IS INDICATED BY PEER EVALUATIONS OF COURSE MATERIALS, PEER EVALUATIONS OF TEACHING PERFORMANCE, AND THE RECURRING LEVEL OF ENROLLMENT IN CLASSES. QUALITY GRADUATE ADVISING IS INDICATED BY THE SUCCESS OF STUDENTS IN COMPLETING DEGREES UNDER THE FACULTY MEMBER'S SUPERVISION. FACULTY WILL BE RECOGNIZED FOR ADVISING GRADUATE STUDENTS WHO ARE NOT BASED IN ~~SPOS~~—CFOS IN THE SAME WAY THAT THEY ARE RECOGNIZED FOR ADVISING GRADUATE STUDENTS WHO ARE BASED IN ~~SPOS~~CFOS. ADDITIONAL EVIDENCE OF EFFECTIVE TEACHING AND MENTORING INCLUDES RESULTS OF STUDENT EVALUATIONS, PEER-REVIEWED PUBLICATION OF STUDENTS' THESIS OR DISSERTATION RESEARCH; STUDENT PRESENTATIONS AT REGIONAL, NATIONAL AND INTERNATIONAL MEETINGS; AND AWARDS TO STUDENTS.

RECOGNIZING THAT WORKLOAD ASSIGNMENTS VARY AMONG FACULTY MEMBERS THE GUIDELINE EXPECTATION IS THAT EACH CANDIDATE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST TWO SUCCESSFUL GRADUATE STUDENTS WHO HAVE COMPLETED DEGREES UNDER HER OR HIS SUPERVISION (AS COMMITTEE CHAIR OR CO-CHAIR). SIMILARLY, EACH FISHERIES FACULTY MEMBER WITHOUT A JOINT APPOINTMENT WHO IS A CANDIDATE FOR PROMOTION TO PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST SIX SUCCESSFUL GRADUATE STUDENTS UNDER HER OR HIS SUPERVISION. FISHERIES FACULTY WITH JOINT APPOINTMENTS WITH THE MARINE ADVISORY PROGRAM OR THE MUSEUM (FISH CURATION) WHO ARE CANDIDATES FOR PROMOTION TO PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST FOUR SUCCESSFUL GRADUATE STUDENTS UNDER THEIR MENTORSHIP. IN

ADDITION, CANDIDATES FOR PROMOTION TO ASSOCIATE PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST TWO REGULARLY SCHEDULED COURSES THAT THEY HAVE DEVELOPED OR HAVE PRIMARY RESPONSIBILITY FOR DELIVERING AND WHICH ARE CENTRAL TO THE UNDERGRADUATE OR GRADUATE PROGRAM REQUIREMENTS.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

FACULTY IN FISHERIES APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF SUBSTANTIAL, HIGH-QUALITY CONTRIBUTIONS IN RESEARCH. WHILE THERE IS NO SUBSTITUTE FOR THE EXERCISE OF GOOD JUDGMENT ON THE PART OF THOSE WHO ARE CALLED UPON TO ASSESS RESEARCH AND SCHOLARLY PRODUCTIVITY, IT IS THE RESPONSIBILITY OF EACH FACULTY MEMBER TO EXPLAIN AND/OR OTHERWISE PROVIDE EVIDENCE OF THE SIGNIFICANCE OF THEIR RESEARCH AND SCHOLARLY ACTIVITIES. THE VARIED NATURE OF RESEARCH AND SCHOLARLY CONTRIBUTIONS MAKE IT DIFFICULT TO IDENTIFY SIMPLE CRITERIA FOR ASSESSING THE QUALITY AND SIGNIFICANCE OF SUCH CONTRIBUTIONS. IN GENERAL, THE PRIMARY EVIDENCE OF HIGH QUALITY RESEARCH IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED PEER-REVIEWED JOURNALS, BOOKS OR OTHER MEDIA AND EVIDENCE OF SUBSTANTIAL CONTRIBUTION TO RESEARCH IS PRIMARY AUTHORSHIP BY THE APPLICANT OR HIS OR HER STUDENT, OR LEADERSHIP AS PRINCIPAL INVESTIGATOR OF THE RESEARCH—QUALITY, AS JUDGED BY ~~FISHERIES DIVISION~~ DEPARTMENT OF FISHERIES FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY. ~~FISHERIES DIVISION~~

DEPARTMENT OF FISHERIES FACULTY ARE EXPECTED TO AUTHOR AN AVERAGE OF AT LEAST ONE REFEREED PUBLICATION PER YEAR. THUS CANDIDATES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST SIX REFEREED PUBLICATIONS; CANDIDATES FOR PROMOTION TO PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST TWELVE REFEREED PUBLICATIONS. THESE EXPECTATIONS SHOULD BE INTERPRETED IN THE CONTEXT OF ACTUAL WORKLOAD AND ADJUSTED ACCORDINGLY.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH THE UAF DEPARTMENT OF FISHERIES ~~FISHERIES DIVISION~~, IS RELEVANT TO TENURE AND PROMOTION DECISIONS. IN ADDITION, THE NATURE OF THEIR WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION AND TENURE DECISIONS. THE STANDARD FOR TENURE, PROMOTION TO ASSOCIATE PROFESSOR, AND SATISFACTORY POST-TENURE REVIEW IS SATISFACTORY RESEARCH PERFORMANCE FOR THE PERIOD BEING EVALUATED. THE STANDARD FOR PROMOTION TO PROFESSOR IS SUSTAINED, EXCELLENT RESEARCH PERFORMANCE, RECOGNIZED NATIONALLY AND INTERNATIONALLY.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

UNIVERSITY AND PUBLIC SERVICE IS EXPECTED OF ALL FISHERIES FACULTY. PERTINENT SERVICE IS RELATED TO THE FACULTY MEMBER'S PROFESSIONAL EXPERTISE OR UNIVERSITY POSITION. SOME MEMBERS MAY HAVE GREATER OR LESSER THAN AVERAGE ASSIGNMENTS IN SERVICE AND THE EXPECTATIONS OF THEM SHOULD BE ADJUSTED ACCORDINGLY. HOWEVER, EXCEPT FOR FACULTY ON SABBATICAL LEAVE, THE GUIDELINE EXPECTATION IS THAT EVERY FACULTY MEMBER WILL SPEND AT LEAST ONE MONTH OF TIME ANNUALLY ON SERVICE RELATED ACTIVITIES REGARDLESS OF THEIR LEVEL OF RESEARCH AND TEACHING. SERVICE IS TYPICALLY LIMITED TO 5 UNITS (APPROXIMATELY 1.5 MONTHS) UNLESS OTHERWISE AUTHORIZED IN THE WORKLOAD PROPOSAL. SOME FACULTY IN THE ~~FISHERIES DIVISION~~ DEPARTMENT OF FISHERIES HAVE A LARGER THAN USUAL SERVICE COMPONENT, WHICH IS REFLECTED ON THEIR ANNUAL WORKLOAD. THE MIX OF PUBLIC, UNIVERSITY, PROFESSIONAL, AND OTHER SERVICE MAY ALSO VARY WITH THE FACULTY MEMBER'S FIELD OF EXPERTISE AND STAGE OF CAREER. SOME FACULTY MAY HAVE SUBSTANTIAL ADMINISTRATIVE OR SPECIAL ASSIGNMENTS THAT INCREASE THE SERVICE PORTION OF THEIR WORKLOAD.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. AMONG OTHERS, THESE CONSTITUENCIES INCLUDE MEMBERS OF FISHING COMMUNITIES, SEAFOOD INDUSTRY, AND OTHER FISHERY STAKEHOLDERS. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth, INCLUDING ANSWERING QUESTIONS AND SOLVING PROBLEMS POSED BY THE PUBLIC AND THE INDUSTRY REGARDING FISHERIES, SEAFOOD SCIENCE AND MARINE RESOURCES.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. UNREMUNERATED Consulting IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, SEMINARS or public INFORMATIONAL meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school, OR PROGRAM.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring.
- j. Prizes and awards for excellence in university service.

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

4. OTHER SERVICE: CURATION

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND THE UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN FISHERIES, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH, AND SERVICE.

CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:

- A. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);
- B. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;
- C. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;
- D. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);
- E. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;
- F. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;
- G. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;
- H. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;
- I. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS AND INTERNATIONAL TREATIES AND AGREEMENTS THAT PERTAIN TO THE COLLECTION.

SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

- A. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

- B. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.
- (i). CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.
 - (ii). CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.
 - (iii). CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGS OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.
 - (iv). CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.
- C. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA.
- D. CURATORS WILL ACTIVELY SUBMIT GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC, AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. HE OR SHE MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

5. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

EVIDENCE OF HIGH-QUALITY PERFORMANCE CAN INCLUDE SPECIFIC ACCOMPLISHMENTS RELATED TO THE SERVICE. SERVICE ON NATIONAL OR INTERNATIONAL BODIES IS EXPECTED OF CANDIDATES FOR PROMOTION TO PROFESSOR.

FOR FACULTY PROVIDING CURATION SERVICES, THE APPLICATION FOR PROMOTION SHOULD INCLUDE A LETTER PREPARED BY A COMMITTEE OF TENURED CURATORS AT THE MUSEUM. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Faculty with primary workload assignment in the Discipline of Sociology.

Effective: Fall 2018

Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the faculty in the Discipline of Sociology and found the unit criteria to be consistent with the UAF guidelines. The discipline specific criteria were agreed upon by the faculty and the Dean of College of Liberal Arts, and reviewed and approved by the Provost.

Over the past three years the University has discontinued some programs and combined others into single departments. The BA in Sociology was discontinued in 2017 and there is one remaining faculty member in Sociology. While this is an unusual circumstance, the Unit Criteria Committee has determined:

- the process of approval of Unit Criteria guidelines have been met (see Guidelines below), and
- the single faculty in the Discipline of Sociology meets current parameters for a "unit" (see Unit below).

Guidelines

The Unit Criteria for Faculty with primary workload assignment in the Discipline of Sociology were developed by the faculty, approved by the Dean of the College of Liberal Arts, and approved by the Provost. This fits current guidelines.

- Blue Book "Regulations for the Appointment and Evaluation of Faculty" Chapter III Section E para. 3 states:

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed and approved by the cognizant dean who will forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

- The Faculty Senate approved the following motion regarding the path for approval of unit criteria:

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1995.

MOTION PASSED (Unanimous approval)

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The Faculty Senate moves to establish the following path for approval of unit criteria for promotion and tenure.

1. New unit criteria or changes to established criteria are submitted to the Faculty Senate Ad Hoc Committee on Unit Criteria.
2. The Committee either returns the criteria to the unit for suggested changes, or approves the criteria and forward them to the Provost for approval. The Provost returns the criteria to the Committee, either asking for suggested changes or approving them. If they are not returned within thirty days they will be assumed to have been approved.
3. Upon return from the Provost, the Committee brings the unit criteria to the Faculty Senate for approval, and then on the Chancellor for final approval.

EFFECTIVE: Immediately on Chancellor's approval

RATIONALE: Unit Criteria have been stranded repeatedly over the last several years, partly because no clear path of approval has been in place. This procedure should make it possible to finally resolve the issue of supplementary unit criteria for promotion and tenure.

Signed: Colin Read, President, UAF Faculty Senate Date: 3/22/95

Approved: Joan Wadlow, Chancellor Date: 3/27/95

Unit

There is currently no specific definition of a "unit" for unit criteria and no clear standard appears in UA or UAF regulation. The Discipline of Sociology fits existing standards and practice.

- Board of Regents Policy Part X – Academic Policy Chapter 10.02 - Academic Administrative Organization P10.02.040. Academic Unit Establishment, Major Revision, and Elimination states:

Academic units are created within the university for the purposes of instruction, research, advanced study, outreach, or economic development. All such units, at any level of the university structure, must provide for the effective management and productivity of their activities. Degree and Certificate programs approved by the board or president in accordance with P10.04.020 may be offered only within accredited units.

- The UAF Provost Website (<http://www.uaf.edu/provost/promotion-tenure/unit-peer-criteria/>) states:

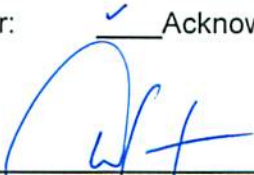
Units and/or departments may compose special criteria (referred to hereafter as "unit criteria") that must be used in evaluation of their faculty during the promotion and tenure process.

- The list of approved unit criteria on the Provost's website is inconsistent in terms of the level of a "unit" and includes unit criteria for schools and institutes, departments, and disciplines with departments. Given this situation, the Discipline of Sociology falls within the parameters for a "unit."



Chris Fallen, UAF Faculty Senate President

The Chancellor: Acknowledges Vetoes



Daniel M. White, UAF Chancellor

Date: 4/19/12

See attached Unit Criteria

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND *SOCIOLOGY* UNIT CRITERIA, STANDARDS, AND INDICES

*THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING FACULTY WHOSE PRIMARY WORKLOAD ASSIGNMENT IS IN THE DISCIPLINE OF *SOCIOLOGY*. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.*

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor’s designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor’s designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings, i.e. student opinion of instruction summary forms,
and at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit,

and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.

- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.

- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- l. ***Active engagement in public sociology, defined as using sociological research methods, sociological theories, and sociological analytical frameworks to make sociological research and analysis accessible and useful to the lay public. Public sociology includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained sociological presence on social media.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

- d. Participation in accreditation reviews.
 - e. Service on collective bargaining unit committees or elected office.
 - f. Service in support of student organizations and activities.
 - g. Academic support services such as library and museum programs.
 - h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
 - i. Mentoring.
 - j. Prizes and awards for excellence in university service.
- 3. Professional Service**
- a. Editing or refereeing articles or proposals for professional journals or organizations.
 - b. Active participation in professional organizations.
 - c. Active participation in discipline-oriented service organizations.
 - d. Committee chair or officer of professional organizations.
 - e. Organizer, session organizer, or moderator for professional meetings.
 - f. Service on a national or international review panel or committee.
- 4. Evaluation of Service**
- Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Anna Liljedahl for the Outstanding Senate Service of the Year for 2017-2018.

Effective: Immediately

Rationale: The screening committee has carefully reviewed the nominations according to the award criteria, and the concurrence of the Faculty Senate President, forwards the nomination of Anna Liljedahl for confirmation by the Faculty Senate. Procedures stipulate that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

A handwritten signature in black ink, appearing to read "Chris Fallen", with a long horizontal flourish extending to the right.

Chris Fallen, UAF Faculty Senate President

The UAF Faculty Senate passed the following at meeting #230 on March 5, 2018:

RESOLUTION
Commemorating the 30th Anniversary of UAF Faculty Senate

Whereas January 2018 marks the 30th anniversary of the first meeting of the University of Alaska Fairbanks Faculty Senate, called to order by Ron Gatterdam at 4:00 p.m. on Wednesday, January 20, 1988 in the Wood Center Ballroom; and

Whereas the voting members present were B. Barnes, C. Brennen (for Marum), R. Carlson, B. DiCecco, J. Duff, L. Duffy (for Newberry), M. Falk, R. Gabrielli, R. Gatterdam, D. Hagstrom, L. Husley, D. Jones, R. Krejci, J. Leipzig, D. Lokken, S. MacLean, E. Madsen, J. McKendrick, L. Milner, J. Morton, H. Nielsen, R. Ostermann, R. Piacenza, J. Reynolds (for Goering), R. Schroeder, D. Smith, W. Smoker, B. Sponder, D. Stephens, R. Tabbert, K. Torgerson, A. Weflen, and F. Wooding; and voting members absent were R. Highsmith, R. Logan, R. Seifert, and J. Shuler; and the non-voting members present were J. Drew, G. Mohatt, S. Schwael, and Wilhelm (for A. Tremarello); and

Whereas the opening comments by VCAA Wayne Thomas included a welcome to members of the new Senate, noted the importance of Humanities and Social Sciences in the Baccalaureate Core Proposal, urged the Senate to consider how the Graduate Council will fit into processes of the new Senate, informed that the UAF will have difficulty functioning under the new Alaska procurement law, and warned that compensation issues for faculty and staff need to be addressed otherwise the university will continue to lose good people; and

Whereas the first order of business was the Election of Officers, electing David Smith as President, John Leipzig as President-Elect, Rudolph Krejci as Chair of the Promotion and Tenure Committee, and Dennis Stephens as Chair of the Service Committee; and

Whereas the Senate moved to direct the Assembly Committee to consider several actions, failed to adopt a tentative calendar of meetings, and moved to direct the President to form an ad hoc committee on the calendar; and

Whereas the Senate President announced during the second meeting, held on Wednesday, February 17 in the Library Media Classroom, that Agendas and Minutes will be distributed by Computer and that the following Senate meetings will be held in the Wood Center Ballroom, where Senate still meets today; and

Whereas Chancellor P. O'Rourke remarked during the second meeting about the need to maintain open lines of communication between the four representative groups at UAF--The Executive Council of Deans, Directors, the Vice Chancellors, and the three Presidents from Faculty Senate, Assoc. Students of the University of Alaska (ASUA)--The Faculty Senate, the Staff Council, and ASUA; and

Whereas the Senate moved during its second meeting to adopt three Basic Assumptions and seven Guiding Principles as the framework for development of UAF tenure and promotion policies and

regulations, including the assumption that each school and college within the University has a tripartite responsibility that includes teaching, research, and service:

Now, therefore, be it resolved, that the UAF Faculty Senate—

Recognizes the 30th anniversary of the first meeting of the UAF Faculty Senate;

Continues to support the UAF mission of educating students for active citizenship; preparing them for lifelong learning and careers by way of teaching, research, and service emphasizing the circumpolar North and its diverse peoples.

Finds itself immersed in a common effort begun in 1988 with the purpose of unifying the faculty throughout Alaska to respond to the impact of an economic crisis on higher education systems across the state;

Honors the Senate's founders, their successors, and their collective determined efforts as the Senate continues to look to their example while navigating similar storms these three decades later.

Integrates the faculty and campuses throughout Alaska, giving the faculty one voice in the protection and advancement of academics for the benefit of all Alaskans;

Reaffirms its support of shared governance at the University of Alaska Fairbanks and the University of Alaska system;

Recognizes Alaska Board of Regents' Policy stating that the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service;

Calls upon the President of the University of Alaska system and administrators in the system to abide by strong principles of shared governance according to Board of Regents' and the Constitution of the University of Alaska Fairbanks Faculty Senate.

Source material from the UAF Faculty Senate Archive:

[Agenda FS Meeting 1 1-20-1988.pdf](#)

[Agenda FS Meeting 2 2-17-1988.pdf](#)

[FS Meeting 2 Actions.pdf](#)



Chris Fallen, UAF Faculty Senate President

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION;


The UAF Faculty Senate moves to revise the Student Grade Appeals Policy.

EFFECTIVE: Fall 2018
upon Chancellor approval

RATIONALE: to clarify and simplify the process while ensuring due process for both parties; to reduce the number of people on the hearing committee to increase efficiency and to ease scheduling difficulties; to lower the bureaucratic burden on students and the university by limiting the number of people who must be involved in the process; to align with BoR policy and UA regulation, usually by adopting the specific language of the policies or regulations; and to ensure adherence to federal and state law, especially in regards to due process.


Chris Fallen, UAF Faculty Senate President

The Chancellor: Approves Disapproves


Date: 3/14/18
Daniel M. White, UAF Chancellor

See the attached Student Grade Appeals Policy:

additions in bold italic and ~~deletions indicated by strikethrough~~

Changes suggested by Faculty Affairs Subcommittee: Sine Anahita, Jak Maier, Gordon Williams, and Aatur Chowdhury with General Counsel Rachel Plumlee and FY18 chair of the student grade appeals ad hoc committee Jim Arkell. Changes then vetted by Faculty Affairs Committee at its 11-8-17 meeting.

Rationale: to clarify and simplify the process while ensuring due process for both parties; to reduce the number of people on the hearing committee to increase efficiency and to ease scheduling difficulties; to lower the bureaucratic burden on students and the university by limiting the number of people who must be involved in the process; to align with BoR policy and UA regulation, usually by adopting the specific language of the policies or regulations; to ensure adherence to federal and state law, especially in regards to due process.

Grade Appeals Policy

The following is a complete copy of the Grade Appeals Policy as passed by the UAF Faculty Senate at its Meeting # 56 (March 20, 1995) and amended at Meeting #61 (February 5, 1996), Meeting #80 (May 4, 1998), Meeting #89 (September 27, 1999), Meeting #109 (May 6, 2002), Meeting #157 (March 2, 2009), Meeting #183 (May 7, 2012), Meeting #189 (March 4, 2013) and Meeting #215 (May 2, 2016).

- Alignment with BOR Policy and UA Regulations, Chapter 09.03 - Student Dispute Resolution (Meeting #215, May 2, 2016).
- Clarification made to the time period within which grade appeals will be reviewed (Meeting #189, March 4, 2013).
- Policy at Section III, Procedures, subsection B, Item 4, was revised at Meeting #183 (May 7, 2012).
- Deadlines were revised at Meeting #157 (March 2, 2009).

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, ~~and may not seek further review of the matter under any other procedure within the university.~~

II. Definitions

- A. A "grade" refers to final letter grades A, B, C, D, F, and Pass or Fail. The I (incomplete) and DF (deferred) designate a temporary grade, not a final grade, so these are not subject to appeal until they become final.
- B. There may be extenuating circumstances when the deadlines cannot be met due to illness or other situations over which the *parties or the university* student may have no control. In such a case, upon request from *either party or the university*, ~~the student~~, the *deadlines may be extended*. ~~dean/director, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. At the discretion of the dean/director, an extension of the deadline will be limited to one semester but every~~ *Every* effort should be made to complete the appeal process within the current semester.

~~B.~~

~~C. For the purpose of this procedure~~ *In accordance with Board of Regents (BoR) policy and University of Alaska regulation*, "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course, or
2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or
3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

~~D.-C.~~ *"A Grading errors" denotes errors in the assignment of grades rather than is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade, not an errors in judgment.*

E. A class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review, as defined in university regulations (R09.03.024). Final examination periods are counted as class days.

F. "Department chair" for the purposes of this policy denotes the faculty member responsible for the academic unit offering the course.

G. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

H. The "final grade" is the grade assigned for a course upon its completion.

I. The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. Informal Procedures

Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention following the normal change of grade procedure.

1. Review the UAF Appeal of Grade form. [The form is available ~~through the Registrar's Office~~ online at <https://www.uaf.edu/uafgov/faculty-senate/policies-procedures/grade-appeals/>] {Policy revision committee suggests the development of a new template to simplify and clarify the process for students. New template to include information about the grade appeal advisers in the Academic Advising Center}

2. **To begin the informal process, the student shall** ~~It is a student's obligation to~~ notify the instructor in writing with an explanation of the perceived grading error within 15 class days of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester). ~~A copy of the request should also be provided to the department chair.~~

3. The instructor is responsible for notifying the student in writing of ~~his or her~~ **the instructor's** final judgment concerning the grade in question within 5 class days of receipt of the request, and for promptly submitting the appropriate change of grade form to the Registrar's Office if an error occurred. If the decision was not to ~~reconsider~~ **change** the grade, the instructor **shall** notify the student, ~~the department chair, and the dean/director~~ in writing by completing the informal portion on the Appeal of Grade form.

4. If the student does not receive a response from the instructor ~~or the unit department chair~~ by the required deadline, the student ~~must~~ **shall** seek the assistance of the **chair of the department** ~~dean of the college or school in which the course was offered to begin the formal appeal process.~~

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student ~~must~~ **shall seek the assistance** ~~bring the matter to the attention of~~ the unit department chair who will make every effort to contact the instructor by the 15th class day of the next regular semester.

a. If the instructor ~~can not~~ **cannot** be contacted but course records are available, the department chair ~~will~~ **shall** effect resolution within 5 class days of notification by the student. The department chair may correct a grading error through the regular change of grade process on behalf of the instructor.

b. If the instructor ~~can not~~ **cannot** be contacted and course records are either unavailable or indecisive, the student may request a formal review as described in section B. below.

B. Formal Procedures

If not resolved ~~in the~~ **in the** informal process, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and resolution is not forthcoming from the appropriate department chair.

1. This review is initiated by the student through a signed, written request to the department chair with a copy to the dean of the college or school in which the course was offered.

a. The student's request for review ~~may~~ **shall** be submitted using university forms specifically designed for this purpose and available **online** at ~~the Registrar's Office.~~ **http://www.uaf.edu/files/provost/new_grade_appeal-form.pdf**

b. The student completes the grade appeal checklist and submits the Grade Appeal form, acknowledging the completion of the informal process.

c. The request for a review must be received by the dean/director of the college or school in which the course was offered within 5 class days of completion of the informal grade appeal process.

d. The request must detail the basis for the allegation that a grade was the result of arbitrary and capricious grading and must present the relevant evidence. {the policy revision subcommittee suggests a new template to make it easier for the student to understand what arbitrary and capricious grading is, and the types of evidence that would assist in making their case}

2. ***Within five days of receipt of the written request for review, the dean formally notifies in writing both the instructor who issued the grade and the department chair of the unit that a formal grade appeal has been filed, and supplies a copy of the student's request for a formal grade appeal to the instructor.***

3. ***The instructor shall be invited to respond in writing to the student's allegations; the instructor's response shall be directed to the grade appeals committee.***

4. If the instructor of the course is also the Dean of the College, the Provost will designate another Dean within the University to act as the college's monitor of all proceedings.

5. A review committee will be appointed as follows:

~~a. The dean shall appoint one non-voting faculty member holding academic rank, who is represented through the current applicable collective bargaining agreements, from the academic unit in which the course was offered (other than the instructor of the course). This individual shall serve in an advisory role~~

b. Three faculty members holding academic rank, who are represented through the current applicable collective bargaining agreements, from the Faculty Senate ad hoc Student Appeals Committee (SAC) shall be appointed by the SAC chair. One voting member shall serve as chair of the student appeal committee.

c. The Associated Students of the University of Alaska Fairbanks shall appoint a non-voting member to each grade appeal committee. The fifth member to shall be appointed by the Associated Students of the University of Alaska Fairbanks (ASUAF) and shall will be a non-voting member of the committee student representative. If practicable, an undergraduate student will be appointed when the petitioner is an undergraduate, and a graduate student shall be appointed when the petitioner is a graduate student. This member shall not be excluded from any of the proceedings.

d. A facilitator appointed by *the* administration shall serve as a non-voting member for formal grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.\

~~e. In the case of a grade appeal from a graduate student, a representative of the Graduate School may serve on the committee in a non-voting capacity.~~

5. The committee ~~must~~ ***shall*** schedule, within 10 class days from receipt of the student's request, ~~a mutually agreeable date, time and location for the appeal hearing~~ ***the initial review meeting. Only members of the committee shall attend the initial review meeting.*** ~~If the request for appeal is received any time other than during a regular semester, then the hearing must be scheduled on or before the 10th class day of the next regular semester.~~

a. ~~During this and subsequent meetings,~~ ***Throughout the grade appeals process,*** all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

~~b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.~~

e. b. At the initial review meeting, the committee shall first examine the student's request and the instructor's written response, if any, and shall The mandatory first item of business at this the initial review meeting is for the committee to rule whether to proceed with a formal hearing, to request additional information, or to

~~dismiss on the validity of~~ the student's request. Grounds for dismissal of the request for review are:

1) A properly prepared formal appeal of the particular grade has already been denied.

2) The alleged actions of the instructor do not constitute arbitrary and capricious grading, as defined herein.

3) The request was not made within the policy deadlines ***and no extenuating circumstances exist that would allow for the deadlines to be extended.***

4) The student has not completed the informal procedures to resolve the grade conflict with the instructor.

5) In the event that the committee votes to dismiss the request, a written notice of dismissal ~~must~~ ***shall*** be forwarded to the student, instructor, department chair, and dean within five class days of the decision, and will state clearly the reasoning for the dismissal of the request.

6. Acceptance for consideration of the student's request ~~will~~ ***shall*** result in the following:

~~a. A request for and receipt of a formal response from the instructor to the student's allegation.~~

~~b. A second meeting~~ ***a review hearing*** scheduled to meet within 10 class days of the decision to review the request.

(the section a-g formerly were numbered 1-6)

~~a. The~~ ***Both the*** student and instructor will be invited to attend the review ***hearing meeting. In accordance with BoR policy and UA regulation, neither party may be excluded from the review hearing.***

~~b. At the committee's discretion, witnesses for either party may be invited to testify at the review hearing.~~

~~c. Student dispute resolution proceedings will normally be closed. Requests for an open proceeding must be made by a party prior to the start of the proceeding. Such requests shall be granted to the extent allowed by law unless the committee's chair determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors. The meeting will be closed to outside participation, and~~

- d. Both the student and the instructor may be accompanied by a supporter ~~an advocate or representative~~. Supporters for the student or instructor may speak only at the discretion of the committee. Supporters shall not act as representatives.**
- e. Other matters of format will be announced in advance.**
- 3) f. The proceedings will be recorded and the recordings will be stored with the campus conduct office.**
- 4) g. The meeting *hearing* must be ~~informal, non-confrontational~~ and fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.**
- 7. The *committee will make its* final decision ~~of the committee will be made~~ in private by a majority vote.**
- ~~a. Actions which the committee can take if it accepts the student's allegation of arbitrary and capricious grading must be directed towards a fair and just resolution, and may include, but are not limited to, the following:~~
- ~~1) direct *request* the instructor to grade again the student's work *with oversight provided by* under the supervision of the department chair *or other faculty member appointed by the dean*;~~
 - ~~2) direct *request* the instructor to administer a new final examination and/or paper in the course;~~
 - ~~3) direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.~~
- a. ~~b.~~ The academic decision review committee proceedings will result in the preparation of written findings and conclusions. Conclusions will result in one of the following:**
- 1) the request for a grade change is denied.**
 - 2) the request for a grade change is upheld; the review committee requests the course instructor to change the grade; and the course instructor changes the grade in accordance with the University of Alaska Fairbanks rules and procedures.**
 - 3) the request for a grade change is upheld; the course instructor is either unavailable to change the grade or refuses to, and the review committee directs the dean/director to initiate the process specified by the University of Alaska Fairbanks rules and procedures to change the grade to that specified by the review committee.**

~~e.~~ *b.* A formal, written report of the decision ~~must~~ *shall* be forwarded to the student, instructor, department chair, dean, and registrar within five class days of the meeting.

~~d.~~ *c.* The decision of the committee is final.

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate endorses the UA Faculty Alliance request, stated in the letter from the Chair of Faculty Alliance dated February 18, 2018 to the Presidents of the UA Faculty Senates, to amend University Regulation R10.04.040.

Effective: Fall 2018

Rationale: UAF Faculty Senate moved to recommend changes to University Regulation R10.04.040 Section A, Categories for the Common Core of General Education Requirements, General Education Requirements, during meeting #229 as described in the letter from the Faculty Alliance. This motion to endorse the UA Faculty Alliance letter as a recommendation to enact all changes to University Regulation described in the letter, specifically including requested changes to R10.04.040 Section B, Credit Distribution for General Education Requirements, and Section C, Assumptions Regarding General Education Requirements for Baccalaureate Degrees.



Chris Fallen, UAF Faculty Senate President

The Chancellor: Approves Disapproves



Daniel M. White, UAF Chancellor

Date: _____

Faculty Alliance letter on Revisions to UA Regulation R.10.04.040



UNIVERSITY
of ALASKA

Many Traditions One Alaska

Date: February 15, 2018

To: Faculty Senate chairs
Faculty Alliance members

From: Faculty Alliance Chair, Lisa Hoferkamp

Subject: Revisions to UA Regulation R.10.04.040

Dear Governance Colleagues,

The General Education Requirement Coordinating Task Force (GER-CTF) along with disciplinary leads from all three UA universities and representatives from the Faculty Alliance (FA) met on the UAA campus from February 10 through February 11, 2018 at a GER Retreat to discuss what actions remain in order to complete the Board of Regent's (BoR) mandate to align GERs across the UA system. Among the GER courses that have not already been aligned, those for which reasonable modification will bring them into compliance with the alignment criteria set forth by the BoR were distinguished from those requiring unreasonable modification. It was agreed by attendees that between now and the end of faculty contracts, May 12, 2018, alignment of the former will be completed and the latter will be formally unaligned through changes in course number and title. Those in attendance at the GER Retreat agreed to make every possible effort to complete these tasks by May 12, 2018 such that the only task remaining after May 2018 is completion of curriculum committee process. The curriculum committees at each of the universities will process the necessary changes to the GER courses in AY18-19 with the expectation that aligned GERs will be entered into each university's AY

19-20 catalogue. The GER alignment work will be coordinated at each university by the disciplinary leads who will be responsible for reporting progress to that university's GER-CTF representative. The chair of the GER-CTF will report regularly to the FA. Through this line of communication, adherence to the agreed upon timeline will be encouraged and supported.

Changes to University Regulation R.10.04.040 regarding descriptions of GER categories, GER credit distributions and GER credit assumptions previously formulated by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015 were also discussed at the GER Retreat. The group considered potential benefits and impacts to each university resulting from the proposed revisions and unanimously agreed that the former generally outweighed the latter. It was agreed that the proposed revisions to University Regulation R.10.04.040 should be presented to the UAA and UAS curriculum committees and faculty senates through their Faculty Alliance representatives. The UAF faculty senate has already considered these revisions and passed a motion of support for subsequent action by the FA. If the UAA and UAS curriculum committees and faculty senates approve the revisions, a motion is requested from each of those senates stating curriculum committee and faculty support as well as approval for the FA to move forward with presenting the proposed revisions to the Academic Council. Please note that the motion requested from the UAA and UAS faculty senates should reflect thorough vetting at each university such that the three motions (UAA, UAF and UAS) demonstrate system-wide approval for the proposed revisions to UA R.10.04.040.

A succinct description of each of the proposed revisions followed by the original regulation with edits is appended to this letter. Please consider this request to present these documents to your faculty senates for distribution to curriculum committees and constituent faculty. Once adequately reviewed, please report to me each body's decision regarding a motion of support for presentation to the UA Academic Council.

Best Regards,

Lisa Hoferkamp

Digitally signed by Lisa Hoferkamp
DN: cn=Lisa Hoferkamp, o=University of Alaska
Southeast, ou=Natural Sciences,
email=lhoferkamp@alaska.edu, c=US
Date: 2018.02.17 09:40:41 -09'00'

Lisa Hoferkamp

Motion: The General Education Task Force 2017-18 proposes that UAA, UAF, and UAS Faculty Senates propose to the UA system president, via the Faculty Alliance, the following modification to University Regulation R.10.04.040.

Effective: Upon approval by all three institutions

Rationale:

The language in Board of Regents Regulation regarding the general education requirements (GERs) has not been revised since 1996. The descriptions in the regulations no longer clearly describe the GER categories in a way that is acceptable to the corresponding academic areas, the humanities description combines two categories. Changing the credit distribution among the categories enables the universities to determine how best to support their individual student populations. Finally, the option for students to use GERs to satisfy major and degree requirements not only allows for more flexibility, especially for students in credit-heavy majors, but it also allows departments to use GERs as recruitment courses for their programs.

While we recognize that separating courses into strict disciplinary buckets may not be ideal, we also recognize that revising and improving these disciplinary descriptions will be helpful to all three universities as they continue to revise their GERs.

In addition, having up-to-date language may be helpful to individual university GER committees, such as the UAF General Education Requirements & Core committee (GER&C), which bases its determination as to which courses are allowable into GER buckets on the language in the university regulations.

The language provided in this motion was developed initially by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015. The revisions were sent to Faculty Alliance in the report “Report on General Education Alignment across the UA System: A Proposal for Student Success” in May 2015 but were not forwarded to the president for consideration at that time. Simultaneously, this language was being considered in the UAF General Education Revitalization Committee; basically the same language, with the exception of the change from Quantitative Skills to Mathematics, was submitted to UAF Faculty Senate as part of the report “Proposal for Common Baccalaureate Requirements and General Baccalaureate Education at UAF” in March 2014. The Expanded General Education Task Force, comprised of the Statewide GER Task Force plus faculty members from UAA, UAF, and UAS serving as disciplinary leads for each of the GER categories, finalized the language that follows in the revised regulations at the General Education Task Force & Disciplinary Leads retreat in February 2018.

Specific commentary on changing subsection A: the consequences of the revision of each of the disciplinary categories:

- Oral Communication Skills:

- Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- **Written Communication Skills**
 - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- **Quantitative Skills/Mathematics**
 - This change would require UAA to change the title of one of its GER buckets. At all three universities, all courses that satisfy this GER requirement are mathematics and statistics courses (viewing statistics as a subfield of mathematics); this change would codify this current practice in university regulation.
- **Natural Sciences**
 - The proposed change *could* be interpreted to mean that natural sciences GER courses must include a laboratory to satisfy the “practice” component, but we don’t think it *must* have that interpretation. All UAF GER natural science courses have a lab.
- **Arts**
 - Currently, the description of arts courses is confusingly smushed in with the description of humanities courses. The new description would allow ‘skills’ classes into the GER (e.g., painting, drawing, sculpting, movie making, acting....) as long as there is some ‘academic discipline’ content. Currently only fine arts appreciation and fine arts history classes are allowed. Note that we choose the name “arts” rather than “fine arts” to recognize that there are various arts disciplines, such as creative writing, that are not traditionally recognized as “fine arts”.
- **Humanities**
 - This change clearly separates arts from humanities. Note that specific fields are not mentioned; this change to the language leaves open the contentious question of whether History is a social science (as at UAF) or a humanities (as at UAA).
- **Social Sciences**
 - Removing the requirement that social sciences be “broad survey courses”, which is required of no other category, would allow a greater diversity of acceptable GER courses in the social sciences.

Specific commentary on changing subsection B: minimum credit distribution

- University regulations should allow for as much flexibility as possible for each university, while maintaining a core of commonality across the three universities for general education.
- Moving ‘minimum’ to the heading saves repetition
- To satisfy their GER, students would be allowed to take one to three social science classes (possibly all in the same

discipline), one to three arts classes and one to three humanities classes; that is, 1 of each category plus 2 more of any. However, each university could choose to set stricter guidelines, with the proviso that---as in current practice---a student who had taken courses to complete GERs at one institution would be considered to have completed GERs at the other university.

- Currently (although not explicitly required by UA regulations) all three Universities require 2 natural sciences plus 1 mathematics (including statistics) class. The proposed wording change would not change this minimum requirement, although it would allow for flexibility in the future if desired.

Specific commentary on changing subsection C: assumptions

- Emphasizes the expectation that general education courses should be at the 100 and 200 level.
- Allows for more flexibility for majors and programs that want to include GER courses explicitly in their major requirements (e.g., calculus is required for engineering courses) while maintaining the credit requirements described in subsection B.

R10.04.040. General Education Requirements.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.~~ Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.

2. Written Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.~~ Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.

3. ~~Quantitative Skills~~ Mathematics

~~Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills and expose students to the theory, methods, and practice of mathematics as an intellectual discipline.; as well as skills in the manipulation and/or evaluation of quantitative data.~~

4. Natural Sciences

~~Courses that fulfill this requirement are those that provide the student with broad exposure and include general~~

~~introduction to the theory, methods, and disciplines of the natural sciences.~~

Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.

5. Arts

Courses that fulfill this requirement introduce the students to the methods and context of the arts as academic disciplines.

5.6. Humanities

~~Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.~~ Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

6.7. Social Sciences

~~Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.~~ Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B. Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/Social Sciences	15 3 credits minimum
<u>Arts</u>	<u>3 credits</u>
<u>Social Sciences</u>	<u>3 credits</u>
at least 3 credits in the arts	
at least 3 credits in general humanities	
at least 6 credits in the social sciences, from 2 different disciplines	
Quantitative Skills/Natural Sciences	10 credits minimum
at least 3 credits in mathematics	

at least 4 credits in the natural sciences, including a laboratory

<u>Mathematics</u>	<u>3 credits</u>
<u>Natural Sciences, including a laboratory</u>	<u>4 credits</u>

In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences

At least 3 more credits from among natural science and mathematics

Total general education credits: 34 credits minimum

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.
2. ~~Most requirements should~~ will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
3. ~~Credit may be counted towards general education or a degree major requirement, but not both. A student shall not use a single course to meet more than one general education category. However, general education courses may also satisfy degree or major requirements.~~
4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

Motion:

The UAF Faculty Senate endorses the 28-Feb-2018 letter from UAS Faculty Senate President, Dr. Megan Buzby, to the UA Board of Regents about the proposed plans for the Alaska College of Education. We concur with the concerns expressed in that letter. This endorsement will be delivered to the UA Faculty Alliance for consideration for transmission to UA President Johnsen.

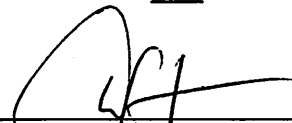
Effective: Spring 2018

Rationale: The letter from Dr. Megan Buzby was submitted to the UA Board of Regents (BoR) on 28 February 2018 as public testimony for the 1-2 March 2018 full BoR meeting, was acknowledged received at 4:48 p.m. on 2 March 2018, and was sent as response to a letter from UA President Johnsen to "education students, faculty, and staff" delivered to the UAS Chancellor's Cabinet on 26 February 2018 and subsequently to the UAS Faculty Senate Executive Board. The 26-Feb-2018 letter from UA President Johnsen requests feedback on the Alaska College of Education for discussion during the 1-2 March 2018 full meeting of the BoR.

The proposed Alaska College of Education and associated organizational changes affects all three universities in the UA system, with the Schools of Education at UAF and UAA proposed to be eliminated and their programs moved to other colleges within their respective universities. Inadequate time was provided to faculty, staff, students, and administrators at all three universities to solicit feedback and gather data regarding this potentially disruptive process at all three universities. In addition, students have expressed confusion to faculty about the proposed Alaska College of Education, with some apparently under the impression that students must travel to Juneau to pursue degrees in education. The UAF Faculty Senate has elaborated its own concerns with the decision and the decision-making process, and concurs with the concerns expressed in the letter from Dr. Buzby. The UAF Faculty Senate therefore requests that UA President Johnsen and the UA Board of Regents address those concerns.

DocuSigned by:
Chris Fallen
122BC915EF97462...
Chris Fallen, UAF Faculty Senate President

The Chancellor: Acknowledges Vetoes



Daniel M. White, UAF Chancellor

Date: 3/21/18

The 28-Feb-2018 Buzby letter to the UA Board of Regents
The 26-Feb-2018 Johnsen letter to "education students, faculty, and staff"

February 28, 2018

Dear distinguished members of the Board of Regents,

This letter is in response to President Johnsen's letter, dated February 26, 2018, regarding the latest proposal for the Alaska College of Education structure. It represents my personal opinion informed by numerous discussions I have had with UA faculty, staff, students, community members, and consultants involved with the University of Alaska system.

The changes now before you do not reflect what was approved in concept after Strategic Pathways Phase I in 2016. The President proposed and the Board approved a single college of education for the state of Alaska. The gradual changes being made to that proposal no longer represent one college. While I believe these changes were made to make the best of a flawed decision, it appears as though only names and locations were changed with the addition of an ineffective administrator split between two high priorities. I agree that creating the teacher education council is a wise decision.

Two Schools of Education at UAA and UAF and one branch of the Alaska College of Education at UAS – are still three schools of education, regardless of the title you give them. Whether you call the administrative positions over those entities Directors, Deans, or Executive Deans, they are still responsible for the accreditation of programs, the faculty overseeing those programs, and the students enrolled in those programs. They are still full-time jobs that require experience and expertise in higher education.

Changing the title of "Dean of the College of Education" to "Director of the School of Education" at both UAA and UAF will not decrease the workload nor the responsibility of that position. If the goal is to pay a director less than a dean, you create a situation of high turnover which is inconsistent with the President's 2025 goal. If no money is saved, what is the point of changing names?

A major concern I have over the Executive Dean position is the lack of distinction between the Statewide home for the AKCOE and the UAS AKCOE. This change will most negatively affect UAS students and faculty who will be given a dean that does not have time to address local needs. This position will be split among the priorities for the system of three universities (and many more locations across the state) and trying to manage the daily concerns and accreditation at UAS. I believe UAS needs a Dean and the system needs a chair for the Teacher Education Council. UA does not need an Executive Dean to micromanage three schools of education nor is it reasonable to expect a single person to do such a thing. In addition, the Executive Dean position, as outlined in President Johnsen's letter, has no authority over UAA and UAF schools of education. At best, this position is set up to be ineffective. At worst, the position is set up to make uninformed decisions that create problems rather than fixing them.

It has been stated that one of the reasons for establishing a single college of education stemmed from a concern for a single point of contact for K-12 administrators. This seems like a useful improvement, but these elaborate structural changes and the addition of an Executive Dean are not necessary to create a single point of contact. That duty could easily be assigned to an existing position.

Perhaps the biggest positive outcome that came from Strategic Pathways was an acknowledgement that the three universities need to communicate more and work together. Education is like every other program across the state in that it needs to improve communication. Given its size and importance statewide, I think the education programs and the state could benefit from such a council. However, improving communication does

not require an Executive Dean. Form the UA Teacher Education Council and rotate the chair among the three universities.

The other major concern I have over this proposal is the justification which stems from the currently low percentage of new teacher hires that are UA-educated in the state. Perhaps we should back up and consider why this hiring percentage is only 30%. There are many factors, but availability is an important one that will not be fixed by 2025. Enrollment in colleges and universities is down across the entire country. The number of people pursuing a degree in education is down across the entire country. The number of high school graduates is down in the state of Alaska. Now consider that the time it takes to complete an undergraduate degree is four years plus one more year to get a Masters of Arts in Teaching. That means we need to recruit record numbers of students from around the country to enroll in a teacher education program at UAA, UAF, or UAS by the year 2020 – that's 2 years from now. We would then need every single one of those students to earn their degree in five years and every single one of those students to apply for and receive jobs to teach in Alaskan schools. Do we really believe all this is possible in two years' time, simply because we changed the names of UAA and UAF Colleges of Education to Schools of Education and the name of UAS's School of Education to the Alaska College of Education? I do not. *Increase* the percentage of UA-educated new teacher hires, yes - but the state cannot hire people who do not exist.

The goal of 90 percent of new teacher hires to be UA-educated by 2025 is unattainable. What will we do when that goal is not met? All signs point to the new Executive Dean as the fall person. We will be hiring for this position again in 2025, if not before. The people that can make these changes are in the existing colleges and school of education. Mandate these units to increase their enrollment and graduates by an attainable amount. Take the money you save from hiring an executive dean to support their efforts.

In closing, I would like to remind us all that the simple solution is often the right one. Create a UA Teacher Education Council with membership from all three universities and outside stakeholders, but have the chair rotate among the three Education Schools/Colleges. Make that chair the contact person for the superintendents of the state. Support the existing colleges and school of education to achieve an attainable goal of more UA-educated teachers. We do not need an executive dean and we do not need an Alaska College of Education that looks and feels exactly like the system we have now – only less efficient.

I do realize these are challenging times and I very much appreciate your deliberations on this matter.

Sincerely,



Megan Buzby, PhD

Associate Professor of Mathematics at UAS
UAS Faculty Senate President

February 26, 2018

Dear Education Students, Faculty and Staff,

After numerous discussions with the Chancellors, I wanted to make you aware that the University of Alaska Board of Regents will discuss the proposed framework for establishing the Alaska College of Education when it meets in Fairbanks, March 1-2. The information that I will present at the board meeting about the Alaska College of Education can be found here:

[https://www.boarddocs.com/ak/alaska/Board.nsf/files/AWCTQV6A5199/\\$file/AKCOE%20Update%201%20Mar%202018%20RVSD%20Final.pdf](https://www.boarddocs.com/ak/alaska/Board.nsf/files/AWCTQV6A5199/$file/AKCOE%20Update%201%20Mar%202018%20RVSD%20Final.pdf)

The university is making good progress toward establishing a single college of education, and the change is crucial to creating a culture in Alaska that encourages education and promotes the value of the teaching profession.

Below is a summary of the proposed changes.

What will change:

- **The name:** The new name will be the Alaska College of Education (AKCOE), with administrative leadership from the University of Alaska Southeast (UAS). In addition to this statewide coordinating role, the AKCOE will be the academic home for UAS teacher education.
- **Leadership:** UAS is nearing completion of the search for an Executive Dean for the Alaska College of Education. The Executive Dean will work closely with the schools of education at UAA and UAF to coordinate and align programs and courses and to encourage innovation across the university system. The Executive Dean, working with the UA Teacher Education Council (see below) will have input on budgets, promotion/tenure, marketing, hiring of faculty positions, engagement with external partners, and alignment and coordination of programs statewide.
- **Reporting structure:** The action will eliminate two dean positions and place the UAA and UAF programs inside existing colleges. The College of Education at UAA will become the School of Education and be part of the College of Arts & Sciences; the School of Education at UAF will become part of the College of Natural Science & Mathematics. These Schools of Education will be led by directors.
- **UA Teacher Education Council:** The Executive Dean for the College will chair the council with administrative and faculty representatives from all three universities. The Council's charge will be to promote coordination, alignment, and innovation across the UA system.

What will not change:

- **Access and courses:** UAA, UAF and UAS will continue to offer education programs and have faculty and staff at their campuses to support students in their programs.
- **Degrees:** Students will continue to earn their degree from any of the three universities.
- **Accreditation:** To ensure that all UA students receive a quality education, each university will work to maintain its accreditation with the Council for the Accreditation of Educator Preparation (CAEP), the national education accrediting body. The Northwest Commission on Colleges and Universities will also be notified of the administrative changes at UAA, UAF and UAS.

- **Marketing**: The university system will continue to work to recruit more students and to promote the virtues of a career as an educator.
- **The university's goal**: Fill 90 percent of new teacher hires in Alaska by 2025 with a UA-educated teacher. Currently, 30 percent of new teachers hired in our schools each year are UA-educated.

What can you do?

- You can express your views to the Board of Regents. **Written testimony** is accepted at any time and is shared with the board and the president. Please submit to: ua-bor@alaska.edu.
- If you are in Fairbanks, you can attend the Board of Regents' public gathering and talk to the regents personally. The gathering is from 4:30 p.m. – 5:30 p.m. on Thursday, March 1 in the Globe Room, 215 Elvey Building on the University of Alaska Fairbanks campus.

Sincerely,

Jim Johnsen
President

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate moves to approve a new Bachelor of Applied Management degree, housed in the School of Management.

Effective: Fall 2018, upon all approvals

Rationale: The Bachelor of Applied Management (B.A.M.) degree will play a vital role in attracting new students, from around Alaska, to attend the University of Alaska Fairbanks while helping to achieve its enrollment growth goals. The B.A.M degree will be the first of its kind in the nation and has the potential to draw many new students.

The fully online Bachelor of Applied Management (B.A.M.) degree will give Alaskans, who have educational training in specific skill occupations and often accompanying work experience, the chance to continue their education. Students will be able to finish their four-year degree while continuing to work and obtain a degree that will allow them to become proficient middle-managers and supervisors in their chosen career fields. This unique, AACSB accredited business degree, offers students the opportunity to use their skills and degrees/certificates for academic and career growth. The B.A.M degree will also attract students outside of Alaska, which will enrich the program for Alaskan students and bring in additional revenue allowing the program to be financially sustainable. This degree will eventually be collaborative with the UAA College of Business and Public Policy, which plans to submit their program for review next AY and will allow the two business schools to lower their costs.

The B.A.M. degree is designed specifically for students who have a technical hands-on degree or certificate in fields such as mechanics, culinary arts, welding, healthcare, etc. and who are looking to develop management skills within their fields. Applied Management majors are desired in nearly every industry including, for example, aviation, automotive technology, hospitality and the growing field of healthcare. This desirability provides a unique opportunity as only a limited number of applied management bachelor degrees exist and many of those are located in for-profit institutions. The proposed degree would be even more exceptional as it would likely be the only AACSB accredited applied management degree in the nation.

The Alaskan workforce will experience gains as skill-based workers transform their management practices using a more educated approach. The relationship between the business community and the universities will be strengthened as more business leaders

earn four-year accredited degrees from the University of Alaska. Finally, the Alaskan population will benefit from an increased level of college-educated citizens.

Support:

UAA College of Business and Public Policy Dean Bogdan Hoanca- The proposed joint program will further strengthen the cooperation between the CBPP and the SOM, will better align our course offerings and will provide an opportunity for adults with technical and vocational training to gain management skills that will help them advance in their careers. This type of initiative directly supports President Johnsen's 65% by 2025 initiative (to get 65% of Alaskan workforce to have a postsecondary credential by 2025). We currently lack such an accredited program in Alaska, and I am confident it will be a useful addition to the menu of options available to Alaskans.

Carol Gering UAF eLearning supports development of the new BAM (Bachelor of Applied Management). We appreciate the School of Management's efforts to grow UAF enrollment through innovative new programs. We believe the BAM program will be effective in drawing new students to UAF; offering it online will make the degree accessible to working adults and non-traditional students who wish to grow their skills and advance their careers. eLearning commits to provide faculty development and instructional design support, as well as recruitment efforts and student service support.



Chris Fallen, UAF Faculty Senate President

See the attached program description:

Brief Statement of the Program:

The Bachelor of Applied Management (B.A.M.) online degree is designed for individuals who have completed 21-30 credit hours in an area of specialization or trade and aspire to assume middle management-level positions in their chosen field.

Applied Management majors are desired in nearly every industry including, for example, aviation, automotive technology, hospitality and the growing field of healthcare. This desirability provides a unique opportunity as only a limited number of applied management bachelor degrees exist and many of those are located in for-profit institutions. The proposed degree would be even more exceptional as it would likely be the only AACSB accredited applied management degree in the nation.

The online Bachelors of Applied Management degree provides students with the academic education required to be proficient middle-managers in their career fields. It offers students with degrees and certificates, not usually designed to fulfill the requirements within a bachelors program, the opportunity to use their skills and degrees/certificates for academic and career growth.

Objectives:

1. To expose students to a general management degree that can be used across non-traditional business disciplines.
2. To provide students the skills to be proficient and competent middle-managers in their career fields.
3. To provide students the opportunity for both career and academic growth by allowing them to use the skills they already possess and develop them into a baccalaureate degree.

Evaluation of objectives:

1. Academic performance.
2. The number of students who move to managerial roles after completing B.A.M. degree.

Relations to Purpose of the University:

- A. Educate: The degree is designed to further educate students who are interested in management and have a technical expertise in a trade.
- B. Research: Through course embedded projects, undergraduate students will develop and utilize real-life management skills. Students will have the opportunity to work with professors on real management projects.
- C. Prepare: This degree will prepare students for mid-level management positions in their current fields, something that is not currently available to students in Alaska. This degree is key to workforce development.

- D. **Connect:** The online format of the B.A.M. degree will allow students not only to connect with the instructor for classroom requirements but also to network with other students throughout the state and country. This networking will provide a better educational, and possibly an even better professional, experience for the student.
- E. **Engage:** B.A.M. is designed specifically to engage Alaskans, and other students across the nation, in continuing education outreach. The key feature of the program is to target students who would like to continue their education.

Plans for recruiting students:

Alaskan Students will be recruited through traditional means such as job fairs, high school visits and marketing campaigns. Additionally, lower-48 students will be recruited through the use of Articulation Agreements with two-year community colleges. The School of Management (SOM) already has an extensive network of articulation agreement with two-year colleges:

- Allen Hancock College- Santa Maria, California
- Central Texas College- Killeen, Texas
- Clackamas Community College- Oregon City, Oregon
- Coastline Community College- Fountain Valley, California
- Columbus State Community College- Columbus, Ohio
- Mount Hood Community College- Gresham, Oregon
- Rio Hondo College- Whittier, California
- Rogue Community College- Grants Pass, Oregon
- Salt Lake Community College- Salt Lake City, Utah
- Santa Ana College- Santa Ana, California
- Sinclair Community College- Dayton, Ohio
- Skagit Valley College- Mt. Vernon, Washington
- Truckee Meadow Community College- Reno, Nevada
- Red Rocks Community College- Lakewood, Colorado

Employment Market Needs:

This program was discussed extensively with the UAF School of Management Business Advisory Council (BAC) and well as the Accounting Advisory Board (AAB). This group is made up of business leaders, mainly from Fairbanks and Anchorage but also with representation from the Lower 48. Alaska Department of Labor and Workforce Development and the United States Department of Labor statistics were examined. Finally, business faculty from the University of Alaska Anchorage College of Business and Public Policy were also consulted.

Job opportunities:

Now:

From the UAF business advisory councils, there was widespread enthusiasm for the proposed B.A.M. degree as part of the SOM five-year strategic planning process. In addition, the Alaska Department of Labor and Workforce Development categorize General and Operations Managers as those who “plan, direct, or coordinate the operations of public and private sector organizations. Duties and responsibilities include formulating policies managing daily operations, and planning the use of materials and human resources.” This is a good description of the graduates of the B.A.M. program. The Alaska mean wage for this group is competitive at over \$50,000 annually. In total, the Alaska Department of Labor categorizes over 30,000 jobs that B.A.M. trained students would qualify for, however, this is a substantial understatement as it does not allow for the many students who would already be employed in a technical area and improving their business acumen (these statistics pertain just to Alaska.)

Currently, these positions are being filled by employees with no formal management skills or by managers that have little technical backgrounds in the field in which they are managing. The positions are often filled by employees with business degrees that do not have the technical background required to make them successful leaders in these fields.

Two years from now:

Extrapolating from the 10-year Alaska growth, a two-year growth would be approximately 1.3% new jobs, not counting the jobs opened up by workers retiring, or otherwise, leaving their position. The forecasted nationwide growth is 1.8%.

Five years from now:

Extrapolating from the 10-year Alaska growth, a five-year growth would be approximately 3.2% new jobs, not counting the jobs opened up by workers retiring, or otherwise, leaving their position. The forecasted nationwide growth is 4.5%.

Ten years from now:

Alaska Department of Labor and Workforce Development, for General and Operations Managers, forecasts a 6.3% ten-year rate of growth for this group of mid-level managers which slightly exceeds the 5.8% growth rate overall all occupations. Across the United States, the United States of Labor forecasts the ten-year job growth to be 9% in addition to workers that will need to be replaced as they retire, or otherwise, leave.

Facilities/Space Needs:

No new space is needed for the B.A.M. degree as it is a strictly online program and the B.A.M. courses will be strictly offered online.

Credit Hour Production:

Most all of the required courses are currently offered every spring and fall semester. Credit hour production from 100 sustainable students annually is approximately 3,000 a year.

Library/Media Materials, Equipment and Services:

None, as UAF Elmer E. Rasmuson Library already has management curriculum resources (i.e. texts, journals, databases).

Effects on enrollments elsewhere in the system:

This should have no negative effects on enrollments elsewhere in the system as it is specifically targeting students that do not have a current option for management degrees. It is very different than a B.B.A. degree which is designed for business-specific students and as such should have the ability to attract a much different type of student. It should have substantial positive effects for the Community and Technical College as this degree should be very attractive to its students earning trade focused certificates, endorsements and degrees.

This program will also increase enrollments at UAF for non-business courses and, as it will be a collaborative between UAF and UAA, will benefit the UA system.

Catalog Layout:

The B.A.M. degree requires a minimum of 120 credit hours. It is an online degree designed for students that have a technical hands-on degree or certificate in fields like mechanics, culinary arts, welding, healthcare, etc. that are looking to develop management skills within their fields. This degree is designed for students who already have a career that are looking on expanding their skill-sets to become mid-level managers in their next career step.

Minimum Requirements for Degree: 120 credits

Students must earn a C- grade or better in each course.

CODE	TITLE	CREDITS
	General University Requirements	
	Complete the general university requirements	
	General Education Requirements	
	Complete the general education requirements	

<u>MATH</u> <u>F122X</u>	Essential Precalculus with Applications	3
Bachelor of Applied Management (B.A.M.) program requirements:		
Complete 21-30 credit hours in a single specialized technical area or trade		21-30
<u>AIS F101</u>	Effective Personal Computer Use	1
<u>AIS F310</u> OR	Management of Information Systems	3
<u>AIS F316</u>	Accounting Information Systems	
BAM F352	Accounting and Finance	3
BAM F320	Management	3
<u>BA F308</u>	Professional Development: How to Prepare for a Job and Other Survival Skills	1
<u>BA F309</u>	Professional Development: Finding a Career	1
<u>BA F307</u>	Introductory Human Resources Management	3
<u>BA F330</u>	The Legal Environment of Business	4
<u>BA F323X</u>	Business Ethics	3
<u>BA F343</u>	Principles of Marketing	3

<u>BA F390</u>	Organizational Theory and Behavior	3
<u>BA F490</u> OR	Services Marketing	3
<u>BA F360</u>	Operations Management	
<u>ECON F227</u> OR	Introductory Statistics for Economics and Business	3
<u>STAT F200X</u>	Elementary Statistics	
<u>HSEM F416</u>	Cybersecurity Management	3
<u>HSEM F445</u>	Business Continuity and Crisis Management	3
<u>BAM F462</u>	Project Management	3
Electives		
Complete free electives as needed to meet 120 credits.		
Earn 39 credit hours at the 300 or 400 level		
Total Credits		68-77

Personnel

Name	Staff classification	Duties	Qualifications
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Margaret Keiper	Faculty	Teach courses in School of Management Develop new courses in School of Management Publish original research Serve on academic and administrative committees	Ph.D., Sport Administration
Amber Lammers	Admin Coordinating Personnel	Develop syllabi, coordinate curriculum changes and scheduling	M.B.A.
Kevin Berry	Faculty	Associate Dean, School of Management. Teaches courses in School of Management. Publishes original research.	Ph.D. Accounting
Nicole Cundiff	Faculty	Program Director-Business Administration Chair Assurance of Learning and Impact Committee Teaches courses in School of Management Publishes original research	Ph.D. Applied Psychology

Enrollment Information

Projected Enrollment: New Majors annually

- Year 1: 20
- Year 2: 40
- Year 3: 50
- Year 4: 40
- Year 5: 40

Projected sustained enrollment (100 majors)

How was projected/present enrollment determine? Who was surveyed and how?

Projections were based on many things including the figure that UA President Johnsen has often mentioned of 120,000 people in Alaska with some college education but no degrees. This program is also closely modeled after the UAF SOM online Bachelors of Emergency Management in which there are now over 200 majors. UAF SOM has already set up several articulations with two-year colleges across the nation and we would utilize those to draw students from the low-48 who would like an AACSB accredited B.A.M. degree but are often being shut out of college opportunities in their own states (e.g. California; currently, the HSEM

program has students from 28 states). This is a “proof of concept” that will work here. This degree has also been discussed extensively with the UAF SOM Student Advisory Council (SAC) and the students believe there will be a large demand for this program. Finally, a survey was sent out to all current students and alumni with the results coming back favorable.

We believe this program is sustainable with 100 students. UAA School of Business and Public Policy has indicated an interest to share costs through the sharing of online courses.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1= 20 new

Year 2= 20 new

Year 3= 20 new

Year 4= 20 new

Year 5= 20 new

Maximum enrollment which program can accommodate = 250

Resources Impact:

Resource Commitment

SOM is not requesting any new resources. It can start the program by leveraging its existing BA faculty. As the program grows resources will be supported from tuition.

Revenue and Expense Projection

Support Letters:

Dean UAA CBPP 1

Dean UAA CBPP 2

Former Student

Additional Forms:

BOR Action Request Form

BAM Degree Requirements

SLOA Plan

BAM Prospectus

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws.

Effective: Immediately

Rationale: The Graduate Academic and Advisory Committee has established a process for which Graduate Student members are selected and the Bylaws for the committee need to be updated to reflect this change.



Chris Fallen, UAF Faculty Senate President

See the attached bylaw changes:

[[]] = Deletions

Bold = Additions

UAF Faculty Senate Bylaws, Sect. 3 (ART V: Committees), Subsection H. PERMANENT

1. The Graduate Academic and Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial issues and dealings with other universities.

The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of Library, and the University Registrar are non-voting ex officio members. Graduate student representatives are appointed by the Dean of the Graduate School **[[.]] using the process established by the Graduate Academic and Advisory Committee and passed by the Faculty Senate in March 5, 2018.**

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate moves to establish a process for the selection of the two (2) Graduate Student members of the Graduate Academic and Advisory Committee.

Effective: Immediately

Rationale: According to the Faculty Senate bylaws, "The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of the Library, and the University Registrar are non-voting ex officio members. Graduate student representatives are appointed by the Dean of the Graduate School." <http://www.uaf.edu/uafgov/faculty-senate/about/faculty-senate-constituti/>

The purpose of this document is to establish an inclusive process by which graduate students select their representative(s), whose names are then sent to the Dean of the Graduate School for appointment to the GAAC.



Chris Fallen, UAF Faculty Senate President

See the attached process:

Process for Selecting Graduate Student Representatives on the Graduate Academic & Advisory Committee (GAAC)

Nomination and voting process

1. By the first Friday in March of each academic year, the Graduate School will solicit nominations from the entire graduate student body for the following academic year. Self-nominations are accepted. Each nomination should include the graduate student name, degree program, major, and no more than 100 words describing their background and interest in serving on the GAAC.

The email soliciting nominations will be sent to all graduate students registered for the current (spring) semester and previous fall semester. The Graduate School will request nominations within two (2) weeks of the date of the email.

2. After nominations are received, the Graduate School will set up a voting process and request that graduate student vote for their top two (2) choices within two (2) weeks of the date of the email. The names of the two (2) students receiving the most votes will be appointed to the GAAC by the Dean of the Graduate School. In the case of ties resulting in more than two students receiving the most votes, the Dean of the Graduate School will make the final decision.

The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

Motion:

The UAF Faculty Senate recommends the UA Faculty Alliance consider the following modification to University Regulation R10.04.040, subsection A:

Effective: Fall 2018

Rationale: The language in Board of Regents Regulation regarding the disciplinary categories has not been revised since at least 1996. The descriptions in the regulations no longer clearly describe the GER categories in a way that is acceptable to the corresponding academic areas, and in some cases (e.g., humanities) the descriptions combine two categories.

While we recognize that separating courses into strict disciplinary buckets may not be ideal, revising these disciplinary descriptions to work better while the three universities continue to work to revise their GER would be helpful.

In addition, having up-to-date language would be helpful to the General Education Requirements & Core committee (GER&C), since the language in the university regulations is the basis on which the UAF GER&C determines which courses are allowable into GER buckets.

The language provided in this motion was initially developed by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015. The revisions were sent to Faculty Alliance in the report “Report on General Education Alignment across the UA System: A Proposal for Student Success” in May 2015 but were not forwarded to the president for consideration at that time. Simultaneously, this language was being considered in the UAF General Education Revitalization Committee; basically the same language, with the exception of the change from Quantitative Skills to Mathematics, was submitted to UAF Faculty Senate as part of the report “Proposal for Common Baccalaureate Requirements and General Baccalaureate Education at UAF” in March 2014.

Specific commentary on the consequences of the revision of each of the disciplinary categories:

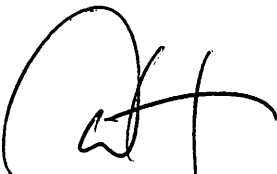
- Oral Communication Skills:
 - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Written Communication Skills
 - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Quantitative Skills/Mathematics
 - This change would require UAA to change the title of one of its GER buckets. At all three universities, all courses that satisfy this GER requirement are mathematics and statistics courses (viewing statistics as a subfield of mathematics); this change would codify this current practice in university regulation.
- Natural Sciences
 - The proposed change *could* be interpreted to mean that natural sciences GER courses must include a laboratory to satisfy the “practice” component. All UAF GER natural science courses have a lab.

- Arts
 - Currently, the description of arts courses is confusingly smushed in with the description of humanities courses. The new description would allow 'skills' classes into the GER (e.g., painting, drawing, sculpting, movie making, acting....) as long as there was some 'academic discipline' content. Currently only fine arts appreciation and fine arts history classes are allowed. Note that we choose the name "arts" rather than "fine arts" to recognize that there are various arts disciplines, such as creative writing, that are not traditionally recognized as "fine arts".
- Humanities
 - This change clearly separates arts from humanities. Note that specific fields not mentioned; this change to the language leaves open the contentious question of whether History is a social science (as at UAF) or a humanities (as at UAA).
- Social Sciences
 - Removing the requirement that social sciences be "broad survey courses", which is required of no other category, would allow a greater diversity of acceptable GER courses in the social sciences.



 Chris Fallen, UAF Faculty Senate President

The Chancellor: Approves _____ Disapproves



 Daniel M. White, UAF Chancellor

Date: 2/13/18

See the attached policy changes:

[[]] = Deletion
Bold = Additions

R10.04.040. General Education Requirements.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Skills

Courses that fulfill this requirement [[are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice]] **provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.**

2. Written Communication Skills

Courses that fulfill this requirement [[are those which emphasize the acquisition of English language skills in organizing and communicating.]] **provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.**

3. ~~[[Quantitative Skills]]~~ **Mathematics**

Courses that fulfill this requirement [[are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data.]] **expose students to the theory, methods, and practice of mathematics as an intellectual discipline, rather than focusing on rote computation.**

CF

4. Natural Sciences

Courses that fulfill this requirement [[are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.]] **introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.**

5. Arts

Courses that fulfill this requirement introduce the student to the methods and context of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.

~~[[5]]~~6. Humanities

Courses that fulfill this requirement [[are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.]] **introduce the student to the theory, methods,**

and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

[[6]]7. Social Sciences

Courses that fulfill this requirement [[are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.]]— introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

MOTION:

The UAF Faculty Senate moves to approve a new Bachelor of Sport and Recreation Business degree, housed in the School of Management.

Effective: Fall 2018, upon all approvals

Rationale: The Bachelor of Sport and Recreation Business (BSRB.) degree will play a vital role in exciting new students, from around Alaska, the nation and the world, to attend the University of Alaska Fairbanks while helping to achieve its enrollment growth goals. The BSRB. degree will be the first of its kind in Alaska and has the potential to draw many **new** students, including many that will reside on campus, helping to fill underutilized dorms, and those that will attend (or partially attend) from distance.

The program will contribute to the mission of the University of Alaska through the dissemination of knowledge which prepares our graduates to succeed as leaders, professionals, responsible global citizens, and lifelong learners. The projected growth in the art, entertainment, recreation, and tourism industries by the United States Department of Labor shows great potential for graduates. Initially, the degree will be launched with two concentrations (Sport Management and Recreation Management), but the potential to offer further concentrations in the future exists.

Support:

- UAF eLearning recognizes the initiative SOM has shown in developing new academic programs with appeal and relevance for professionals. We appreciate SOM's efforts to create innovative programs that will attract new students to UAF. We are happy to partner with SOM to develop and deliver quality online programs. UAF eLearning pledges instructional design, faculty development, and marketing support for the proposed BSRB.
- DRAW is excited about the opportunity to work with BSRB to capitalize on Alaska's natural beauty and a unmet demand for students to do an intensive summer study in outdoor recreation. - Mark Oldmixon, Director of DRAW. Outdoor Adventures would be thrilled to share our expertise in outdoor recreation management and facilitate a summer intensive study program for this new major. - Brandon Worthington - Coordinator of Outdoor Adventures
- The Applied Business and Applied Accounting (ABUS) program believes that the new BSRB program will be a valuable addition to UAF, and we support the School of Management's effort in creating this new and innovative program. It is our firm belief that the BSRB's relevant, practical nature will draw students from inside and outside of Alaska.
- The economics program faculty strongly support the proposed B.S.R.B degree and view its approval as critical to rebuilding the economics program within the School of Management. Our colleagues have taken care to incorporate our courses within the design of program. This will provide a new opportunity for us to show students the value of study in our field. We hope to leverage these kinds of opportunities for enrollment growth as we develop a new concentration. Joe Little, Ph.D. -Economics M.S. Program Director

DocuSigned by:
Chris Fallen

122BC915EF97402...

Chris Fallen, UAF Faculty Senate President

Brief Statement of the Program:

Bachelor of Sport and Recreation Business will prepare students for careers on the business side of sport, recreation, and/or tourism. The program emphasizes the critical business areas including accounting, marketing, management, economics, and finance applied to the sport, recreation, and tourism industries. The combination of business, leadership, and hands-on education are what set our students up to make an immediate impact within an organization.

Objectives:

1. Apply traditional business management concepts to major issues facing sport, recreation, and tourism managers.
2. Prepare students with a knowledge base and competencies to foster an understanding of the sport, recreation, and tourism industries.
3. Development of oral, written, research, career preparation, and interpersonal skills required for successful careers in sport, recreation, and tourism.
4. Utilize in-classroom and outside the classroom experiences to develop globally minded sport, recreation, and tourism professionals.

Evaluation of objectives:

1. Course-embedded direct, summative assessment including exams, research papers, and final projects.
2. Course-embedded direct, formative assessment including self-assessments, discussion, and strategic questioning.
3. Program-level indirect measures such as student surveys and alumni surveys.

Relations to Purpose of the University:

- a) Educate: Students within the BSRB program will be exposed to both business and sport, recreation and tourism management focused undergraduate courses.
- b) Research: Through course embedded projects undergraduate students will develop and utilize research skills. Students will also have the opportunity to work with professors on research projects outside of the classroom.
- c) Prepare: The BSRB program is grounded in career development. Students will be gaining practical experience in every course as well as career development and exploration skills throughout the program.
- d) Connect: The BSRB program will connect Alaskan communities through research as well as the program itself has the potential to attract students from all over the state of Alaska.
- e) Engage: The BSRB program will partner with sport, recreation and tourism organizations and small businesses for experiential learning projects, guest speakers, student recruitment, and research projects.

How does the program relate to research or service activities? Contributions to research or service. Benefits from research or service activities:

The BSRB Program (referred to with the SPRT designator) will have a significant impact on research activities.

Over the last two years, SPRT-aligned faculty have developed and founded the SOM Virtual Reality (VR) Lab, obtained over \$175,000 in research awards, and successfully advised the school's first Undergraduate Research and Scholarly Activity (URSA) funded student project, ultimately leading to a conference presentation and published journal article. GCI is showcasing the VR lab at the 2018 Alaska Society for Technology in Education annual conference at Anchorage which will be attended by 400-600 education technologists/leaders from all around the State. The VR lab was also demonstrated at the 2nd annual Careers of Science and Math Opportunity Summit (COSMOS) at UAF.

In a fiscal climate charged with UA-System collaboration, the BSRB Program will do just that as there are meetings scheduled with the UAA College of Business and Public Policy to discuss future collaboration options. One example is a research partnership with the UAA Institute of Social and Economic Research

(ISER) to investigate the economic impact of losing a professional sport franchise with the relocation of the Alaska Aces Ice Hockey club. Additionally, future research and curriculum collaboration will be discussed looking at the future of sport in Alaska (e.g. extreme sport, virtual reality sport consumption, tourism, and franchise survival)

The BSRB Program will also have a high impact on service activities. The UAF School of Management's SPRT-based curriculum has already had a positive presence within the UAF community, off-campus events, and community schools. Every semester, faculty can be seen speaking at local schools about career options and channels for students interested in pursuing sport- and recreation-based careers. Additionally, community organizations such as Explore Fairbanks have expressed interest in acquiring student interns and working with the School of Management on practical classroom projects to benefit the local economy through tourism. This program will serve to recruit for UAF as a whole. This month, one of our SPRT faculty is working with the Athletic Director at Hutchison, to bring 100 high school athletes, who will be in a basketball tournament at Hutch, on campus to visit and hear about UAF programs.

Plans for recruiting students:

The School of Management currently has articulation agreements and overarching memorandum of understandings (MOUs) between several schools in the lower 48 that also have sport, recreation, or tourism associate degrees. The SPRT program plans to expand the current MOUs to include articulation agreements for those degrees into the BSRB degree. The schools that SOM currently has MOU or are working on finalizing MOUs are:

- Allen Hancock College- Santa Maria, California
- Central Texas College- Killeen, Texas
- Clackamas Community College- Oregon City, Oregon
- Coastline Community College- Fountain Valley, California
- Columbus State Community College- Columbus, Ohio
- Mount Hood Community College- Gresham, Oregon
- Rio Hondo College- Whittier, California
- Rogue Community College- Grants Pass, Oregon
- Salt Lake Community College- Salt Lake City, Utah
- Santa Ana College- Santa Ana, California
- Sinclair Community College- Dayton, Ohio
- Skagit Valley College- Mt. Vernon, Washington
- Truckee Meadow Community College- Reno, Nevada
- Red Rocks Community College- Lakewood, Colorado

Also, we would look at the following:

- Two year colleges with a large number of athletic programs (over 500 National Junior College Athletic Association Institutions)
 - Two year colleges with large enrollment numbers
 - Two year colleges with sport /recreation management specific programs already established
 - Two year existing connections – LSU- Eunice, Santa Ana, Michigan CC's

Employment Market Needs:

All statistics are from the Bureau of Labor Statistics and the Alaska Department of Labor and Workforce Development. There are also letters included in this packet from local leaders in sport, recreation, and tourism from Fairbanks in support of the program.

- Bureau of Labor Statistics (BLS) identified Recreation Workers as having an estimated 108,000 jobs open between 2014-2024 and a faster-than-average growth throughout the U.S.
- Coaches and scouts are anticipated to have 99,400 job openings between 2014-2024
- Sales positions have the most openings within the sports industry out of all positions. Sales representatives/managers are anticipated as having a faster-than-average growth nationwide according to the BLS from 2014-2024

Job opportunities:

Now:

From the Bureau of Labor Statistics for the Arts, Entertainment and Recreation Sector which includes wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons:

- Current Employment 2,278,000
- Average wage in recreation in Alaska \$47,160 as of July 2017
- Current Job Openings 87,000 as of July 2017
- In Alaska, it is a small, but very visible industry. Job opportunities have grown in this industry 23% over the past decade (Alaska Department of Labor and workforce Development)

From the National Association of Colleges and Employers (NACE) 2016 Survey:

- Employers anticipated in 2016 they would hire 11% more recent college graduates in 2017
- Retail, Miscellaneous Professional Services and Management, all of which would contain sport, recreation, and tourism management professions indicated a good to very good job market rating in 2016
- The highest degree in demand by broad category is business (75.6% of respondents)

Two years from now:

The “bright outlook” occupations listed below are predicted to have faster-than-average growth, as identified by the Bureau of Labor Statistics. “Bright outlook” means the occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.

- Recreation Workers
- First line Supervisors and Spa Managers
- Meeting, Convention and Event Planners
- Sales Managers, Marketing Managers, Facility Managers are all relevant for sport management targeted careers.

Five years from now:

10.8% overall increase from 2014-2024 projected for Leisure and Hospitality Industry in Alaska and 10% higher than average growth in Arts, Entertainment and Recreation industries nationwide

Alaska-Specific for Arts, Entertainment and Recreation from Alaska Department of Labor and Workforce Development, Research and Analysis Section.

- 7.3% anticipated growth in Alaska for Lodging Managers
- 5.6% anticipated growth in Alaska for Meeting, Convention and Event Planners
- 5.8% growth for Coaches and Scouts
- 16% of those working in these industries are self-employed, the largest self-employment percentage among all Alaska Industries which emphasizes the need for business savvy entrepreneurs

Ten years from now:

- 10.8% overall increase from 2014-2024 projected for Leisure and Hospitality Industry in Alaska
- Arts, Entertainment, and Recreation Industry anticipated 10.9% projected change in employment from 2014-2024 in Alaska
- Recreation Workers in U.S. (from Bureau of Labor Statistics)
- 10% higher-than-average growth from 2014-2024 projected
- Anticipated employment change from 2014-2024 = 38,900 job

Facilities/Space Needs:

No new space is needed for the BSRB Program, as this program further maximizes the use of UAF SOM classroom space and research space (i.e. SOM Virtual Reality Lab)

Credit Hour Production:

Four SPRT 200- or 400-level courses will be offered per semester on a rotating basis, providing students with 12 semester credits and eligibility for full-time financial aid. Total UAF credit hour production for all school and colleges from 150 sustainable students annually is approximately 4,500 a year.

Library/Media Materials, Equipment and Services:

None, as UAF Elmer E. Rasmuson Library already has SPRT curriculum resources (i.e. texts, journal databases).

Catalog Layout:

The Bachelors of Sport and Recreation Business (BSRB) requires a minimum of 120 credit hours. The BSRB will provide academic preparation and sought-after, critical education necessary for entry-level careers in the sport and recreation industries. This degree will also serve as a capstone program for students with relevant two-year associate degrees in sport and recreation management who wish to continue an education into a four-year business program, such as the Bachelor of Sport and Recreation Business degree at SOM.

Concentrations: Sport Management and Recreation Management, Minimum Requirements for Degree: 120 credits, Students must earn a C- grade or better in each course.

General University Requirements

Complete the general university requirements

[General Education Requirements](#)

As part of the general education requirements, complete:

<u>SPRT F281X</u>	Introduction to Sport Management
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BSRB Degree Requirements

Complete the BSRB degree requirements.

Program Requirements

<u>SPRT F280</u>	Sport Leadership	3
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<u>SPRT F483</u>	Sport Sales	3
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<u>SPRT F484</u>	Legal Aspects of Sport and Recreation Management	3
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<u>ACCT F261X</u>	Principles of Financial Accounting	3
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<u>BA F307</u>	Introductory Human Resources Management	3
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<u>BA F343</u>	Principles of Marketing	3
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<u>SPRT F482</u>	Sport Marketing	3
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Additional 12 credits of ACCT, BA, ECON, HSEM, SPRT, or additional concentration courses as approved by advisor		12
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Concentrations

Choose one or more from the following concentrations:		9
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Sport Management

Recreation Management

Electives

Electives may be taken to meet 120 credits

Total Credits

42

Concentrations

SPORT MANAGEMENT

Select 9 credits from the following:

9

SPRT F481 Entertainment and Sport Event Management

SPRT F491 Sport Analytics

BA F443 Social Media Marketing

BA F436 Consumer Behavior

HSEM F301 Principles of Emergency Management and Homeland Security

PSY F337 Sport Psychology

Total Credits

9

RECREATION MANAGEMENT

Select 9 credits from the following:

9

SPRT F485 Sport and Recreation Facilities

BA F317 Employment Law

BA F360 Operations Management

BA F490 Services Marketing

NRM F365 Principles of Outdoor Recreation Management

RD F268 Rural Tourism: Planning and Principles

Recreation (RECR) electives ¹

Total Credits 9

¹ No more than 3 credits of Recreation (RECR) courses may count toward the concentration.

Personnel directly involved with program:

Name	Staff classification	Duties	Qualifications
Joshua Lupinek	Faculty	Teach courses in School of Management Develop new courses in School of Management Publish original research Serve on academic and administrative committees	Ph.D., Sport Administration
Margaret Keiper	Faculty	Teach courses in School of Management Develop new courses in School of Management Publish original research Serve on academic and administrative committees	Ph.D., Sport Administration
Amber Lammers	Admin/Coordinating Personnel	Develop syllabi, coordinate curriculum changes and scheduling	M.B.A.

Enrollment Information

Projected new enrollment:

- Year 1 = 15 Majors
- Year 2 = 25 Majors
- Year 3 = 30 Majors
- Year 4 = 35 Majors
- Year 5 = 40 Majors (project sustained enrollment 150 Majors)

How was projected/present enrollment determine? Who was surveyed and how?

Projected enrollment is based on our current enrollment of 30 students in SPRT 281 Introduction to Sport Management, matching UAF enrollment trends for the HSEM degree, extensive research into Sport and Recreation programs nationally, student surveys (see attached), the existing marketing channels that SOM has developed for recruiting, discussions with the SOM Business Advisory Council, Accounting Advisory Board, and the Student Advisory Council, and support statements of students.

The enrollment highlight of the BSRB. Program is that this new program has the potential to attract a high percentage of new/unique students who would not otherwise attend UAF. Relationships for articulation agreements are already in place through the School of Management's Bachelors of Emergency Management (B.E.M.) program and discussions have started to coordinate with UAF's Department of Recreation, Adventure, and Wellness (DRAW) for a hands-on summer outdoor recreation management option that will attract and retain new students. This BSRB/DRAW summer program will aid in program growth and visibility as participation will be open to non-UA System students as well.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

- Year 1= 10 new
- Year 2= 15 new
- Year 3= 20 new
- Year 4= 20 new
- Year 5= 20 new

Maximum enrollment which program can accommodate = 25/semester, 50/annually

[Survey Results](#)

[Letter of support 1](#)

[Letter of support 2](#)

[Letter of support 3](#)

Resources Impact:

[Resource Commitment](#)

SOM is not requesting any new resources. It can start the program by leveraging its existing two SPRT faculty and other BA faculty. As the program grows resources will be supported from tuition.

[Revenue and Expense Projection](#)

Attached are estimates for the first year (AY19) with a projected 15 new full-time majors and for AY24 with a projected 120 majors. At the sustained 120 students, programs outside of SOM would be able to support two new full-time faculty and adjuncts to teaching the remaining sections. SOM would be able to support one new faculty and adjuncts for the remaining courses. At this point SOM would likely need to start thinking about adding a second new faculty member but the additional revenue over expenses would only partially cover this. However, by this point we would hope to have private donations, or other innovative means, to support a second faculty. Also, if UAF moves to a 80% tuition recovery rate for Schools and Colleges that will help SOM, and all other programs, recover additional revenues from the BSRB to cover expenses. These are only rough ballpark estimates as the composition and success of the students (first-year vs. transfer, on campus vs. off, the extent that existing courses may not be a full capacity, retention and graduation rates) will affect these estimates. Finally, even if costs are just covered, this campus desperately needs revitalization of its student population with new students to

maintain an equitable share of legislative general funds via UAA and also, in general, for the overall health of the campus.

Additional Forms:

[BOR Action Request Form](#)

[SLOA Plan](#)

The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws.

Effective: Immediately

off 5

Rationale: The Committee on the Status of Women believe^s the bylaws should be updated to better articulate their activities, objectives, and membership.



Chris Fallen, UAF Faculty Senate President

See the attached bylaw changes:

[[]] = Deletions

Bold = Additions

UAF Faculty Senate Bylaws, Sect. 3 (ART V: Committees), Subsection H.

6. The purpose of Committee on the Status of Women is to monitor the status of women faculty at UAF and to work proactively for gender equity **and empowerment of women**.

Such actions ~~[[will]]~~ may include, but are not limited to: ~~[[Maintaining lists of women faculty with hire, tenure and promotion dates;]]~~ Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including facilitating workshops on mentoring, promotion and tenure, negotiating techniques, providing venues for networking, collaboration and advocacy, and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

Membership will consist of ~~[[ten]]~~ **nine** members, at least one of whom will be a senator, **and** eight to be elected at large from among UAF faculty~~[[, and the Coordinator of the Women's Center]]~~.

The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2018-2019 meetings.

Effective: Fall 2018

Rationale: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

2018-19 Faculty Senate Meetings
Wood Center Carol Brown Ballroom

Meeting	Date	Day	Time
#233	September 10, 2018	Monday	1:00-3:00 PM
#234	October 8, 2018	Monday	1:00-3:00 PM
#235	November 5, 2018	Monday	1:00-3:00 PM
#236	December 3, 2018	Monday	1:00-3:00 PM
#237	February 4, 2019	Monday	1:00-3:00 PM
#238	March 4, 2019	Monday	1:00-3:00 PM
#239	April 8, 2019	Monday	1:00-3:00 PM
#240	May 6, 2019	Monday	1:00-3:00 PM


Chris Fallen, UAF Faculty Senate President

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to amend the policy on transfer of credits as follows:

Effective: Fall 2018

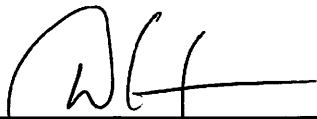
Rationale: The following reasons are submitted as the basis for amending the AA/AS waiver policy:

1. We currently accept a baccalaureate degree from a regionally accredited school as fulfilling our core/GER.
2. We accept an AA/AS from a regionally accredited school as fulfilling the lower division parts of the core/GER.
3. General education requirements are substantially the same across all the regional accrediting bodies.
4. Transfer programs are specifically designed by the granting institutions to allow students to be directly placed into 4-year institutions with an understanding that the core/GERs would transfer, such programs are not necessarily identified as 'AA' or 'AS' and thus do not fall under existing regulations.
5. As the policy currently stands it is frequently difficult for others (advisors, recruiters, etc.), without consulting the Office of the Registrar, to assure transfer students with these degrees that they will receive general education waivers.
6. If there is an easily understood policy in place, with a minimum of restrictions, it will make it easier for UAF's schools and colleges to develop MOUs with other institutions.
7. Some of the waivers currently being requested can be very labor intensive for the Registrar's office to facilitate.
8. The Registrar's office wants to produce transfer credit evaluations as quickly as possible so students can decide if they want to come to UAF or go elsewhere, or so they can work with their advisors to get registered. Given the current limitations it is difficult to complete the transfer core/GER waiver portion of the evaluation in a timely fashion.



Chris Fallen, UAF Faculty Senate President

The Chancellor: Approves Disapproves



Daniel M. White, UAF Chancellor

Date: 12/11/17

See the attached policy changes:

BOLD CAPS = Addition

[[]] = Deletion

The following regulations apply to transfer of credit:

1. Students are eligible for transfer of credit when they have been admitted to an undergraduate degree or certificate program.
2. The applicability of transfer credit to a student's major and/or minor requirements is subject to approval by the major and/or minor department. Transfer students must fulfill the UAF graduation and residency requirements, including those specific to their programs.
3. Undergraduate credits earned at the 100 level or above with a C- grade or higher at institutions accredited by one of the six regional accrediting agencies will be considered for transfer. Transfer credit is not granted for courses with doctrinal religious content or for graduate courses (for undergraduate programs).
4. Transfer credit is awarded for courses in which the student received grades of C- or better. Instructor permission may be required for purposes of registration if the transfer credit courses have not satisfied the prerequisite requirements.
5. Any student who has completed a bachelor's degree from a regionally accredited institution will be considered to have completed the equivalent of the baccalaureate general education requirements, the Associate of Arts general education requirements and the Associate of Science general education requirements when officially accepted to a bachelor's, Associate of Arts or Associate of Science program at UAF. These students will also be considered to have completed the communication, computation and human relations requirements for the Associate of Applied Science and the certificate.
6. Any student who has completed an Associate of Arts or an Associate of Science degree from a regionally accredited institution will be considered to have satisfied the UAF general education requirements.
7. **ANY TRANSFER STUDENT WHO HAS COMPLETED AN ASSOCIATE DEGREE AT A REGIONALLY ACCREDITED INSTITUTION, WHICH WAS SPECIFICALLY DEVELOPED FOR TRANSFER TO A 4-YEAR INSTITUTION, WILL BE CONSIDERED TO HAVE SATISFIED THE UAF GENERAL EDUCATION REQUIREMENTS.**
8. Any transfer student who has completed the baccalaureate general education requirements at any regionally accredited four-year institution will be considered to have completed the baccalaureate general education requirements at UAF. The student is responsible for providing an official statement and documentation certifying general education requirements completion at the previous institution

[END MOTION HERE]

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to amend the policy on course withdrawal as follows:

Effective: Fall 2018

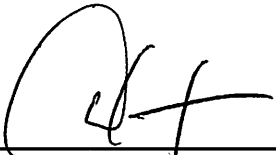
Rationale: To date, UAF students have been required to use a paper form to withdraw from a course between the drop deadline and the withdrawal deadline (at which point the student receives a "W") because of the requirement that the student must obtain an advisor's signature. Students have been able to register and add and drop courses using UAOnline since 1998. However, due to limitations of Banner and the fact that it is shared with UAA and UAS, it has not been possible to build a withdrawal workflow that conforms to UAF's mandatory advising model. UAF's paper process stands out as an anachronism in 2017, especially with students who expect to take care of business transactions online. Students who are taking classes at more than one MAU have the experience of being able to withdraw from their UAA and UAS sections without an advisor's signature but not their UAF sections. Students who are taking classes via eLearning still have to get an advisor's signature on a paper form to withdraw from a class. Students who try to withdraw on the deadline date are frustrated to be told they have to track down their advisor, who may or may not be available to meet, and bring the form back. The first day after the deadline, there are always several students queued up at the registrar's office explaining that they couldn't get the signature and get the form back before 5:00 p.m.

Faculty Senate has been unwavering in its affirmation of the value of mandatory advising for all degree- and certificate-seeking students. This proposal is not intended to abrogate our commitment to that ideal. However, most advisors will agree that we would never actually *deny* students' requests to withdraw; the requirement for advisor approval is more a mechanism to ensure an important conversation happen. This proposal will require students to pause and consider the possible negative ramifications of withdrawing and hopefully will prompt a conversation with an academic or financial aid advisor if they have any question or doubt. We also recognize that we, as advisors, can only urge our students to consider the consequences of their choices. Ultimately, they have the right and the responsibility to make their own decisions regarding course enrollment and withdrawal.

Finally, we wish to update the formal policy language regarding withdrawals to conform with the UA Common Calendar.

DocuSigned by:
Chris Fallen
122BC915EF8746Z
Chris Fallen, UAF Faculty Senate President

The Chancellor: Approves Disapproves



Daniel M. White, UAF Chancellor

Date: 12/11/17

See the attached policy changes:

BOLD CAPS = Addition
[[]] = Deletion

Part 1

Withdrawing from a Class --

If you withdraw from a class after the **DROP DEADLINE AS ESTABLISHED IN THE UA COMMON CALENDAR** [[third Friday after the first day of instruction]], a grade of "W" will appear on your academic record. The "W" grade does not affect your GPA. The last day you can withdraw from a class is **ESTABLISHED BY THE UA COMMON CALENDAR COMMITTEE AND IS USUALLY THE TENTH** [[the ninth]] Friday after the first day of instruction.

Faculty Initiated Withdrawal/DROP--

If you do not meet the prerequisites for a course in which you have enrolled, or if you have not participated substantially in the course, the faculty member teaching that course has the right to withdraw you from the class by the **WITHDRAWAL DEADLINE AS PUBLISHED IN THE UA COMMON CALENDAR** [[ninth Friday after the first day of instruction]]. If you are withdrawn from a class after the **DROP DEADLINE AS PUBLISHED IN THE UA COMMON CALENDAR (USUALLY THE SECOND** [[third]] Friday after the first day of instruction), a grade of "W" will appear on your academic record. Faculty-initiated withdrawals previous to the **DROP DEADLINE** [[third Friday after the first day of instruction]] will be treated as a dropped class.

Part 2

Allow withdrawing at UAOnline:

Allow students to withdraw using UAOnline, without advisor approval, with the advent of a pop-up that the student must acknowledge before finalizing the withdrawal. The pop-up will describe some of the possible negative consequences of withdrawing, and will encourage the student to meet with their advisor if they have any questions or concerns. Finally, the pop-up will give the student an option to cancel the withdrawal.

Are you certain that withdrawing from a class is the best option for you?

UAF recommends that you consult with your instructor, academic advisor, and financial aid office before withdrawing to understand the possible consequences and to determine if you have other options.

Withdrawing after the add-drop period can impact you in several ways including:

- Receiving a 'W' grade on your transcript.
- You may be required to return financial aid already received.
- You may lose your scholarship.
- You will not receive a refund of tuition or fees owed to the university.
- Impacting your eligibility for on-campus housing
- Impacting your Satisfactory Academic Progress (SAP) position, which may impact future financial aid eligibility.

If you understand the consequences and wish to continue withdrawing from a class at this time, click "I agree." Otherwise, click "Cancel" and contact your academic advisor or the financial aid office for assistance.

<< I AGREE TO WITHDRAW >>

<< CANCEL >>

Part 3

Students in official programs that require a specific minimum number of credits may be blocked from withdrawing online. These students will be required to get special permission from the coordinator of their program in order to withdraw from any classes. Examples of student categories with restricted access to online registration are: student-athletes, international students on F or J visas, and graduate students with TA or RA funding.

[END MOTION HERE]

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to update the incomplete grade policy to: 1) clarify the faculty's obligation to communicate outstanding requirements to the student; and 2) establish a formal option and process for extension beyond one year.

Effective: Fall 2018

Rationale: Several times per semester, faculty request to extend beyond one year the time allowed for a student to make up work for an Incomplete. This request is made in writing to the Registrar, who almost always approves them, sometimes in consultation with the Provost. However, the current policy states that an Incomplete becomes F at the end of one year and makes no mention of extensions. Technically, under current policy, no extensions are allowed.

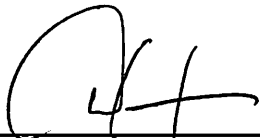
In preparing this motion, the Registrar surveyed UAA, UAS and UAF's peer institutions as defined by PAIR.

- UAA and UAS both allow one year for an Incomplete to be graded. If not graded within one year, the Incomplete remains permanently on the student's record.
- Of 11 peer institutions,
 - Six allow one year for completing the Incomplete.
 - Five designate time periods of less than one year for completing an Incomplete.
 - Seven designate F as the default grade if the Incomplete is not made up during the allowable time frame.
 - Five allow extensions beyond the original allowable time frame. Usually there is some kind of approval required (e.g. department chair and/or dean). Only one of the institutions that allow extensions is on the 1-year list. The other four institutions which allow extensions do so after shorter periods (such as the end of the next regular semester.)
 - Six out of the 11 institutions DO NOT ALLOW any extensions at all.
- Of 9 "aspirational" peer institutions,
 - Only one allowed a full year to make up Incompletes. The other nine allow shorter periods of time, such as the end of the next regular term.
 - The one school that allows a year DOES NOT allow extensions beyond one year.
 - Of the nine schools that allow time periods shorter than one year, five DO allow extensions. However, the total time allowed, including the original Incomplete window and the extension, is most often still less than one year.



Chris Fallen, UAF Faculty Senate President

The Chancellor: Approves Disapproves



Daniel M. White, UAF Chancellor

Date: 12/11/17

See the attached policy changes:

[[]] = Deletions

BOLD CAPS = ADDITIONS

The letter grade "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in the case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade. The Deferred grade (DF) should be used for those cases when a student is unable to complete a course due to institutional reasons, such as breakdown of laboratory equipment.

[[The instructor will also include a statement of the work required of the student to complete the course at the time the "I" grade is assigned. A copy of the notice of the Incomplete grade will be sent to the dean of the school or college in which the course is given. *An instructor intending to assign a grade of 'I' will make a concerted effort to contact the affected student and secure the student's acknowledgement of the conditions.*]]

NORMALLY, A STUDENT WILL INITIATE A REQUEST FOR AN INCOMPLETE. IF APPROVING THE REQUEST, THE INSTRUCTOR WILL SEND A COPY OF THE APPROVAL, A STATEMENT OF THE WORK REMAINING, AND THE TIMELINE FOR MAKING UP THE INCOMPLETE TO BOTH THE STUDENT AND THE REGISTRAR. IF THE INSTRUCTOR ASSIGNS A GRADE OF INCOMPLETE WITHOUT THE STUDENT HAVING REQUESTED IT, THE INSTRUCTOR WILL SEND A STATEMENT OF THE WORK REMAINING AND THE TIMELINE FOR MAKING UP THE INCOMPLETE TO BOTH THE STUDENT AND THE REGISTRAR.

An Incomplete must be made up within one year or it will automatically be changed to an "F" grade by the [[records]] **REGISTRAR'S** office. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed at which time it will be computed as an "F". A senior cannot graduate with an "I" grade in either a university or major course requirement. To determine a senior's grade point average at graduation, the "I" grade will be computed as a failing grade.

IN EXTRAORDINARY CIRCUMSTANCES WHICH ARE BEYOND THE STUDENT'S CONTROL (SUCH AS MILITARY DEPLOYMENT OR MAJOR AND EXTENDED ILLNESS OF THE STUDENT), AN EXTENSION MAY BE GRANTED. THE STUDENT MUST REQUEST THE EXTENSION IN WRITING PRIOR TO THE ORIGINAL DEADLINE DATE AND THE REQUEST MUST BE APPROVED BY: THE INSTRUCTOR, THE DEAN, AND THE PROVOST.

[END MOTION HERE]

Recent History of Incomplete @ UAF

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)

=====

Accept the following current UAF incomplete grade policy university-wide:

Incomplete Grade Policy

The letter grade "I" (incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in the case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade. The deferred grade (DF) should be used for those cases when a student is unable to complete a course due to institutional reasons, such as breakdown of laboratory equipment. **THE NO BASIS GRADE (NB) MAY BE USED SOLELY AT THE DISCRETION OF THE INSTRUCTOR IF THERE IS INSUFFICIENT BASIS FOR EVALUATION TO OCCUR. (PJOR)**

[[The assignment of an incomplete grade can only be made by the instructor after consultation with the Dean of the school or college in which the course is given. Deans are encouraged to consult with the Dean of Students in questionable cases.]] The instructor will also include a statement of the work required of the student to complete the course at the time the "I" grade is assigned AND A COPY OF THE NOTICE OF INCOMPLETE GRADE WILL BE SENT TO THE DEAN OF THE SCHOOL OR COLLEGE IN WHICH THE COURSE IS GIVEN. (PJOR)

An incomplete must be made up within one year or it will automatically be changed to an "F" grade by the Records Office. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed at which time it will be computed as an "F". A senior cannot graduate with an "I" grade in either a University or major course requirement. To determine a senior's grade point average at graduation, the "I" grade will be computed as a failing grade.

FY 1996-97

- Motion on changes to the policies on "W", "I", and "NB". (a) Meeting #68

(Small mention, copied below)

"I" Incomplete--

A grade used to indicate that ((you've satisfactorily completed (C or better) the majority of the work in a course, but for personal reasons beyond your control,)) YOU haven't been able to complete the

course during the scheduled course time.

When the "I" grade is given, the instructor includes a statement of the work required of you to complete the course AND THE TIME LIMITS YOU HAVE TO COMPLETE THE WORK. THE MAXIMUM TIME TO BE ALLOWED IS ONE YEAR. AT THE END OF THE DEFINED TIME LIMITS THE INSTRUCTOR MAY ISSUE A GRADE BASED ON THE WORK TURNED IN. IF THE INSTRUCTOR DOES NOT CHANGE THE "I" GRADE IT BECOMES PERMANENT AT THE END OF ONE YEAR.

((You must make up an incomplete within one year or it will automatically be changed to an "F" grade.)) The "I" grade is not computed in your GPA. ((until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F")) Seniors cannot graduate with an "I" grade in either a UAF or major course requirement. ((To determine a senior's GPA at graduation , an "I" grade will be computed as a failing grade))

The UAF Faculty Senate passed the following at its Meeting #135 on March 6, 2006:

MOTION:

=====

The UAF Faculty Senate moves to change the Grading System policy for the "I" -- Incomplete grade and add the "NB" -- No Basis grading option (2005-2006 Catalog, page 70-71), as follows:

[[]] - Deletions
CAPS - Additions

Grading System and Grade Point Average Computation

"I" Incomplete -- [[Indicates that you have not been able to complete the course during the scheduled course time. When the I grade is given, the instructor will include a statement of the work required of you to complete the course and the time limit you have to complete the work. The maximum allowed time is one year. At the end of the defined time limit, the instructor may issue a grade based on the work turned in. If the instructor does not change the I grade, it becomes permanent at the end of one year. The I grade is not computed in your GPA. You cannot graduate with an I grade in any required course.]]

THE LETTER GRADE "I" (INCOMPLETE) IS A TEMPORARY GRADE USED TO INDICATE THAT THE STUDENT HAS SATISFACTORILY COMPLETED (C- OR BETTER) THE MAJORITY OF WORK IN A COURSE BUT FOR PERSONAL REASONS BEYOND THE STUDENT'S CONTROL, SUCH AS SICKNESS, HAS NOT BEEN ABLE TO COMPLETE THE COURSE DURING THE REGULAR SEMESTER. NORMALLY, AN INCOMPLETE IS ASSIGNED IN THE CASE WHEN THE STUDENT IS CURRENT IN THE CLASS UNTIL AT LEAST THE LAST THREE WEEKS OF THE SEMESTER OR SUMMER SESSION. NEGLIGENCE OR INDIFFERENCE ARE NOT ACCEPTABLE REASONS FOR AN "I" GRADE. THE DEFERRED GRADE (DF) SHOULD BE USED FOR THOSE CASES WHEN A STUDENT IS UNABLE TO COMPLETE A COURSE DUE TO INSTITUTIONAL REASONS, SUCH AS BREAKDOWN OF LABORATORY EQUIPMENT.

THE INSTRUCTOR WILL ALSO INCLUDE A STATEMENT OF THE WORK REQUIRED OF THE STUDENT TO COMPLETE THE COURSE AT THE TIME THE "I" GRADE IS ASSIGNED AND A COPY OF THE NOTICE OF THE INCOMPLETE GRADE WILL BE SENT TO THE DEAN OF THE SCHOOL OR COLLEGE IN WHICH THE COURSE IS GIVEN. *AN INSTRUCTOR INTENDING TO ASSIGN A GRADE OF "I" WILL MAKE A CONCERTED EFFORT TO CONTACT THE AFFECTED STUDENT AND SECURE HIS/HER ACKNOWLEDGEMENT OF THE CONDITIONS.*

AN INCOMPLETE MUST BE MADE UP WITHIN ONE YEAR OR IT WILL AUTOMATICALLY BE CHANGED TO AN "F" GRADE BY THE RECORDS OFFICE. THE "I" GRADE IS NOT COMPUTED IN THE STUDENT'S GRADE POINT AVERAGE UNTIL IT HAS BEEN CHANGED TO A REGULAR LETTER GRADE BY THE INSTRUCTOR OR UNTIL ONE YEAR HAS ELAPSED AT WHICH TIME IT WILL BE COMPUTED AS AN "F". A SENIOR CANNOT GRADUATE WITH AN "I" GRADE IN EITHER A UNIVERSITY OR MAJOR COURSE REQUIREMENT. TO DETERMINE A SENIOR'S GRADE POINT AVERAGE AT GRADUATION, THE "I" GRADE WILL BE COMPUTED AS A FAILING GRADE.

"NB" NO BASIS --

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to amend the catalog year and catalog time limit policy.

Effective: Fall 2018

Rationale: Part One: to allow students to graduate using any catalog during their seven years if a master's student or ten years if a doctoral student. Evaluating advancement to candidacies for master's or doctoral students is challenging because some students submit their advancements early in their academic career and we cannot predict what program changes may happen between when they are admitted/begin their program and when they graduate.

Part Two: The catalog does not address time limits for earning either the graduate certificate or graduate licensure. Students enrolled in a graduate certificate or graduate licensure program must complete all program requirements within seven years. Allow students to use any catalog to graduate using those requirements.

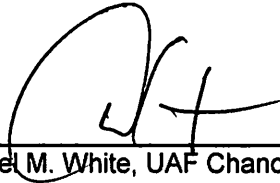


Chris Fallen, UAF Faculty Senate President

The Chancellor:

Approves

Disapproves



Daniel M. White, UAF Chancellor

Date: 12/11/17

See the attached policy changes:

BOLD CAPS = Addition

[[]] = Deletion

PART 1: Catalog and Time Limit

You may elect to graduate under the degree requirements in effect **AND PUBLISHED IN THE UAF CATALOG IN ANY ONE OF THE PREVIOUS SEVEN YEARS IN WHICH YOU ARE ENROLLED AS MASTER'S OR PREVIOUS TEN YEARS IF A DOCTORAL STUDENT.** ~~[[the first semester of your enrollment in your graduate degree program or under the catalog in effect when you graduate. However, if you do not meet continuous registration requirements, you waive the right to use the catalog in effect when you first entered your graduate program; you will use either the catalog in effect during the semester of your re-entry or the catalog in effect when you graduate.]]~~ **TO BE CONSIDERED ENROLLED IN YOUR MASTER'S OR DOCTORAL DEGREE PROGRAM YOU MUST MEET THE REGISTRATION REQUIREMENTS PER ACADEMIC YEAR. IF YOU ENROLL THROUGH THE NON-DEGREE STUDENT REGISTRATION PROCESS, YOU ARE NOT CONSIDERED ENROLLED AS A DEGREE STUDENT DURING THAT TIME.**

All non-academic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your degree requirements. You must satisfactorily complete all course work listed on your Advancement to Candidacy form and all other degree requirements within seven years for a master's degree and ten years for a **DOCTORAL STUDENT** ~~[[Ph.D.]]~~

PART 2: CATALOG AND TIME LIMITS FOR GRADUATE CERTIFICATES AND GRADUATE LICENSURES

YOU MAY ELECT TO GRADUATE UNDER THE GRADUATE CERTIFICATE OR GRADUATE LICENSURE REQUIREMENTS IN EFFECT AND PUBLISHED IN THE UAF CATALOG IN ANY ONE OF THE PREVIOUS SEVEN YEARS IN WHICH YOU ARE ENROLLED AS GRADUATE CERTIFICATE OR GRADUATE LICENSURE STUDENT. YOU ARE CONSIDERED ENROLLED IN YOUR GRADUATE CERTIFICATE OR GRADUATE LICENSURE PROGRAM WHEN YOU COMPLETE THE APPROPRIATE GRADUATE CERTIFICATE OR GRADUATE LICENSURE STUDENT REGISTRATION PROCEDURE. IF YOU DO NOT ENROLL FOR A SEMESTER OR MORE, OR IF YOU ENROLL THROUGH THE NON-DEGREE STUDENT REGISTRATION PROCESS, YOU ARE NOT CONSIDERED ENROLLED AS A GRADUATE CERTIFICATE OR GRADUATE LICENSURE STUDENT DURING THAT TIME.

ALL NON-ACADEMIC POLICIES AND REGULATIONS LISTED IN THE CURRENT CATALOG APPLY, REGARDLESS OF THE CATALOG YOU ARE USING FOR YOUR DEGREE REQUIREMENTS. YOU MUST SATISFACTORILY COMPLETE ALL COURSE WORK LISTED ON YOUR ADVANCEMENT TO CANDIDACY FORM AND ALL OTHER DEGREE REQUIREMENTS WITHIN SEVEN YEARS FOR A GRADUATE CERTIFICATE OR GRADUATE LICENSURE."

[END MOTION HERE]

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to update the AHEAD enrollment policy to enroll AHEAD high school students as general studies pre-majors.

Effective: Fall 2018

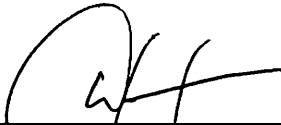
Rationale: The restructuring of AHEAD into a Bachelor Intended track (BI) would allow UAF to effectively advertise and recruit for the program. Recruitment and admission into the program would be maintained for all eligible high school students, both homeschool and public high school. In addition to maintaining this pipeline UAF would begin to microtarget two groups of homeschool students. The first group would be students who complete the state requirements for high school graduation early, but who choose to remain in their homeschool program and use their stipend to pay for college courses. The second group would be students who have mostly completed their high school requirements by their Junior or Senior year but who have accumulated a large amount of unspent stipend. The homeschools, working closely with Admission staff, would assist in identifying these students and referring them to Anna Gagne-Hawes in the Office of Admissions and the Registrar.

Students who selected the BI track in AHEAD would receive a waiver for admission without ACT/SAT scores as long as they had completed 75% of their high school core with a 3.0 or better. The students who received the waiver would be required to take the Accuplacer and ALEKS and test into the required beginning writing and math classes for their chosen degree programs.

The University of Alaska Fairbanks would admit these students as a Bachelor Intended student and advise students to fulfilling the degree requirements for an Associate of Arts (and eventually, Bachelor of Arts) degree. This provides students an advisor to work with every semester with the goal of graduating with an Associate of Arts degree before graduating from high school or soon thereafter and continuing to complete their bachelor's degree.

DocuSigned by:
Chris Fallen
122BC915EF07402
Chris Fallen, UAF Faculty Senate President

The Chancellor: Approves Disapproves



Daniel M. White, UAF Chancellor Date: 12/14/17

See the attached policy changes:

[[]] = Deletions
Bold = Additions

Pre-Major

High School Students in the AHEAD Program and [[S]]students who have not met the minimum requirements for admissions to a baccalaureate degree program will be admitted to pre-major status in general studies.

Students will be changed to major status when they are in good standing and have completed 14 credits at the 100 level or above with a C (2.0) average or higher[[:]]. **Of these 14 credits, 9 of the 14** [[credits]] must satisfy the general education requirements.

AHEAD Program

The Alaska Higher Education Admission Decision program allows qualified high school students to be formally admitted to UAF as **pre-major** general studies students. AHEAD students are assigned an academic advisor and follow the registration timeline for degree students. To qualify students must have completed three-fourth of their high school core curriculum and have a cumulative GPA of 3.0 or higher.

Students who wish to apply to the AHEAD program may get a program application from the Office of Admissions [[and the Registrar]].

The following motion was passed at Faculty Senate meeting #226 on October 9, 2017

MOTION:

*CTF
4 Dec 2017*

The UAF Faculty Senate moves to amend Faculty Senate ~~Constitution~~ and Bylaws.

Effective: Immediately

Rationale: Replacement of Senate Alternates is not defined in the case that an elected alternate cannot represent the unit for the duration of the elected term.


[[]] = Deletions

Bold = Additions

UAF Faculty Senate Bylaws, Sect. 1 (ART III: Membership)

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates, with the concurrence of the affected constituency and the consent of the Administrative Committee.
2. If no alternate is available to replace the departing senator, the affected unit may hold a special election to replace that senator. This special election must be held within 30 days of the last day the departing senator served. All policies and procedures governing regular senate elections apply to these special elections.
3. **In the case of death, resignation, transfer, or other reason why an elected alternate can no longer represent the unit, the affected unit may replace that alternate by holding a special election. This special election must be held within 30 days of the last day the departing alternate served. All policies and procedures governing regular senate elections apply to these special elections.**



President, UAF Faculty Senate

The UAF Faculty Senate Passed the following at Meeting #228 on December 4, 2017

**RESOLUTION
In Appreciation of Joy Morrison**

WHEREAS, Joy Morrison was initially hired by the Department of Journalism in 1990, taught multiple classes in that department for a decade, and acted as Chair for four years; and

WHEREAS, Joy Morrison was influential in the creation of the Women's Studies Program (WMS) in 1991, which was the first Women's Studies Program in Alaska; and

WHEREAS, Joy Morrison chaired Women's Studies 1998-2000, continued as an active faculty member, and created innovative courses and curriculum for WMS; and

WHEREAS, Joy Morrison became the Provost's Associate for Faculty Development in 2000, initiating workshops, discussion groups, orientation processes, and other professional development opportunities for UAF faculty; and

WHEREAS, Joy Morrison became the first full time Director for the Office of Faculty Development in 2002 and has served admirably in that position for the past fifteen years; and

WHEREAS, Joy Morrison, in her capacity of Director of Faculty Development, personally welcomed new faculty, organized social and professional development events for them, mentored and guided them, and in many other ways made new faculty feel connected to the University; and

WHEREAS, every faculty member at UAF has benefitted in some way from Joy Morrison's commitment and dedication to faculty well-being; and

WHEREAS, Joy Morrison is to be especially commended for her work on behalf of women faculty; and

WHEREAS, Joy Morrison's support of Term Faculty is sincerely valued; and

WHEREAS, Joy Morrison was instrumental in initiating the Experiential Learning program by providing opportunity for training to many faculty members and garnering support from a core group of faculty; and

WHEREAS, Joy Morrison has hardly missed a single faculty senate meeting and has at times spoken up courageously against what she considered was not conducive to the health of the university; and

WHEREAS, Joy Morrison has spent much of her life working for equality and connecting academia to communities;

THEREFORE BE IT RESOLVED that the UAF Faculty Senate recognize Joy Morrison's contributions to UAF, commends her on her dedication and commitment to UAF faculty, and expresses its profound gratitude to her for her many years of service.

DocuSigned by:
Chris Fallen

122BC915EF97482...

Chris Fallen, UAF Faculty Senate President

The following motion was passed at Faculty Senate meeting #227 on November 6, 2017.

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Faculty of Natural Science in the College of Natural Science and Mathematics.

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by Natural Science Faculty in the College of Natural Sciences and Mathematics. These revisions implement revisions intended to be approved in the previous unit criteria but were omitted due to oversight.



President, UAF Faculty Senate

The Chancellor: Approves Disapproves



Chancellor

Date: 11/13/17

See the attached Unit Criteria:

**UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY
AND *NATURAL SCIENCE* UNIT CRITERIA, STANDARDS, AND INDICES**

*THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF *NATURAL SCIENCE* IN THE COLLEGE OF *NATURAL SCIENCES* AND *MATHEMATICS*. ITEMS IN **BOLDFACE ITALICS** ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.*

The CNSM Mathematics and Statistics Unit Criteria are submitted as a separate document.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor’s designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor’s designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as

Natural Science Unit Criteria
Approved xx xx, xxxx at Faculty Senate Meeting #x.

specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

It is expected that the criteria for assistant professor are to be met for the fourth year comprehensive review. For promotion to and tenure as associate professor, an assistant professor has to meet the criteria at the associate level. For promotion to full professor an associate professor has to meet the criteria for full professor. Criteria for associate and full professor include an assumption that criteria at the previous level(s) continue to be met. Listed examples are not meant to imply that all of those provided are equally meritorious. Workloads vary between faculty members in their relative emphasis in the tripartite areas. Therefore expected amount of activity in teaching, research and service should be considered in the context of the faculty member's workload.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, *and Natural Sciences Unit Criteria, Standards, and Indices*, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. *Tripartite faculty applying for tenure and/or promotion are strongly encouraged to give a seminar on their research to their peers before the peer-unit committee meets in that year to aid in these considerations.*

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. *When evaluating the quality of the teaching, consideration should be given to the nature of the course (e.g., core, number of students, writing intensive, student demographics, etc.). Effective teachers will demonstrate some, but not necessarily all, of the following characteristics in an individual year:*

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

Specific Sciences criteria for teaching performance:

➤ **Assistant Professor:** *Evidence of teaching ability and a commitment to a quality and current teaching program in the department.*

University-sanctioned teaching evaluation scores should show that the majority of students rate courses favorably, and, if not, there should be a definite upward trend showing improvement in scores over time. Course materials such as syllabi, exams, projects and homework should reflect the course description and be contemporary. The faculty should provide evidence for active support of student research at the undergraduate and/or graduate level.

➤ **Associate Professor:** *The record must show that the teaching material is contemporary and relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include - but is not limited to - course and/or curriculum development, novel approaches to instruction, versatility in instructional assignments, effective guiding and mentoring of individual students, or high quality University-sanctioned teaching evaluation scores or other teaching evaluations (e.g. peer-evaluation). Chair and/or peer evaluations should provide evidence of effective classroom instruction and student engagement. The record must also show active and successful mentorship in research at the undergraduate and/or graduate level. Such mentorship can include membership on graduate advisory committees.*

- ***Professor:*** *Significant contributions to the instructional program are expected. These contributions may include major improvements in course and curriculum offerings, securing funds to enhance instructional and/or laboratory settings, leadership in departmental level curriculum core revisions, student learning outcome assessments, student advising, and mentoring of graduate students to the completion of their degree. The faculty must show a consistent record of high quality teaching.*

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
- m. Invitation to edit or referee articles or proposals for professional journals or organizations can be taken as evidence of obtaining stature from colleagues.*
- n. Translational research efforts as evidenced by commercial activity, industrial partnerships, invention disclosures, patents, and licensing.*

Specific Criteria for Science research performance:

- ***Assistant Professor: Evidence of the ability to establish a viable research program in the area of specialization, normally a sub-discipline of the***

natural sciences (with the option of research in science education). This should include several of the following:

- Recruiting and mentoring graduate and/or undergraduate research students***
- Peer-reviewed publications from research performed at least in part during their current appointment***
- Proposals that were either funded or received favorable reviews.***
- Acquiring data that promises to result in publications***
- Establishing a professional reputation that demonstrates visibility in the scientific community***
- Presentations such as talks or poster presentations at scientific meetings***

➤ ***Associate Professor: Must have established an appropriate research program. The faculty member should show independence and leadership by generating research ideas that translate into projects that involve graduate students and may also include undergraduate students. Examples for such a successful research program should include several of the following:***

- Publications in refereed professional journals demonstrating significant scientific contributions as measured by standard indices (e.g. publication rate, citation rates, journal impact factor). It is important for the faculty member to discuss the importance of their scientific contributions clearly in the narrative.***
- Publication of discipline-relevant data and metadata, contribution to cyber structure, or contributing to publicly available computer models***
- Presentation of research results at professional meetings***
- Leadership in preparation and submission of research proposals***
- Acquisition of external research funding***
- Successful mentoring of graduate students in the faculty member's field of expertise, which can be demonstrated by student graduation, student presentations and publications, student awards or grant success, professional placement of students after graduation.***

➤ ***Professor: Must have established an internationally recognized research program. The faculty member should show independence and leadership in research by having produced a sufficient quality and quantity of publications to demonstrate the existence of an on-going, professional research program. The program's recognition and***

independence is also demonstrated through acquisition of external funding, as appropriate for the discipline. There should be a record of student involvement including successful mentoring of graduate students. The research program should demonstrate:

- o Evidence of an international reputation that should include several examples of the following: professional activities or presentations at meetings, citations of publications, documented opinions of other scientists in the field, invited talks, book chapters, professional awards, and invitations to serve on steering committees, review panels, and working groups.***
- o Evidence of an on-going, professional, independent research program that should include examples of the following: publication quality and quantity indicated by the number of citations, the quality of the journals as indicated by their impact factor, and/or external reviews stating the papers made major contributions. The faculty members acquisition of external funding should be described, including a description of the faculty member's contribution to collaborative projects.***
- o Evidence of mentoring of graduate students that should include several examples of the following: student graduation, a significant body of student presentations, student awards, or student grant successes, and professional placement of students. Inclusion of undergraduate students in research programs is also valued and mentoring of undergraduate students should be demonstrated if they are included in the research program.***

As a point of clarification, there is no expectation for faculty at any rank to amass publications as either first or sole author. It is common for many disciplines to have the primary author listed last (often as corresponding author), and it is considered favorable for students to be included as coauthors or first authors. It is essential for the faculty member to clarify in their narrative their role and creative contributions in multiple-authored publications. This philosophy of explaining the role also applies to collaborative proposals.

D. Criteria for Public and University Service and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting, including clinical consulting in a faculty member's area of expertise.*
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, *contributions including interviews*, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring *including serving as new faculty mentors*.
- j. Prizes and awards for excellence in university service.
- k. *Serving on committees that represent the University at other professional institutions.*

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations *(if not counted as research; see C.2.F.)*.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.

- f. Service on a national or international review panel or committee.
- g. *Serving as a mentor/advisor, committee member or external examiner for students at other institutions.*

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public, university, *and professional* service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

Measures of effectiveness of service performance include (but are not limited to):

- o *Accomplishments of the effort of organization to which service was provided.*
- o *Official recognition of quality of service (e.g., awards, letters of recommendation).*
- o *Opinions of clients served and/or colleagues involved in delivery of service.*

Specific criteria for service performance:

- **Assistant Professor:** *None in addition to UAF criteria.*
- **Associate Professor:** *Positive contribution to departmental and/or university matters, effective professional contributions to the public, and/or effective service to the profession are expected.*
- **Professor:** *Evidence of leadership in the service area is mandatory. Significant contributions to the development of departmental or university programs are expected. Service to the general public or Alaskan teachers is expected.*

E. Criteria for Curation as a service component when relevant.

Curators at the University of Alaska Museum (UAM) can hold a tenure-track faculty position. Rank and tenure are held within departments at UAF, and Curators are thus treated as joint appointments between a department and UAM. As is the case for all tenure-track faculty at CNSM, Curator's performances are evaluated on the basis of their activities in teaching, research, and service.

1. Curation involves the management and development of a formally recognized University collection that exists to serve as a research resource for students and researchers at university, state, national, and international levels. Examples of curatorial activities include, but are not limited to:

- a. Maintaining, enhancing, and enlarging the collection (includes computerization and database development, archival upgrades, specimen conservation and identification, and adding specimens or objects to existing collection);**
- b. Interacting with state and federal agencies and with the public on collections-related issues;**
- c. Facilitating collections use through loans, exchanges, and visiting researchers;**
- d. Maintaining appropriate permits (as needed for the collections);**
- e. Supervising collections managers, student employees, and volunteers;**
- f. Working with public program staff to create exhibits and educational activities appropriate to the collection;**
- g. Pursuing funding for collections growth and maintenance;**
- h. Producing curatorial or collections-related publications, reports, and/or manuals;**
- i. Ensuring university compliance with state and federal laws and international treaties and agreements that pertain to the collection.**

2. Specific criteria for curatorial performance:

Assistant Professor and Curator

Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:

- a. Curators will develop the collections as a permanent record of the natural and/or cultural diversity of Alaska, the Circumpolar North, and beyond and as a research resource for studies of biological and/or cultural diversity.***
- b. Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.***
 - 1. Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professionally accepted within their respective disciplines.***
 - 2. Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.***
 - 3. Curators will maintain current accession files, deaccession files, and catalogues of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAM.***
 - 4. Curators will develop, maintain, and revise written policies and procedures for curation of objects or specimens in their collections.***
- c. Curators will take part in interpretive activities of the Museum in order to fulfill the Museum's mission to interpret the natural and cultural history of Alaska. In this regard, preparation of a small exhibit is approximately the equivalent of publication of a professional article; project direction of a large and complex exhibit that includes preparation of a serious catalogue is approximately the equivalent of publication of a scholarly book.***
- d. Curators will actively submit grant applications for external support for their curatorial activities and collections-based research.***

Associate Professor and Curator

Consistent contributions to interpretive (education and exhibition) activities of the Museum, response to collection-related inquiries (from other professionals, the public, and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident.

Active solicitation for external funds to support curatorial activities and collections-based research must be evident.

Professor and Curator

Significant development of the collections under the Curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the Museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and or cultural history of Alaska and the Circumpolar North. Significance of collections will be measured in terms of research significance, value to University of Alaska research and instructional programs, and value to national and international research programs. The Curator should be a recognized authority in his/her field, locally and nationally. He or she must have a record of success in acquiring external funds for curatorial activities and collections-based research.

3. Evaluation of Curation

A committee composed of the tenured curators at the museum will provide an evaluation to the unit peer committee. In case there is just one or no tenured curators, it is imperative that two of the external reviewers be curators. In formulating criteria, standards, and indices for evaluation, promotion, and tenure, the Museum should include examples of curatorial activities and measures for evaluation appropriate for that unit. Excellence in curation may be demonstrated through, e.g., appropriate letter of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

The following motion was passed at Faculty Senate meeting #226 on October 9, 2017

MOTION:

The UAF Faculty Senate moves to amend Faculty Senate Constitution and Bylaws.

Effective: Immediately

Rationale: Replacement of Senate Alternates is not defined in the case that an elected alternate cannot represent the unit for the duration of the elected term.


[[]] = Deletions

Bold = Additions

UAF Faculty Senate Bylaws, Sect. 1 (ART III: Membership)

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates, with the concurrence of the affected constituency and the consent of the Administrative Committee.
2. If no alternate is available to replace the departing senator, the affected unit may hold a special election to replace that senator. This special election must be held within 30 days of the last day the departing senator served. All policies and procedures governing regular senate elections apply to these special elections.
3. **In the case of death, resignation, transfer, or other reason why an elected alternate can no longer represent the unit, the affected unit may replace that alternate by holding a special election. This special election must be held within 30 days of the last day the departing alternate served. All policies and procedures governing regular senate elections apply to these special elections.**



President, UAF Faculty Senate

The following was passed at Faculty Senate meeting #225 on September 11, 2017

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, Meeting #192 in September 2013, Meeting #200 in September 2014, Meeting #208 in September 2015, and Meeting #218 in November 2016. For academic year 2017-2018, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #225 on September 11, 2017.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2017-18 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.
2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.
3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.
4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.
5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.



President, UAF Faculty Senate