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AGENDA

UAF FACULTY SENATE MEETING #167

Monday, May 3, 2010

1:00 p.m. – 3:45 p.m.

Wood Center Carol Brown Ballroom

- | | | | |
|------|------|---|---------|
| 1:00 | I | Call to Order – Jonathan Dehn | 5 Min. |
| | A. | Roll Call | |
| | B. | Approval of Minutes to Meeting #166 | |
| | C. | Adoption of Agenda | |
| 1:05 | II | Status of Chancellor's Office Actions | |
| | A. | Motions Approved: | |
| | | 1. Motion to Reaffirm ANLC/ANLP Unit Criteria | |
| | | 2. Motion to Approve an A.A.S. Degree in Drafting Technology | |
| | | 3. Motion to Approve a Minor in Mining Engineering | |
| | | 4. Motion to amend the UAF "Policies and Regulations for the Appointment and Evaluation of Faculty" | |
| | B. | Motions Disapproved: none | |
| 1:05 | III | Public Comments/Questions | 5 Min. |
| 1:10 | IV | A. President's Comments – Jon Dehn | 5 Min. |
| | | B. President-elect's Report – Cathy Cahill | 5 Min. |
| 1:20 | V | A. Remarks by Chancellor Brian Rogers | 5 Min. |
| | | B. Remarks by Provost Susan Henrichs | 5 Min. |
| 1:30 | VI | Governance Reports | 5 Min. |
| | A. | Staff Council – Martin Klein/Maria Russell | |
| | B. | ASUAF – Todd Vorisek | |
| | C. | UAFT/UNAC | |
| 1:35 | VII | Guest Presentation: Linda Hapsmith, Staff Academic Advising Center | 15 Min. |
| 1:50 | VIII | Discussion Item | |
| | A. | Academic Master Plan | 15 Min. |
| | | Guest: Dan Julius, UA Vice President for Academic Affairs | |
| 2:05 | | BREAK | |

- 2:15 IX Adoption of Consent Agenda 5 Min.
- A. Motion to approve the list of 2009-2010 degree candidates, submitted by the Administrative Committee (Attachment 167/1)
- B. Resolutions for the Outstanding Senators of the Year Award, submitted by the Administrative Committee (Attachment 167/2)
- C. Special Recognition of Senate Service
- 2:20 X New Business 20 Min.
- A. Motion to Reaffirm the CLA Departments of English and Philosophy & Humanities Unit Criteria, submitted by the Unit Criteria Committee (Attachment 167/3)
- B. Motion to Reaffirm the CLA Department of Theatre Unit Criteria, submitted by the Unit Criteria Committee (Attachment 167/4)
- C. Motion to Reaffirm the CNSM Natural Science Unit Criteria, submitted by the Unit Criteria Committee (Attachment 167/5)
- D. Motion to Amend the Minor Degree Requirements, submitted by the Curricular Affairs Committee (Attachment 167/6)
- E. Motion to Change the Study Day Policy, submitted by the Curricular Affairs Committee (Attachment 167/7)
- 2:40 XI Update on Core Curriculum Discussions 10 Min.
- Falk Huettmann, Ken Abramowicz (Attachment 167/8)
- 2:50 XII Committee and Annual Reports 10 Min.
- A. Curricular Affairs – Falk Huettmann, Ken Abramowicz (Attachment 167/9)
- B. Faculty Affairs – Jennifer Reynolds (Attachment 167/10)
- C. Unit Criteria – Brenda Konar (Attachment 167/11)
- D. Committee on the Status of Women – Jane Weber/Alex Fitts (Attachment 167/12)
- E. Core Review – Latrice Bowman
- F. Curriculum Review – Rainer Newberry
- G. Student Academic Development & Achievement – Cindy Hardy
- H. Faculty Appeals & Oversight – Charlie Sparks
- I. Faculty Development, Assessment & Improvement – Josef Glowa (Attachment 167/13)
- J. Graduate Academic & Advisory Committee – Rajive Ganguli
- K. Advisory Research Committee (ad hoc) – Roger Hansen
- 3:00 XIII Members' Comments/Questions 5 Min.
- 3:05 XIV Announcement of Award Recipients 10 Min.
- A. Presentation of the Outstanding Senators of the Year Awards (Reference Attachment 167/2)
- B. Announcement of the Usibelli Awards (Attachment 167/14)
- C. Announcement of the Emeriti Faculty Awards (Attachment 167/15)
- D. Recognition of Senate Service
- 3:15 XV Adjournment of the 2009-10 Faculty Senate**

- 3:15 XVI 2010-11 Faculty Senate Members Take Their Seats 10 Min.
 A. Roll Call of 2010-11 Members
 B. President's Remarks – Jonathan Dehn
 C. President-Elect's Remarks – Cathy Cahill
- 3:25 XVII Remarks by Provost Susan Henrichs 5 Min.
- 3:30 XVIII New Senate Business 10 Min.
 A. Motion to endorse 2010-11 committee membership, submitted by the Administrative Committee (Attachment 167/16)
 B. Motion to approve the 2010-11 Faculty Senate Meeting Calendar, submitted by the Administrative Committee (Attachment 167/17)
 C. Motion to authorize the Administrative Committee to act on behalf of the Senate during the summer months, submitted by the Administrative Committee (Attachment 167/18)
- 3:40 XIX Discussion Item
 A. Motion to Amend the Faculty Senate Constitution (Attachment 167/19) 5 Min.
- 3:45 XX Adjournment**

**3:30-5:00 PM Usibelli Awards Reception at Wood Center C-D
 Everyone is invited to attend the reception.

ATTACHMENT 167/1
MAY 3, 2010
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 314 Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

ATTACHMENT 167/2
MAY 3, 2010
SUBMITTED BY THE OSYA SCREENING COMMITTEE

***OUTSTANDING SENATOR OF THE YEAR AWARD
FOR ANNE CHRISTIE***

WHEREAS, Anne Christie has served the university in the UAF Faculty Senate for the past three years; and

WHEREAS, Anne Christie has served as a valuable member of the Faculty Affairs Committee during the 2008-09 and 2009-10 academic years; and

WHEREAS, Anne Christie worked tirelessly to change the Faculty Senate bylaws to ensure all faculty and units are fairly represented in the Faculty Senate; and

WHEREAS, Anne Christie performed extensive research to determine the use of non-regular faculty in teaching across UAF;

WHEREAS, Anne Christie has provided clear and intelligent input on many issues important to faculty, including promotion and tenure issues;

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Anne Christie as Outstanding Senator of the Year for Academic Year 2009-2010.

***OUTSTANDING SENATOR OF THE YEAR AWARD
FOR JENNIFER REYNOLDS***

WHEREAS, Jennifer Reynolds has served the university in the UAF Faculty Senate for six years; and

WHEREAS, Jennifer Reynolds served as a valuable member of the Graduate Academic Advisory Committee during the 2003-04 and 2004-05 academic years, and the Faculty Affairs Committee during the 2007-08 through 2009-10 academic years; and

WHEREAS, Jennifer Reynolds has provided leadership as Chair of the Faculty Affairs Committee during academic year 2009-10; and

WHEREAS, Jennifer Reynolds worked tirelessly to change the Faculty Senate bylaws to ensure all faculty and units are fairly represented in the Faculty Senate; and

WHEREAS, Jennifer Reynolds was instrumental in the careful assessment and evaluation of electronic faculty activity reporting; and

WHEREAS, Jennifer Reynolds has provided thoughtful, well-researched analysis on many issues important to faculty, including promotion and tenure issues;

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Jennifer Reynolds as Outstanding Senator of the Year for Academic Year 2009-2010.

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the CLA Departments of English and Philosophy & Humanities.

EFFECTIVE: Fall 2010
 Upon Chancellor's Approval

RATIONALE: The committee assessed the unit criteria submitted for review by the CLA Departments of English and Philosophy & Humanities. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT,
PROMOTION, AND TENURE
AND
DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES UNIT CRITERIA
STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA MAY BE USED IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

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. ***SOME FACULTY SERVE ON A LARGE NUMBER OF GRADUATE COMMITTEES, AND SUCH WORK IS HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS.***

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, ***POSSIBLY INCLUDING THE DEVELOPMENT OF VALUED TEACHING RESOURCES SUCH AS IT-BASED EDUCATIONAL TOOLS;***
- 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/OR approval by peers in the discipline. ***BOOKS AND SCHOLARLY ARTICLES ARE HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, INCLUDING BOOKS SELECTED BY EDITORS RATHER THAN BY EDITORIAL BOARDS OR THROUGH PEER REVIEW.***
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval. ***GRANTS ARE VALUED, BUT THERE IS NO EXPECTATION THAT FACULTY WILL WRITE OR ADMINISTER GRANTS DUE TO THE SMALL NUMBER OF GRANTS AVAILABLE FOR FACULTY WORKING IN THESE DISCIPLINES.***
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers. ***PRESENTATION OF RESEARCH PAPERS OR OTHER SCHOLARLY OR CREATIVE WORK IS VALUED. HOWEVER, TRAVEL FUNDS ARE, AT TIMES, DIFFICULT TO OBTAIN FOR FACULTY IN THIS UNIT. A LACK OF SUCH PRESENTATIONS SHOULD NOT COUNT AGAINST FACULTY.***
- 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. ***CITATION INDEXES ARE NOT REGARDED AS RELIABLE INDICATORS OF STANDING IN THE HUMANITIES, AND ARE NOT COMMONLY USED. A HIGH LEVEL OF CITATION MIGHT INDICATE A HIGH STANDING IN A FACULTY MEMBER'S FIELD. HOWEVER, A LOW LEVEL OF CITATION SHOULD NOT BE TAKEN TO INDICATE A LACK OF STANDING. THIS UNIT VALUES QUALITATIVE REVIEWS OF RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY.***
- 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.
- l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- m. 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.
- n. ***READINGS OR OTHER PRESENTATIONS OF CREATIVE AND/OR SCHOLARLY WORK (OUTSIDE OF CONFERENCE PRESENTATIONS) ARE VALUED BY THESE DEPARTMENTS.***
- o. ***THE CREATIVE AND SCHOLARLY WORKS PRODUCED BY FACULTY ARE EXPECTED TO BE SUBJECT TO A RIGOROUS REVIEW PROCESS THROUGH PEER-REVIEW, REVIEW BY AN EDITORIAL BOARD, OR EDITOR. CREATIVE AND SCHOLARLY PRODUCTIONS ARE VALUED FOR ALL FACULTY, AND MAY INCLUDE (BUT ARE NOT LIMITED TO) POETRY, FICTION, CREATIVE NON-FICTION, FILMS, DRAMATIC WORKS, DRAMATIC PRODUCTIONS, WEBPAGES, AND SCHOLARLY EDITIONS AND TRANSLATIONS OF EXISTENT TEXTS. ALTHOUGH THE DEPARTMENTS VALUE CONVENTIONALLY PUBLISHED WORKS, THEY ALSO VALUE WORK RIGOROUSLY REVIEWED BUT DISSEMINATED BY OTHER MEANS, SUCH AS (BUT NOT LIMITED TO) WORK PRESENTED ELECTRONICALLY THROUGH WEBPAGES, OR THROUGH PUBLIC PERFORMANCES.***
- p. ***THIS UNIT VALUES COLLABORATIVE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY, INCLUDING WORK PRODUCED WITH COLLABORATORS OUTSIDE THE ENGLISH DEPARTMENT AND THE DEPARTMENT OF PHILOSOPHY AND HUMANITIES.***
- q. ***SUCCESSFUL RESEARCH, SCHOLARLY, AND CREATIVE WORK IN THESE FIELDS IS NOT CONTINGENT ON THE AVAILABILITY OF GRANTS OR ON***

THE SERVICES OF GRADUATE ASSISTANTS AND POSTDOCTORAL RESEARCHERS FUNDED BY THEM.

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.

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. ***SIGNIFICANT FACULTY PARTICIPATION IN DEPARTMENTAL COMMITTEES IS OFTEN EXPECTED IN ORDER TO RUN THE PROGRAMS OFFERED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, AND THIS WORK IS HIGHLY VALUED. ALSO, SOME FACULTY FROM THIS UNIT PARTICIPATE IN INTERDISCIPLINARY PROGRAMS ON CAMPUS, AND THIS UNIT VALUES THAT SERVICE. NOT ALL FACULTY FROM THIS UNIT ARE INVOLVED IN INTERDISCIPLINARY PROGRAMS, HOWEVER, AND ABSENCE OF SUCH SERVICE SHALL NOT BE VIEWED NEGATIVELY.***
- 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 ***OF FACULTY.***
- j. Prizes and awards for excellence in university service.
- k. ***SERVING AS AN OUTSIDE EXAMINER TO OTHER GRADUATE PROGRAMS IN THE UNIVERSITY.***

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.

ATTACHMENT 167/4
MAY 3, 2010
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the CLA Department of Theatre.

EFFECTIVE: Fall 2010 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the CLA Department of Theatre. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

UAF Regulations for the Appointment and Evaluations of Faculty

AND DEPARTMENT OF THEATRE 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 THEATRE DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

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Chapter II

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A. Criteria for Initial Appointment

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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.

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Bipartite Faculty

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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.

THEATRE FACULTY

THE STANDARDS PRESENTED IN BOLD CAPITALS AS ADDED OR EMPHASIZED FOR THE DEPARTMENT OF THEATRE HEREAFTER IN THIS DOCUMENT ARE DRAWN FROM THE ASSOCIATION FOR THEATRE IN HIGHER EDUCATION (ATHE) GUIDELINES FOR EVALUATING TEACHER/ARTISTS FOR PROMOTION AND TENURE (REV. 5/2000), WHICH STATES IN PART:

“THIS DOCUMENT IS INTENDED FOR ALL INSTITUTIONS WITH FACULTY IN THEATRE AND PERFORMANCE STUDIES. IT FOCUSES ON THE ASSUMPTION THAT PREPARATION OF THEATRICAL EVENTS FOR PUBLIC PERFORMANCE ALLOWS THE TEACHER/ARTIST A VIABLE OPPORTUNITY FOR DEMONSTRATING ARTISTIC ACHIEVEMENT WHICH IS CRUCIAL TO PROMOTION AND TENURE DECISIONS...THE PRODUCTION OF PLAYS AND PERFORMANCES (HEREAFTER REFERRED TO AS THEATRICAL EVENTS) AND THE STUDY THEREOF CONSTITUTES THE DISCIPLINE OF THEATRE. IN RECOGNITION OF THE ARTISTIC COMPONENT OF THEATRE, MOST INSTITUTIONS OF HIGHER EDUCATION NOW INCLUDE 'CREATIVE ACTIVITY' AS A LEGITIMATE COMPONENT FOR PROMOTION AND TENURE CONSIDERATION...IN ADDITION, THIS DOCUMENT IS CONGRUENT WITH THE NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE (NAST) ACCREDITATION

GUIDELINES, WHICH STATE THAT CREATIVE PRODUCTION AND PROFESSIONAL WORK IN THEATRE MUST BE EQUIVALENT TO SCHOLARLY PUBLICATION OR RESEARCH AS A CRITERION FOR ADVANCEMENT.”

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. **ADDITIONAL ADVISING OBLIGATIONS IN THE DEPARTMENT OF THEATRE INCLUDE: STUDENT DRAMA ASSOCIATION AND FILM CLUB; STUDENT-PRODUCED THEATRICAL EVENTS, LIKE *WINTER SHORTS*, *FAMOUS FOR FIFTEEN* *PLAYWRITING FESTIVAL*, *STUDENT FILM FESTIVAL* AMONG MANY OTHERS BOTH ON AND OFF CAMPUS; STUDENT ACTORS, DIRECTORS, OR DESIGNERS WORKING ON OFF-CAMPUS PROJECTS AT ANOTHER THEATRE COMPANY; UNDERGRADUATE RESEARCH PROJECTS, INCLUDING STUDENT THESIS PROJECTS; COACHING FOR GRADUATE SCHOOL AND U/RTA AUDITIONS AND PORTFOLIO REVIEWS; SUPERVISION OF STUDENT LABOR AND ASSISTANTS IN ALL PRODUCTION AND MANAGEMENT AREAS OVERSEEN BY THE DEPARTMENT.**

- **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. **FACULTY IN THE THEATRE DEPARTMENT HAVE UNUSUALLY HIGH TEACHING AND ADVISING LOADS. EXCELLENCE IN TEACHING IS THE DEPARTMENT’S HIGHEST PRIORITY. EXCELLENCE IN RESEARCH/CREATIVE WORK AND SERVICE MAY NOT COMPENSATE FOR AN INSUFFICIENT TEACHING RECORD.**

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. SIGNIFICANTLY REVISE COURSES TO REFLECT NEW DEVELOPMENTS IN THE FIELD;**
- h. 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. ADDITIONAL CLARIFICATION ON THE EVALUATION OF CREATIVE ACTIVITY/ SCHOLARSHIP IN THE DISCIPLINE OF THEATRE

- a. DIRECTORS, ACTORS, AND DESIGNERS ARE EVALUATED BY PEERS AND CHOSEN FOR PROFESSIONAL WORK AFTER A SCREENING PROCESS THAT PARALLELS THE REVIEW PROCESS USED FOR PRINTED FORUMS.**

- b. **UAF FACULTY CURRENTLY ARE REQUIRED TO CATEGORIZE THEIR CREATIVE ACTIVITY IN ANNUAL REPORTS, 4TH YEAR REVIEWS, TENURE REVIEWS, AND POST TENURE REVIEWS AS LOCAL, STATEWIDE, NATIONAL, OR INTERNATIONAL. THE FOLLOWING STANDARDS SHOULD BE USED FOR THE PURPOSES OF THIS CATEGORIZATION. A LOCAL OR STATEWIDE THEATRICAL PRODUCTION/ CONFERENCE/ EVENT MAY BE INCLUDED IN THE NATIONAL OR INTERNATIONAL CATEGORY IF IT MEETS ONE OR MORE OF THE FOLLOWING: 1) THE PROFESSIONAL VISIBILITY OF THE THEATRE ARTIST IS JUDGED TO GO BEYOND THE STATE/ COUNTRY 2) THE MAJORITY OF THE THEATRE ARTISTS/ COLLABORATORS/ PARTICIPANTS INVOLVED ARE FROM OUT OF STATE/ COUNTRY 3) THE PRODUCTION DREW AN AUDIENCE WHICH WAS NATIONAL OR INTERNATIONAL IN SCOPE.**
- c. **PART OF A THEATRE ARTIST'S RECORD, HOWEVER THE LACK OF A PRINTED REVIEW SHOULD NOT BE CONSTRUED AS A NEGATIVE ASSESSMENT OF THE WORK OF THE THEATRE ARTIST. THE THEATRE ARTIST CAN HAVE NO CONTROL OVER WHETHER A REVIEWER IS PRESENT OR WHETHER A REVIEW IS ULTIMATELY PRINTED.**
- d. **ALTHOUGH THE THEATRE DEPARTMENT STRIVES TO ACQUIRE GRANTS, GRANT FUNDING IN THE ARTS IS OFTEN SCARCE.**
- e. **EXTERNAL PEER EVALUATIONS MAY INCLUDE REPRESENTATIVES OF THE LOCAL, STATEWIDE, NATIONAL AND INTERNATIONAL THEATRE COMMUNITIES.**

2. 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.

3. 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 **OR CREATIVE ARTISTRY.**
- 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. PLAYWRITING, SCREENWRITING, PRODUCTION DRAMATURGY, NEW PLAY DEVELOPMENT AND WORKSHOPPING, LITERARY MANAGEMENT.**
- n. CRITICAL REVIEWS, CRITICAL DRAMATURGY, THEATRE ANTHROPOLOGY, BASIC PERFORMANCE RESEARCH, SCRIPT PREPARATION, PEER REVIEWS OF PRACTICE AND WRITING, CONSULTING.**
- o. DESIGN (LIGHT, SET, COSTUME, SOUND, PROJECTION).**
- p. DIRECTING, ACTING, COACHING (VOCAL, STYLE, MOVEMENT, STAGE OR SCREEN COMBAT OR STUNTS), CHOREOGRAPHIC WORK.**
- q. FILM-MAKING, VIDEO DOCUMENTATION, VIDEO EDITING, DVD AUTHORIZING, MULTI-MEDIA AND WEB CREATION.**

- r. **PRODUCING, SEASON PLANNING, BUDGETING, PRODUCTION MANAGEMENT AND COORDINATION, STAGE MANAGEMENT, TECHNICAL DIRECTION, PUBLIC RELATIONS, MARKETING.**
 - s. **INVITED PRESENTATIONS, LECTURES, AND INVITATIONS TO TEACH MASTER CLASSES OR LEAD INTENSIVE WORKSHOPS.**
- 4. DOCUMENTATION OF ABOVE CREATIVE ACTIVITY MAY INCLUDE (BUT IS NOT LIMITED TO):**
- a. **WRITTEN EVALUATION BY THE CHAIR, FACULTY PEERS, EXTERNAL PEERS, OR OUTSIDE EXPERTS.**
 - b. **REVIEWS IN THE PROFESSIONAL MEDIA.**
 - c. **SCRIPTS OF ORIGINAL PRODUCED PLAYS, INCLUDING ADAPTATIONS AND TRANSLATIONS.**
 - d. **PHOTOGRAPHIC IMAGES OF PRODUCTIONS, WORKING DRAWINGS, RENDERINGS, DVDS, CDS, LIGHT PLOTS, SET MODELS, DESIGN PORTFOLIOS, AND OTHER SUPPORTING MATERIAL.**
 - e. **RESEARCH AND ANALYTICAL MATERIALS, DIRECTORS' PRODUCTION BOOKS, STUDY GUIDES, PROGRAM NOTES, OUTREACH MATERIALS, AND LABAN NOTATION.**
 - f. **MARKETING AND PUBLIC RELATIONS MATERIALS (INCLUDING POSTERS, PROGRAMS, RADIO, TELEVISION, NEWSPAPER, AND WEB-BASED INTERVIEWS).**
 - g. **EVIDENCE OF OUTREACH ACTIVITIES, SUCH AS SYMPOSIA, SEMINARS, WORKSHOPS, AND OTHER EVENTS.**
 - h. **LETTERS FROM THE PUBLIC.**
 - i. **TESTIMONIALS.**

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 **INCLUDING OUTREACH WITH LOCAL SCHOOLS, SPECIAL SCHOOL PERFORMANCES, SCHOOL VISITS, PARTICIPATION IN CAMPUS-WIDE OUTREACH EVENTS SUCH AS *I'M GOING TO COLLEGE* AND *UAF INSIDE OUT*.**
- 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. **SUPPORT OF LOCAL COMMUNITY MEMBERS OR ORGANIZATIONS, INCLUDING LOANING OF THEATRE UAF COSTUMES AND PROPS.**

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 **INCLUDING AUTHORSHIP OF ACCREDITATION OR OTHER COMPREHENSIVE PROGRAM REPORTS.**
- 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.
- k. **DEVELOPMENT OF ASSESSMENT PROGRAMS.**
- l. **PARTICIPATION IN FACULTY DEVELOPMENT WORKSHOPS.**
- m. **ASSISTING WITH THEATRE DEPARTMENT FUNDRAISING EVENTS.**

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation **OR MEMBERSHIP** in professional organizations **INLCUDING BUT NOT LIMITED TO: AEA, SAG, AFTRA, SDC, IATSE, USA, TCG, ATHE.**
- 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.

ATTACHMENT 167/5
MAY 3, 2010
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for Natural Sciences at the College of Natural Science and Mathematics.

EFFECTIVE: Fall 2010 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the Natural Sciences unit criteria submitted for review by CNSM. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

September 7, 2004 (with modifications by faculty on 10-02-09)

**UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
ANNUAL REVIEW, PRE-AND POST-TENURE,
PROMOTION, TENURE REVIEW**

AND

**NATURAL SCIENCES
UNIT CRITERIA**

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING NATURAL SCIENCE FACULTY IN CNSM. ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CNSM FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THE CNSM MATHEMATICAL, STATISTICS AND COMPUTER SCIENCE DISCIPLINES 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 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 and reside within a specific discipline.

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 positions. 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

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.

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. IAS SCORES SHOULD SHOW THAT THE MAJORITY OF STUDENTS RATE COURSES FAVORABLY (≥ 3.0 AS A BENCHMARK), AND, IF NOT, THERE SHOULD BE A DEFINITE UPWARD TREND SHOWING IMPROVEMENT IN IAS 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 IAS OR OTHER TEACHING EVALUATIONS (E.G. PEER-EVALUATION). 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 works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performance in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges;

f. INVITATION TO EDIT OR REFEREE ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS CAN BE TAKEN AS EVIDENCE OF OBTAINING STATURE FROM COLLEAGUES

- g. Scholarly reviews of publications, art works and performance of the candidate.
- h. Citations of research in scholarly publications.
- i. Published abstracts of research papers.
- j. 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.
- k. Prizes and awards for excellence of scholarship.
- l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- m. 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.

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 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 THE CREATION OF RESEARCH IDEAS THAT TRANSLATE INTO PROJECTS THAT INVOLVE BOTH GRADUATE AND**

UNDERGRADUATE STUDENTS. EXAMPLES FOR SUCH A SUCCESSFUL RESEARCH PROGRAM MAY INCLUDE:

- **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 CLEARLY DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS 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**
 - **HAVING DEMONSTRATED SUCCESSFUL MENTORING OF GRADUATE STUDENTS IN THE FACULTY'S FIELD OF EXPERTISE WHICH CAN BE DEMONSTRATED FOR INSTANCE BY GRADUATING THE STUDENT, STUDENT PRESENTATIONS AND PUBLICATIONS, STUDENT AWARDS OR GRANT SUCCESS, PROFESSIONAL PLACEMENT OF STUDENTS AFTER GRADUATION.**
- **PROFESSOR: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT QUALITY AND QUANTITY OF PUBLICATIONS TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM. THERE SHOULD BE A RECORD OF STUDENT INVOLVEMENT INCLUDING SUCCESSFUL MENTORING OF GRADUATE STUDENTS. IT IS EXPECTED THAT THE FACULTY MEMBER SHOULD HAVE ATTAINED AN INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS AND BY CITATIONS OF PUBLICATIONS OR DOCUMENTED OPINIONS OF OTHER SCIENTISTS IN THE FIELD). EVIDENCE OF QUALITY PUBLICATIONS MAY INCLUDE DATA CONCERNING:**
- **THE NUMBER OF CITATIONS EACH PAPER RECEIVED**
 - **THE QUALITY OF THE JOURNALS SUCH AS THEIR "IMPACT FACTOR"**
 - **EXTERNAL REVIEWS STATING THE PAPERS MADE MAJOR CONTRIBUTIONS**
 - **INVITED TALKS AND BOOK CHAPTERS**
 - **PROFESSIONAL AWARDS**

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 assume 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 a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or 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 and/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 **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 activities 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 accrediting 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 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):

- **ACCOMPLISHMENTS OF THE EFFORT OF ORGANIZATION TO WHICH SERVICE WAS PROVIDED.**
- **OFFICIAL RECOGNITION OF QUALITY OF SERVICE (E.G., AWARDS, LETTERS OF RECOMMENDATION).**
- **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 AND/OR UNIVERSITY PROGRAMS ARE EXPECTED, INCLUDING SERVICE TO THE GENERAL PUBLIC AND/OR ALASKAN TEACHERS.**

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.

MOTION

The Faculty Senate Curricular Affairs Committee moves to revise the following for the Bachelor of Arts degree (pages 126-127 of the 2009-10 UAF catalog) for all students. This revision addresses that students who bring in a Bachelor's degree from another institution can already have met the minor complex requirement.

EFFECTIVE: Fall 2010

RATIONALE: Currently, some departments are already practicing this (through a petition process) although it is not an official policy. Students who have a bachelor's degree from regionally accredited institution should not be held to meeting the minor requirement for the UAF Bachelor of Arts. Students often bring in courses from a previous bachelor's degree to the BA and often need to petition to meet the minor requirements. Currently, an associate of applied science (A.A.S.) degree or certificate of at least 30 credits earned at another institution may be used to meet requirements for a minor for the Bachelor of Arts (B.A.) degree. This would eliminate the need to petition, and student run around, and streamline graduating processing.

CAPS = Addition

[[]] = Deletion

Bachelor of Arts (page 126)

Requirements

Complete the baccalaureate core (38 – 39 credits)

Complete the following B.A. requirements in addition to the core:

- Humanities and social sciences (18 credits)
 - Any combination of courses at the F100-level or above, with a minimum of 6 credits from the humanities and a minimum of 6 credits in the social sciences OR up to 12 credits in a single non-English language taken at the university level and a minimum of 6 credits in social science.
- Mathematics (3 credits)
 - One course at the F100-level or above in mathematical sciences (math, computer science, statistics)
- Complete one of the following:

- Minor complex* at least 15

* Departmental requirements for majors and minors may exceed the minimums indicated. Specific requirements are listed in the following section. STUDENTS WHO HOLD A BACHELOR'S DEGREE FROM A REGIONALLY ACCREDITED INSTITUTION ARE NOT REQUIRED TO COMPLETE THE MINOR COMPLEX.

(page 127)

An associate of applied science (A.A.S.) degree or certificate of at least 30 credits earned at any regionally accredited college or university may be used to meet requirements for a minor for the bachelor of arts (B.A.) degree. STUDENTS WHO HOLD A BACHELOR'S DEGREE FROM A REGIONALLY ACCREDITED INSTITUTION ARE NOT REQUIRED TO COMPLETE THE MINOR COMPLEX. See a list of [certificate programs](#) and [A.A.S. degrees](#) offered at UAF.

ATTACHMENT 167/7
MAY 3, 2010
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

The Faculty Senate Curricular Affairs Committee moves to change study day policy to:

There will be a study day between the last day of classes and the first day of final exams unless doing so requires that final exams be held on the Saturday immediately before Commencement.

EFFECTIVE: Effective immediately.

RATIONALE: In order to meet the minimum number of contact hours during spring semester, the Last Day of Instruction is required to be the Monday before commencement (when the spring semester begins before Alaska Civil Rights Day). The required one day (passed at Faculty Senate Meeting #20 on 9/17/1991) results in final exams ending the Saturday before commencement. For graduating seniors, this results in conflicts with commencement rehearsal, commencement weekend events and family visitors. Some faculty also schedule their exams on this day.

Report to the Faculty Senate Concerning Revision of UAF's Core requirements

During academic year '08-'09 a committee—primarily consisting of chairs of the various school and college curriculum committees-- was created to investigate and make recommendations concerning UAF's core curriculum. This committee was guided by Dana Thomas, Vice Provost. The committee made several recommendations to the Faculty Senate at its first meeting of the '09-'10 academic year. These recommendations were then sent to the Curricular Affairs Committee for review and consideration. The committee unanimously agreed with all the recommendations of the 'core revision committee' except one: adoption by UAF of the 'LEAP' Core Philosophy Statement to replace the current core philosophy statement. That is, we agreed the number of core courses should be reduced, that the current core requirements were too rigid, that a new core philosophy statement was essential, and that the core—as currently taught—produces baccalaureate students with inadequate writing abilities.

The 'LEAP' baccalaureate philosophy statement has the advantage of existing. It is touted by its adherents as both modern approach to 'Core' and one that is sufficiently broad to be used by any baccalaureate institution. Our reaction to 'LEAP', however, was that it is so broad as to be practically meaningless, that is, dominated by vague, ambiguous, flowery statements. The few places where it is specific, it dictates an agenda—community service, 'good citizenship', 'personal development'--that is both highly challenging to measure and a radical departure from our current core. Many of us felt it might be appropriate for a solely liberal arts institution, but was simply the wrong direction for a school as broad as UAF.

In consequence, the Curricular Affairs Committee spent most of the '09-'10 academic year (when not involved in normal CA business) attempting to create 1st drafts of revised 'core philosophy' statements. We did such in conjunction with department heads, where appropriate. Our ambition was to create revised statements which would be discussed by the entire UAF faculty, modified as needed, and then adopted by the UAF faculty. Until a revised core philosophy is in place, it is not possible to create specific outcomes and outcome assessments critical to creating a new core. Our revised statements and the current statements are attached.

Our initial intention was to create such statements by early in spring semester '09-'10, to present them to the faculty for discussion in mid-Spring, and to have some resolution by the end of the academic year. What we eventually recognized was that the task was too large to be accomplished on top of our significant normal duties. We now propose to bring our 1st draft revised core philosophy statements to the faculty for discussion in Fall '10-'11.

In sum, we have conducted two experiments over the last two academic years. In '08-'09 a committee which lacked faculty senate members and did not stay in contact with the Curricular Affairs Committee came to a bold decision which we felt was too bold to be realistic. In '09-'10 Curricular Affairs attempted to deal with the issues and had insufficient time. We conclude that the best means to move core revision forward is to create a committee that overlaps with—and routinely reports to—the Curricular Affairs committee and includes faculty that both are and are not members of the Faculty Senate. We propose that creating such a committee be one of the first business items of academic year '10-'11.

DRAFT REVISED UAF Baccalaureate Core Curriculum 2010

Through the baccalaureate core experience, every UAF student is expected to achieve:

A high level of proficiency in written and oral English – including the ability to construct clearly organized and well-argued presentations in both oral and written form;

An ability to think critically and creatively across all disciplines;

Basic numeracy skills, problem solving strategies, communication of mathematical concepts, and the ability to construct and evaluate mathematical arguments;

The ability to use scientific methods and observations of the earth to address problems through inquiry, interpretation, and analysis; make inferences from data; generate hypotheses; and determine whether conclusions or solutions are reasonable;

An understanding of cultural and ethnic diversity;

A critical understanding of global and financial economic issues;

An understanding of issues related to long-term sustainability of the earth;

An intellectual and experiential involvement with the arts and literature;

An understanding of ethical theories, in order to examine and be able to explain personal and societal value systems.

Current version: The Baccalaureate Core Curriculum

Through the baccalaureate core experience, every UAF student is expected to achieve:

- Multidimensional competency in written and oral English--including comprehension of complex materials and creation of clearly organized presentations of soundly reasoned thought in both oral and written form;
- A solid grasp of quantitative reasoning and mathematical application;
- An intellectual comfort with the sciences--including the scientific method, frameworks that have nurtured scientific thought, traditions of human inquiry and the impact of technology on the world's ecosystems;
- An appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions;
- An understanding of global economic interdependence, sense of historical consciousness and a more critical comprehension of literature and the arts;
- A better understanding of one's own values, other value systems and relationships between value systems and life choices.

**Minutes Curricular Affairs Committee (CAC) meeting
Monday March 22nd 2010, 9:00 AM til 10:30 AM**

Participants: Falk Huettmann (Co-Chair), Ken Abramowicz (Co-Chair), Ginny Tschanz, Carrie Baker, Rainer Newberry, Dana Thomas, Tim Stickel, Seta Bogosyan, Thane Magelky (guest), Rajive Ganguli (guest; phone), Beth Leonard (phone)

QUORUM exists for voting

1.

Welcome

2.

Approval of minutes (Feb 8th and Feb 22nd)

3.

Minor in Mining and Engineering

Rajive Ganguli explained the details of the Minor, and what it's class size is (5 students), and what the impacts are (~none). The goal of this Minor is to enhance upper level enrollment in Mining Engineering and provide UAF engineering students with some technical knowledge in an engineering field which is very relevant to Alaska. This Minor has been reviewed by Curriculum Affairs and passed there. A question was answered why this Minor does not include a course list. A motion was made to vote on this Minor, and it carried forward.

4.

Drafting Technology AAS (Associate of Applied Science)

Thane Magelky explained the changes made on the update, and how the new version dealt with the Math and the Budget, Computer and Space details; as discussed at the last meeting (February 22nd). Questions were addressed by Thane dealing with ethics of such a program (e.g. stuck in a career path, not linking with a B.Sc.). A motion was made to vote on this program, and it carried forward. It was pointed out that this is a new program and therefore needs to go through Faculty Senate, Board of Regents as well as the Northwest Commission, resulting into a potential delay.

5. (Note: change of original agenda item and inclusion)

Timing and UAF Spring Calendar: Tim Stickel

After an introduction made by Ken, Tim Stickel presented a 7 years proposed plan and an overview of the UAF spring calendars for 2012-2019. A discussion started on the issue of Commencement Day (always on Mothers' Day ?), start of Summer Semester (before Memorial Day ?), course overlaps (e.g. with May Mester), and the Alaska Civil Rights Day. Here, just some timings and issues got started. More is to be discussed and decided on in coming meetings.

6.

CORE

The compiled text, draft 1 (February 8th), was used as a basis of the discussion. We picked up on the notion and earlier email discussion of '*what makes for an educated person*'. The argument was made by several committee members that we should not just add new classes, or carry out

patch work, but rather think of a whole-hearted reform, and approach the topic from that angle. It was stated that the current CORE is not working well. Dana reminded everybody that we deal with three levels of education: CORE, Degree and Major. Although agreement on key educational topics was found, e.g. writing and reading, the question of how to assess items like team work somewhat remained. The writing 'English' problem was also covered in more detail, and a question was posed whether to use ONLINE writing centers perhaps, or to have more writing intensive assignments for students? It was widely agreed that English writing should not only be left to the English Department. For the next CAC meeting, April 12th, Falk will compile a DRAFT2 (update math paragraph from Rainer, and remaining paragraph on philosophy to be added), and Dana suggested to vote then on specific paragraphs and amendments. Based on an invitation by Morgan Dufseth (SSAH) on March 26th, Falk will briefly present via phone conference call on the UAF CORE discussion and progress (Draft1/2 + experience) to UAA.

7.

Other Business

As planned, the remaining CAC meetings were confirmed for 12th April and 26th April. Rainer pointed out that a Rural Nutrition program might be coming forward for review.

8.

Adjourn

Curricular Affairs Meeting Minutes Monday 12th April 2010

Ken Abramowicz, Falk Huettmann (phone), Sarah Lewis (phone), Tim Stickel (phone), Rainer Newberry, Michelle Bartlett, Ginny Tschanz, Carrie Baker. Student Rep not available

Agenda

1.

Minutes of previous meeting: Approved

2.

Question: Has Debra Moses been replaced: So far, this has not happened, and a request should come directly from the Department to the Faculty Senate.

3.

Certificate in Rural Nutrition: No document and request has been received by the Chairs, yet. Without an official submission and anything in writing, nothing can be done and decided on, so far.

4.

Academic Calendar (discussion lead by Tim Stickel). It becomes clear that one cannot fit 'everything' (e.g. Spring semester, Winter semester, regular terms etc) into a calendar without overlap. Ending the terms at Mother's Day is usually the goal. All relevant time conflicts are obviously to be addressed, and ahead of time. Ken pointed out that the Student Rep. and Organization should be considered (they have a different email: not .edu but .org). A discussion

started in the committee that we cannot achieve everything, and require clear priorities and decisions. The 'WinterMester' as slight administrative space problem, e.g. building closures during Xmas break (usually just one or two days as a problem; buildings not heated). The Summer session this year is shorter (that's a one-time exception). Starting the regular term earlier would allow to be done by Mother's Day. It is worth to mention that WinterMester sees a growth of 22%! If the WinterMester gets placed appropriately, Spring and Summer terms can get cleared. If the Summer Semester would start after Independence Day, would that create a problem? Summer Session 2 overlaps with the start of Fall Semester. But the August Semester got dropped for now. Presents the coordination with the School District an issue? Could the Alaska Civil Rights Day be used as a good break point perhaps? The gap between Memorial Day and Independence Day is an issue for full 6 weeks Summer sessions. There is a problem with losing days due to Mother Day: Could this become a Reading Day for instance? For a first resolution, Ken suggested to put forward a more detailed schedule for the next 4 years. This is to be addressed in coming meetings.

5.

Two Motions:

a) Minor in B.Sc. Arts (a topic introduced by Tim Stickel): Some Departments practice it already. A petition (as done here) is an option to make it real (but which adds to paper work). The Motion got moved, and was approved.

b) Extension of an Incomplete Grade (Subject got introduced by Tim Stickel): What are the rules for extensions of an Incomplete Grade beyond one year? Ken suggested that Graduate School requests that all 'Incompletes' are due in a year (=no extension). Currently, Banner and OIT do not allow or request such details on an 'Incomplete' grade. This process is currently in the works and moving forward to be resolved for online submissions. The question came up: Should Incompletes be faculty-driven and initiated, or student-driven? An email discussion and decision was suggested by Ken on this issue. A new form sheet is to be designed that requires (real world) signatures, and thus forces for a personal interaction between student and instructor. The use of Adjuncts makes it very complicated to follow up on Incompletes though. Tim will rewrite this motion accordingly for the next meeting or start an email discussion.

6.

CORE: The recent version was introduced by Falk. We are still lacking a paragraph on philosophy. Carrie will work on a version over the week. The third and last paragraph is discussed.

Sustainability and Ecological Paragraph got approved, to be written by Falk as a first draft.

Should statistics be included? Rainer suggested that this has wider implications for the CORE and teaching. Statistics will be re-considered by asking Mathematics Dept Head.

Third paragraph: Ecosystem gets removed and goes into new paragraph.

Fourth paragraph: Critical thinking differs from Diversity. Should be split. It moves into the second paragraph.

Fifth paragraph: Split off sustainability, and have an Economist review the result. History section: "World knowledge, linked with cultural context and diversity". A historian will review.

Sixth paragraph: Arts and Literature: fine as is.

Last paragraph will be revised (Carrie & Ginny). Consider Ethics requirements, e.g. a single course.

Turn-around time for these items should be by April 26th next meeting, or earlier (via email discussion).

It was proposed to have a 10min agenda presentation item at the next Faculty Senate. For fall 2010, at least one month of discussion proposed, and a broader representative is needed. We need a wider committee that handles this topic, e.g. considerations with UA, UAA and Alaska.

7. Other Business: None

Rainer will be with CAC for the coming fall term, and is proposed as the new Chair. Confirmation on this is coming forward next.

8. Adjourn

Curricular Affairs Meeting Minutes Monday 26th April 2010

Ken Abramowicz (Co-Chair), Falk Huettmann (Co-Chair), Tim Stickel, Rainer Newberry, Beth Leonard, Lilian Misel, Carrie Baker, Linda Hapsmith, Michelle Bartlett, Jennifer Carroll (IAC; guest), Clara Johnson (IAC; guest), Pete Pinney (CRCD; guest)

Quorum: Yes

1

Welcome, and overview of session and agenda topics

2

Approval of minutes from previous session (sent out by email; edited and approved in discussion and via listserv)

3

Rural Nutrition Certificate program:

Rainer introduced the subject. His concerns with this certificate are on the financial side “The program is not sufficient by itself; thus, in the current climate it can be pulled”. The certificate is based on a grant, and is not covered by tuition. On what expense is that new program running when the grant runs out (potentially possible in the next year, and when USDA support runs out)? Clara Johnson explained her view, and she explained that minority-serving institutions (as the case here) are usually very successful in obtaining grants. IAC serves native students in rural areas (e.g. Aleutians and Interior). Clara explains that a performance-based budget request has been put in earlier; but the legislators do not award well such efforts. Grants and tuition are all what is necessary. Sarah is not at this meeting, because she meets with other groups re. similar native education issues. Clara thinks there will be increasing funding for such programs, not less. UAF should step up at the responsibility one way or another. But it’s clear that IAC funds this project, not UAF. Ken suggested that the Academic Master Plan is putting an emphasis on self sustaining programs, it’s a major reviewing criteria to be successful. The Academic Master Plan wants to include native and rural education; as stated by Jennifer Carroll. Rainer pointed put out that the presented math of the financial justification is currently not realistic, e.g. tuition income and credits taught, and that it is currently not covered by tuition. A yearly mismatch of 60k seems to exist (question: who will cover this gap?). It was pointed out several times that the current proposal simply misrepresents funding facts. However, Pete Pinney pointed out that no relevant UAF program is really fully funded by tuition only. In the Interior Campus, grants play

a big role throughout. They are awarded on a student basis, and which appears to be a different funding regime and concept than at UAF.

For a resolution, Rainer suggested to update the current proposal til Friday (=one week prior to the Faculty Senate and when the agenda is set) according to the shortcomings, and then see for a decision at the last term meeting.

A motion was made and passed by CAC for this certificate and with a forthcoming clarification re. funding, when provided prior to Friday.

4

Other business:

Calendar Issues: Based on the previous discussion April 12th, Tim re-introduced the subject and based the new plan on a 4 years outlook (which was provided as a handout). So far, a study day is required. The proposal from Tim is to eliminate that study day to overcome the wider scheduling problems. Michelle liked this schedule, e.g. for reasons of mother's day, and approved it from her side. Should we approve it for 1, 2 or 3 years? Should we collect data for evaluation as well, and how well it actually worked out? The group decided: yes. Data collectors need to be assigned and a survey tool should be set up (Michelle and in collaboration with CAC will look into this). Ken clarified why this new schedule actually was designed by Tim (no direct consideration of Mother's Day; instead, it was decided with Maymester in mind). Motion was made and it carried, approving the first two columns (years 2011 and 2012) of Tim's handout, as well as the deletion of study day.

5

Finalization of the new CORE scheme:

Rainer's summary letter to the Faculty Senate (distributed by email last days) was read, and improved (mostly typos). It summarizes the work of CAC on this issue, and the CAC recommendations for next fall. Carrie will send us the final update today for the Admin Meeting this afternoon, and to be presented at the Faculty Senate next week.

Core discussion on paragraphs started, and all (new) paragraphs were read and updated as required. The April 12th version served as the basis, and latest email additions were added, based on the votes made April 12th (for details see previous minutes). A final version of this document and Rainer's letter was created, and will be circulated in 2 hours to the CAC listserve and to the Admin Meeting for inclusion in the agenda for the Faculty Senate meeting.

6

Adjourned. (This was the last CAC meeting for this term.)

ATTACHMENT 167/10
MAY 3, 2010
SUBMITTED BY THE FACULTY AFFAIRS COMMITTEE

FACULTY AFFAIRS COMMITTEE 2009-2010 ANNUAL REPORT

Members: Jane Allen	CRCD, Kuskokwim Campus (Bethel)
Anne Christie	CLA, Library Science
Mike Davis	CRCD, Bristol Bay Campus (Dillingham)
Lily Dong	SOM, Business Administration
Roger Hansen	GI, Seismology
Kenan Hazirbaba	CEM, Civil & Environmental Engineering
Cecile Lardon	CLA, Psychology
Morris Palter	CLA, Music
Roger Smith (ex officio)	GI, Director
Jennifer Reynolds (chair)	SFOS, Oceanography

The Faculty Affairs Committee dealt with four main issues, and issued formal recommendations on three of them. All recommendations by the Committee were unanimous. On the fourth issue, teaching by non-regular faculty, the Committee devised a plan for gathering the necessary data and secured assistance from the Registrar's Office. This effort is ongoing, and should be completed next year.

Alaska Cooperative Fish and Wildlife Research Unit (ACFWRU)

This unit is composed of five faculty who are federal and state employees and hold faculty appointments at UAF. Their status is defined by a 1999 Memorandum of Understanding between UAF and several federal and state agencies, modified slightly in 2003. The Faculty Affairs Committee (FAC) was asked to consider whether the "rights and responsibilities" of these faculty include participation in the Faculty Senate.

FAC discussed the "rights and responsibilities" of the ACFWRU faculty, both with regard to the Faculty Senate and in a broader sense. These faculty are well-regarded and play a valuable role in the University. The central problem is that the University, while formally recognizing them as UAF faculty, has failed to define what type of faculty they are, i.e., tenure-track, research, affiliate, adjunct, or term. ACFWRU frustration with the current ill-defined situation is understandable. FAC unanimously recommended that they be designated Affiliate Faculty, the status normally held by those who have an external employer and a faculty appointment at UAF. Participation in the Faculty Senate is not recommended, because they are not UAF employees. The Faculty Senate is a part of the shared governance of UAF, and only employees should participate in shared governance. FAC submitted a formal recommendation to the Administrative Committee and the Provost, and reported this recommendation to the full Faculty Senate during meeting #163 on December 7, 2009.

Promotion of Non-Represented Faculty

FAC was asked to provide a recommendation on a new policy regarding a promotion process for those who have faculty status (not executive), but do not fall under the Collective Bargaining Agreement because they have >50% administrative duties and/or they supervise other faculty. There is currently no formal procedure by which these faculty may be considered for promotion. The Provost submitted a proposed policy for consideration.

FAC members recognized that the most common workload division for non-represented faculty, 49% faculty/51% administrative, is a device used to change the status of the faculty member. That workload is effectively the same as 50%/50% which does qualify for promotion review under the Collective Bargaining Agreement. FAC members agreed that faculty with a 49%/51% workload could qualify for promotion in faculty rank using the same performance criteria applied to 50% faculty. However, FAC members felt strongly, after three meetings on this topic, that people with less than half-time faculty duties should not qualify for promotion as faculty. The recommendation by FAC applies to non-represented faculty with at least 49% faculty duties.

The guiding principles were that the procedure should be as close as possible to the procedure for represented faculty, and that it should avoid any conflict of interest that might arise in connection with the candidate's administrative duties. The "normal" unit peer review committee may have potential conflicts of interest, and a different peer review committee is likely to be needed. FAC recommended that this committee be appointed by a dean or director from another unit, upon the request of the Provost. Specific criteria for this committee were included in the FAC recommendation. No change was needed for university-wide committee review, except to note that potential conflicts of interest must be avoided when the Faculty Senate and Provost select members of this committee.

FAC forwarded its recommendation to the Administrative Committee in a memo dated February 19, 2010. The recommendation was converted into a formal motion to amend the UAF "Policies and Regulations for the Appointment and Evaluation of Faculty" (the Blue Book) and submitted to the Faculty Senate at meeting #166 (April 5, 2010). The motion passed, and the policy will be posted on the Provost's web site and will be added to the next edition of the Blue Book.

Reapportionment for Faculty Senate representation

During AY 2008-09, the Faculty Affairs Committee (FAC) was asked to conduct a reapportionment of Faculty Senate representation based on the Faculty Senate Bylaws and the current numbers of qualifying faculty across UAF. Two members of FAC in AY 2008-09, Anne Christie and Marla Lowder, were selected to direct this effort. They requested current data from the Provost's Office on the qualifying faculty at UAF, and applied the procedure specified in the Bylaws. It appears that the previous reapportionment had not included adjustments for FTFE or split appointments, and thus the exercise in 2008-09 was something of an experiment. In March 2009, FAC reached several recommendations regarding the reapportionment process.

In Fall 2009, two continuing members of the committee, Jennifer Reynolds and Anne Christie, drafted a full report that included the FAC recommendations from the previous spring, with additional detail and remarks based on internal committee communications. This report was reviewed by the Administrative Committee on November 30, 2009 and presented to the Faculty Senate at meeting #163 (December 7, 2009). Based on the report, Jennifer Reynolds and Anne Christie drafted a series of motions to amend the Bylaws of the UAF Faculty Senate. The principle changes were to lengthen the interval between reapportionment from 2 years to 7 years, and use data collected for reaccreditation of the University; to drop the use of split appointments and FTFE calculations in reapportionment; and to treat research institutes in the same way as the academic schools and colleges, recognizing that several research institutes are now large enough for separate representation on the Faculty Senate. These motions were passed by the Faculty

Senate at meetings #165 (March 5, 2010) and #166 (April 5, 2010), and will go into effect in Fall 2010.

Teaching by Non-Regular Faculty

This issue initially came to the Faculty Affairs Committee in AY 2007-08 as a concern about possible exploitation of adjunct faculty at UAF. Various aspects of this issue were investigated and discussed by the Committee during AY 2007-08: FAC noted that those faculty are not represented on the Faculty Senate, and decided that the main issue within the purview of the Faculty Senate was the role of such faculty in teaching at UAF, because that impacted the way departments functioned and the overall educational mission of the University. With this in mind, FAC broadened its focus to all non-regular faculty, defined as those who were neither tenure-track nor research faculty. This group included instructors, contingent, term, and adjunct faculty. Data were needed to evaluate how and why non-regular faculty were employed for teaching at UAF, whether or not there was a problem, and to create a baseline for comparison in the future. By Spring 2009, FAC had determined that UAF did not currently have a way to track the use of non-regular faculty for teaching classes, so the Committee itself took on the task of gathering the information. The Committee created a template (spreadsheet) and guidelines for gathering the data, and conducted trial runs for CLA-Library Science (LS course codes) and for SFOS classes (FISH, MSL course codes). Those data now serve as examples. It is clear that gathering these data for all of UAF will be a labor-intensive task.

In Fall 2009, the Committee developed the following plan. At our request, the UAF Registrar agreed to produce a table of course data on all undergraduate courses taught at all UAF campuses in AY 2007-08 and AY 2008-09, filling in as much of the spreadsheet as possible from the Registrar's database. This effort has proceeded as time and resources permit. With the Registrar's data in hand, FAC plans to have a student assistant work with faculty contacts on filling gaps in the spreadsheet. Members of FAC will be contacts; other contacts might be members of the Faculty Senate, department chairs, program heads, or department administrators. This effort will continue in AY 2010-11.

Topics for consideration by next year's Faculty Affairs Committee

- Continue forward on the issue of Teaching by Non-Regular Faculty.
- Conduct reapportionment calculations per new Bylaws, using data collected by the Provost's Office for UAF accreditation.
- Follow up on the possibility of reducing the demands on the university-wide peer committee for promotion and tenure, by changing the requirement for 4th year review. This would involve a change in the Collective Bargaining Agreement, for which a new contract will be negotiated during 2010-2011.
- Consider providing leadership in setting up forums for the upcoming election of state legislators, and establish a working relationship/dialog with legislators during the next session of the legislature.
- Develop a way to monitor the UAF budget considerations as the document works its way through the UAF budget process.

ATTACHMENT 167/11
MAY 3, 2010
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

Unit Criteria Meeting
April 19, 2010 Minutes
3 – 4 pm Rasmussen Library Room 341

Attending:
Uta Kaden
Julie McIntyre (co-chair)
Tim Wilson
Mark Herrmann
Andy Anger
Sonja
Ray Rolanz

Tom Clausen (representative from Natural Sciences)

Old Business: None.

New Business: Unit Criteria for Natural Sciences: revised version.

Comments:

Page 2 part B: Capitalized part is unchanged. Committee previously wanted clarification, especially about phrase “within schools and colleges”. Tom Clausen explained that schools refers to other schools, not schools within the CNSM. Still would like clarification. Suggested to change “within” to “from other”.

Page 3 paragraph before part B: Move this earlier, to right before part A of that section.

Page 5: IAS score benchmark for assistant profs: Department elects to keep this to give assistants and review committees guidelines. No change necessary.

Page 8: What is sufficient number of publications? Still not clarified. Tom Clausen explained that they don't want to give a number, but let the unit peer committee interpret files individually. No change necessary.

Page 7 part f: Change to “invitation to referee as acknowledgement of stature and expertise...” or something to differentiate from refereeing which is considered service.

Page 12: Service under Professor section – why refer to Alaskan teachers here? Tom Clausen explained Assistant and Associate try to keep service closer to research. Once full professor, want more involvement with community, including K-12 teachers. No change necessary.

Future Business: Alaska Native Studies and Rural Development criteria has been submitted. Decided to table and take up next fall.

Committee on the Status of Women 2009-10 Annual Report

The Committee on the Status of Women (CSW) met monthly during AY 2009-10 to work on issues affecting women faculty at UAF.

CSW was instrumental in 2008-09 in shaping a campus-wide discussion of family friendly policies and one of our committee members served on the UAF Family Friendly Task Force. The Taskforce put forth two recommendations: one on childcare for University employees and one on work-life balance. In 2009-10, this committee was reformed as the UAF Work Life Balance Committee, a permanent committee with faculty, staff, and student representation. CSW has a permanent spot on this committee. The WLB Committee completed a survey on childcare needs at UAF in Fall 2009 and has given UAF a list of current needs: enlarged Bunnell House lab school, extended age range/after school care, weekend and evening care, TVC needs, class schedule flexibility, diaper changing tables in restrooms, breastfeeding/pumping rooms, nearby infant care.

CSW continued the “Brown Bag Lunch” series on topics of faculty interest held in various campus locations. Some of the “Brown Bag” topics were “What is a Family Friendly Campus?” and “Making a Great Life Here”. CSW will continue to organize these informal discussions in 2010-11.

CSW brought a resolution to UAF’s Faculty Senate urging UAF and UA to amend their leave-share policy in order to permit the sharing of sick leave for pregnancy, childbirth, adoption, family, and elder care. UAF’s Work Life Balance Committee formally supported the resolution. This resolution passed in the Faculty Senate on March 1, 2010 and passed in Staff Council on March 19, 2010. The resolution is now out of CSW control but we plan to keep an eye on its progress through university channels and (hopefully speedy) implementation.

In Fall 2009, CSW organized UAF’s fifth annual Women Faculty Luncheon, which was webstreamed for faculty who could not attend in person. Over one hundred women faculty attended this event with distinguished UAF alumna Grace Berg Schaible giving a wonderful keynote address. We gratefully acknowledge the financial support for this event from the Office of the Chancellor. We are securing the funding and are planning our sixth luncheon for October 2009.

In spring 2010, CSW again organized a two hour comprehensive tenure and promotion workshop, *Planning Strategically for Promotion and Tenure*. The workshop highlighted strategic planning for promotion and tenure and faculty attended both in person and via webstream. This extremely useful workshop, which we give annually, provides an informal venue for faculty to discuss strategies, file preparation, mentoring, effectively preparing for tenure and/or promotion, fourth year reviews, and other issues related to the T&P process for both United Academics and UAFT.

CSW has a permanent seat on the Chancellor's Diversity Action Committee (CDAC). This committee met monthly during AY 2009-10, and the CSW representative brought issues of equity to the attention of the committee.

In Progress:

- Promotion workshop for Associate Professors moving to Full Professors
- Examining structural, rather than individual, issues contributing to women being "stuck" at the Associate Professor level
- Gathering and analyzing historical data information with gender on time to tenure and promotions, rank, and salary information for faculty at UAF for at least the last ten years
- "Survey Monkey" survey and study about the tenure and promotion decision-making process
- Discussion of the issue of term-funded and adjunct faculty , especially as these issues differentially affect women
- Facilitating mentoring of new, mid-career, and senior women and allied men
- Strengthen liaison relationships with women staff members at UAF, the UAF Women's Center, and with faculty at the other MAUs.

ATTACHMENT 167/13

MAY 3, 2010

SUBMITTED BY THE FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT
COMMITTEE

**UAF Faculty Development, Assessment, & Improvement Committee
Meeting Minutes - April 8, 2010**

I. Josef Glowa called the meeting to order at 8:04 am.

II. Roll call:

Present: Melanie Arthur, Josef Glowa, Kelly Houlton, Julie Joly, Larry Roberts

Excused: Joy Morrison, Channon Price, Xiyu (Thomas) Zhou

III. Report from Joy – postponed since Joy could not be with us.

IV. Old Business

1) Report on Faculty Forum. The Forum (March 26, 2010) on Academic Duty and Academic Freedom with former Provost Paul Reichardt was well attended. There were about nine people in person and eight to ten people participated via audio conference. It seems that academic freedom is a high-interest topic. Larry thanked Josef for doing such a nice job in setting it all up. It was suggested that we might think about focusing on one or two chapters from Kennedy's book for our next Faculty Forum, particularly the chapter dealing with teaching. As Larry pointed out, UAF is nationally known for its exceptional arctic research, but it would be commendable to also make UAF recognizable as a top teaching and learning institution. Julie added that this makes sense since these are themes stressed in accreditation. Larry also suggested promoting honor and civility in the interest of healthy dialog in our classes. He will draft a paragraph statement of how we, i.e. the faculty at UA, are models of civility for our committee to bring to the Faculty Administrative Committee in order to bring it to public attention.

2) Seminar Observation Form. While the Faculty Senate liked the form, there was one person who had an issue with some of the wording. It was suggested that students are pressured and put on the spot, but another person commented that that is not such a bad thing. Faculty Senate President Jonathan Dehn said it was a good tool to utilize in course development. The form was accepted and approved, but Josef suggests that we may send it out again for Faculty Senate members to add more input.

V. Online Student Evaluations

Our discussion focused again on poor response rates and the questions raised were, "Do we really want to champion the use of online evaluations when the response rate (29% vs. 70% paper-based) makes the results at best, inadequate, and at worst, misleading?" and, "Does it justify changing to online evaluations to simply make the administrative chore easier?" It was suggested that Melanie's previous email summary with attached articles be amended and sent to members of the Faculty Administrative Committee. It will be sent to FDAI committee members first for more input.

Melanie reported that a university in the Midwest withholds grades until students respond online (which gives them a return of about 90%), but this practice is controversial. Josef will ask Joy to

email samples to FDAI members to peruse. Since there are two issues to address – to go online or not, and to choose something different than our current IAS forms – we decided that we still need more information. The IDEA pricing guide that Melanie emailed to our committee includes the website: www.theideacenter.org to check out for more information.

It was agreed that the questionnaire should be kept short, and it would be nice if faculty could choose questions from a list in order to make the evaluations more pertinent to their particular classes and styles.

VI. New Business

Larry informed us of the dates for next year's Lilly Arctic Conference: March 3 – 5, 2011, which will be held in Fairbanks. The theme is "Celebrating Transformative Learning and the Transformation of Learners."

Last Monday the School of Management held a repeat ceremony honoring Susan Herman and her posthumous Gretchen T. Bersch Award. UAF President, Chancellor, and Provost were there as well as Gretchen Bersch.

VII. Next meeting: Thursday, May 6, 2010, 8:00 – 9:00 am.

VIII. Adjourned at 8:45 am.

Respectfully submitted by Kelly Houlton and Channon Price.

**The 2010 Usibelli Awards for Distinguished Teaching, Research,
and Service**

Winner, Distinguished Teaching: Richard Boone, Professor of Biology and Wildlife

Winner, Distinguished Research: Thomas Weingartner, Professor of Oceanography

Winner, Distinguished Service: Kara Nance, Professor of Computer Science

2010 Usibelli Award for Distinguished Teaching Nominees

Debendra Das, Professor of Mechanical Engineering
Debasmita Misra, Associate Professor of Geological Engineering
Paul Robinson, Adjunct, Applied Business

2010 Usibelli Award for Distinguished Research Nominees

Kara Nance, Professor of Computer Science
Chien-Lu Ping, Professor of High Latitude Agriculture
Roger Ruess, Professor of Biology

2010 Usibelli Award for Distinguished Service Nominees

Andreas Anger, Associate Professor of Applied Business and Accounting
Heidi Brocius, Clinical Associate Professor of Social Work
Godwin Chukwu, Professor of Petroleum Engineering
Roger Hansen, Research Professor of Seismology
Ping Lan, Professor of Business Administration
Todd Sherman, Professor of Art
Kenji Yoshikawa, Research Associate Professor of Northern Engineering

2010 Emerita/us

Mark Box, Professor of English

Godwin Chukwu, Professor of Petroleum Engineering

Joseph Dupras, Professor of English

Rheba Dupras, Associate Professor of Library Science

James Gladden, Professor of Political Science

George Happ, Research Professor of Biomedical Sciences

William Hibler, Research Professor of Sea Ice Physics

Ronald Illingworth, Professor of English and Development Education

Steven Jacobson, Professor of Yup'ik Eskimo

Ron Johnson, Professor of Mechanical and Environmental Engineering

John Kelley, Professor of Marine Sciences

Judith Kleinfeld, Professor of Psychology and Northern Studies

Tamara Lincoln, Associate Professor of Library Science

Dirk Lummerzheim, Research Professor of Geophysics

Mary Mangusso, Associate Professor of History

Joseph Margraf, Professor of Fisheries

Hans Nielsen, Professor of Geophysics

Henry Wichmann, Professor of Accounting

MOTION:

The UAF Faculty Senate moves to endorse the 2010-2011 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

2010-11 Faculty Senate Committees

STANDING COMMITTEES

Curricular Affairs

Anthony Arendt, GI (12)
Jungho Baek, SOM (12)
Carrie Baker, CLA (12)
Christa Bartlett, CRCD/TVC (11)
Sarah Fowell, CNSM (11)
Brian Himelbloom, SFOS (12)
Falk Huettmann, CNSM (11) - *Sabbatical*
Debra Moses, CRCD/TVC (11)
Subbing for Sarah Fowell:
Rainer Newberry, CNSM (12) – Convener
David Valentine, SNRAS (12)

Faculty Affairs

Jane Allen, CRCD/KUC (11)
Mike Davis, CRCD (12)
Lily Dong, SOM (11)
Roger Hansen, GI (11)
Kenan Hazirbaba, CEM (12)
Cecile Lardon, CLA (11)
Morris Palter, CLA (11)
Andrew Metzger, CEM (12)
Jennifer Reynolds, SFOS (11) – Convener

Unit Criteria

Andy Anger, CRCD/TVC (11)
Perry Barboza, CNSM (12)
Heidi Brocious, CLA (11)
Karen Jensen, CLA (12)
Debra Jones, CES (12)
Ute Kaden, SoEd (11) – Convener
Julie McIntyre, CNSM (11)
Tim Wilson, CLA (11)

Committee on the Status of Women

Melanie Arthur, CLA (12)
Stefanie Ickert-Bond, IAB (12)
Jessica Larsen, GI (11)
Jenny Liu, CEM (11)
Janet McClellan, CLA (11)
Shawn Russell, CRCD (12)
Derek Sikes, CNSM (11)
Diane Wagner, CNSM (11)
Jane Weber, CRCD (12) – Chair/Convener

Core Review

CLA:
Christine Coffman, English (12)
David Henry, Humanities (12)
Chanda Meek, Social Sciences (12)
Jean Richey, Communication (12)
Diane Ruess, Library (11)
Siri Tuttle, At-Large CLA (11)
CNSM:
Latrice Bowman, Math (12) – Convener
Rainer Newberry, Science (12)

Student Academic Development & Achievement
Committee – To be further updated

Colleen Angaiak, Rural Student Services
Jane Allen/Nancy Ayagarak, KUC Campus
John Creed, Chukchi Campus
Dana Greci, CRCD/DevEd
Linda Hapsmith, Academic Advising Center
Cindy Hardy, CRCD/DevEd – Convener
Joe Hickman, Student Support Services Program
Joe Mason, Northwest Campus
Margaret Short, Math/CNSM (11)
Sandra Wildfeuer, CRCD/IAC

PERMANENT COMMITTEES

Faculty Appeals & Oversight Committee – *To be further updated*

Carol Barnhardt, SoEd (11)
Roxie Dinstel, CES (11)
Maureen Hogan, SoEd (11) – Convener
Leonard Kamerling, CLA (11)
David Mollett, CLA (12)
Christa Mulder, CNSM (11)
Charlie Sparks, SOM (11)

Faculty Development, Assessment & Improvement

Melanie Arthur, CLA (11)
Julie L. Joly, SNRAS (11)
Marianne Kerr, CES (11)
Diane McEachern, CRCD/KUC (11)
Joy Morrison, Faculty Development Office
Alexandra Oliveira, SFOS (11)
Larry Roberts, CLA (11) – Convener

Graduate Academic & Advisory Committee

Ken Abramowicz, SOM (12) – Co-convener
Donie Bret-Harte, CNSM (11)
Larissa-Ariane Dehn, SFOS (12)
Regine Hock, CNSM (11)
Orion Lawlor, CNSM (11) – Co-convener
Anupma Prakash, CNSM (11) – *Fall sabbatical*
Sue Renes, SoEd (12)
Amber Flora Thomas, CLA (11)
Xiong Zhang, CEM (11)

Advisory Research Committee (Ad hoc)

Roger Hansen, GI (11) – Convener
Kris Hundertmark, IAB
Orion Lawlor, CNSM (11)
Sarah Mincks, IMS
Peter Webley, GI, ARSC
Tom Weingartner, SFOS
Mike West, GI

ATTACHMENT 167/17
MAY 3, 2010
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2010-2011 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled well in advance to allow for reservations at the Wood Center and to facilitate planning for Faculty Senate members.

Meeting #:	Date	Day	Time	Type
168	9-13-2010	Monday	1:00 PM	Video/Audio Conference
169	10-11-2010*	Monday	1:00 PM	Face to Face*
170	11-08-2010	Monday	1:00 PM	Audio Conference
171	12-06-2010	Monday	1:00 PM	Audio Conference
172	2-07-2011	Monday	1:00 PM	Face to Face
173	3-07-2011	Monday	1:00 PM	Video/Audio Conference
174	4-04-2011	Monday	1:00 PM	Audio Conference
175	5-02-2011	Monday	1:00 PM	Face to Face

*Proposed date for possible Chancellor's reception in the evening. Allows rural faculty to plan ahead to attend. Also, the CSW Women Faculty Luncheon occurs the following day.

ATTACHMENT 167/18
MAY 3, 2010
SUBMITTED BY ADMINISTRATIVE COMMITTEE

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2010. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 3, 2010

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

ATTACHMENT 167/19
MAY 3, 2010
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

MOTION:

The UAF Faculty Senate moves to amend the Constitution of the Faculty Senate, Article IX, section 1, to state that the most current version of Robert's Rules of Order shall be the parliamentary "guidelines" for the Faculty Senate rather than the "authority".

Effective: Immediately

Rationale: Robert's Rules of Order in regard to a governing body serve the function to facilitate the mission of that body such that they:

- Are subordinate to the Constitution and Bylaws of a governing body
- Support majority rule while preserving the rights of the minority
- Are to facilitate rational debate regarding matters of policy
- And that Robert's Rules of Order should not be used to:
 - Facilitate the minority to manipulate the rule of the majority against the intent of the Constitution or Bylaws
 - Compromise the role of the governing body for the sole purpose of following Robert's Rules rather than the intent of the Constitution and Bylaws
- Further that the "authority" of the UAF Faculty Senate is derived from its voting majority and mandate in University of Alaska Board of Regents and UAF policy.

CAPS = Addition

[[]] = Deletion

ARTICLE IX - Parliamentary Authority

Sect. 1 The parliamentary ~~[[authority]]~~ GUIDELINES shall be the most recent version of Robert's Rules of Order.