

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

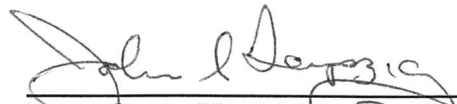
MOTION PASSED (unanimous approval)

=====

In the event that \$1.9 million becomes available to supplement FY90 compensation, the UAF Faculty Senate moves to recommend that the faculty portion of these funds be distributed on an equal dollar basis to all permanent faculty and that the increases be built into the base salary.

EFFECTIVE: Immediately

RATIONALE: If compensation funds become available late in the legislative session, this will give administration a clear signal as to the faculty wishes for distribution.



President, UAF Faculty Senate

5-11-90

Date

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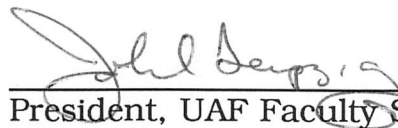
MOTION PASSED AS AMENDED (unanimous approval)

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The UAF Faculty Senate moves to receive the University of Alaska Fairbanks Self-Study - 1989-90 and to authorize the Administrative Committee to add additional comments based upon the recently received faculty opinion surveys.

EFFECTIVE: Immediately

RATIONALE: This action is necessary for the accreditation process.



\_\_\_\_\_  
President, UAF Faculty Senate

5-11-90

\_\_\_\_\_  
Date

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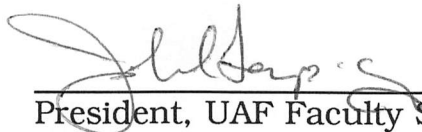
MOTION PASSED (unanimous approval)

=====

The UAF Faculty Senate moves to charge the Administrative Committee to create a survey for faculty distribution based on results of the self-study questionnaires. The survey will be distributed in Fall 1990.

EFFECTIVE: Immediately

RATIONALE: It would be helpful if more significant data was available on the issues addressed in the faculty self-study questionnaire. The return from the original survey was statistically small and was perhaps affected by it being done as part of the self study.

 5-11-90  
\_\_\_\_\_  
President, UAF Faculty Senate      Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (unanimous approval)

=====

The UAF Faculty Senate moves to endorse the 1990-91 committee membership as indicated below:

#### STANDING COMMITTEES

=====

##### Curricular Affairs

Roy Bird, CLA (91)  
Claudette Bradley, CRA (91)  
Lawrence Duffy, CNS (92)  
Fred Dyen, SCCE (92)  
Mike Gaffney, CLA (91)  
Ron Gatterdam, CLA (92)  
DeAnne Hallsten, SCCE (91)  
John Lehman, SOM (91)  
Nag Rao, CRA (91)  
Douglas Schamel, CNS (91)  
David Spell, SOE (91)  
Julia Triplehorn, CLA (91)  
Ex-Officio: 1 Dean - TBD  
Representative from Registrar's Office  
1 Undergraduate student - TBD

##### Faculty Affairs

Sukumar Bandopadhyay, SME (92)  
Gary Copus, CLA (92)  
John French, SFOS (91)  
Fred Husby, SALRM (91)  
Mary Lindahl, SOM (92)  
Nag Rao, CRA (91)  
Julie Riley, CES (92)  
Ruiz Anne Rozell, SCCE (92)  
David Spell, SOE (91)  
Bob White, CNS (91)

Scholarly Activities  
no members

#### PERMANENT COMMITTEES

=====

##### Committee to Nominate Commencement Speaker and Honorary Degree Recipients

Jill Baker, CRA (91)  
Cathy Goodwin, SOM (92)  
David Hales, CLA (92)  
Koji Kawasaki, CNS (91)  
James Ruppert, CLA (92)  
Ex-Officio: Karen Cedzo, Director  
University Relations



Motion on Committee Membership  
UAF Faculty Senate Meeting #19  
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Developmental Studies Committee

Roy Bird, English, CLA (91)  
Claudette Bradley, Interior Campus, (91)  
Richard Clausen, Math, CLA (92)  
John Creed, Chukchi (91)  
Kathy Harrell, CCC, CLA (91)  
Ron Illingworth, SCCE (91)  
Clara Johnson, RSS, (91)  
Wanda Martin , Advising Center (91)  
Joli Morgan, General & Devel. Studies (91)  
Maynard Perkins, Northwest (92)  
Marcele Skelton, SCCE (91)  
Peggy Wood, Bristol Bay (91)  
VACANT: CNS representative  
VACANT: Kuskokwim Representative

Faculty Development, Assessment & Improvement Committee

Taylor Brelsford, CRA (91)  
Ed Cridge, CLA (92)  
Joseph Dupras, CLA (92)  
John Gimbel, CLA (92)  
Lucy Jones-Sparck, CRA (91)  
Bob Piacenza, CLA (91)  
Channon Price, CNS (91)  
Henry Wichmann, SOM (92)  
Ex-Officio: Gerald McBeath, Interim Director  
Office of Faculty Development

Graduate Council (five senators)

Robert T. Cooney, SFOS (92)  
Jack Distad, CLA (91)  
Gerry Shields, CNS (91)  
Peggy Shumaker, CLA (91)  
Tim Tilsworth, SOE (92)

Legislative Affairs

Larry Duffy, CNS (92)  
DeAnne Hallsten, SCCE (91)  
Paul Metz, SME (91)  
Marnie Sweet, CRA (92)  
Don Triplehorn, CNS (92)

Motion on Committee Membership  
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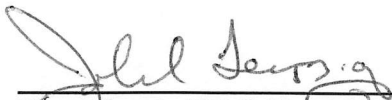
Service Committee

Doug Coghenower, SFOS (92)  
Roland Gangloff, CNS (91)  
Ken Krieg, SALRM (91)  
Don Quarberg, CES (92)  
Ruiz Anne Rozell, SCCE (92)  
Non-University: Linda Green, FNSB (91)  
Non-University: To be determined

NOTE: 2 CRA SENATORS WILL BE PLACED ON COMMITTEES AT A LATER  
DATE

EFFECTIVE: Immediately

RATIONALE: The faculty members' preferences were reviewed and  
weighted against membership distribution from schools and  
colleges. In all cases, the senators' first or second choice of  
committee was honored.

  
\_\_\_\_\_  
President, UAF Faculty Senate      5-11-90  
Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED


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The UAF Faculty Senate moves to adopt the following calendar of meetings for the 1990-91 academic year

*Mtg. #20	Monday, September 17, 1990
Mtg. #21	Monday, October 15, 1990
*Mtg. #22	Monday, November 12, 1990
Mtg. #23	Monday, December 17, 1990
*Mtg. #24	Monday, February 11, 1991
Mtg. #25	Monday, March 11, 1991
*Mtg. #26	Monday, April 15, 1991
Mtg. #27	May, 1991 - TBD

\*indicates audioconferenced meeting

EFFECTIVE: Immediately

	5-11-90
_____ President, UAF Faculty Senate	_____ Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:


MOTION PASSED (unanimous approval)

=====

The UAF Faculty Senate moves to require new course proposals to contain a copy of the course syllabus.

EFFECTIVE:        Fall 1990

RATIONALE:        As a new course proposal makes its way through the approval process, it is essential to have information available to faculty outside the originating discipline. Several colleges already require course syllabi to be submitted with new course proposals. This motion strengthens and standardizes current procedure

 5-11-90  
\_\_\_\_\_  
President, UAF Faculty Senate        Date

APPROVED:   
\_\_\_\_\_  
Chancellor's Office

DATE: 5/15/90  
\_\_\_\_\_

DISAPPROVED: \_\_\_\_\_  
Chancellor's Office

DATE: \_\_\_\_\_

APPROVED WITH MODIFICATIONS(S) INDICATED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (unanimous approval)

=====

The UAF Faculty Senate moves to endorse the following recommendations of the UAF Assembly Computer Users Committee included in its report dated April 16, 1990.

Recommendations

=====

A director of academic computing should be appointed as soon as possible. Given that funding for such a position was available last year when Tom Hassler held the position, the appointment of this director should not be contingent on increased state funding for the proposed academic computing increment. The new director of academic computing should act as expeditiously as possible to carry out the following tasks:

- Coordinate with UAA to allow UAF users to make use of ACAD2 in Anchorage, which is operating at less than 20% of capacity.
- Institute procedures to route all CPU-intensive batch jobs to ACAD2 in order to relieve the load on ACAD3.
- Communicate with research faculty regarding the availability of supercomputer grants. The committee feels that it would be appropriate to ban all jobs requiring more than a certain amount of CPU time from the VAX given the availability of such supercomputer grants.
- Communicate with all faculty regarding the availability of off-campus computer resources via the Internet.
- Coordinate with UACN to arrange automatic distribution of computer mail among various campus hosts using the University's new class-B Internet license in order to decrease the load on the VAX from electronic mail.
- Update the census of public computing facilities and prepare a budget for repair and replacement. Our informal estimate is that necessary repairs and replacements would cost around \$50,000 at this time.
- Prepare a census of rural campus computing facilities and curriculum-related computer and telecommunication needs and prepare a budget for repair, expansion, and replacement.

Because of the perception among faculty that funds for academic computing have historically been (and continue to be) diverted to administrative use, we strongly recommend that the new director of academic computing should report directly to the Vice Chancellor of Academic Affairs rather than to the Director of Planning and Information Systems. This recommendation is not intended as criticism of existing individuals, but rather as a way to deal with widespread faculty perceptions by removing any appearance of conflict of interest.

EFFECTIVE:           Immediately

RATIONALE:           The Academic Computer Users Committee has spent the past three months studying the current state of campus-wide academic computing at UAF, during which we have received input from students, faculty, UAF staff, and statewide staff. This document summarizes our findings, concerns, and recommendations.

This motion deals only with issues regarding campus-wide academic computing.

Findings

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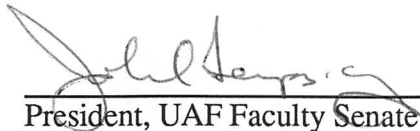
ACAD3 has been at near 100% of both processor and port capacity since January. Many users are unable even to sign on, since the maximum number of allowed users is often exceeded. For those who are able to sign on, response time is often very slow.

Between 30% and 40% of processor use of the VAX is by numerically-intensive jobs submitted by faculty and graduate students. It appears that much of this is from users in research institutes who use free time on ACAD3 instead of paid time on institute machines, or supercomputer access which requires advance permission.

A significant portion of VAX port use is by statewide administrative users (SX accounts) who remain logged on all day to use the electronic mail system (all users other than statewide administrative users are automatically logged off after a reasonable period of inactivity). This contributes substantially to the problem with exceeding the maximum number of allowed users.

Public-access student labs suffer from old, poorly-maintained equipment.

There is a perception among faculty that funds for academic computing have historically been diverted to administrative use. Both UAF and Statewide personnel have confirmed that this was standard operating practice during the period when Statewide was responsible for all computer administration. There is a strong suspicion among faculty in many units that this practice has continued since academic computing was turned over to the units (with a tiny fraction of its original nominal budget).

  
\_\_\_\_\_  
President, UAF Faculty Senate

5-11-90  
\_\_\_\_\_  
Date

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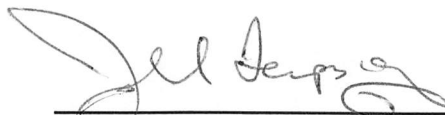
MOTION PASSED (unanimous approval)

=====

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate during the summer months of 1990 on all matters within its purview which may arise. Members will be kept informed of the Administrative Committee's actions.

EFFECTIVE: May 7, 1990

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished.

 5-11-90  
\_\_\_\_\_  
President, UAF Faculty Senate      Date

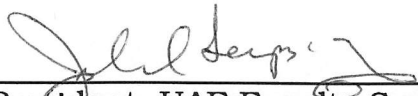


The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (with 19 ayes, 10 nays)

=====

The UAF Faculty Senate moves to commit to the Faculty Affairs Committee the motion to recommend that issues of equity for faculty be a major priority if funds become available to supplement FY91 compensation.

  
\_\_\_\_\_  
President, UAF Faculty Senate      5-11-90  
Date



ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:


MOTION PASSED AS AMENDED (21 ayes, 8 nays)

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The UAF Faculty Senate moves that deans, research directors, rural campus directors, library director, museum director and CES director will have five year term appointments, renewable for one additional five-year term upon completion of a successful faculty and administrative review.

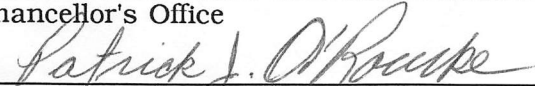
EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Since the early formation of the senate and the leadership retreat last year, the issue of term appointments for administrators has been an issue of much discussion and concern. This statement indicates the definitive senate position on this issue.

  
\_\_\_\_\_  
President, UAF Faculty Senate      5-11-90  
Date

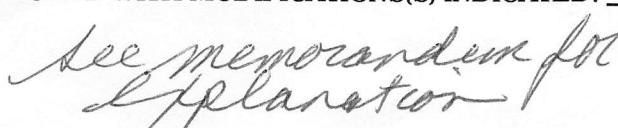
APPROVED: \_\_\_\_\_  
Chancellor's Office

DATE: \_\_\_\_\_

DISAPPROVED:   
\_\_\_\_\_  
Chancellor's Office

DATE:  \_\_\_\_\_

APPROVED WITH MODIFICATIONS(S) INDICATED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Chancellor's Office





UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: John Leipzig, President  
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor  
University of Alaska Fairbanks *PJO*

DATE: June 12, 1990

RE: TERM APPOINTMENTS FOR ACADEMIC ADMINISTRATORS

As you can see from the attached motion, I have found it necessary to disapprove this motion calling for five-year term appointments for deans, research directors, rural campus directors, the library director, the museum director, and the CES director. I have done so because such a practice would not be in the best interests of the institution.

This practice would discourage many qualified individuals as applicants for our positions. We would be asking individuals, particularly those who might come to these positions from other parts of the country, to give up other notable careers at their current institutions to accept a position at the University of Alaska Fairbanks which may not have a life beyond five years. This would be detrimental to our recruitment process. Regarding positions for which we advertise nationally, including academic administrators, we must try to build an incentive package to attract the individuals we wish to have take on these positions. Moving to Alaska from the Lower 48 is not quite the same as moving from Ohio to Illinois.

I do not believe that the motion is conducive to the exercising of strong, frank leadership within a respective institute or college. Rather, it favors a *don't rock the boat* attitude which will not necessarily advance the institute, college, or the University.

The motion would also automatically limit the maximum term of appointment as a dean or director to ten years. I do not find any particular merit in such a blind limitation. There are many individuals who might continue to serve their respective faculties and the institution quite well beyond such a time period, and I hope it would be the institution's desire in such cases to have them stay in their posts.

Term limitations for such positions are not the norm in public institutions in the United States. Thus, that would put us at a further disadvantage in our recruitment efforts.

While deans and directors have leadership roles within the institution, it also strikes me that senior faculty have leadership roles as well. The roles are different but, nevertheless, deans, directors, and the senior faculty do represent the leadership of an institute, school, or college. I might be willing to reconsider this notion of term appointments if we followed similar suit with senior faculty whereby there were term appointments to rank and tenure.

PJO'R/clb

cc: Executive Council

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (unanimous approval)


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The UAF Faculty Senate moves to establish the following transition guidelines for implementation of the term appointment policy for deans and directors:

1. Deans and directors who have served in their position for four years will be reviewed during the first year that the administrator evaluation policy and procedures become effective;
2. Dean and directors who have served in their position less than four years will be reviewed after completion of their fourth year of service.

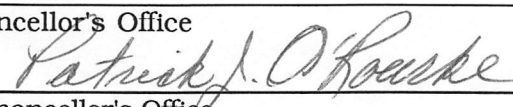
EFFECTIVE: Upon Chancellor's Approval

RATIONALE: A transition policy is needed to provide for an orderly review of current deans and directors.

  
\_\_\_\_\_  
President, UAF Faculty Senate      5-11-90  
Date

APPROVED: \_\_\_\_\_  
Chancellor's Office

DATE: \_\_\_\_\_

DISAPPROVED:   
\_\_\_\_\_  
Chancellor's Office

DATE: 5-1-90

APPROVED WITH MODIFICATIONS(S) INDICATED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Chancellor's Office

*Follows as a result  
of previous action*

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (unanimous approval)

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The UAF Faculty Senate moves to establish the following policy on evaluation of administrators:

### POLICY

#### FACULTY ROLE IN ADMINISTRATOR EVALUATION

**Coverage:** The evaluation system would involve the evaluation of "Academic Administrators" which would include Academic Deans, Directors of Institutes, Director of Libraries, Rural Campus Directors, Vice Chancellor for Academic Affairs, and the Vice Chancellor for Research and Dean of the Graduate School and the Chancellor. Academic Administrators are defined as those administrators holding academic rank whose positions directly impact the academic program and whose performance directly effects the ability of faculty to carry out their academic duties.

**Purpose:** The purpose of the evaluation is for the faculty to provide appraisal of administrator's performance. The year in which the faculty evaluate administrators, the faculty evaluation will be a part of a regularly scheduled evaluation process carried out by the appropriate Vice Chancellor for those who report to the Vice Chancellor or by the Chancellor for the evaluation of the Vice Chancellors.

**Frequency:** The faculty contribution to the evaluation process will occur every four years, with each administrator conducting an interim evaluation for their own benefit every two years. It is expected that while administrators will continue to be evaluated on an annual basis by the appropriate individual, the fourth year evaluation will be more extensive and structured and will involve substantial input from all faculty in the appropriate college, institute or unit.

#### Composition of the Evaluating Committee:

The faculty of each unit shall elect five to seven members of the senior faculty (tenured) of that unit to comprise a committee which will gather, evaluate, analyze the faculty opinion of the performance of the administrator heading that unit. The committee will prepare a detailed report on the administrators performance as seen from a faculty perspective which will be submitted both to the appropriate Vice Chancellor, or in the case of Vice Chancellor's, to the Chancellor and to the administrator being evaluated.

The faculty committee will use a uniform survey instrument in soliciting faculty opinion so as to provide fair and comparable data. This instrument will address both administrative and academic contributions. The review process is expected to occur in the spring semester of the fourth year projected to take no longer than three weeks from the time questionnaires are sent to the faculty, to the time a formal performance report is submitted to both the administrator involved and the representative of the administration.

The report submitted shall be treated, in terms of confidentiality, the same as performance evaluations of senior faculty.

#### Election of the Evaluating Committee:

The Senate shall conduct the election of members of the Evaluating Committee for each academic unit.

Responsibility and prerogatives of the administrator being reviewed:

The administrator being reviewed shall be provided with a copy of the survey instruments to prepare a evaluation addressing significant performance areas for the period under review (4 prior years).

This evaluation shall be distributed to all faculty along with the survey instrument.

The administrator being reviewed will have the opportunity to respond to and address any points developed in the evaluation and submit comments. The report and the comments submitted by the administrator being reviewed shall be considered together by the administrator to whom the administrator being reviewed reports.

Role of the Chancellor or Vice Chancellor:

The Chancellor or appropriate Vice Chancellor may, at his or her discretion, discuss material parts of the report or response with either the committee of senior faculty or the administrator involved prior to finalizing the evaluation of performance of the administrator being reviewed.

The cognizant administrator will review the evaluation with the Committee.

Evaluation of the Process:

Annually, the Senate or appropriate committee shall review the effectiveness of the process and any instrument used with the representatives of the review committees from the various academic units. This review process will focus on improving the effectiveness of the process and will not involve the disclosure of elements of the evaluation report.

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# FACULTY EVALUATION OF DEAN OR DIRECTOR UNIVERSITY OF ALASKA FAIRBANKS

Evaluation of: \_\_\_\_\_ For Calendar Year: \_\_\_\_\_  
Dean/Director Unit: \_\_\_\_\_ Evaluator's Total Length of  
Appointment: F.T. \_\_\_\_\_ P.T. \_\_\_\_\_ Service at UAF \_\_\_\_\_ (Years)  
Regular: Tenure Track \_\_\_\_\_ Non Tenure Track \_\_\_\_\_  
J.T. Appointment? Yes \_\_\_\_\_ No \_\_\_\_\_ Y/N \_\_\_\_\_ If Yes With: \_\_\_\_\_  
Rank: \_\_\_\_\_ Tenured Y/N \_\_\_\_\_

In response to each of the statements below, please circle the response which best represents your opinion about the performance of the dean/director being evaluated. Additional comments may be added on Page 4.

Response Key: 1 = Poor 5 = Outstanding NR = No Response

## I. ADMINISTRATIVE TASKS:



A. Building and Maintaining Excellence:

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Encourages and facilitates the professional growth and scholarship of faculty----- | 1 | 2 | 3 | 4 | 5 | NR |
| 2. Handles personnel matters such as promotion and tenure fairly-----                 | 1 | 2 | 3 | 4 | 5 | NR |
| 3. Establishes educationally significant goals for school/unit-----                   | 1 | 2 | 3 | 4 | 5 | NR |
| 4. Involves faculty participation in planning and program development-----            | 1 | 2 | 3 | 4 | 5 | NR |

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

B. Resource Allocation:

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 1. Effectively communicates needs and priorities of the unit to a variety of constituents----- | 1 | 2 | 3 | 4 | 5 | NR |
| 2. Demonstrates sound judgement and high academic standards in matters of faculty hiring-----  | 1 | 2 | 3 | 4 | 5 | NR |
| 3. Uses good judgement in controlling expenditures-----  | 1 | 2 | 3 | 4 | 5 | NR |
| 4. Involves department heads in setting priorities for budget preparation and allocation-----  | 1 | 2 | 3 | 4 | 5 | NR |
| 5. Provides adequate support services and staff for teaching and research--                    | 1 | 2 | 3 | 4 | 5 | NR |

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

II. LEADERSHIP CATEGORIES:

A. Maintenance of Strong Faculty Morale:

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Recognizes and acknowledges staff and faculty accomplishments-----             | 1 | 2 | 3 | 4 | 5 | NR |
| 2. Inspires excellence in faculty and staff-----                                  | 1 | 2 | 3 | 4 | 5 | NR |
| 3. Projects/Builds morale of school---  | 1 | 2 | 3 | 4 | 5 | NR |
| 4. Effectively manages conflicts-----   | 1 | 2 | 3 | 4 | 5 | NR |
| 5. Encourages divergent viewpoints----  | 1 | 2 | 3 | 4 | 5 | NR |
| 6. Evaluates faculty fairly and constructively using high academic standards----- | 1 | 2 | 3 | 4 | 5 | NR |

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

B. Mediator between Faculty and Administration:

- |    |   |   |   |   |   |   |    |
|----|---|---|---|---|---|---|----|
| 1. | Communicates and consults with<br>faculty on policy issues-----         | 1 | 2 | 3 | 4 | 5 | NR |
| 2. | Provides appropriate guidance to<br>faculty regarding promotion/tenure- | 1 | 2 | 3 | 4 | 5 | NR |
| 3. | Serves as an effective liaison<br>between faculty and administration-   | 1 | 2 | 3 | 4 | 5 | NR |
| 4. | Openly communicates schools need to<br>upper administration-----        | 1 | 2 | 3 | 4 | 5 | NR |
| 5. | Responds appropriately to student's<br>concerns-----                    | 1 | 2 | 3 | 4 | 5 | NR |

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

C. General Leadership Abilities:

- |    |  |   |   |   |   |   |    |
|----|--|---|---|---|---|---|----|
| 1. | Projects vision that is<br>appropriate and understandable----                                | 1 | 2 | 3 | 4 | 5 | NR |
| 2. | Generates outside support for<br>faculty research, teaching and<br>service activities-----   | 1 | 2 | 3 | 4 | 5 | NR |
| 3. | Creates opportunities for faculty<br>to share expertise on public and<br>private forums----- | 1 | 2 | 3 | 4 | 5 | NR |
| 4. | Exercises good judgement-----  | 1 | 2 | 3 | 4 | 5 | NR |
| 5. | Discharges responsibility in<br>a timely manner-----   | 1 | 2 | 3 | 4 | 5 | NR |

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

III. ACADEMIC CONTRIBUTIONS:

- |    |  |   |   |   |   |   |    |
|----|--|---|---|---|---|---|----|
| 1. | Maintains professional expertise<br>and activity in academic field<br>appropriate to school-----   | 1 | 2 | 3 | 4 | 5 | NR |
| 2. | Represents the unit effectively<br>to external constituencies-----   | 1 | 2 | 3 | 4 | 5 | NR |
| 3. | Contributes at appropriate<br>national/regional professional<br>associations through presentations<br>of papers, chairing committees,<br>etc.----- | 1 | 2 | 3 | 4 | 5 | NR |
| 4. | Contributes to teaching program<br>functions through classroom<br>teaching, seminars, workshops,   |   |   |   |   |   |    |

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| graduate student supervision.-----                                   | 1 | 2 | 3 | 4 | 5 | NR |
| 5. Publishes in appropriate academic field-----                      | 1 | 2 | 3 | 4 | 5 | NR |
| 6. Participates/contributes to faculty seminars, research, etc.----- | 1 | 2 | 3 | 4 | 5 | NR |

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH  
COMMENTS

I. ADMINISTRATIVE TASKS:

A. Building and Maintaining Excellence:

B. Resource Allocation:

II. LEADERSHIP CATEGORIES:

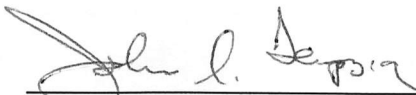
A. Maintenance of Strong Faculty Morale:

B. Mediator between Faculty and Administration:

C. General Leadership Abilities:

III. ACADEMIC CONTRIBUTIONS:

IV. GENERAL COMMENTS:

  
\_\_\_\_\_  
President, UAF Faculty Senate      Date 5-11-90

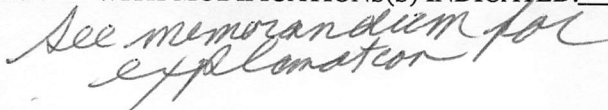
APPROVED: \_\_\_\_\_  
Chancellor's Office

DATE : \_\_\_\_\_

DISAPPROVED:   
Chancellor's Office

DATE: 6/1/90

APPROVED WITH MODIFICATIONS(S) INDICATED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Chancellor's Office







UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: John Leipzig, President  
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor  
University of Alaska Fairbanks *PJO*

DATE: June 7, 1990

RE: FACULTY ROLE IN ADMINISTRATOR EVALUATION

As you can see from my signature on the attached motion, I am not able to approve the proposed senate policy on the faculty's role in administrator evaluations. While the input of faculty, as well as other constituent groups, is a vital and necessary part of the evaluation process, I do not believe this motion is the best way to achieve this. I have many concerns, some of which pertain to the specifics of the motion and others which pertain to the respective responsibilities of the administration and the senate. Let me address the specifics of the motion.

1. Evaluation processes should be handled in a delicate fashion with as much confidentiality as can be brought to bear upon the process. I note the senate indicates that the report should be handled confidentially--*the same as performance evaluations for senior faculty*. The proposed process is very different and does not lend itself to the confidentiality expressed in the motion by the senate. The evaluation of senior faculty is essentially a matter between the individual faculty member, the department head, and the dean. In this proposal, there are five to seven members of the senior faculty, all other members of the faculty, and, perhaps, senate members who would be involved as well as the Vice Chancellor or Chancellor as appropriate.
2. The motion implies that the faculty is the only constituent group who should be consulted in the process. I do not believe this is the intent of the senate, but the nature of the action, if adopted, would imply such. Yet, there are many constituency groups who have a valid perspective to bring to bear on the evaluation of a dean, director, or vice chancellor. Thus, it is my responsibility to develop a process where such constituent input, including faculty, would be involved in the evaluation process. To adopt this motion would be an incomplete evaluation process.
3. The senate unduly interposes itself in the process of evaluation by indicating that it shall be the body to conduct the elections of the evaluation committee. This abridges the responsibilities of the administration which is charged with carrying out these functions. Additionally, it sets up a body between the individual charged with conducting the evaluation (Vice Chancellor or Chancellor as appropriate) and the individual being evaluated. I do not believe this is in the best interest of

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the evaluation process. The cognizant officer carrying out the evaluation must be able to talk directly with the individual being evaluated regarding the input he/she has received. If this input is filtered through another body, less frankness could prevail in the evaluation process.

4. I cannot tell from the motion whether or not the survey instrument, included as part of the motion, is meant to be the survey utilized in all cases. By adopting the motion, it may give the impression that this is indeed the case. Additionally, I am not sure that a survey instrument is the best way to elicit information on the performance of an academic administrator. An interview process conducted by the Chancellor or Vice Chancellor (as appropriate) might lead to a more meaningful evaluation and useful information. Thus, I wish to retain the flexibility to utilize either survey or interview.
5. The motion calls for the cognizant administrator to review with the committee the evaluation of the individual. Such a provision further abridges the confidentiality of the process.
6. The motion states that its purpose is *for the faculty to provide formative appraisal of administrator's performance*. Faculty input into the evaluation is an important element of the process, but it is the cognizant officer's responsibility to conduct the evaluation, and this abridges that responsibility.

There are other concerns of a broader nature that I have with this motion.

1. This is a process motion which, in my opinion, is not appropriate to a legislative body. I have no difficulty with a broad policy motion which states that the administration will involve faculty in the evaluations of academic administrators, but it is not in the best interests of the institution for those processes to be developed by the senate. Rather, this is a responsibility of the cognizant officers of the institution.
2. The motion abridges the respective responsibilities of the senate and the administration. The senate does have primary responsibility in legislating academic policy, and although I seek its guidance and advice on many other matters, this motion goes beyond the constitution of the senate. Thus, it is inappropriate for me to set a precedent by adopting it. I realize that the senate reserves for itself under Section 2.K. of the constitution *Other responsibilities as may be defined by the faculty under the constitution and by-laws*. However, the formulation of policies for how academic administrators should be evaluated does not fall within the faculty rights section of the constitution. It is an area where I desire consultation, and I have sought this. However, it is now my responsibility to formulate the process.

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For all of the foregoing reasons, I have found it necessary to disapprove the action of the senate.

However, as I stated above, the practice of involving faculty in the evaluation of academic administrators is a valid and good one, and a plan to implement such a process will be developed. To this end, I shall draw upon many items contained within this motion as well as items contained in the report of the Joint Administration/Faculty Committee on Evaluation of Academic Administrators. Accordingly, I shall plan to implement a process in this next evaluation cycle which will involve faculty in the process.

PJO'R/clb  
Attachment

cc: Executive Council