This handbook was reviewed by a Working Group consisting of the Faculty Senate President, United Academics UAS Organizational Vice President, UAFT UAS faculty representative, Provost, and the Assistant to the Provost. The Working Group was created jointly by the Faculty Senate President and UAS Provost. It was charged with reviewing the Faculty Handbook to determine what changes are necessary to update and clarify the contents of the document so it correctly reflects current faculty collective bargaining agreements, Board of Regents policies and regulations, and UAS business practices. The Working Group met regularly during the Spring 2011 semester. This document is the result of that effort.

The Working Group’s intention is to have a single PDF version of the document available to faculty on the Web.

This handbook will be reviewed annually (by the end of each Spring semester) by a Working Group created jointly by the Faculty Senate President and UAS Provost. The Group will review the document to:

- Determine what updates are necessary so it correctly reflects current faculty collective bargaining agreements, Board of Regents policies and regulations, and UAS business practices and,
- Affirm the document for use the upcoming academic year.

TABLE OF CONTENTS
INTRODUCTION

This faculty handbook outlines the University of Alaska Southeast organization; procedures of the Faculty Senate; academic ethics, rights, and responsibilities; curricular development protocols; support services; procedures and criteria for faculty evaluation and sabbatical leave; and many other helpful matters of importance.

The handbook resides with the Provost's Office in electronic form and can be located on the UAS website at http://www.uas.alaska.edu/FacultyHandbook. Should you wish to have a hard copy of the handbook, you may print the PDF version. For most current information always use the web version of the handbook. Forms referred to in this handbook site may be downloaded and saved and some may be filled in online.

Other important materials regarding University planning and governance reside within other UAS sites such as the Provost's Office, the Chancellor's Office, and the Faculty Senate Website. Faculty are encouraged to visit these websites to be apprised of strategic planning, budget issues, and other matters of importance.

Everything in the handbook proceeds from University of Alaska Board of Regents’ (BOR) Policies and Regulations, University of Alaska Southeast Policies, and faculty collective bargaining agreements. This document reflects priorities in the UAS Strategic & Assessment Plan 2010-2017. The BOR Policies and Regulations are available at the University of Alaska web site http://www.alaska.edu/bor/.

Your handbook should be considered a companion to the above information as well as the academic catalog and Curriculum Guide.

This handbook will be reviewed annually by a Working Group created jointly by the Faculty Senate President and UAS Provost. The Group will review the document to:

1. Determine what updates are necessary so it correctly reflects current faculty collective bargaining agreements, Board of Regents policies and regulations, and UAS business practices and, affirm the document for use the upcoming academic year.
2. The Working Group’s proposed changes will be forwarded to Faculty Senate (prior to their May meeting) for review and approval, prior to publication.

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Chapter 1 – ORGANIZATION

UAS MISSION & ACCREDITATION

UAS’ proposed mission statement is currently under review by the University of Alaska, Board of Regents and reads as follows:

“The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.”

The new mission statement is the result of a six-month planning process that resulted in a new UAS Strategic and Assessment Plan 2010-2017. It was developed during Fall 2010 by a planning team, selected by Chancellor Pugh and made up of 50 faculty, staff, students, employers, and community partners from Juneau, Ketchikan, and Sitka.

A key outcome of this UAS planning process was the development of four “core themes” which are consistent with the new mission statement, appropriate for an institution like UAS, and will provide a robust framework for strategic and assessment planning in coming years. The UAS Strategic and Assessment Plan 2010-2017 core themes are:

**Student Success** – provide the academic support and student services that facilitate student access and completion of educational goals.

**Teaching and Learning** – provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.

**Community Engagement** – provide programs and services that connect with local, state, national, and international entities on programs, events, services, and research that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska.

**Research and Creative Expression** – provide programs and services that support research, scholarship, and creative expression by faculty and students.

The University of Alaska Southeast is regionally accredited by Northwest Commission on Colleges and Universities. (For additional information go to the NWCCU website at: http://www.nwccu.org/.)

ACADEMIC ORGANIZATION

The University of Alaska Southeast has three campuses located in Southeast Alaska in the communities of Juneau, Ketchikan, and Sitka. As a regional institution, UAS is organized into four schools across three campuses, and seven academic units with faculty membership from the campuses participating in
academic governance through the Faculty Senate. These academic units are: Library, Business/Public Administration, Social Sciences, Natural Sciences, Humanities, Education, and Career Education.

The Juneau campus is the baccalaureate and graduate degree granting campus. All three campuses provide an array of certificate and two-year programs and serve their communities with strong academic and vocational programs and non-credit community and continuing education courses. The Faculty Senate consists of ten Senators, each representing an academic unit, plus an at-large representative for each campus and a Senate President. The Juneau campus is the baccalaureate and graduate degree-granting campus. All three campuses provide an array of certificate and two-year programs and serve their communities with strong academic and vocational programs and non-credit community and continuing education courses.

The Chancellor is the Chief Executive Officer of the University. The Provost is the Chief Academic Officer of the University. The Vice Chancellor of Administrative Services is the Chief Operating Officer of the University. The Deans of Students and Enrollment Management are the chiefs of student services and student recruitment.

The structure of UAS is depicted in the following organizational chart:

A number of advisory and governing bodies meet regularly to administer academic and business affairs. They include the following:
Chancellor's Executive Council: The Executive Council consists of the Chancellor, Provost, Vice Chancellor of Administrative Services, Dean of Student Services, and Dean of Enrollment Management, who set the overall strategic direction for the regional institution. The Executive Council meets weekly.

Chancellor’s Cabinet: The Cabinet serves as a policy and review body, making recommendations to the Chancellor regarding regional academic programs and administrative and support services for UAS. The Cabinet consists of the members of the Executive Council, the School Deans, Vice Provost, Directors (Library Services, Information Technology Services, Financial Aid, Personnel, Student Services and Enrollment Management, Facilities, Budget, Development and Alumni Relations, Institutional Research, Marketing and Media Relations, Admissions/Student Success, Auxiliary Services), Registrar, Assistants to Executive Management, and Administrative Managers. The Cabinet meets once a month.

Provost’s Council: The Provost’s Council serves as an advisory body making academic and administrative recommendations to the Provost. The Council consists of Provost, Vice Provost, Faculty Senate President, Deans, Campus Directors, Registrar, School Administrative Managers, and the Assistant to the Provost. The Provost’s Council meets bi-weekly.

Faculty Senate: The Senate serves as a faculty governance body. It is responsible for academic and faculty affairs and administrative matters as specified in the Constitution and Bylaws for Faculty Governance. The Faculty Senate consists of Senators representing each academic unit, plus an at-large representative for each campus and a Senate President. There are seven permanent committees of the Faculty Senate to deal with matters coming under the purview of the Faculty Senate. Ad Hoc committees are established, as needed. The Faculty Senate meets monthly during the academic year.

Additionally, Board of Regents Policy 03.01 establishes a mechanism for UA system wide governance. These councils include the System Governance Council (which consists of representatives from the
Faculty Alliance, the Staff Alliance, and the Coalition of Student Leaders), the Faculty Alliance (which consists of three Senators from each campus who meet monthly to discuss matters of mutual concern), and Statewide Academic Council (which consists of the Vice President for Academic Affairs, university Provosts, and a representative from Faculty Alliance).

FACULTY GOVERNANCE ORGANIZATION

UAS Faculty Senate

The UAS Faculty Senate is responsible for academic and faculty affairs and administrative matters as specified in the Constitution and Bylaws for Faculty Governance (Chapter 8). There are seven permanent committees of the Faculty Senate to deal with matters coming under the purview of the Faculty Senate.

Alliances (Policy 03.01)

Board of Regents Policy establishes a mechanism for UA system-wide governance, the System Governance Council, which consists of representatives from the Faculty Alliance, the Staff Alliance, and the Coalition of Student Leaders. The Faculty Alliance consists of three Senators from each campus who meet monthly to discuss matters of mutual concern.

ADMINISTRATIVE ORGANIZATIONS

Chancellor’s Cabinet: The Cabinet serves as a policy and review body, making recommendations to the Chancellor regarding regional academic programs and administrative and support services for UAS.

Campus Advisory Councils: These advisory councils offer guidance to each campus unit and serve as a link for public constituencies to the Board of Regents. The Chancellor appoints no fewer than seven and no more than fifteen persons to each council in Juneau, Sitka, and Ketchikan, with membership broadly representative of constituencies served by the campus. The powers, duties, and responsibilities of each Campus Advisory Council are contained in Board of Regents’ Policy 02.04. The current membership lists for these UAS Campus Advisory Councils are available in the academic catalog.
Chapter 2a - CONSTITUTION FOR FACULTY GOVERNANCE

PREAMBLE

The faculty of the University of Alaska Southeast establish this Constitution in order to create a governance structure that will provide a forum for and give a voice to university-life issues, including curriculum, student success, research and creative activities, as well as institutional and professional development.

ARTICLE I. NAME

Section 1: Faculty governance at the University of Alaska Southeast will be by a Faculty Assembly of the Whole and a Faculty Senate.

ARTICLE II. PURPOSE, AUTHORITY, RIGHTS, and RESPONSIBILITIES

Section 1: Purpose

A. The Senate shall act in a representative capacity on behalf of the Faculty Assembly in matters which affect the general welfare of the university and its educational programs.

Section 2: Authority

A. The Faculty Senate of the University of Alaska Southeast shall carry out its responsibilities and functions subject to the authority of the Board of Regents, UA President, and UAS Chancellor consistent with the laws of the State of Alaska (BOR Policy 03.01) and faculty collective bargaining agreements.

B. Such responsibilities and functions shall be regulated by the By-Laws accompanying this Constitution.

C. Senate actions shall otherwise be binding and subject to veto in accordance with ARTICLE IX (Veto Powers) of this Constitution.

Section 3: Faculty rights

Faculty rights include:

A. To exercise academic freedom

B. To form a representative body to develop legislation concerning the professional activities of the faculty.
C. To have elected representatives to appropriate governance bodies.

D. To have primary authority through the Senate to initiate, develop, recommend, review, and approve University of Alaska Southeast policies and standards with regard to the responsibilities outlined in Section 4.

Section 4: Responsibilities

A. The Senate shall function as the legislative and administrative body having primary authority to initiate, develop, recommend, review, and approve university policy, including but not limited to the following:

B. Academic Affairs
   i. academic advising
   ii. assessment of students and course outcomes
   iii. degrees
   iv. course and program approval
   v. admissions and transfer policies
   vi. instructional policies
   vii. library
   viii. distance education
   ix. academic suspension or dismissal
   x. other matters directly concerned with the academic program of the university

C. Faculty Affairs
   i. evaluation, promotion, and tenure
   ii. sabbatical leave
   iii. appointment, reappointment, and termination
   iv. teaching
   v. research and creative activities
   vi. service
   vii. workload
   viii. professional ethics
   ix. faculty development
   x. grants and contracts
   xi. other matters affecting the welfare of the faculty

D. Administrative Matters
   i. budget
   ii. calendar
   iii. administrative appointments
   iv. physical facilities
   v. academic catalog

E. course scheduling
F. support services including information technologies
G. diversity
H. safety
I. community outreach
   i. other matters affecting the welfare of the university
J. To serve as a clearinghouse for the distribution of information of general concern and interest to University of Alaska Southeast faculty and to articulate matters requiring a timely response to a Chancellor’s or other administrator’s concerns.
K. To develop and recommend to the Chancellor protocols for the approval and deletion of academic programs.
L. To provide faculty representatives for the appropriate governance bodies.
M. To support student and staff constituencies on matters of mutual concern.

ARTICLE III. MEMBERSHIP

Section 1: Eligibility

A. Faculty Assembly
   Members of the Faculty Assembly include:
      i. tenure-track faculty and
      ii. those term faculty who have worked in their positions three or more years with a faculty appointment of 50% FTE or greater.

B. Faculty Senate
   i. Those eligible for membership in the Faculty Senate are current members of the Faculty Assembly.
   ii. Faculty members on any type of sabbatical leave are not eligible to serve as members of the Faculty Senate.

Section 2: Designation

A. The membership of the Faculty Senate shall consist of elected representatives herein after referred to as Senators.

Section 3: Composition of the Senate

The Senate shall consist of the following:

A. Faculty Senators
Elected by and from the Faculty Assembly as set forth in the Bylaws.

One representative for each faculty academic unit, as defined in the Bylaws.

B. Campus Senators
   i. Elected by and from the Faculty Assembly at each campus as set forth in the Bylaws.
   ii. One representative for each of the campuses, Ketchikan, Sitka, and Juneau.

C. Provost
   i. The Provost shall be a non-voting, ex officio member of the Senate.

Section 4: Terms of office
A. Faculty Senators shall serve one-year terms and may be re-elected by the faculty they represent.

B. Vacancies shall be filled expeditiously in the manner designated for that position in the Bylaws and shall be for the unexpired term of the position.

Section 5: Officers
A. The officers of the Senate, a President and a President-Elect, shall be elected by members of the Faculty Assembly according to procedures and a timeline laid out in the Bylaws.

ARTICLE IV. DUTIES OF MEMBERSHIP

Section 1: Duties include, but are not limited to, the following:

A. President
   i. facilitates the business of the Faculty Senate, such as elections and appointments, setting agendas, and leading meetings;
   ii. votes only to make or break a tie;
   iii. officially represents the faculty in all university and public forums except those pertaining to official collective bargaining activities;
   iv. participates as a member of the Chancellor’s Cabinet or its equivalent, and as a voting member of the University of Alaska’s Faculty Alliance, articulating between these groups and the Faculty Senate on matters affecting the faculty;
   v. nominates faculty for appointment to statewide and MAU committees;
   vi. chairs Faculty Assembly meeting;
   vii. serves as an ex-officio, non-voting member of all permanent Senate committees
   viii. appoints members of the Faculty Assembly to ad hoc committees.

B. President-Elect
   i. assists the President in conducting the business of the Senate;
ii. serves in the place of the President in all capacities with commensurate authority and responsibility when the President is not available;

iii. participates as a member of the Chancellor’s Cabinet or its equivalent, and the University of Alaska’s Faculty Alliance, articulating between these groups and the Faculty Senate on matters affecting the faculty.

C. Faculty Senators

i. participate as voting members of the Faculty Senate in the deliberation of its business;

ii. articulate, on a regular basis, all pertinent matters between the faculty in their respective faculty academic units and the Faculty Senate;

iii. undertake academic and administrative work of the Faculty Senate, as it becomes apparent, including service on committees.

D. Campus Senators

i. participate as voting members of the Faculty Senate in the deliberation of its business;

ii. articulate, on a regular basis, all pertinent matters between the faculty on their respective campuses and the Faculty Senate;

iii. undertake academic and administrative work of the Faculty Senate, as it becomes apparent, including service on committees;

iv. consider Faculty Senate business from a campus perspective and bring this view to bear on matters at hand in Faculty Senate meetings.

Senators’ Workload Release.

The effort inherent in service on the Faculty Senate and its committees will be recognized as follows:

1) Senator – up to 2 workload credits per year.

2) The Senate President - up to 6 workload credits per year.

3) The Senate President-Elect - up to 4 workload credits per year.

4) The chair of the Curriculum Committee- up to 4 workload credits per year.

The Provost

(1) participates in the discussions of the Senate;

(2) communicates with the Faculty Assembly, via its Senators, regarding Academic Affairs, Faculty Affairs, and Administrative Matters outlined above in Article II Section 2;

(3) works with the Senate President to help set the agenda for the Senate’s regular meetings by bringing forth issues, concerns, and opportunities of which the Faculty Assembly should be aware.
ARTICLE V. COMMITTEES

Section 1: Permanent Committees

There shall be 7 permanent committees of the Faculty Senate. Their membership, terms of service, reporting relationship to the Senate, and duties are established in the By-Laws.

A. Undergraduate Curriculum Committee
   1. Purpose of the Committee:
   The Committee will discuss and make recommendations to the Senate on curricular and academic policy changes affecting instruction at all levels except the graduate level.

B. Graduate Committee
   1. Purpose of the Committee:
   The Committee will discuss and make recommendations to the Senate on graduate courses, curriculum and graduate degree requirements, and other academic matters related to the instruction and mentoring of graduate students.

C. Faculty Alliance Committee
   1. Purpose of the Committee:
   The UAS Faculty Alliance Committee represents UAS faculty interests at meetings of the Faculty Alliance.

D. Communications Committee
   1. Purpose of the Committee:
   The Committee will ensure that Senate business is recorded and disseminated among UAS faculty in a timely manner, collaborating with support staff from the Chancellor’s office as needed. In addition, the committee will be responsible for sponsoring a UAS faculty web site that serves the needs of faculty for information on academic, faculty, and administrative affairs, collaborating with university support staff as needed.

E. Faculty Evaluation Committee
   1. Purpose of the Committee:
   The Committee provides peer review of faculty members for retention, promotion, tenure, and sabbatical leave decision-making and contributes its recommendations to the mandatory process of faculty review in conjunction with UA Board of Regents’ Policies (P04.04.05) and Regulations.

F. Academic Information Services Committee [reserved]
G. Advising, Learning Center, and Tutoring Committee [reserved]

Section 2: Additional committees

A. Additional committees may be established for specific tasks according to procedures outlined in the By-Laws. Their charges and reporting relationships shall be determined by the Senate.
ARTICLE VI. MEETINGS

Section 1: Frequency
A. There will be two Faculty Assembly meetings per year; one in the Fall and one in the Spring, chaired by the Senate President.
B. There shall be at least one regular meeting of the Faculty Senate every month of the academic year from August through May.
C. Additional meetings may be held as the Faculty Senate determines, or as called by the President or President-Elect in the President’s absence.

Section 2: Parliamentary Authority
A. To the extent not inconsistent with this Constitution or the Faculty Senate Bylaws, Robert’s Rules of Order govern the conduct of business.
B. The President and/or a person he/she designates as parliamentarian shall be the final authority on parliamentary interpretation.

Section 3. Quorum
A. The presence of 60% of the voting members of the Faculty Senate constitutes a quorum.
B. A presence may be established by participation in an audio- or video-conference.

Section 4. Voting
A. Proposed motions, unless otherwise specified in the Constitution or By-Laws, will pass with a majority vote of the Senate membership.
B. Votes by proxy are not allowed.

Section 5. President’s Substitute
A. Should the President-Elect not be able to serve in the President’s stead, the President may appoint any Senator to fill his/her place for specific purposes and/or periods of time.

Section 6. Substitutes
A. Senators may appoint colleagues to attend Faculty Senate meetings in their stead.
B. Substitutes must be a faculty member from the same faculty academic unit and be a member of the Faculty Assembly.
C. Substitutes have full voting powers and count towards a quorum.

Section 7. Addressing the Faculty Senate
A. Any member of the Faculty Assembly may address the Senate at any meeting on any issue.

Section 8. Attendance
A. If any Senator fails to attend three consecutive, regularly scheduled meetings, the President shall so inform the Senator’s constituency, and the unit must
formally decide by the next meeting whether it wishes to retain or replace the Senator.

Section 9. Minutes
A. A first draft of meeting minutes will be e-mailed to Senators for editing.
B. Within seven working days following a Senate meeting, the revised minutes will be posted electronically to the Faculty Senate website, marked “DRAFT.”
C. Notice of the posting of the draft minutes will be sent to all tenure-track, non-tenure track, and term faculty, including Senators.
D. Minutes will be revised as needed and approved at the following Senate meeting.

Section 10 Agenda
A. The Senate President, in consultation with the Provost, will set the agenda based on old business and continuing business, such as curriculum matters, and new business as may be determined via the Faculty Alliance, Chancellor’s Cabinet, or Faculty Senators. Agenda items should be submitted to the President in time for distribution and no later than one week prior to the next Faculty Senate meeting.
B. Distribution.
   i. Agendas will be distributed electronically as early as two weeks prior to a meeting and no later than one week before a meeting.
   ii. Agenda attachments that cannot be transmitted electronically will be distributed in printed form.

ARTICLE VII. COMMUNICATIONS

Section 1: In the interest of efficiencies in time and resources, Senators will endeavor to use available technologies to increase communication.

Section 2: The support staff from the Chancellor’s office may be called upon to assist the President in maintaining current and archival information about Senate business.

Section 3: Faculty Assembly meetings will be used to communicate Senate business to all faculty and to facilitate discussions of members’ concerns.

ARTICLE VIII. AMENDMENTS to the CONSTITUTION

Section 1: Proposals
A. Amendments to this Constitution may be proposed only by members of the Senate and copies will be sent to all members of the Senate.
B. Motions for an amendment must be formally read and incorporated into the minutes of the Senate meeting.
C. A motion for an amendment should include an effective date that either coincides with the Chancellor’s approval of the amendment or post-dates it.
Section 2: Approval
A. A motion for approval of an amendment to the Constitution requires a two-thirds vote of the Senate membership.
B. Approval cannot occur sooner than 28 days from the date of the meeting at which the amendment was first read and discussed.

Section 3: Implementation
A. An amendment becomes effective either on the date of the Chancellor’s approval or on a later date if so stated in the proposal for the amendment.

ARTICLE IX. SENATE ACTIONS and CHANCELLOR’S VETO POWERS

Section 1: Actions
A. Actions of the Faculty Senate shall be passed as motions by majority vote of Senators and may include findings, resolutions, recommendations, or reports.
B. The President shall notify the Chancellor in writing within seven business days of any action taken by the Faculty Senate that includes resolutions or recommendations regarding policies or procedures.

Section 2: Chancellor’s veto
A. The Chancellor may veto any actions submitted by the Faculty Senate.
B. Faculty Senate actions will be considered approved and enacted unless the Chancellor exercises veto power and gives written notification of the veto and its reasons to the Senate President within fifteen business days of formal submission to the Chancellor’s Office.
C. Actions of the Senate may not be partially approved or partially vetoed, nor may they be modified or amended by the Chancellor. A veto or approval may only be exercised against the whole action.

Section 3: Reconciliation
A. Any action approved by the Senate and vetoed by the Chancellor may be submitted to a reconciliation committee upon a two-thirds vote of a Senate quorum.
B. Up to three Senators and three members of the Chancellor’s Cabinet shall constitute a reconciliation committee whose task it will be to formulate recommendations to the Senate and to the Chancellor’s Office.
C. If the Senate and the Chancellor’s Office are not able to resolve the impasse, then the Senate, upon a two-thirds vote of its membership, may elect to forward its previous action to the Faculty Alliance for their consideration and recommendation.

Section 4: Effect
A. Actions of the Senate shall become effective upon approval of the Chancellor or on the effective date mentioned therein, e.g. at the commencement of Academic Year 2006. In the case of referral to the Faculty Alliance, an action that the Alliance recommends for re-consideration by the Chancellor at UAS will be considered approved and enacted unless the Chancellor once again exercises veto power and
gives written notification of the veto and its reasons to the Senate President within fifteen business days of formal submission to the Chancellor’s Office.

ARTICLE X. RELATIONS OF THE SENATE WITH OTHER GOVERNING BODIES

Section 1: The President of the Faculty Senate and President-Elect shall represent the faculty at meetings of the University of Alaska Southeast Chancellor’s Cabinet or its equivalent.

Section 2 The President of the Faculty Senate, the President-Elect, and one other designee appointed by the President shall represent the Senate on the University of Alaska Faculty Alliance. One of these shall also serve on the System Governance Council.

Section 3. The Senate President and President-Elect shall work with the Chancellor, Provost, and Deans by nominating faculty for appointments to all University committees, whether statewide or inter-MAU.
SECTION 1. GENERAL PROVISIONS

A. The Bylaws enumerated below, in conjunction with the Constitution for Faculty Governance, represent the procedures by which faculty governance shall operate at the University of Alaska Southeast.

B. The Faculty Senate of the University of Alaska Southeast shall carry out its responsibilities and functions subject to the authority of the Board of Regents, UA President, and UAS Chancellor consistent with the laws of the State of Alaska (BOR Policy 03.01) and faculty bargaining agreements.

C. Senate actions taken under these Bylaws shall otherwise be binding and subject to veto in accordance with ARTICLE IX (Senate Actions and Chancellor’s Veto Powers) of the Constitution of the Faculty Senate.

SECTION 2. ELECTIONS (Article III. Membership)

A. Election of Faculty Senators (Article III. Section 3.A)

(1) A faculty academic unit is a single academic unit (excluding the individual campuses) having either a Chair, Dean, or Director. Currently there are seven: Business/PADM, Career Education, Education, Humanities, Library, Natural Sciences, and Social Sciences.

(2) Between March 1 and March 10, each faculty academic unit will elect or re-elect a Senator. All members of the Faculty Assembly are eligible to vote for one senator from their faculty academic unit and one senator from their campus.

(3) Faculty academic units will establish their own procedures for filling this post, including, as may be desired, provisions for equal distribution of service in this position.

(4) The current Chair or Dean of each faculty academic unit will coordinate the selection by a method that the unit determines.

(5) Current Chairs or Deans will report selection results to the Senate President by March 15.

B. Election of Campus Senators (Article III. Section 3.B)

(1) By March 20, members of the Faculty Assembly on each campus (Ketchikan, Sitka, and Juneau) will elect a Campus Senator.
The incumbent Campus Senator will coordinate the election by a method that members of the Faculty Assembly at each campus shall determine.

By March 31, incumbent Campus Senators will report election results to the Senate President.

C. Election of Officers (Article III. Section 5)

1. By April 1, each member of the Faculty Assembly who is eligible to run for Senate President and Senate President-Elect will be sent a written statement confirming his/her eligibility to run for election as an officer of the Senate. Faculty Senators-elect and Campus Senators-elect remain eligible, although if elected an officer, their respective faculty academic unit or campus would need to elect another representative to the Senate.

2. Eligible Assembly members may opt to remove their name from the list of nominees by notifying the Senate President in writing within one week of receiving their eligibility statement.

3. By April 10, the Senate President will develop a written list of nominees by removing the names of those who do not wish to stand for office from the list of eligible Assembly members.

4. By April 15, the written list of nominees will be delivered to all members of the Faculty Assembly in the form of a nominating ballot with a due date for return to the Chancellor’s office. An Assembly member may vote for no more than five of the nominees and only one vote may be given to a particular nominee. A ballot with more than five votes is void. The ballot will be constructed in such a way that it can be submitted with anonymity.

5. On the due date, the Chancellor’s office will tally the votes and construct and distribute a final written ballot, with a due date for return and provision for anonymity, which will consist of the names of faculty with the six largest numbers of votes.

6. On the due date for the second ballot, the Chancellor’s office will tally and report the results and deliver all initial and final ballots to the current Senate President.

7. The nominee receiving the largest number of votes will become the Senate President-Elect for the upcoming academic year, unless that position is already vacant, in which case that nominee will become President and the nominee receiving the second largest number of votes will become the President-Elect for the upcoming academic year.

8. By April 30, the Senate President will announce the results of the election to members of the Faculty Assembly.
SECTION 3. OFFICERS OF THE SENATE

(1) Senate President

a. This position is assumed by the President-Elect of the preceding academic year at the first Senate meeting of the new academic year.

b. Only tenure-track faculty are eligible for the position of Senate President.

(2) President-Elect

a. This position is assumed at the first Senate meeting of the new academic year by the Assembly member who received the second largest number of ballot votes in the election of the preceding academic year.

b. Only tenure-track faculty are eligible to serve as President-Elect.

SECTION 4. TERMS OF OFFICE (Article III. Membership. Section 4 Terms of office)

(1) Term

Each Senator, assumes his/her position at the beginning of the university contract date for the new academic year and retains that position until it is assumed by a new member.

(2) Recall of Senators

a. Each faculty academic unit or campus may recall its Senator provided that a replacement is immediately identified.

b. Each faculty academic unit or campus will provide its own procedures for recall.

c. If a Senator is recalled, the Chair or Dean of the faculty academic unit or the Campus Director shall communicate the recall to the Senate President and identify the replacement Senator before the next Senate meeting.

SECTION 5. COMMITTEES (Article V. Committees)

(1) Permanent Committees (Article V. Section 1)

a. Undergraduate Curriculum Committee

i. Composition of the committee

(1) Voting members of the Undergraduate Curriculum Committee shall include one Assembly member representing each of the faculty academic units, currently numbering seven: Business/PADM, Career Education, Education, Humanities, Library, Natural Sciences, and Social Sciences.

(2) Non-voting, ex-officio members of the Undergraduate Curriculum Committee are: the Registrar, the Senate President, the President of the Student Government (or designee), and the Provost.
Non-voting campus representatives shall be elected by Faculty Assembly members at the Ketchikan and Sitka campuses.

b. Selection of committee members

(1) Faculty academic units and each campus will establish their own procedures for selecting a member of the Faculty Assembly to sit on this committee, including provision for equal distribution of service in this position, if desired.

(2) The current Chair or Dean of the faculty academic unit will coordinate the selection and inform the Senate President by March 15 of the representative’s name.

(3) Newly elected members of the committee will meet before April 1 in order to elect a chair and allow workload adjustment to be made for that individual.

c. Terms of service

(1) Committee members serve terms commencing on the first day of a Fall term contract and ending at the conclusion of a Spring term contract.

(2) Committee members may serve more than one term.

d. Duties of the committee

The duties of the Undergraduate Curriculum Committee include but are not limited to:

(1) developing rules of internal procedure;

(2) submitting proposed actions to the Faculty Senate for its approval and conveyance to the Chancellor;

(3) in conjunction with the Graduate Committee, jointly developing guidelines for submission of curriculum proposals;

(4) reviewing, amending, and recommending approval of new undergraduate courses and changes in number, content, title, and description of existing undergraduate courses;

(5) reviewing, amending, and recommending approval of changes in existing undergraduate degree and certification programs;

(6) reviewing, amending, and making recommendations on all program proposals referred to the committee by the Senate;

(7) checking language in the UAS catalog and other publications pertaining to undergraduate programs.

e. Meetings and timelines

(1) The committee will determine its own meeting schedule.

(2) Timelines for submission of proposals and supporting documents will be set by the committee and be widely publicized among members of the Faculty Assembly.
f. Actions

(1) The committee’s findings, recommendations, and minutes of committee meetings will be submitted to the Senate as directed by the Faculty Senate President.

(2) The Senate will vote on whether to accept the committee’s findings and recommendations.

2. Graduate Committee

a. Composition of the committee

(1) One Assembly member from each faculty academic unit that has an active graduate program, currently: Education, Social Sciences, and Business/PADM.

(2) Three ex-officio, non-voting members: the Senate President, one UAS graduate student, and the Provost, who serves as the Dean of Graduate Studies.

b. Selection of committee members

(1) Faculty academic units will establish their own procedures for selecting a member of the Faculty Assembly to sit on this committee, including provision for equal distribution of service in this position, if desired.

(2) The current Chair or Dean of each faculty academic unit with graduate programs will coordinate the selection and inform the Senate President by March 15 with the representative’s name.

c. Terms of service

(1) Committee members serve terms commencing on the first day of a Fall term contract and ending at the conclusion of a Spring term contract.

(2) Committee members may serve more than one term.

d. Duties of the committee

The duties of the Graduate Committee include but are not limited to:

(1) developing rules of internal procedure;

(2) submitting proposed actions to the Faculty Senate for its approval and conveyance to the Chancellor;

(3) in conjunction with the Undergraduate Curriculum Committee, jointly developing guidelines for submission of curriculum proposals;

(4) reviewing, amending, and recommending approval of new graduate courses and changes in number, content, title, and description of existing graduate courses;

(5) reviewing, amending, and recommending approval of changes in existing graduate degree and certification programs;

(6) reviewing, amending, and recommending approval of all program proposals referred to the committee by the Senate;
(7) checking language in the UAS catalog and other publications pertaining to graduate programs.

e. Meetings and timelines
(1) The committee will determine its own meeting schedule.
(2) Timelines for submission of proposals and supporting documents will be set by the committee and be widely publicized among members of the Faculty Assembly.

f. Actions
(1) The committee’s findings, recommendations, and minutes of committee meetings will be submitted to the Senate as directed by the Faculty Senate President.
(2) The Senate will vote on whether to accept the committee’s findings and recommendations.

3. Faculty Alliance Committee
a. Composition of the committee
(1) The Faculty Alliance Committee shall be composed of three members: the Faculty Senate President, the Faculty Senate President-Elect, and a third member selected by the first two from the Faculty Senate or from tenure-track members of the Faculty Assembly.
(2) This third member may be, but is not required to be, the immediate past Senate President.
(3) The President is not required to seek Senate ratification of the third member.
(4) The current Senate President coordinates this committee.

b. Duties of the committee
(1) Attend the regular meetings of the Faculty Alliance and serve on its committees and task forces as appropriate.
(2) Communicate to the Faculty Senate whatever issues and concerns are discussed at meetings of the Faculty Alliance.
(3) Solicit comments and concerns of Senators and members of the Faculty Assembly to convey to the Faculty Alliance.

4. Communications Committee
a. Composition of the committee
At least one Senator shall sit on this committee along with at least one other Assembly member from any of the campuses.

b. Selection of committee members
The Senate President will appoint a Senator to sit on this committee and recruit one or more volunteer members of the Faculty Assembly.
c. Terms of service

(1) Committee members serve terms commencing on the first day of a Fall term contract and ending at the conclusion of a Spring term contract.
(2) Committee members may serve more than one term.

d. Duties of the committee

(1) Arranging to take, prepare, and publish minutes of each Senate meeting;
(2) Communicating the business of the Senate to members of the Assembly. Such communication may occur in any reasonable form.
(3) Collaborating with a staff support person appointed by the Chancellor’s office to
   (i) Design and maintain a faculty web site that reflects the needs of faculty for information regarding faculty, academic, and administrative affairs;
   (ii) Provide timely access by faculty to agendas, minutes, documents, and other files needed to carry out the Senate’s business;
   (iii) Maintain an archive of documents pertaining to Senate business.

5. Faculty Evaluation Committee

a. Composition of the committee

The Faculty Evaluation Committee shall be composed of four tenured faculty members being at the rank of Associate Professor or Professor, with three of those members having the rank of Professor.

b. Selection of committee members

(1) Four members are selected from the top of randomly ordered service lists of qualified faculty members.
(2) The Senate President maintains service lists in consultation with the Provost, with pertinent information supplied by the Deans of Faculty, Chairs, and Campus Directors.
(3) Those having completed service in a prior year are placed at the bottom of the list, and those not serving because they are standing for promotion to professor rank or who are on sabbatical leave, will maintain their position on a list until qualified or able to serve.
(4) Those becoming tenured faculty members at the rank of Associate Professor or Professor are added to the bottom of the list before members of the evaluation committee from the previous year.
c. Terms of service
   (1) Those standing the stead of others will complete the two-year term of service of their colleague who cannot serve.

d. Duties of the committee
   (1) Review faculty evaluation files for each faculty member who is undergoing performance evaluation for retention, tenure, promotion, or sabbatical leave, according to processes provided for in Board of Regents’ Regulations and/or Collective Bargaining Agreements and the following criteria:
      i. Mastery of subject matter
      ii. Teaching
      iii. Public service
      iv. University service
      v. Research and/or Creative Activity
      vi. Professional development
   (2) Based on review of a faculty evaluation file, make a joint written recommendation to the Provost regarding retention, tenure, promotion, and sabbatical leave, as appropriate, addressing the above criteria in a substantive, evaluative way.
   (3) Adhere to the calendar of evaluation that is established pursuant to Board of Regents’ Regulations and/or Collective Bargaining Agreements and submit reports and recommendations in a timely way.
   (4) Enlist the help of administrative support staff to facilitate the review process, as needed.

6. Academic Information Services Committee [reserved]
7. Advising, Learning Center, and Tutoring Committee [reserved]

B. Additional Committees (Article V Section 2)

On an as-needed basis, members of the Faculty Assembly will be asked to form ad hoc committees to undertake special assignments in various areas, including but not limited to the areas of University of Alaska Southeast policy, curriculum, and faculty affairs.

(1) Ad hoc committees are formed for explicit periods of time, usually until their objectives are met.

(2) By majority vote of the quorum at any meeting, the Senate may establish an ad hoc committee, when deemed necessary for the conduct of Faculty Senate business.
The Senate President may appoint members of the Faculty Assembly to any *ad hoc* committee.

**C. Committee Chairs**

(1) Committee Chairs may appoint ex-officio non-voting members to participate in committee activities for specified periods of time.

**Section 6. AMENDMENTS TO THE BYLAWS**

**Section 1 Proposals**

D. Amendments to the Bylaws may be proposed only by members of the Senate and copies will be sent to all members of the Senate.

E. Amendments must be formally read and incorporated into the minutes of the Senate meeting.

C. A motion for an amendment should include an effective date that either coincides with the Chancellor’s approval of the amendment or post-dates it.

**Section 2 Approval**

C. Approval of an amendment to the Bylaws requires a majority vote of the Senate membership, not just a majority of a quorum at any particular meeting.

D. Approval cannot occur sooner than 28 calendar days from the date of the meeting at which the amendment was first read and discussed.

**Section 3 Implementation**

A. An amendment becomes effective either on the date of the Chancellor’s approval or on a later date if so stated in the proposal for the amendment.

Revised 05/01/03 Version 2.62

EFFECTIVE: May 2, 2003

Janet Dye, President, UAS Faculty Senate

APPROVAL: __________________________ Date: ________________

John Pugh, Chancellor

DISAPPROVAL: _______________________ Date: ________________

John Pugh, Chancellor
Chapter 3 – ETHICS AND ACADEMIC FREEDOM

ETHICS

All members of the teaching profession (as defined in Alaska Statutes 14.20.370) are obligated to abide by the Code of Ethics of the Education Profession, a document that is published and periodically revised by the Professional Teaching Practices Commission, under Alaska Administrative Code. http://www.educ.state.ak.us/ptpc/.

List of places to find the complete code of ethics and link to Ethics, A Handbook for Public Employees and a link to Board of Regents Policy and Regulation.

20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

(a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator:

(1) repealed 10/25/2000;
(2) may not deliberately distort suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
(3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
(4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
(5) may not expose a student to unnecessary embarrassment or disparagement;
(6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
(7) may not use professional relationships with students for private advantage or gain;
(8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;
(9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.
(e) In fulfilling obligations to the public, an educator:

(1) repealed 10/25/2000;
(2) shall take reasonable precautions to distinguish between the educator’s personal views and those of any educational institution or organization with which the educator is affiliated;
(3) shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
(4) repealed 10/25/2000;
(5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
(6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
(8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) In fulfilling obligations to the profession, an educator:

(1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;
(2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
(4) may not sexually harass a fellow employee;
(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
(7) may not deliberately misrepresent the educator’s or another’s professional qualifications;
(8) repealed 10/25/2000;
(9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment evaluation, test results, or professional duties;
(10) may not intentionally make a false or malicious statement about a colleague’s professional performance or conduct;
(11) may not intentionally file a false or malicious complaint with the commission;
(12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;
(13) shall cooperate fully and honestly in investigations and hearings of the commission;
(14) repealed 10/25/2000;
(15) may not unlawfully breach a professional employment contract;
(16) shall conduct professional business through appropriate channels;
(17) may not assign tasks to unqualified personnel;
(18) may not continue in or seek professional employment while unfit due to
   (A) use of drugs or alcohol that impairs the educator’s competence or the safety of students or colleagues;
   (B) physical or mental disability that impairs the educator’s competence or the safety of students or colleagues;
(19) may not interfere with a colleague’s exercise of political or citizenship rights and responsibilities.

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156)

Authority: AS 14.20.030 (a); AS 14.20.370; AS 14.20.450; AS 14.20.460; AS 14.20.480

ACADEMIC FREEDOM (BOR POLICY 04.04.01)

Nothing contained in Regents’ Policy or University Regulation will be construed to limit or abridge any person’s right to free speech or to infringe the academic freedom of any member of the university community.

CONFLICTS OF INTEREST (BOR Regulation R04.10.030)

A. Notice: Regents’ Policy and this regulation regarding conflicts of interest will be communicated to all affected persons - regents, employees and other university representatives. Policy and regulation will be enforced in a timely and consistent fashion. Units of the University of Alaska are directed to post, permanently, copies of Regents’ Policy 04.10.030 and this regulation on appropriate bulletin boards.

B. Purpose and Scope: Regents’ Policy 04.10.030 and this regulation apply to and provide guidance for all persons employed by the university, regardless of position. Regents’ Policy 04.10.030 applies to individual members of the University of Alaska Board of Regents as "officers" and "representatives" of the university when applicable.

C. Rationale: In order to maintain the highest ethical standards in all associations and activities with outsiders that take place on behalf of the university, every employee of the
university is expected to accord the university his/her primary professional loyalty and to
arrange outside obligations, financial interests and activities so as not to conflict or interfere
with this over-riding commitment. All university employees will conduct both university
business and their individual activities in a manner which will withstand the sharpest scrutiny
and avoid even the appearance of impropriety.

D. Disclosure: All university employees will follow the practice of full prior disclosure, in
writing, of the precise nature of any association, relationship, business arrangement of
circumstance that might suggest that decisions were made contrary to the best interests of the
university and/or for an employee's personal gain or the gain of an employee's family, close
friends or business associates. All such prior disclosures will be done through organizational
channels to the university president in case of employees, or to the board president in the case
of regents.

E. Areas of Potential Conflict: The following activities and situations present conflicts of
interest or commitment.

1. Use of University Resources: The unauthorized use of any university resources by a
university employee, including equipment or services of university employees, for his/her
own personal benefit.

2. Disclosure of Privileged Information: The unauthorized disclosure or release of any
data of a confidential nature by a university employee, secured through one's employment,
such as educational, medical, personnel, security records of individuals; anticipated
material 96 Appendix B Conflicts of Interest requirements or price actions; possible new
sites for university actions; knowledge of forthcoming programs or of selection of
contractors or subcontractors in advance of official announcements; results, materials,
records of information stemming from university activity that are not generally available.

3. Acceptance of Gifts: Direct or indirect acceptance by a university employee of a loan,
gift or favor of more than nominal value from any organization or person doing or seeking
to do business with the university. Nominal value is generally considered to mean low cost
advertisement items, i.e., calendars, cups, pens, etc. This subsection should not be deemed
to prohibit normal loans made in the ordinary course of business from banks or financial
institutions that have or expect to have relations with the university.

4. Provision of Gifts: Direct or indirect provision by a university employee of a gift or
favor of more than nominal value to any organization or person doing or seeking to do
business with the university.

5. Interest in Supplier or Contractor: Direct or indirect interest by a university
employee in any organization that has, or is seeking to have, business dealings with the
university where there is an opportunity for preferential treatment to be given or received
except (a) with the knowledge and written consent of the board or university president, or
(b) in any case where such an interest consists of securities in widely-held corporations that
are quoted and sold on the open market, or in private corporations where the interest is not
substantial, e.g., not more than 5 percent of the voting stock or controlling interest of such organization.

6. Competition with University: Direct or indirect engagement by a university employee in any other enterprise for remuneration when the activity is in direct competition with the university, except with the knowledge and prior written consent of the president or his designee.

7. Sale or Lease of Property: Direct or indirect selling or leasing by a university employee of any kind of property to or from the university or to any organization or person that is, or is seeking to become, a supplier of goods, services or property to the university, except with the knowledge and prior written consent of the president or his designee.

8. Employment by Supplier: Direct or indirect service by a university employee as an officer or director of, or as a consultant to, or to be otherwise employed by any organization doing or seeking to do business with the university, except with the knowledge and prior written consent of the university president or his designee.

9. Outside Activities: Devotion of so much time or creative energy by a university employee to extramural activities that the employee compromises the amount of quality of his/her participation in the instructional, scholarly or administrative work for which the employee was hired. No more than 20 percent of an employee's total professional effort may be directed to such extramural activities.

10. Research: Direction of students by a university employee into a research area from which the employee hopes to realize financial gain.

A university employee will be considered to have done indirectly the things or activities described in subsection 04.10.030.E whenever any part of the actions or things are accomplished by or through the spouse, child, parent or sibling of the employee or by an association, trust or organization in which the employee or the employee's spouse, child, parent or sibling has a substantial interest; or through any device or artifice intended to evade the effect of the regulation.

F. Activities that are Permissible: The following activities present no conflict of interest:

1. Acceptance of royalties for published scholarly works and other writings or of honoraria for commissioned papers and occasional lectures, provided, however, that such published work is not a "commissioned work" as defined in Regents' Policy 10.07.05.

2. Service as a consultant to outside organizations provided that (a) the time and energy devoted to the task is not excessive, (b) the arrangement in no way inhibits publication of research results obtained within the university and (c) the arrangement violates no portion of subsection E.
3. Service on boards and committees of organizations, public or private, provided that
   (a) such service does not compromise the amount or quality of the employee's
   work and
   (b) the service does not otherwise violate the provisions of subsection E.

G. Method of Resolving Conflict:
The procedures listed below will be followed to determine when a conflict of interest could or
does exist and to avoid or remove such conflict. If there is any question about the propriety of
any business dealings contemplated or engaged in currently, or if an employee is uncertain
whether a conflict of interest situation exists, this procedure will be followed.

1. Through appropriate university channels, the employee will fully and accurately
   inform the president of the university, or the president of the Board of Regents in the
   case of regents, in writing, of the specific facts and circumstances surrounding the
   possible conflict of interest.

2. The employee or regent will then request a determination of whether the situation, as
   presented, constitutes a conflict of interest.

3. If any activity is interpreted as an existing or potential conflict of interest, the
   university president, or president of the Board of Regents in the case of regents, will
determine what action is necessary to eliminate or avoid any conflict of interest.

H. Sanctions: Failure of an employee to follow the requirements of this chapter
or comply with related directives from the president or his designee will be
grounds for suspension or dismissal of the employee and/or other sanctions as
may be deemed appropriate by the university president.
Chapter 4 – INSTRUCTIONAL RESPONSIBILITIES

Instructional responsibilities are detailed in the appropriate faculty collective bargaining agreements.

Expectations
Faculty members are expected to meet scheduled classes on time, conduct classes for the required amount of time, and be prepared for all class sessions. Faculty who are unable to meet classes at regularly scheduled times due to illness or emergency must notify an appropriate administrator in sufficient time to provide a substitute teacher or to notify students of cancellation, if a substitute cannot be identified.

The university’s instructional policy requires a minimum of 750 minutes of lecture or 1500 minutes of laboratory for each credit earned. The general standard for student pre-class preparation is a minimum of two hours preparation for each hour of lecture. The quantity of work to be expected from students should be realistically geared to the level and number of credits for the course.

Six Year Course Sequence
As part of the effort to promote UAS student success, faculty and staff have developed an approved Six Year Course Sequence document which guides planning and scheduling of courses. A copy of the current Sequence is available on the UAS Provost’s website.

Course outline – Is a document prepared and submitted to Curriculum Committee that outlines course objective and student learning outcomes for proposed new courses.

Syllabus
The syllabus serves as a contract between the instructor and student. It should reflect the competencies that the student can expect to master in that class. The general competencies emphasized in the curriculum at UAS include communication, information technology, critical thinking, information literacy, professional behavior, and quantitative skills.¹

A course syllabus must be provided to each student at the first class session of a course, with a copy also being filed with the appropriate Dean’s office. UAS Online provides each course with a web site (http://www.uas.alaska.edu/online) where a course syllabus may be posted either by faculty or their department.

A course syllabus is required to contain the following: (1) objectives of the course; (2) scope of the material to be covered in the course; (3) required texts and readings; (4) grading method² to be used (pass/fail or letter grade, including whether “+ or -” will be employed); (5) the basis for awarding student grades: exams, papers, quizzes, projects, or other along with their due dates and weighting towards calculation of the final grade; (6) notification that class evaluation will occur at

¹See academic catalog for detailed descriptions.
²See academic catalog for grading information.
some point during the last three weeks of class; and (7) other pertinent information concerning
course management and instructor expectations of students. (Sample in Appendix 2)

Occasionally two or more courses are scheduled in the same classroom at the same time (e.g.,
ENGL 218/418, Themes in Literature and Advanced Themes in Literature). These are referred to as
“stacked courses.” The semester class schedule will indicate if a course is being offered in stacked
format. Separate syllabi are required for each stacked course reflecting the distinct and appropriate
differences in course requirements and grading and explaining the nature of stacked courses.
Sample syllabi can be found on UASOnline or obtained from faculty administrative assistants, or
UAS faculty members.

**Instructional Materials**

All textbooks, printed materials, and other supplies required for course work are available
through the university’s bookstores and other vendors. Employees of the University are prohibited
from purchasing with personal funds or otherwise acquiring materials for resale to students. This
policy is adopted in order to prevent misunderstandings among faculty, staff, and students and to
avoid potential conflicts of interest for all parties.

Textbook orders for courses are processed by bookstore personnel on each campus, with campus-
specific deadlines for submission of orders. Orders must be submitted on or before those deadlines
along with estimates of student numbers, in order to give the bookstore adequate time to order and
receive the books. Changing textbooks requires more time to order and stock.

Instructors who plan to use their own instructor-developed course materials, instead of
traditionally published textbooks, and make use of others’ works must have copyright permission in
hand before such materials may be incorporated into printed course-packs for sale at cost to
students. The “fair use” provisions of the Copyright Act (Title 17 U.S. Code) govern all uses of
others’ works in teaching, regardless of the format in which those works are available or the mode
of instruction (face-to-face classroom, online, distance, etc.). Before distributing a work to students,
it is advisable to fill out a fair use checklist (http://copyright.columbia.edu/copyright/fair-use/fair-
use-checklist/) and keep it for your records. Further guidelines about handling intellectual property
are available in chapter 5 of this handbook.

**Registration**

Students register and pay, add/drop, waitlist, and change grading options online at
uaonline.alaska.edu, or at the registration area on their local campus. There are associated deadlines
for these transactions available on the web or at the same offices on campus. On the Juneau campus
this is the One-Stop Shop in Novatney, containing the Registrar’s Office, Admissions, Financial
Aid, and Student Accounts.

The university may cancel any class due to low enrollment, lack of instructor, or any other academic
or administrative cause. The deans and campus directors make these determinations when necessary

It is the responsibility of each instructor to verify that all students attending a class are registered.
Students who are attending but are not on the class list should be notified to contact the registration
office to clarify their status. Faculty are asked to let the Registrar’s Office know if students who are
registered are not attending class during the first week of the semester for full term classes. Class
lists are available to instructors 24/7 at uaonline.alaska.edu, and offer much additional information
regarding their classes and students. Instructors should verify the class meeting information (course number, number of credits, meeting time, grade option, etc.). If any of this information is incorrect, it should be reported to the registration office (in Juneau it is the Registrar’s Office).

Students may waitlist (online or on campus) for a full class. Wait list are available to faculty at UAonline. Instructors may “force add” a student to a full class once the semester begins by signing a registration or add/drop form, indicating to the registration office this overload has been approved by the instructor. Approvals and overrides can also be coded by the faculty or academic department in the Banner database, allowing students to register via web. Definitions for student options for add, drop, withdrawal, and refund policies are contained in the academic catalog.

Confidentiality of Records
The Family Educational Rights and Privacy Act of 1974, better known as FERPA or the Buckley Amendment, governs access to student records and their confidentiality. Faculty and staff may have access to student records on a “need-to-know” basis provided that no information is released to any party not having this academic need. All requests from other parties for access to students’ records must be made through the Registrar’s Office on the Juneau campus or the registration office at Sitka and Ketchikan campus. Class lists are confidential documents covered by FERPA. Students may fill out a FERPA release form which gives the named individuals access to the student’s record. The students’ with FERPA forms may be found in the Banner database. If you have a question regarding the release contact the Registrar’s Office.

Students with Special Needs
The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities, including students who are taking distance classes. Students who need a modification or accommodation to participate in any UAS program or service should contact their campus Disability Support Services office at the following numbers (text telephone is also available at this number):

In Juneau: (907) 796-6000
In Ketchikan: (907) 228-4505
In Sitka: (907) 747-7705

Faculty are encouraged to include the above information in their syllabi.

Early contact with the Student Resource Center helps ensure a positive educational experience. If an individual believes that s/he has been subjected to discrimination at the UAS based on disability, s/he may file a complaint (including name, address, and description of alleged discriminatory action in sufficient detail to inform UAS of the alleged violation). UAS will investigate each complaint and will attempt informal resolution. For information about UAS's Americans with Disabilities Act (ADA) grievance procedure or to speak with the ADA Coordinator call 465-6473 or 465-6487 (text telephone).

Grading Information
Current UAS Academic Catalog should be the guide for the following topics.

Consult the current UAS academic catalog for the university grading policy under the Academic Regulations section.
**Grade Rosters:** Are available at uaonline.alaska.edu on the “Summary Class List/Enter Grades” page. Online grading instructions are posted on the Registrar’s web site. Paper rosters can be generated upon request by academic support staff. Grades can be either posted online or submitted on a signed roster to the Registrar’s Office. Grades for full-semester classes are due by noon on the Tuesday following finals week. Grades for short-term classes are due five workdays after the last day of class. Faculty must also provide last date of attendance for students receiving grades of Incomplete, No Basis or Fail.

**Grading Records:** Faculty members are responsible for maintaining grading records of student performance for a retention period of five years. Grading records might be needed to help resolve questions or disputes over assigned grades. These records must be accessible or submitted to the appropriate department chair or dean, in cases of faculty’s retirement, resignation or leave.

**Grading System:** The grading system appears in the catalog. The designations “AU” (Audit), “CR” (Credit, for the credit/no credit option), and “W” (Withdraw) are not issued by faculty. An exception is the “Faculty Initiated Withdrawal”; see the following section. The grading method used for each class is either letter grade or P/F established when the course outline is approved by the curriculum committee. A grading method cannot be changed during the semester.

**Withdrawal** is not a grading option (see the next section). It is a registration status that must occur during the semester. Information about Withdrawal appears in the catalog (under the Registration Section).

**Faculty Initiated Drop/Withdrawal**
A faculty member may initiate a drop/withdrawal for students or auditors who fail to meet specified course attendance requirements or prerequisites; however, the faculty member is under no obligation to do so. For full semester courses, faculty may initiate a drop for students who fail to attend class or contact the instructor in the first week (or second week) of the semester. Faculty must follow the same drop/withdrawal deadlines specified for students in either full semester courses or courses of less than a full semester in length.
All drop forms must be officially processed at the Registrar’s Office in Juneau or at the Sitka or Ketchikan registration offices.

**Final Grades**

**Grading Options:** All UAS grades are letter grades unless otherwise specified in the course schedule. The grading method specified for the course is the same for all students taking the course. Instructors are expected to state their grading policies in writing at the beginning of each course.

**DF (Deferred)** indicates that the course extends beyond the end of the semester and that credit will be suspended without penalty until the course requirements are met within an approved time. The designation will be used for courses such as individual thesis or research projects that require more than one semester to complete. If a class must go beyond the end of a semester, the Registrar may request DF grades for the entire class until grades can later be assigned. DF is never used in place of the Incomplete for an individual student in a group class. Final grades converting from a deferred status are submitted on a signed grade roster.

**I (Incomplete)** A temporary grade used to indicates that the student has satisfactorily completed (with a C 2.00 or better) the majority of the work in a course but that for reasons beyond the student’s control s/he has not been able to complete the requirements of the course. Incomplete work must be completed within one year (with the date for completion stipulated by the instructor, but not beyond one year), or the “I” becomes a permanent grade. A Course Completion Contract between the student and the instructor must be signed, stipulating the assignment(s) required to finish the course. A copy of the contract is given to the student and the original retained in the
appropriate academic unit in Juneau or in the registration office in Sitka and Ketchikan. This form and other faculty forms are found on the Faculty Handbook Forms page on the web.

NB (No Basis for grade) indicates that the student has not attended or has stopped attending without officially withdrawing and there is insufficient student progress and/or attendance for evaluation. No credit is given, the NB does not calculate against the GPA. This is a permanent grade and may not be used to substitute for the Incomplete or later changed to any grade.

Change of Grade Procedure
From the academic catalog under Academic Regulations:

All grades, other than incomplete [I] and deferred [DF] grades are assumed to be the student’s final grades, and become part of the student’s permanent records. A grade may not be changed unless a legitimate error has been made on the part of the instructor in calculating the grade. Such changes must then be approved by the Dean of the program or campus Director and the Registrar (or the Provost after one year).

A grade may be changed by the instructor when the requirements of an Incomplete or Deferred have been met within the time allowed. A grade may also be changed when an error has occurred during grading; this requires an explanation on or attached to the grade change form, and requires approval signed by the Dean and the Registrar (or the Provost after one year). The NB designation is not an Incomplete and cannot be changed unless it was assigned in error, requiring an explanation and signed approvals as above.
Chapter 5 – Intellectual Property

Intellectual Property is defined in Board of Regents policy and regulations (10.07).

United Academics – United Academics CBA adds further definition. UNAC faculty should refer to UNAC CBA Article 14 for further details.

UAFT – The UAFT CBA does not address the issue of Intellectual Property. UAFT faculty should refer to BOR policy 10.07 for further details.

New technologies and instructional settings raise questions about intellectual property rights and protections, especially in the light of recent and pending legislation.

Faculty as Authors

1. What governs ownership of intellectual property produced at the University?
   The UA Board of Regents' Policy and University Regulation 10.07.05 and/or faculty collective bargaining agreements (AAUP/AFT) govern ownership of intellectual property.

2. How do I protect my own intellectual property?
   Registration for copyright with the U.S. Copyright Office provides the owner of the copyright certain legal advantages and the benefit of presumptions in case of infringement; the registration process is straightforward and inexpensive.

Remember, if you are a UNAC faculty member you should consult with your UNAC CBA. The terms university “sponsored” and “supported” are defined in the UNAC CBA Article 14. According to the UNAC contract, intellectual property definitions are as follows:

14.2 Definitions. The following definitions shall apply in Article 14:

a. “Intellectual Property” refers to products of human intellect that have commercial value and that receive legal protection. Typically, intellectual property encompasses creative works, products, processes, imagery, inventions, and services, and is protected by patent, copyright, trademark, or trade secret law. This article addresses “works” and “inventions” as intellectual property that may be created by unit members.

b. A "work" is any original work of authorship that is fixed in any tangible medium of expression and which is copyrightable under federal copyright laws. Examples of materials which may be works include but are not limited to fiction or non-fiction literature, poetry, diagrams, graphic designs, motion pictures, computer software or databases, audio and visual material, circuit diagrams, architectural and engineering drawings, recorded lectures and presentations, musical or dramatic compositions, choreography, pictorial or graphic works, sculptural works, syllabi, assignments, tests, and other instructional materials whether in physical or electronic form and traditional academic works, such as journal articles, textbooks, and monographs.
c. An "invention" is anything that is patentable under U.S. federal patent laws. Examples of inventions may include a new, non-obvious, and useful: discovery, invention, process (including computer programs), machine, instructional material, composition of matter, article of manufacture, know-how, design, model, technological development, strain, variety, culture of any organism, or portion, modification, translation, improvement, or extension of these items.

d. "University supported" shall mean works and inventions which are produced with the use of University funds, personnel, facilities, equipment, materials, or technological information, and includes such support provided by other public or private organizations when it is arranged, administered, or controlled by the University. University support does not include use of university facilities or resources that are available commonly to the general public.

e. "University sponsored" shall mean works and inventions which are specifically commissioned by the University and identified as such by a written agreement signed by the University and the unit member funded by such means as a specified course release or overload payment which designates the product as university sponsored; or which are funded in whole or in part by a third-party grant or contract.

f. "Net proceeds" are the gross receipts derived from trademarks, materials, inventions, discoveries and/or intellectual properties, including but not limited to, rents, royalties, dividends, earnings, gains and sale proceeds, less all costs, expenses and losses paid or incurred by the university and the unit member in connection therewith. Such costs include but are not limited to all direct costs and expenses, apportioned indirect costs and expenses, costs and expenses of obtaining, securing and protecting patents, copyrights and trademarks, marketing costs, and all attorney’s fees. Gross receipts do not include tuition and fees and research funding received by the University of Alaska.

g. "Independent efforts" are works or inventions made in the course of independent efforts of the unit member. The ideas for these works or inventions came from the unit member; the work or invention was not University supported as defined herein.

FACULTY AS USERS OF COPYRIGHTED MATERIALS

Information in the area of copyright law changes continually. For current information and guidelines, consult with Library faculty.

FACULTY AS ADVISORS TO STUDENTS

Questions related to use of student intellectual property, plagiarism, and fair use should be directed to the Dean of Students.

RESEARCH TOOLS

Faculty seeking research resources, guidance, or assistance should consult with Library Faculty.
Chapter 6 – RECRUITMENT & SELECTION OF FACULTY

The University of Alaska Southeast follows a policy of hiring the most qualified instructional staff available for its educational programs. The selection and retention of a highly qualified faculty are of basic importance to individual programs and to the University as a whole. At the same time, equal employment and affirmative action goals are considered in all hiring activities.

Overview of Process

Requests to fill a vacant or new faculty position must be approved by the Chancellor and will require a program review as outlined in the following procedures. Requests should be routed to the Chancellor through the Provost.

The recruitment selection process for tenure-track faculty begins at the academic unit level where a search committee of appropriate faculty members is formed by the appropriate dean or the Campus Director for Ketchikan and Sitka positions. Search committees may also include industry representative or community members, as appropriate.

The search committee, with the appropriate dean or Campus Director develops the position description and position announcement. These are reviewed by the Personnel/Affirmative Action director for compliance with University AA/EEO standards and University hiring procedures. Positions are advertised in publications appropriate to the discipline and in those areas most likely to come to the attention of qualified minorities and women. Search committee membership must include regional faculty representatives for tenure track positions.

Applications are reviewed by the search committee. Criteria for evaluation of prospective faculty are substantially discipline-oriented. Specific criteria used are appropriate academic degree and major (education), applicability of experience, research productivity or potential, involvement in public/university service, quality of references, and ability to work with students and colleagues in Alaska.

Recruitment and selection for term appointments includes local advertising and individual contact by chairs of faculty units or other tenure-track faculty, assistants to dean, and Campus Directors to develop a pool of qualified individuals for various teaching assignments and to serve the University in other ways. Credentials of special faculty applicants are examined against similar criteria for tenure-track faculty, and final selection takes the same form as that of regular faculty.
Recruitment and selection for adjunct faculty must be vetted by the relevant department faculty and approved by the Dean or Director. All adjuncts must provide a copy of their CV and transcripts, which will circulate with the adjunct hire evaluation form.

**Faculty Hire Process in Detail**

The Hiring Authority (Dean or Campus Director) requests approval of the Chancellor to fill a vacant or new faculty position. Recruitment requests must include a program review with the following information. Requests should be routed to the Chancellor through the Provost.

- Four year credit hour and head count history and where appropriate admitted majors and completers.
- Outline of all courses (number of sections/semester) included in the program.
- Faculty resources (full time and adjunct) devoted to teaching the program, including regional discipline faculty (Ketchikan, Sitka and Juneau).
- List of courses the position will teach and projected credit hours based on past enrollments as well as projected growth from retention and recruitment.
- Research activity that will be required of the position, if appropriate.
- Anticipated changes in program direction that tie directly to the strategic plan, if appropriate.

**Personnel Services/Human Resources Paperwork:** Once approved by the Chancellor, the Dean or Campus Director initiates the recruitment process and provides Human Resource (HR) staff the following.

- Chancellor’s Approved Program Review
- Screening Criteria (see committee charge)
- Interview Questions (see committee charge)
- Current Position description
- Funding Source
- Recruitment Period
- CIP Code: faculty discipline to be advertised (from the Provost’s Office)
- Vacancy announcement in the format provided by the regional personnel office and, if appropriate, corresponding advertisement(s). Advertisements are condensations of the vacancy announcement and must include at minimum the position title, closing/review date, and contact information.
- List of targeted recruitment sources: newspapers, websites, disciplinary journals, organizations, etc.
Search Committee

- The Dean or Campus Director appoints a Committee Chair and a Search Committee which may include appropriate faculty, staff, students, and representatives from the community, advisory and/or employer groups.

Search Committee Charge

- Attend an initial meeting to discuss the search process. At that time, the Chair, Dean/Campus Director will review the committee members charge and address ground rules and the projected timeline.
- Develop/read over the position announcements to define the essential characteristics of applicants desired.
- Begin screening applications (set date) from the pool of candidates who meet minimum requirements.
- Develop screening documentation. Screening evaluates criteria critical to performing the essential functions of the job. Documentation should contain a quantifiable rating system for jobs, based on the job description and may include weight factors.
- Review applications using the agreed to criteria and process, and scoring the applicants.
- Meet agreed upon deadlines and participate in all phases of the search process—e.g. reference checking, telephone interviews and on-campus interviews, final recommendations.
- Send the dean or Campus Director the recommended finalists and summary comments in writing.

Search Committee Chair

- The Recruitment Chair submits screening criteria to the hiring authority and Personnel Services prior to receiving applications for screening. Specific criteria used for screening documents may include appropriate academic degree and major, applicability of experience, research productivity or potential, involvement in public/university service, quality of references, and ability to work with students and colleagues in Alaska.
- Preliminary questions should set minimum goals for consideration at intermediate stage.
- Preliminary and Intermediate screening of applicant files can be completed by the Search Committee or Personnel Services.
- Search Committee reviews applications and consults with Personnel Services prior to scheduling on-site interviews.
Interview/Screening Process

- Committee Chair assigns reference checks.
- Committee Chair schedules interviews as approved by hiring authority for travel costs.
- Committee Chair provides recommendations and summary of the selected candidates credentials and forwards to the appropriate Dean/Campus Director.
- The Dean/Campus Director takes the recommendation and handles all negotiations with the finalists; salary offers above entry-level requires a memo of justification to the Chancellor.
- Final offers requires the Chancellor’s approval.
- Applicant Flow Report is completed and all screening materials are submitted to Personnel Services for approval.
- Position is offered by the Dean or Director.
- After the position is accepted, a Job Form is completed and submitted to Personnel Services.

Contact the Recruitment Coordinator at the Human Resource Office with questions at 796-6263.
Chapter 7 - PERSONNEL INFORMATION

EQUAL EMPLOYMENT OPPORTUNITY POLICY (04.02)

Statement of Intent: The board recognizes that discrimination in employment practices has in the past foreclosed economic opportunity to a substantial number of persons in the United States. The board is committed to oppose illegal employment discrimination and to prohibit it within the university. In addition to prohibiting illegal employment discrimination, as a part of its commitment to equal employment opportunity, the board is committed through an affirmative action program, to recruit, employ and promote qualified “protected class” persons who have been historically under-represented in the workforce.

Equal Employment Opportunity Program: The program of equal employment opportunity consists of two parts: nondiscrimination and a program of affirmative action.

A. Nondiscrimination

1. In accordance with federal and state laws and regulations, the university will not engage in impermissible discrimination. In accordance with federal and state law and regulation, the university makes its programs and activities available without discrimination on the basis of race, religion, color, national origin, citizenship, age, sex, disability, veteran status, marital status, changes in marital status, pregnancy, or parenthood. Among the federal and state laws and regulations prohibiting discrimination in employment that pertain to the university as of June 2007 are:

   Equal Pay Act
   Title VI and Title VII of the Civil Rights Act of 1964
   Executive Order 11246
   Age Discrimination in Employment Act
   Title IX of the Education Amendments of 1972
   Section 504 of the Rehabilitation Act of 1973
   Vietnam Era Veterans' Readjustment Assistance Act of 1974
   Pregnancy Discrimination Act of 1978
   Immigration Reform & Control Act of 1986
   Civil Rights Restoration Act of 1987
   Americans with Disabilities Act of 1990
   Age Discrimination Act of 1975
   Alaska Statute 14.40.050 and 18.80.220.

2. Individual merit will be considered by the university. University hiring decisions will be based on the individual's qualifications, demonstrated abilities, and performance, as appropriate.
B. Affirmative Action

The university seeks to hire, train and promote individuals based on qualifications and demonstrated ability to perform the job. In its commitment to affirmative action, the university is committed to recruit and retain women and minorities in positions of employment where they have been traditionally under-represented. The concept of affirmative action requires that practices that adversely impact protected classes should be eliminated unless the university can demonstrate a legally permissible basis. To accomplish the goals of its affirmative action program, the university encourages employment applications from and makes special efforts to recruit protected classes.

(06-06-07)

Drug-Free Workplace (BOR Policy and Regulation 04.02.040)

A. The unlawful manufacture, distribution, dispensing, possession, or use by an employee of a controlled substance as defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 USC 812), and as further defined by regulation at 21 C.F.R. 1308.11 - 1308.15 is prohibited in any workplace of the university.

B. All employees will abide by the terms of this policy as a condition of their employment and will notify the university of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 working days after the conviction. Within 30 days of receiving the notice of conviction, the university will take appropriate personnel action against the employee as prescribed by university regulation, up to and including termination, or require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

C. The university regulation implementing this section must provide for publishing a statement to notify employees of this policy and to establish a drug-free awareness program to inform employees about: the dangers of drug abuse in the workplace; the university's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs and the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

D. Each employee will be provided a copy of this policy and accompanying university regulation.

(06-20-97)

Policy 04.02.040 regarding drug-free workplace prohibits the unlawful manufacture, distribution, dispensing, possession, or use by an employee of a controlled substance in any workplace of the university. The following steps will be taken to provide a drug-free workplace.

A. Each major administrative unit (MAU) will publish and distribute to all employees a statement notifying employees that the violation of such prohibition will subject them to appropriate disciplinary action.

B. Each MAU will establish a drug-free awareness program to inform employees about:
1. The dangers of drug abuse in the workplace;
2. The university's policy of maintaining a drug-free work-place; and
3. The availability of drug counseling, rehabilitation and employee assistance programs.

C. Each employee will be responsible as a condition of employment to abide by the terms of this regulation and must notify the university of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

D. Within 30 days of the receipt of notice as prescribed in paragraph C. above or other notification of such conviction the university will take one of the following personnel actions:

1. Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved by the university.
2. Place the employee on suspension as prescribed by Regents’ Policy regarding corrective action.
3. Dismiss the employee under the provision of Regents’ Policy regarding termination for cause.

University of Alaska Board of Regents Implementation Policy (04.02.014)
The president and the chancellors are responsible for planning, implementing, and monitoring an effective program of equal employment opportunity. The president and each chancellor will provide an annual report to the board with regard to the effectiveness of their respective equal employment opportunity program.

Discrimination (Board of Regents Policy 04.02.020)
A. The university will not permit or tolerate discrimination that creates an intimidating, hostile, or offensive working or learning environment, or that interferes with an individual’s performance. The university recognizes that conduct which constitutes discrimination in employment or educational programs and activities is prohibited and will be subject to corrective and/or disciplinary action.

B. Discrimination refers to being adversely treated or affected, either intentionally or unintentionally, in a manner that unlawfully differentiates or makes distinctions on the basis of the individual’s legally protected status or on some basis other than an individual’s qualifications, abilities and performance, as appropriate. The university will vigorously exercise its authority to protect employees and students from discrimination by agents or employees of the university, students, visitors and guests.

C. Nothing contained in this policy will be construed or applied to limit or abridge any person's constitutional right to freedom of expression or to infringe upon the legitimate
academic freedom or right of due process of any member of the university community. Principles of academic freedom and freedom of expression require tolerance of the expression of ideas and opinions even though they may be offensive to some. However, ideas and opinions must be expressed in a manner that does not create an intimidating, hostile, or offensive working or learning environment or unreasonably interferes with an individual’s performance. The university upholds and adheres to principles of academic freedom and the laws prohibiting discrimination in employment and education.

D. Individuals who believe they have been subjected to discrimination are encouraged to bring this behavior or action to the attention of an employee or faculty member who is in a position to assist in addressing the concern. The affirmative action officer, human resources or student affairs officer, or designee, as appropriate, will mediate disputes, receive complaints, obtain process information, or discuss resolution options regarding discrimination complaints.

E. The university cannot guarantee confidentiality in connection with complaints alleging discrimination; however, all university employees and students are expected to make a reasonable effort to protect the legitimate privacy interests of involved persons consistent with their obligation to inform the accused.

F. Nothing in this policy will be construed or applied to create a right to an award of damages or other monetary compensation against the university or university employees beyond any existing under state or federal law.

Sexual Harassment

Sexual harassment is illegal. It violates Title VII of the Civil Rights Act of 1964 and Title IX of the 1972 Education Amendment. Members of the University community who have a complaint can contact the offices listed below for counseling, advice, and/or assistance.

• Affirmative Action Office, Juneau, 465-6263.
• Student Resource Center, Novatney Building, Juneau, 465-6457.
• Dean of Student Services, Novatney Building, Juneau, 465-6461.
• Student Services Office, Ketchikan: 747-6653, Sitka, 225-6177.

The Affirmative Action Officer shall have the authority and responsibility to investigate sexual harassment complaints and to seek informal resolution. Should mediation fail, the aggrieved member will have the ability to file a formal grievance, in accordance with Board of Regents Policy and University Regulation 04.08.000.

Sexual Harassment (Board of Regents Policy 04.02.022)

A. The university will not tolerate inappropriate sexual or sexually harassing behavior and seeks to prevent such conduct toward its students, employees and applicants for employment. Violation of this policy may lead to discipline of the offending party.

B. Since some members of the university community hold positions of authority that may involve the legitimate exercise of power over others, it is their responsibility to be sensitive to that power. Faculty and supervisors in particular, in their relationships with students and
subordinates, need to be aware of potential conflicts of interest and the possible compromise of their evaluative capacity. Because there is an inherent power difference in these relationships, the potential exists for the less powerful person to perceive a coercive element in suggestions regarding activities outside those inherent in the professional relationship.

C. It is the responsibility of faculty and staff to behave in such a manner that their words or actions cannot reasonably be perceived as sexually coercive, abusive, or exploitative. Sexual harassment also can occur in relationships among equals as when repeated unwelcome advances, demeaning verbal behavior, or offensive physical contact interfere with an individual's ability to work or study productively. Consensual sexual conduct that unreasonably interferes with other employees’ work or creates a hostile, intimidating or offensive working or learning environment constitutes sexual harassment for purposes of this policy.

D. The university is committed to providing an environment of study and work free from sexual harassment and to ensuring the accessibility of appropriate procedures for addressing all complaints regarding sexual harassment. Nothing contained in this sexual harassment policy will be construed or applied to limit or abridge any person’s constitutional right to freedom of expression or to infringe upon the legitimate academic freedom or right of due process of any member of the university community.

(06-06-07)

Board of Regents Disabilities Section Definitions (P04.02.032)

In P04.02.030 - 04.02.038, unless the context requires otherwise:

A. "ADA" means the federal law known as the Americans with Disabilities Act of 1990, as amended;

B. "ADA coordinator" means the individual designated to administer the university's disability discrimination compliance program;

C. "affirmative action officer," or “AAO” means the regional affirmative action officer, director, or designee, whichever reference is applicable;

D. "complainant" means the person or persons asserting a complaint;

E. "person with a disability" means an individual who:

1. has a documented physical or mental impairment that substantially limits a major life activity;

2. has a documented record of a physical or mental impairment that substantially limits a major life activity; or

3. is regarded as having a physical or mental impairment that substantially limits a major life activity;
F. "reasonable accommodation" means the process of modifying or adjusting the work environment to reasonably accommodate the functional limitation caused by a disability;

G. “reasonable accommodation resolution" means the process whereby the ADA coordinator or AAO facilitates the development of an appropriate reasonable accommodation; and

H. "respondent" means the university employee, officer, agent, or representative whose act or failure to act is being disputed.

OTHER PERSONNEL INFORMATION

Accident Reports: If an accident occurs in the classroom or in connection with class activities, faculty members must report personally to the Director of Facilities Services, who will assist in filing the necessary report.

Care in Classrooms: Various court opinions provide guidance about the standard of care that may be expected of a teacher in a classroom or laboratory, on a field trip, or in a gymnasium where there is a possibility of danger:

1. The instructor has the duty to instruct and to warn students of any known dangers present in a classroom situation.

2. The instructor has the duty to instruct students in matters that will protect them from these dangers whether the dangers would arise from equipment, devices, machines, or other causes. Failure to warn students of such dangers or to instruct them in means of avoiding such dangers is negligence.

3. In determining whether or not the instructor exercised ordinary care, a jury may weigh and consider the age, intelligence, and experience of students in the class.

4. The jury may weigh and consider the responsibilities that have been placed upon the instructor by his employment, such as the curriculum required to be carried out, the daily schedules, the number of students assigned to the class, the arrangement of the classroom, and the equipment devices or other objects contained within the classroom.

Direct Deposit: The University encourages all employees to participate in “direct deposit” of paychecks to personal bank and credit union accounts. Employee paychecks are credited to designated accounts on the payday. Direct deposit is more convenient for employees and the employer than other means of disbursement. Employees who elect direct deposit are sent a check stub by U.S. mail on payday, which includes the standard information regarding compensation, deductions, and leave accruals. Forms for enrolling in the direct deposit program are available from campus personnel offices.

Code of Ethics (AS 39.52): Employees of the University are governed by the Alaska Executive Branch Ethics Act (AS 39.52), which became effective January 1, 1987. “The Code of Ethics” considers a public office to be a public trust. Independent pursuits are not discouraged so long as
employees do not benefit financially or personally from their actions as public employees. “The Code of Ethics” accepts that minor and inconsequential conflicts of interest are unavoidable. However, those conflicts of interest that are substantive and material are prohibited. Employees are required to complete an annual disclosure form for all outside employment or contracts. As changes occur, employees are responsible for updating their disclosure. Appropriate forms are available in the Personnel Office. Complete information concerning employee ethics can be obtained from Ethics, A Handbook for Public Employees, which is available from the Personnel Office or on-line at: http://www.law.state.ak.us/ethics/index.html. Questions may be addressed to the Director of Human Resources.

Conflict of Interest and Regulations: The University of Alaska Board of Regents Regulation 04.10.000 CONFLICT OF INTEREST stipulates that the University has many responsibilities to others. One of the most important is for its employees and other representatives to maintain the highest ethical standards in all associations and activities with those outside the University that take place on its behalf. To this end, every employee of the University is expected to accord the University his/her primary professional loyalty and to arrange outside obligations, financial interests, and activities so as not to conflict or interfere with this overriding commitment. If these goals are to be met, University employees must exercise a high degree of personal responsibility, integrity, and sound professional judgment. Therefore, it is essential that all University employees conduct both University business and their individual activities in a manner that will withstand the sharpest scrutiny and avoid even the appearance of impropriety. NOTE: A complete copy of this regulation is in the Appendix.

Dispute and Grievance Resolution: The purpose of the University of Alaska Board of Regents’ Policy 04.08.07 is to provide an orderly method of handling and disposing of the complaints and grievances of University employees and students. A full copy of the University of Alaska Board of Regents Grievance Policy is available at the UA Board of Regents website: http://www.alaska.edu/bor/. A full copy is also available in this handbook at Chapter 9, along with the pertinent bargaining unit contract language on this subject.

Grievances covered by a collective bargaining unit contract must be filed in accordance with the appropriate procedure of that contract.

ID Cards: Faculty members should obtain a current photo identification card issued by the University. ID cards may be obtained or renewed at the Student Activities office. ID cards are University property.

Keys: Faculty members should request keys from their immediate supervisor. When keys are ready, they must be picked up at the Facility Services office. When employees leave University service, they should return their keys to the Facility Services office.

Personal Property on Campus: The University does not assume responsibility for personal property on the campus. Anyone using personal property on campus or in projects off campus is expected to provide his/her own insurance coverage. With prior approval, and under specific and limited situations or circumstances, the University may accept responsibility of a limited nature where it is in the best interest of the University to do so. Inquiries as to what equipment can be covered and under what circumstances should be made to the Facility Services - Risk Management Officer.
**Personnel File:** The Personnel Office maintains each employee’s official personnel records. When an employee moves, changes marital status, changes beneficiary, or obtains an additional degree, it is essential that this information be submitted to Personnel for modification of the appropriate records. It is important that each individual’s file be kept up to date. This personnel file is separate from the faculty evaluation file maintained in the Provost’s Office for tenure-track faculty.

**Resignation:** A faculty member who wishes to resign her/his position should write a letter of resignation to the Provost, Dean, or a Campus Director, and submit a copy to both Personnel and the Chancellor. Such a letter will normally follow a conference with one of the above persons, at which an effective date of resignation will be agreed upon. The letter of resignation, which becomes a part of the faculty member’s permanent personnel file, should state the effective date of the resignation.

**Smoking:** In compliance with Alaska statute, smoking is prohibited in all UAS buildings. Additionally, university regulations state:

1. Tobacco use is prohibited in every Student Housing building, including student residences, as well as in the Residence Life-managed university vehicles. Students found to have been smoking in their room or apartment will be charged a $50 fee and may be assessed a fee to cover professional cleaning costs of the room, shampooing of the carpeting, and dry cleaning of the draperies.

2. No smoking should occur within 20 feet of public entrances, or where others have no choice but to come within 20 feet of the smoker in order to access public entrances, such as on the Banfield Hall entry bridge or on the front steps of the Lodge. Smokers are also asked to smoke away from open windows. Those smoking outside should dispose of cigarette butts in the proper receptacles or ash trays.

**Student Conduct:** The concept of rights and freedoms carries with it corresponding responsibilities for which the claimants are accountable. Students, as well as all other members of the University community, while enjoying the same constitutional and civil rights guaranteed all citizens, are also subject to obligations that accrue to them by virtue of their membership in the academic community. All members of the University community have a strong responsibility to protect and maintain an academic climate in which the freedom to learn can be enjoyed by all. The “Student Conduct Code,” which is contained in the academic catalog, lists student rights, student and institutional responsibilities, student conduct regulations, disciplinary action and procedures, judiciary action, and appeal and grievance procedure (addressed below). Faculty and staff are encouraged to read this information in order to assist students in complying with the standards and procedures.

**Time Off (Regulation 04.06.00):** Faculty members receive time off rather than annual leave, which must be taken during times in the contract period as specified by the Chancellor. If not used, time off shall not accrue from one contract period to the next, and no payment is made for time off not used when a faculty member terminates employment.

**Time Sheets:** Time sheets are required for faculty to report use of temporary disability leave (sick leave), jury duty, military leave, workers’ compensation, leave without pay, or to report all hours worked if any part of the individual’s contract is funded with grant money.

**Tutoring by Faculty or Staff:** Tutoring for pay by faculty or staff members of individuals or groups of students registered in the University is not permitted by University policy; an exception to this policy is in the case of undergraduate assistants who, with the consent of an appropriate academic authority, may tutor individuals or group of students for pay provided that the students who are tutored
are not enrolled in sections or classes taught by the tutor, that the tutor has no advance knowledge of any examinations to be given to the students s/he has tutored, and that the tutor shall have no part in making up the grades for any student whom s/he has tutored.

University facilities used by persons who are tutoring for pay may be subject to a rental charge.

Syllabi, review questions, outlines, and other teaching devices used in tutoring, if they must be paid for by the students, shall be handled by the University bookstore under the arrangements that prevail for other teaching materials.

For tutoring by members of the faculty and staff where no compensation is involved, the University will furnish facilities.
Chapter 8 – ADMINISTRATIVE PROCEDURES

Mileage

1. The cost of travel between a primary work location and another location to conduct University-approved business is reimbursable.
2. The cost of travel on University-approved business originating from some site other than the primary work location (e.g., from home) is not reimbursable.
3. The cost of travel terminating at some destination other than the primary work location (e.g., going home after class) is not reimbursable.

General Principles for Reimbursable Local Travel

1. The employee's immediate supervisor has the authority to designate the employee's primary workplace(s) and the work site assignments for each semester and any summer schedule.
2. Local mileage will be reimbursed to employees for trips between their primary workplace and other work sites required to conduct University business as determined by the employee's supervisor. The cost of commuting between an employee's residence and any work site is not reimbursable.
3. A “Local Mileage Detail Report” must be completed by the employee and approved by the supervisor to receive reimbursement. The reimbursement rate is established by University policy utilizing the federal GSA reimbursement rate.

Purchasing

Purchases accomplished with University funds (including unrestricted funds, as well as grants and all other restricted funds) require advance approval by the appropriate authorized signatory, generally the Dean or Dean’s delegee. Commitments made without proper approval are unauthorized expenditures, and are the personal financial responsibility of the individual making the commitment. Further, purchases made without proper documentation, or in violation of University regulation, are also unauthorized purchases, subject to the same sanctions.

From the standpoint of dollar value, the majority of UAS purchases are initiated on University of Alaska Purchase Requisitions. Sealed bids are required for all purchases with an initial estimated cost of $50,000 or more. Competitive quotes, obtained by purchasing staff, are required on all items with an estimated cost of between $5,000 and $50,000. To initiate a purchase under UA Purchase Requisition procedures, faculty or staff members should supply pertinent information (supplier, catalog numbers, price, etc.) to the appropriate departmental
support staff member or cost center clerk. That generally sets in motion all activities required
to complete the purchase with little or no additional effort on the part of the initiator.

In addition to the standard Purchase Requisition method of procurement, there are also a
number of simplified methods intended to facilitate large volumes of small, local purchases by
staff and faculty members. In implementing these alternative procurement approaches, the
University strives to balance protection of resources with efficiency of operation. Each method
outlined below has unique procedures and limitations, the full details of which are beyond the
scope of this publication. Before proceeding, check with departmental administrators or the
Purchasing Office. Failure to fully understand and comply with regulations may very well
result in unauthorized purchases.

Reimbursements (Petty Cash Fund):

Reimbursements for minor purchases (up to $100.00) are handled by one of the campus petty
cash custodians under the following conditions: an authorized person must approve the
transaction, and reimbursement must be requested within five working days of purchase.
Because there are restrictions regarding the types of purchases that are reimbursable, it is best
to check with a person authorized to approve petty cash reimbursements before making
purchases. The costs of travel, entertainment, personal use items, or food are not reimbursable
through petty cash. A petty cash custodian should be able to answer questions about rules and
regulations.

Other Purchasing Methods: In addition to the procurement methods discussed above, other
simplified methods are available to faculty and staff. For example, under certain limited
circumstances, University credit cards can be used for purchases at selected local vendors.
Also, “call numbers” can be issued against unfunded blanket purchase orders, enabling
expedited purchases from certain vendors. Each of these methods has strict UA and UAS
procedural limitations. For further information, check with your departmental administrator, or
call the Purchasing Office.

Travel

A travel authorization (TA) form must be approved prior to each period of travel, and must be
followed by a travel expense report (TER) within fifteen days of the completion of travel. Both
the TA and TER are required for any University related travel, regardless of whether or not the
travel is funded by the University. This policy assures that the traveler will always be covered
by University insurance in the event of accident. Under normal circumstances, five business
days are required for processing TA’s. If a travel advance is requested, it is imperative that the
TA be submitted to the business Office no less than five business days before travel.

University of Alaska Regulation R05.02.06.A.14.d. (1) reads as follows:

"Reimbursement of travel expenses will be made to the traveler within fifteen business days
after receipt of a properly completed and approved travel expense report by the Travel Office. The UAS Travel Office shall attempt to exceed this standard in all cases.

Airline tickets for university business travel must be purchased with a departmental credit card using the Alaska Airlines EasyBiz on-line booking tool. Documentation that must be supplied with the travel expense report includes lodging receipts, ticket receipts, and receipts for taxi fares and miscellaneous travel expenses, as well as receipts for car rentals, authorization for which is required in advance. It is the UAS standard travel policy to submit original receipts for all travel expenses and limited exceptions are allowed on a non repetitive basis. NOTE: The University may withhold outstanding travel expense moneys from the traveler’s paycheck if travel expense reports, with required documentation and approvals, are not submitted within 30 days of return from travel.

The University uses a per diem basis for meals and incidental expenses (M&I) if overnight travel is involved. M&I per diem is payable on a quarter-day basis on those days the employee is in transit. If travel is completed in one day, meals are the responsibility of the traveler. Lodging expenses are reimbursed at reasonable amounts incurred, but may not exceed a multiple of 1.5 times approved lodging per diem rates without specific pre-travel authorization.

Allowable M&I and lodging per diem rates vary from community to community. Per diem rates for all travel within Alaska can be found in University of Alaska Regulation R05.02.06.b.(5), which can be accessed through the UAS web site. Per diem rates for travel outside Alaska are the GSA rates found at www.policyworks.gov. Per diem rates can also be obtained by calling the UAS Travel Office at extension 6491.
Preface

The purpose of this Curriculum Guide is to assist in the development, review, and refinement of the various programs offered by the University of Alaska Southeast. It provides faculty members, administrators, and Faculty Senate members with the overall guidelines for review and design of degree programs and courses. It also provides a description of the review processes and procedures for obtaining approval of proposals. These guidelines suggest a format that faculty and curricular review bodies use in their deliberations on programmatic proposals. This Guide can be found online on the Curriculum Committee website at http://www.uas.alaska.edu/Curriculum/.

Thoughtful application of these definitions, processes, and procedures will enhance the overall effort of the institution to bring coherence to its curriculum. Separate processes exist for undergraduate and graduate curriculums.

UAS Curricular Development

More than a decade ago in its commentary on the mission of the college curriculum, a report from the Carnegie Foundation emphasized that “The curriculum is the major statement any institution [of higher education] makes about itself, about what it can contribute to the intellectual development of students, about what it thinks is important in its teaching service to society.” The Foundation went on to say that the curriculum deserved more attention than it had received in the previous decade. Although colleges and universities were reacting to enormous internal and external pressures on their curricula, they were not developing coherent educational policies. Such policies need to have a higher priority, argued the Foundation, so that the curriculum could become more the result of sustained thought and less the consequence of responding to outside pressure. Higher education should demonstrate that it can think about what the curriculum needs as well as respond to what is demanded of it.

Since the early 1980’s, the faculty and administration of UAS have pursued coherence in the university curriculum. A major step in that direction was revision of the general education requirements (GERs). In 1983 a faculty committee reviewed the literature on general education, consulted Board of Regents (BOR) Policy, and designed a curriculum that was reviewed and adopted in 1985. This curriculum is the common core GERs for the Associate of Arts and bachelor’s degrees. During the 1987 integration of the Ketchikan and Islands Campuses with the University of Alaska Juneau, the GERs were adopted along with curricular change designed to accommodate a variety of programs.

The definitions serve as guidelines for designing and revising courses and programs. As programs and courses continue to be refined and developed, UAS needs to make its degree programs cohesive by utilizing definitions for the various components of the curriculum. The University continues to define the bachelors, and masters’ degree programs as well as other curricular components, such as programmatic options and areas of specialization, majors, and emphasis areas. The general parameters for Associate of Arts and Associate of Applied Science degrees are contained in BOR policy. In addition to defining the structural components of the curriculum, the university needs to maintain clear
distinctions among lower division, upper division, and graduate courses as well as to coordinate course numbering within UAS and UA Banner Student Information.

Those with access to Banner may consult it directly. An alternate source of this information includes the UAA and UAF academic catalogs, which are available on the UA web site. Consultation may also be undertaken with the Registrar.

The results of this effort to ensure coherence and continuity in the curriculum of the University are presented in this chapter. The first part is devoted to the definitions of the curricular components. This is followed by a description of the curricular process, including procedures for the planning, development, and approval of new courses and programs. In addition, there is a brief discussion of institutional review of academic programs followed by the steps for obtaining approval of new programs from the University of Alaska Board of Regents.

CURRICULAR DEFINITIONS

The curriculum of the University is composed of numerous courses of study. Each program contains several elements that provide order and direction. To ensure clarity in the connections among the various curricular parts, it is necessary to define each of them. These definitions provide an overall framework for university programmatic action. Exceptions to these definitions are considered in the established curricular review process.

UNDERGRADUATE PROGRAMS

Certificates of Completion may be issued to students satisfactorily completing a program of instruction of at least 15 credit hours and no more than 30 credit hours. The instructional program is usually not derived from a parent degree and may not be transferred to another institution or program within UAS. Certificates of Completion signify skills in a specific specialty and may qualify the holder for recognition of licensure requirements from an outside agency such as marine-related license. Given the limited scope of this type of program, a Certificate of Completion may be added or deleted by following the Course Approval Process and does not require Board of Regents approval.

Certificate Programs usually require two-semesters or equivalent and a minimum of 30 credit hours of 100 and 200 level courses. Certificates are usually derived from a parent degree at a higher level. Certificates are designed to provide intensive training in specific occupational areas. Certificates must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Instruction in these areas may be either embedded within the program curriculum or taught as specialized or discrete classes. Additional topics that should be covered, as appropriate, include safety, and environmental awareness. Certificate programs of 30 credit hours or more must be approved by the BOR. A one-year certificate not associated with an approved parent degree program must be submitted as a new program.

Associate of Arts Degree (A.A.): This two-year degree program provides students with a broad general education. It is also designed as a specific transfer degree for entry into the general range of baccalaureate degree programs offered by a four-year college or university. The receiving institution is not obligated to accept transfer credit that exceeds the minimum number of credits the sending
institution has established for awarding the associate level degree. This degree is not normally awarded
in a program area. A minimum of 60 semester credits at the 100 level or above, including 20 credits at
the 200 level, and a minimum 34 credits of general education requirement course work must be earned
to complete the A.A. degree.

**Associate of Applied Science Degree (A.A.S.):** This two-year degree is designed to prepare students
for entry into particular occupations. It is not intended to encompass the first two years of a four-year
program. Thus it may contain courses that are not primarily designed for transfer. Students should
expect a receiving institution to evaluate course credits in terms of the applicability of each course to the
requirements of the student’s major field of baccalaureate study. The degree requires a minimum of 60
semester credits and 15 of these credits must be resident credit. A.A.S. degrees are available in
Apprenticeship Technology, Business Administration, Computer Information and Office Systems,
Construction Technology, Early Childhood Education, Fisheries Technology, Health Information
Management, Health Sciences, and Power Technology with an emphasis in Automotive, Diesel, or
USCG Documented Marine Oiler.

**Associate of Business (A.B.):** This degree is a residential two-year transfer degree for students
intending to complete a bachelor’s degree in a business-related field. The degree prepares students
academically for admission to the UAS BBA degree and for transfer to a four-year university and major
in Business. The degree requires a minimum of 65 semester credits and 35 of these must be general
education credits

**Bachelor’s Degree (B.A., B.S., B.B.A., B.L.A.):** The bachelor’s degree is usually the academic title or
rank conferred on a student by the University for satisfactory completion of a prescribed four-year
course of study. Its purpose is to enable a student to acquire a foundation in liberal study and to become
proficient in a particular academic discipline. The primary sources of liberal education in the curriculum
of the bachelor’s degree are the general education core and electives. For most programs, those studies
leading to proficiency in a branch of learning are a major supported or complemented by one or more of
the following: a professional core or an emphasis area.

The curricular structure of the bachelor’s degree at UAS includes a minimum of 34 credit hours of
general education course work, a minimum of 12 credit hours of electives, and a maximum of 64 credit
hours combining the major or emphasis and its attendant studies for a minimum of 120 credit hours.
Within the structure, the content of programs determines the type of bachelor’s degree. For example,
bachelor of arts degree programs usually aim at liberal learning; they tend to teach qualitative methods
of scholarship and they ordinarily have a focused major or emphasis area. These components make the
degree flexible. UAS offers the Bachelor of Arts in Art, Bachelor of Arts in Biology, Bachelor of Arts in
English, Bachelor of Arts in Social Science, Bachelor of Arts in Elementary Education, Bachelor of Arts
in Geography and Environmental Studies, and Bachelor of Liberal Arts.

Bachelor of science programs generally are oriented toward preparation for graduate study in a
specialized field; they tend to teach quantitative methods of scholarship for purposes of prediction, and
they usually have an intensive required major field of study, which limits the flexibility of the degree.
UAS offers the Bachelor of Science in Biology, Bachelor of Science in Marine Biology, Bachelor of
Science in Environmental Science, Bachelor of Science in Geography and Environmental Resources, and a Bachelor of Science in Mathematics, The University offers one professional degree with various emphasis areas: the Bachelor of Business Administration. These programs usually require a core of professional studies that conform to the standards of an accrediting agency or other professional body. The size of the professional core influences the number of hours that are required in its associated major.

**Academic Major:** The most important feature of a major area of study is depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes students to the topics and the analytical methods applied in the study of the subject. It contains a series of courses that presume advancing levels of knowledge and understanding. At its completion, it has a means of assessing students’ mastery of the subject such as a project, an internship, a capstone course, or a comprehensive examination. In depth study provides students with an understanding of the fundamental problems and arguments of a discipline or field of study. It affords them practice with the tools of the subject, introduces them to its historical and philosophical foundations, and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving society.

The number of credit hours in a major and its organizational structure will vary depending on whether it aims at disciplinary or professional preparation. A disciplinary major normally ranges from thirty to forty-two credit hours. Due to the demands of accrediting agencies, certification requirements, and professional competence, a professional major normally ranges from thirty to fifty-five credit hours. In both cases, a major includes a logically ordered core of required courses that provide general direction for the student’s study and a series of electives that give a degree of flexibility to the program. At least forty percent of the course work in a major is at the upper division level (300 or above).

The unit(s) in which appropriate discipline-related faculty members reside have the responsibility for administering all majors within their discipline areas and for approving particular programs of study and appropriate course substitutions for students. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, may ordinarily also be used in the major without reducing the minimum number of hours required for a degree. However, no student may declare a major and an emphasis area in the same discipline or field of study.

**Emphasis Area:** The integrity of an emphasis area is measured by the degree to which the structure and content meet a degree’s objectives and, thereby, serve the student. It is also determined by its relationship to the curricular goals and objectives of the discipline. The true significance of a disciplinary area is demonstrated by the extent to which it leads the student to some understanding of that discipline or field of study and to a certain degree of competence with its methods of inquiry. The quality of an interdisciplinary or thematic emphasis is determined by its ability to suggest answers to the questions upon which it is focused. In either case, an emphasis area should provide basic insight into a subject that helps further the student’s educational goals.

An emphasis area consists of 12 to 18 credit hours, with at least 6 credit hours, preferably 9 or more, at the level (300 or above). This core provides general direction for the student’s study while maintaining a degree of flexibility. Flexibility is achieved by offering the student a choice from among a group of
courses to complete the credits. The unit(s) in which appropriate discipline-related faculty members reside have the responsibility to administer all emphasis areas within their discipline areas and to approve appropriate substitutions for students.

**Minor:** A minor is a program of study that revolves around a unifying principal or theme and consists of at least 15 credits. The same discipline may not be used to satisfy the major and the minor (i.e. English major and English minor does not make a degree.) If a course is a requirement of both the major and the minor, a student may use the course to meet both requirements but will not receive double credit. The University also offers credit-bearing preparatory courses, which do not count toward the award of degrees, but may be either career development or community interest courses. Continuing education credits may be awarded for completion of these courses.

**GRADUATE PROGRAMS**


In broad terms, the master’s degree indicates that the recipient has mastered a program in a particular field of study to a level that prepares the candidate to pursue original work in the specialty. Normally, degree titles indicate one of two categories. The Master of Arts and Master of Science are generally designated as academic degrees designed to provide an introduction to scholarly activities and research. These degrees often serve the needs of individuals as preparation for further postgraduate study. The second category is comprised of professional master’s degrees such as the M.A.T., M.Ed., M.P.A., and M.B.A. programs. While similar to the M.A. and M.S., these programs tend to emphasize professional practice.

Despite differences in title and objective, all masters’ degrees share common characteristics. The degree normally requires one to two years of full-time study (or equivalent) and the completion of a minimum of thirty-six semester hours of credit. The degree is awarded upon completion of a coherent program that is designed to assure mastery of specified knowledge and skills rather than a random accumulation of credits beyond the baccalaureate degree. The basic components of the degree may vary in emphasis but generally include a common core in the discipline; a concentration in a sub field of study; cognate courses outside the academic discipline as a means of broadening the curriculum or to provide needed skills; an integrative experience to synthesize the program’s content and/or to translate theory into practice, a summative experience to measure achievement and intellectual growth through such work as afforded by a research project, capstone course, and/or comprehensive examination.

Academic credit applicable to the degree should be awarded for only those courses designed to expand and strengthen skills beyond the level of the baccalaureate degree. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission. A graduate degree must consist of 30 of the 36 required credits at the 600-level.

**Non-Degree Programs**

Credential Programs are non-degree programs of study that prepare students for Type A teaching certificates and are designed to address the needs of elementary education schoolteachers, early childhood teachers, school principals, and school superintendents. The Alaska Department of Education and Early Development grant certification. UAS provides verification of qualified applicants.
Endorsement Programs are non-degree programs of study preparing certified teachers to add endorsements to a Type A teaching certificate. UAS prepares students for endorsement in Early Childhood Education and Educational Technology. Based upon this endorsement, certification is granted by the Alaska Department of Education and Early Development. See Occupational Endorsement Transcripting Process.

LEVELS AND NUMBERING OF COURSES

The definitions of levels and numbering of courses at UAS are intended to provide a clear understanding of the criteria that are used as guidelines to distinguish among pre-college, lower division, upper division, and graduate and professional development courses as well as to explain the numbering sequence of those courses. In general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized, and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, and/or graduate students. The following descriptions of course levels serve as guidelines for course development at UAS.

Pre-College Level Courses are offered to assist under-prepared and at-risk students to develop the necessary background, particularly in written communications and mathematics, to meet the skill and knowledge requirements for college-level work. Courses are numbered 050-099 and cannot be applied to degree programs.

Lower Division Courses: The primary function of lower division courses is to help students become independent learners. Lower division courses increase student knowledge on familiar subjects, introduce them to new subjects, and/or establish a foundation for them to study a major subject in depth.

Lower division courses are usually tightly structured with the expectation that students are to receive considerable instructional guidance in the learning process. As with all courses, the structure of lower division courses is reflected in the course syllabus. Instruction at the lower division level normally is informational and emphasizes learning skills; it usually entails the use of text materials or resources provided by the instructor. The intellectual skills emphasized in lower division courses include comprehension, analysis, synthesis, evaluation, and application of knowledge, but these competencies are not stressed to the same degree they are in upper division courses. Evaluation of student performance at this level tests information, concepts, synthesis, and skills. Lower division courses are numbered 100 and 200. Typically they require no prerequisite background in the discipline. They may have one or more of the following characteristics:

1. They are introductory courses or part of a series of basic courses in the discipline.
2. In some professional fields, they may build on the foundations of prerequisite courses.
3. They are courses that may be counted toward majors, electives, and/or the general education core requirements.

**Upper Division Courses:** The primary function of upper division courses is to refine students’ abilities as independent learners. Upper division courses enable students to study a major field in depth by building upon and integrating the knowledge they have gained in lower division courses. Upper division courses also help students integrate the knowledge they have acquired in the general education curriculum.

Upper division courses are characterized by a flexible structure that allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent study and/or research in the laboratory, library, studio, or community. Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom. Upper division courses strongly emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge. Evaluation of student performance at this level stresses such outcomes as comprehension of concepts and the ability to solve problems and to integrate knowledge.

Upper division courses are numbered 300 and 400. Typically, they build on the prerequisite background of the lower division. They also may have one or more of the following characteristics:

1. They are built on a foundation of prerequisite lower division courses in a discipline or related field of study.
2. They synthesize knowledge from several specific areas in a discipline or from related disciplines.
3. They are courses designed to integrate knowledge and skills from different areas of a discipline and incorporate tasks that develop critical thinking skills.

All undergraduate curriculum proposals require recommendations of the Faculty Senate Curriculum Committee, and the Provost except in the case of special topics (non-catalog) courses, which may be approved for one year by the Department Chair or lacking such, the appropriate Dean.

**Graduate Courses:** The primary function of graduate courses is to broaden the perspective and deepen the advanced knowledge students in a particular discipline or professional field of study, or to provide initial preparation in an advanced professional field that requires foundation knowledge and experience in a related discipline or field of study.

Graduate courses are characterized by a high level of complexity in the study of a particular subject. They are structured in a manner that allows for a variety of approaches to the subject matter, a wide range of source material, considerable student interaction, and a significant emphasis on independent study and/or research in the library, laboratory, studio, or community. They are designed to extend the knowledge and intellectual maturity of students beyond the baccalaureate level. They are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge.
Evaluation of student performance in graduate courses entails a variety of means and is commensurate with the level of complexity of these courses.

Graduate courses are numbered 600. Graduate courses also may have one or more of the following characteristics:

1. They build upon a foundation of prerequisite undergraduate courses in a single or related discipline.
2. They require intellectual maturity and stress independent learning.
3. They emphasize the use of library, studio, laboratory, community, and field-based facilities and resources in ways commensurate with the level of learning.

All graduate course proposals must be reviewed by the Graduate Committee including special topic courses. These proposals also require recommendations of the Faculty Senate and Provost except in the case of special topics (non-catalog) courses, which may be approved for one year by the Department Chair or lacking such, the appropriate Dean.

**Distance Delivery Instruction:** In the electronic age, students may learn through many and varied media, and university courses may be delivered in any number of ways. Since all courses are approved by appropriate academic units and meet standards of accreditation, no distinction is made among the various delivery modes in terms of a course’s acceptability for meeting degree program requirements. It is the student’s responsibility to obtain advising about the applicability of University of Alaska distance-delivered courses to certificate or degree program requirements. Credits received by examination or for courses at other institutions, however, are subject to standard university transcript analysis.

**Academic Credit:** Instruction delivered by an on-site instructor, audio conference instructor, or lecture instruction by video cassette or TV broadcast will be based on academic credit standards of one credit for each 750 minutes (12.5 hrs.) of instruction.

Instruction under the supervision of an instructor, but without the instructor’s direct participation such as in a laboratory or discussion group, will be based on academic credit standards of one credit for each 1500 minutes (25 hrs.) of instruction.

Instruction delivered through unsupervised laboratory, including computer-based instruction will be based on academic credit standards of one credit for each 2250 minutes (37.5 hrs.) of instructional activity.

Homework assignments and individual or group projects will not be considered as class contact hours.

**COURSE NUMBERING SYSTEM**

Course numbers indicate the level of academic preparation required as well as the student’s year of study.
The following list indicates categories and their corresponding numbers:

001-049  Non-credit courses
050-099  Pre-college level or remedial courses; associate and baccalaureate degree credit not granted
100-199  Undergraduate courses normally taken in the first year (freshman)
200-299  Undergraduate courses normally taken in the second year (sophomore)
300-399  Undergraduate courses normally taken in the third year (junior)
400-499  Undergraduate courses normally taken in the fourth year (senior)
500-599  Professional Development courses (these do not appear in the catalog and may not be applied to a degree program. They are unpetitionable for this purpose, and neither may the level be changed by petition.)
600-699  Graduate courses. Graduate standing, admission, or equivalent is required for graduate level courses in addition to any stated prerequisites. Graduate courses are not open to undergraduate students except by special permission.

Special or reserved numbers:
-75 Current Issues
-91 Internships (see note below)
-93 Special topics courses intended to be offered during one academic year only (see note below)
-94 Practica (see note below)
-97 Independent study (see note below)
-98 Individual Research (see note below)
-99 Thesis (see note below)

Courses bearing these numbers may be repeated for credit provided the course content differs each time the student registers for the course.

Notes to the above Special or Reserved Numbers follow:

Independent Study courses are those in which the course content, learning activities, and evaluative criteria are developed primarily by the student with guidance and concurrence from the instructor and are approved by the Department Chair or lacking such, the appropriate Dean. Independent study courses
bear a course number ending in “97” and are offered at the 200, 300, 400, and 600 levels only. No more than 12 credits earned in independent study may be applied to an undergraduate baccalaureate degree, no more than 6 credits to an associate degree, and no more than 3 credits to an undergraduate certificate. Independent studies will duplicate catalog courses.

Process: A student wishing to engage in independent study begins by seeking a qualified sponsor for the proposed study. Faculty members are not obligated to undertake sponsorship of independent study and do so on a discretionary basis only. Faculty members possessing appropriate expertise, however, are encouraged to accommodate students who are qualified to undertake this work.

Faculty members assess the qualifications and aptitude of a student for independent study based on his/her ability to undertake such work on a truly independent basis. The student should be capable of bearing responsibility for the entire conduct of the study. Independent study is not on a par with a traditional class or “directed study”; independent study requires discipline and creativity of the highest order and is conducted by the student independently. The sponsor monitors and assists the student, evaluates the achievement of objectives, and assigns a final grade when objectives are met.

After finding a sponsor who is willing to entertain a proposal, a student submits a draft contract (see Appendix for form) to the sponsor, who responds with recommendations. After agreement, the student prepares a final contract, which both parties sign. Each party receives a copy; the original is filed with the appropriate faculty unit or campus.

To obtain authorization to enroll for independent study, the sponsor or the student completes an Instructor Approval Form (see Appendix) and submits it along with the original of the contract approval to the Department Chair or lacking such, the appropriate Dean. The student submits this form (but not a copy of the contract) with the appropriate office of admissions.

To insure compliance with standards for course content and to create a record of the course content, the contract normally accompanies the Instructor Approval Form when submitted for approval; if it does not, the study may be approved but the original of the contract must be submitted to the appropriate faculty unit or campus office within ten days of approval. When instructors other than regular school faculty members are sponsors, this contract is required before approval is granted.

Independent studies may be initiated at any time but must be completed by the end of the semester in which the course was initiated (Fall, Spring, Summer). It is not uncommon for independent studies to enter into an “Incomplete” status when a full semester is not sufficient for completion of the course.

Individual Research is developed by a student with a sponsoring faculty member. Individual Research bears a course number ending in “98” and is offered at the 300, 400, and 600 levels only. Individual Research may be undertaken for 1 to 6 credits. “Independent Study, ‘Process’” for the method of development.

Practica are supervised practical applications of a previously studied theory conducted under the supervision of a qualified professional in cooperation with a faculty member. Practica require
satisfactory completion of a minimum of four hours of supervised experience per week for each credit (0+0+4) for the duration of the semester. These courses are generally offered at off-campus settings where the student is under the direct supervision of agency personnel.

**Special Topics Courses** which bear the designator 93, are academic credit courses offered to pilot test the course content or to provide a specialty content area on a one-time basis. Special topics must meet the same standard as academic credit courses in every way. Undergraduate level special topics courses are approved by the Department Chair or lacking such, the appropriate Dean, for one academic year including summer. Graduate level (693) courses must be submitted through the Graduate Committee for recommendation. During the summer, the Graduate Committee will designate one or more graduate faculty to review 693 courses on behalf of the Graduate Committee. Special topics courses are not offered for more than two years without approval from the Faculty Senate Curriculum Committee.

**Thesis study** is developed by a student with a sponsoring faculty member (often the student’s academic advisor) and a committee, which the student usually recruits. Thesis study bears a course number ending in “99” and is offered at the 300, 400, and 600 levels only. Academic programs often have thesis study requirements as part of their procedural guidelines. Thesis study may be undertaken for 3 to 6 credits, and grading is Pass/Fail only.

**Academic Internships** are experience-based courses that involve placing a student in an off-campus organization under the supervision of both a qualified professional in the agency and a faculty member.

Internships require satisfactory completion of a minimum of four hours per week for each credit (0+0+4) over the duration of a 15-week semester (1 credit = 50 hours). To apply for an internship, the student must be admitted to a university program. The student must also demonstrate educational preparation for the internship and the connection between the internship and the student’s education goals.

Internships are usually faculty-member initiated and arranged for with an organization in which a qualified professional provides direct supervision and periodic reports. The faculty sponsor monitors the student intern’s work (including on-site visitation) evaluates achievement of this experienced-based activity, and assigns a final grade when objectives are met.

**Process:** Contact with an off-campus organization may be undertaken by the faculty sponsor, the Office of Career Services (see below), or the student. After contact, the student and/or the faculty sponsor develops a contract for work to be undertaken (see the form in the appendix to this handbook). After the contract is agreed upon, to obtain authorization to enroll for an internship, the sponsor completes an Instructor Approval Form (see appendix) and submits it along with the original of an internship contract to (as applicable) the Department Chair or Dean. The student needs this form to enroll with the appropriate office of admissions.

To insure compliance with standards for internship activity and to create a record of the course content, the contract (see Appendix for form) normally accompanies the Instructor Approval form when submitted for approval; if it does not, the internship may be approved but the original of the contract is due to the appropriate faculty unit or campus office within ten days of approval.
The Office of Career Services is located in the Mourant Building of the UAS campus in Juneau. The Career Services Center performs the following functions:

1. Act as a clearinghouse for internship (excluding student teachers and paralegal students). In this role the Career Services Center will aid students in obtaining internships, direct organizations, agencies and businesses to the appropriate faculty member, and contact faculty when internships are requested by students and outside organizations.

2. The Career Services Center will also develop sample agreements and internship contracts as templates for faculty offering internships. The responsibility for supervising the internship, including all academic requirements and grading, will remain with the faculty member and cannot be the responsibility of the Office of Career Services.

The Office of Career Services is available online at http://www.uas.alaska.edu/careerservices/ Faculty members are encouraged to contact the Center with questions or if they or any of their students can use its services.

Academic Exchange Office, 107 Mourant Building, 796-6000

- Operates the national and international student exchange and study abroad programs.
- Maintains a resource library on work, study, research, and travel opportunities overseas for students and faculty.
- Provides applications and information on faculty teaching abroad positions through the Northwest Council on Study Abroad (http://www.aha-intl.edu).
- Provides information for Fulbright grants and fellowships.

The Academic Exchange Office is available online at http://www.uas.alaska.edu/exchanges/ Faculty members are encouraged to contact the OAE with questions.

OTHER CATEGORIES OF ACADEMIC OFFERINGS

Continuing Education Unit (CEU): The CEU is a nationally recognized unit of credit granted for participation in educational experiences under responsible sponsorship, capable direction, and qualified instruction that has a ten-contact-hour-per-credit ratio. CEU's are not convertible to degree credit.

Course numbers for continuing education courses are 001-049.

Cross-Listed Classes: For some courses, it is appropriate to designate the course in more than one discipline. The content is the same; but students may select a designator appropriate to their major.

Directed Study is a course that is (in terms of course title, course objectives, course content, and evaluative criteria) a catalog course regularly offered by the school. A directed study is not normally approved during the semester in which the course is regularly offered. Such courses shall bear the regular title and number on the student’s permanent record followed by “DS,” the designation for
Directed Study. To enroll, students need to complete an Instructor Approval Form with concurrence from the instructor and final approval by the Department Chair or lacking such, the appropriate Dean.

Professional Development: Courses are assigned the numbers 500-599 are designed to provide continuing education for various professional groups. Such courses are post-baccalaureate in nature but are not applicable to degree requirements. The measurement of student effort is indicated by professional development credits. Each credit requires at least 12.5 hrs. Classroom instruction or 25 hrs. supervised lab or activity, and are graded Pass/Fail. These courses are provided on a self-support basis.

Professional development courses require standard course and lecture approvals.

Stacked Classes: Occasionally two or more courses are scheduled in the same classroom at the same time. These are referred to as “stacked courses.” Catalog descriptions of these courses include the statement “May be stacked.” The semester class schedule will indicate if a class is being offered in stacked format and will list which course(s) are being stacked.

ACADEMIC POLICY FORMULATION

Academic departments have the primary role in the curriculum development process and are responsible for the development and maintenance of curricula and instructional programs. In terms of the curricular responsibilities, faculty members in association with their academic departments are charged with:

- Developing and maintaining current curricula, instructional programs, and course syllabi.
- Encouraging appropriate curriculum modifications, changes, and innovations in programs.
- Approving internal modifications and soliciting input from other academic departments that might be affected by changes in programs and offerings.
- Establishing and utilizing procedures for reviewing and evaluating existing and new courses, programs, and curricula.
- Maintaining strong academic, instructional, and grading standards.
- Selecting library and other material related to curricula and establishing internal procedures for effective and appropriate use of instructional media and other instructional resources.
- Fostering the development of undergraduate and graduate programs.

UAS uses a Six Year Course Sequence to memorialize the outcome of these activities. This tool is broadly accessed via the Web and is central to student success. It provides a guide to students, faculty, staff, and university leadership for planning purposes—ensuring that courses emanating from the Juneau, Ketchikan, and Sitka campuses are available on a regular and predictable basis.

The Course Sequence is reviewed at least annual by faculty, department/program chairs, and campus directors. Deans of each school at UAS review and approve needed changes, consulting with Faculty Senate and with other schools and campuses as needed when changes could impact students in other
programs. Overall responsibility for ensuring that the Course Sequence is up-to-date rests with the UAS Provost.

While the Course Sequence is an important guide, we recognize that it needs to be flexible in order to respond to new program needs, changes in student demand, special opportunities, and other factors. Faculty and staff suggesting changes in the Course Sequence should work through their Dean’s office.

The UAS Six Year Course Sequence can be found at the following location:

http://www.uas.alaska.edu/provost/6-yr-course-sequence.html

CURRICULAR REVIEW: While the primary responsibility for course and curricular development and review rests with the academic units, the collegial process in the University ensures open discussion of instructional issues. Beyond the academic unit(s), the Faculty Senate and its sub-committee, the Curriculum Committee, recommend all undergraduate curricula and policies. The Graduate Committee, through the Faculty Senate’s Curriculum and Graduate Committee recommends all graduate policy and curricula to the Provost for approval of all curricular matters. The faculty representation for the Senate is set forth in its Constitution and Bylaws.

Policy issues that impact more than one faculty group must be submitted to Faculty Senate. Examples include a policy change to implement minors at UAS or changing the organization of GERs. After approval by Faculty Senate, these proposals should be forwarded to the Curriculum Committee for informational purposes and to ensure that these changes are implemented in the catalog.

Proposals for new courses or changes to existing courses or programs should be submitted to the Curriculum Committee after approval by the appropriate department (see Curriculum Changes: Steps). Very minor changes to curriculum or catalog changes don’t come to Curriculum Committee at all. These go through the departmental approval process and then to the Registrar. Examples include changing biographical information in back of catalog, minor changes in a course name or description, change of course number but within the same general level (e.g. lower level number to another lower level number), and deletion of courses that are not required in any program.

Course Outline: This document calls for information that outlines the structure of a course developed for catalog or special topics course approval, including description, credit hours, number, title, and required information for a catalog course or special topics course for credit. Course outlines of catalog courses will be reviewed and updated at least every three years. Special topics course outlines are valid for one academic year including summer sessions.

Course Syllabus: This document is the detailed outline developed by each instructor of an approved course that is distributed to students at the start of the course. The syllabus sets the course structure, objectives, assignments, exams, and grading criteria. Course syllabi should be turned in to the faculty unit office or director's office each semester. These and course outlines are kept in unit locations for a variety of purposes, including accreditation review and articulation among the three campuses. Responsibility for updating outlines for courses listed in the catalog rests with the faculty units.
Discipline-related faculty members in each unit should conduct a yearly review (in the fall) of all outlines and updates them as needed.

CURRICULUM CHANGES

A. Steps for New Degree Proposals

Step One. New degree proposals must first be approved by the school from which the degree will originate.

Step Two. A summary of the new degree proposal should be sent to the Chair of the Faculty Senate to be added to the Senate agenda. The information packet should include a:

a) a brief rationale for the new degree program and an estimate of potential student numbers

b) a list of the specific course requirements for the degree.

c) a discussion of additional resources needed for the new degree, including additional faculty, library holdings, special equipment, etc.

d) a concise assessment of the impact of the proposed degree on another faculty groups in areas such as the GER’s and new required support courses.

e) policy change form with appropriate signatures.

Step Three. The Senate reviews the degree proposal in light of the University of Alaska Southeast’s mission statement and strategic plan. The Senate will also consider the items listed in Step 2 above, budgets, faculty resources, and any other factors it considers pertinent. If the general concept of the new degree is approved, then the originating faculty member should forward specific catalog copy and course proposals to the Chair of the Curriculum Committee by the deadline (see B. Deadlines).

Step Four. The Curriculum Committee will review the specific degree proposal materials and report to the Senate its recommendation.

Step Five. The Senate recommends to the Provost that approved degree programs be presented to the Board of Regents. The Chair of the Senate will notify the Provost of the Senate recommendation via a transmittal letter issued within 5 working days of Senate approval.

B. Steps for New Courses or Changes to Existing Courses or Programs

Step One: Initiating faculty develop a proposal and coordinate it with faculty in the appropriate discipline(s) for all campuses and submit it to the Department Chair or lacking such, the appropriate Dean for coordination of academic unit review.

Step Two: If consensus is reached, the representative to Curriculum Committee is responsible for forwarding a proposal to the registrar for system issues review prior to placement on the Curriculum Committee agenda for 1st reading. Note that proposals for minors must include a mission statement, program goals, and expected student outcomes. The proposal must also include assurance that full-time tenure track faculty will assume responsibility for the minor. The courses that make up the proposed minor should be existing catalog courses, with the possible exception that an introductory or capstone
course may be needed to give coherence to the minor. If a new course is needed, approval for the course should be sought at the same time that approval is sought for the minor.

Step Three: The sponsoring academic unit representative to the Curriculum Committee articulates a proposal and follows up on issues prior to 2nd readings.

Step Four: Curriculum Committee action occurs at 2nd reading prior to forwarding to Administration for approval by the appropriate Dean and Provost.


C. Deadlines

1. ALL proposals must be received at the Provost’s office by October 1 in order to be included in the catalog for the following academic year.

2. Final Approvals: All curriculum changes must be approved through the Curriculum Committee by December 15.

C. Forms

All forms are available from the Curriculum Committee website. http://www.uas.alaska.edu/Curriculum/

1. Policy Change Form – required for ALL policy proposals.

2. Curriculum Change Form—required for ALL curriculum proposals.

3. Course Outline Form

   - Required for a new course or for major changes in the content or delivery method of an existing course.
   - Shows how many hours of course time will be spent on each of the major topics covered in the class, and outlines prerequisites, grading criteria, textbook, and special facilities needed.
   - In some cases it may be helpful to include a course syllabus.

Special note: In developing new courses, UAA and UAF catalogs should be consulted. In cases where similar changes exist at UAA or UAF, faculty should consider using the same course number, title, and description. Similarities and clear distinctions need to be maintained among lower division, upper division, and graduate course numbering within UAS and UA Banner Student Information. Those with access to Banner may consult it directly. An alternate source of this information is the UAA and UAF academic catalogs, which are available on the UA web site (see Contents for address). Consultation may also be undertaken with the Registrar (UAS Records and Registration).

IMPORTANT CONSIDERATIONS
All major changes should include consideration of

1. The potential impact on other programs;
2. The budgetary impact (additional resources needed from the University—faculty, library holdings, computing services, equipment, building space);
3. Additional resources needed from students (lab fees, equipment, supplies);
4. How the proposal may affect similar programs offered on other UA campuses and to what extent coordination with other campuses may be necessary;
5. Projected enrollments and demand for graduates.

Additional Steps for Major Changes,
New Degrees or Degree Deletion

New programs, new majors, and program deletions must be approved by the UA President and the Board of Regents, and be reviewed by the Northwest Association of Schools & Colleges (NASC) during a subsequent program review. The NASC must be informed of major program additions or deletions by March 15 prior to its annual June meeting.

Every effort will be made to complete the review of proposals received in a timely manner; however, the more complex the proposed change, the more time a careful review will be to likely take. For example, a new baccalaureate program will likely require more time for research, debate, and discussion than adding an emphasis area to an existing degree program. The more complex the issue, the more time should be allowed for its articulation. The catalog is published once per year; therefore, only curricular changes that have completed the entire review cycle prior to December 15 will be included in the next catalog. Changes initiated too late for the academic catalog cycle will be held for the next edition.

The following is University Regulation 10.04.02 for program additions, deletions, or major changes that require Board of Regents approval. Program additions require submission of a proposal addressing the following points:

1. degree or certificate title, university or community college unit responsible for program;
2. rationale for revision (change in focus, demand, budget, etc. as determined through program review);
3. justification if the revision results in duplication of a program at another University of Alaska unit, and description of collaboration with other university and community colleges within the University of Alaska;
4. impact the revision will have on other programs within the University of Alaska (enhance, interact, result in deletion, etc.);
5. requirements the revision will have for addition of new faculty and staff, new library, equipment or related resources, or new or altered space;
6. budgetary impacts resulting from the revision; concurrence of appropriate advisory councils; and

7. an executive summary of about one page.

**Inactive Status for Existing Programs:** Programs placed on “Inactive Status” will be suspended for a specified period not to exceed five years. Students in the program at the time this status is adopted shall be permitted to conclude their course of study, but no new students may be admitted to the program. Programs designated as “Inactive” will be so noted on institutional program inventories. At the conclusion of the designated inactive period—not to exceed five years—the institution must review the program’s status and may either delete it or reactivate it. In the event the institution chooses to reactivate the program, the institution shall provide the Board of Regents satisfactory evidence that the resources necessary for the program are available and must establish performance goals for the program that are also acceptable to the Board. Students are to be notified by the Provost at the time the program is placed in Inactive Status and a deadline set for remaining students to complete the programs.

**Deletion of Programs:** Standard program change information must be submitted whenever a program or option is deleted. This same provision applies whenever two or more programs or options are consolidated into one or more new offerings.

**DEFINITIONS**

**Degree Type:** A designation within a degree level, such as Associate of Arts, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science. Associate of Arts degrees are oriented toward transfer to baccalaureate programs. Associate of Applied Science degrees are not oriented toward transfer to baccalaureate programs but are terminal vocational programs.

**Level** refers to a degree level such as Associate, Baccalaureate, Master’s degree programs.

**Specialist programs** relate to state requirements for certification of public school administrators and to graduate studies for public school teachers and supervisors; these programs should be limited to the field of education. They are essentially extensions of master’s level study and should demonstrate study beyond that expected in master’s programs.

**Program:** A program is a prescribed course of study that leads to the formal award of a certificate or degree.

**Program Options:** An area of specialization within an existing degree program that has a distinctive curricular pattern. A preponderance of required courses for the option will be taken in a core of courses common to all variations of the existing parent degree. For the purposes of program changes, “option,” “emphasis area,” and other similar terms are assumed to be equivalent.
Chapter 10 - FACULTY APPOINTMENT AND EVALUATION

INTRODUCTION

Faculty belong to one of three unions:

A. United Academics,
B. University of Alaska Federation of Teachers, and
C. United Academics Adjuncts.

This chapter is divided into three sections reflecting the separate appointment and evaluation requirements and processes relevant to each union.

For ease of reference and to better reflect the unique processes pertinent to faculty, a separate Faculty Appointment & Evaluation section has been crafted for each union. Readers who review all three sections will notice that a substantial part of the material is broadly applicable to faculty despite their union affiliation.

The UAS Faculty Senate, in collaboration with the Provost, developed and approved faculty guidelines for Teaching, Service, and Research. These guidelines are instrumental parts of the faculty evaluation process. For details on each set of guidelines refer to the appendix of this handbook.

The following procedures for the University of Alaska Southeast have been designed to provide a framework for faculty appointment and evaluation for retention, promotion and tenure. These procedures are based upon and to be used in conjunction with University of Alaska Board of Regents Policies and the appropriate bargaining agreement.

ACADEMIC APPOINTMENT DEFINITIONS

Regular Faculty: Individuals holding tenured or tenure-track appointments as professor, associate professor, assistant professor, and instructor. Appointees to these ranks shall commit fifty percent or more of their time to the educational and scholarly endeavors of the university and shall have all the privileges and responsibilities of faculty members. They are appointed by the Chancellor upon recommendation of the appropriate dean or campus director. Appointees to these positions are eligible for consideration for promotion, award of tenure, and sabbatical leaves. Regular faculty members may be appointed to joint appointment positions. These individuals receive compensation from two or more cost centers within the university system. Their academic rank and evaluations for retention, promotion, and tenure purposes are controlled by the cost center that has the greatest proportion of the faculty member’s time or effort, usually more than fifty percent.
Administrators with Academic Rank: Individuals whose primary responsibilities are administrative may be appointed with academic rank to positions within the university upon consultation with and recommendation of the appropriate UAS program faculty. Individuals appointed to administrative positions with academic rank will have academic/professional credentials comparable to those held by regular faculty. Administrators with academic rank are not required to stand for promotion or award of tenure; however, if they choose to apply for consideration based on their faculty activities and contributions to their discipline, they must undergo the full faculty evaluation process. Administrators with academic rank are not eligible to apply for regular sabbatical leave or to serve on faculty committees related to faculty appointments, retention, promotion, tenure, or sabbatical leave.

Graduate Faculty: Regular or special faculty may apply to the Graduate Faculty for graduate faculty status. Graduate faculty have two categories of membership: full and associate. Full membership requires: (1) a continuing contract; (2) a doctorate in the field appropriate to the area of graduate teaching assignment; (3) participation in the university’s graduate program through teaching or supervision of graduate students; (4) evidence of a commitment to research. Associate membership is available to those faculty members who do not qualify for full membership. Associate membership is available on a one-year basis and must be applied for annually.

Special Academic Appointments
Individuals assigned to special academic appointments (including non-tenure track, research, visiting, affiliate, adjunct, and part-time) are not eligible for consideration for award of tenure or for sabbatical leaves. Special academic appointments end automatically on the last day of the specified appointment period. Non-tenure track and visiting faculty may serve as members of graduate committees and serve on appointed faculty committees. However, these faculty may not participate in matters related to faculty evaluation, appointment, retention, promotion, tenure, or sabbatical leave. Lecturers are employed part-time for a specific academic term, usually a semester or summer session. Lecturers are employed to deliver instructional services related to a specific course and are not expected to perform other faculty functions. They are appointed by the Chancellor upon recommendation by Faculty Chairs to the Dean or by discipline-related faculty to an appropriate Director. Lecturers will demonstrate qualifications to teach the specific course for which they are appointed.

Adjunct Faculty are lecturers who have had a record of excellent performance for at least two semesters at this or a comparable institution. They may be appointed on a part-time basis as adjunct professor, adjunct associate professor, adjunct assistant professor, or adjunct instructor. They are appointed by the Chancellor upon recommendation by Faculty Chairs to the Dean or by discipline-related, tenure-track faculty to a Campus Director. Adjunct faculty members will have academic/professional credentials comparable to those held by regular faculty. Recommendations for adjunct faculty status are due to the Dean February 15.

Affiliate Faculty perform services for the University but may or may not receive compensation from the University. They may be appointed as affiliate professor, affiliate
associate professor, affiliate assistant professor, or affiliate instructor. They are appointed by the Chancellor upon recommendation by Faculty Chairs to a Campus Director or Dean. Affiliate faculty members will have academic/professional credentials comparable to those held by regular faculty.

**Non-tenure track and Visiting Term Faculty** may replace regular faculty members who are on leave for a semester or a full academic year, or in instances where time constraints prevent adequate recruitment. Individuals with the appropriate credentials and experience may be appointed for a specific period as a non-tenure-track faculty member with the rank of professor, associate professor, assistant professor, or instructor. Individuals who have faculty rank from another institution may be appointed for a specific period as a visiting professor, visiting associate professor, visiting assistant professor, or visiting instructor. Both categories are appointed by the Chancellor upon recommendation by Faculty Chairs to the Dean or by discipline-related, tenure-track faculty to a Campus Director. Non-tenure-track and visiting faculty will have academic/professional credentials comparable to those held by tenure-track faculty. Unless otherwise stated in the letter of appointment, all nontenure-track and visiting appointments end automatically on June 30 of each year unless an appointment of more than one year has been approved by the appropriate University program faculty. Nontenure-track and Visiting faculty appointments may be offered for periods of up to three years and may be renewed.

**Research Faculty** participate in the university’s academic program, but their primary professional efforts are devoted to grant-funded research projects may be appointed to the rank of research professor, research associate professor, or research assistant professor. They are appointed by the Chancellor upon recommendation by Faculty Chairs to the Dean or by discipline-related, tenure-track faculty to a Campus Director. The term of appointment for research faculty will not exceed the term of a funding grant. Unless otherwise stated in the letter of appointment, all research appointments end automatically June 30. To be appointed as a research faculty member, an individual must have a record of excellence as a researcher. Excellence is defined in its usual sense; that is, as demonstrated by evidence and in the opinion of those qualified to judge, the performance in this area is “superior, surpassing goodness.”

**Emeritus Faculty:** Emeritus status is an honor conferred by the chancellor upon the outstanding retirees of the university and not an automatic recognition of services rendered. The perquisites of emeritus status will be as provided by university regulation. A full-time faculty member who has attained the rank of full professor and who has retired after a minimum of 10 years at the University of Alaska immediately prior to retirement may be honored through appointment as professor emeritus. Recommendations for conferring emeritus status may be made by the appropriate dean to the appropriate Promotion Committee to be evaluated on the basis of the criteria for promotion to the rank of full professor with the added caveat that the position of professor emeritus is the highest honor that can be bestowed upon a retiring faculty member. The committee's recommendations will be forwarded to the chancellor whose decision is final and non-reviewable.

In exceptional circumstances, the chancellor, or in the case of statewide administration employees, the president, may confer emeritus status on other meritorious employees who have
provided a minimum of 10 years of faithful service of high quality to the institution.
Recommendations will proceed along the appropriate administrative channels to the chancellor or the president.
Chapter 10 (A) – United Academics

(Based upon the current United Academic collective bargaining agreement.)

FACULTY EVALUATION

Evaluation of faculty members should be seen as an opportunity to affirm the work of faculty members and/or to identify areas where improvement is called for and to recommend activities that will help faculty members in the performance of their professional activities and in establishing their qualification for promotion, tenure, and sabbatical leave.

After a faculty member has met the appropriate minimum eligibility criteria, evaluation for the purpose of comprehensive reviews, retention, promotion, and tenure decisions will emphasize the quality of performance in the categories outlined below.

a. Mastery of subject matter. Demonstrated by such things as advanced degrees, licenses, certifications, awards, honors and reputation in the subject matter field.

b. Effectiveness in teaching. Demonstrated by such things as: evaluation by peers; reaction of students as determined by surveys and classroom and laboratory observations; development of improved teaching materials and processes; development of new courses; advising of students; assessments of student achievement; and participation in necessary and routine duties which support classroom performance.

Library faculty members are evaluated on their performance of primary responsibility. See the evaluation guidelines for United Academics Library Faculty in chapter 10 A-2.

c. Research, scholarship, and creative activity, if applicable. Activity beyond the development of curriculum demonstrated by such things as: success in developing and carrying out significant applied and basic research; work in contributing to the arts; publication in advancing knowledge; and reputation among colleagues and peers both within and without the university.

d. Effectiveness of Public Service. Demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, elementary and secondary schools, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards, and honors from constituent groups; and reputation among peer deliverers of public service.
e. Effectiveness of University service. Demonstrated by such things as: work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work; and work with students beyond formal teacher-student relationships.

f. Professional development. Demonstrated by such things as: continuing education or other activities to keep abreast of current developments in the faculty member's fields; and ability to successfully handle increased responsibility in the faculty member's professional obligation.

g. Total contribution to the university. Demonstrated by overall contribution to the mission of the university system and of the individual unit.

FREQUENCY OF EVALUATION

All regular faculty members, tenured and non-tenured, will be evaluated annually by the dean (or their designee) and directors. Upon the request of the faculty member under review or the dean and/or director, the evaluation will continue through the full evaluation process. This full process includes review by the Faculty Evaluation Committee and the Chancellor.

Non-tenured regular faculty members will be evaluated through a full evaluation process in their fourth year of service prior to the tenure consideration in their seventh year of service.

Tenured faculty members will be reviewed through the full process every six years post tenure. Additionally, they will be reviewed by their Deans, sequenced three years between full, comprehensive reviews.

CALENDAR OF EVALUATION – UNITED ACADEMICS

Evaluation of United Academics faculty for promotion, tenure and retention will be conducted according to the process defined in the UNAC CBA Article 9. If a date falls on a Saturday, it shall be treated as falling on the preceding Friday; if a date falls on a Sunday it shall be treated as falling on the following Monday. Timelines may be extended by mutual consent of the parties (including UAS Provost, Labor Relations, and UNAC union), and such consent shall not be withheld unreasonably.

Calendar for Comprehensive Evaluation Reviews in 4th and 7th years of service, and every 6th year post tenure:

Before end of prior contract: The unit member shall advise their dean (or designee) that he/she plans to stand for tenure and/or promotion in the upcoming academic year and submit a complete CV and, if requested by their dean, a list of 2 external reviewers (if required; refer to Art. 9.2.5(a)).
June 30  If an external review has been requested, the dean or designee shall distribute
the unit member’s CV to the 2 external reviewers submitted by the unit member
and up to 2 additional external reviewers selected by the dean or designee.

Aug 15-31  Workshop on preparation of evaluation files will be conducted by the Provost
and current UAS UNAC Organizational Vice President.

Sept. 1  The external reviewers shall be requested to submit their reviews to the Dean or
Director no later than September 1st.

Sept. 10  The unit member shall submit a full file for evaluation to the appropriate Dean
or designee. The file shall contain material appropriate for the purpose of the
review being conducted. (See section NAME on Preparing Your File.) Unit
members under comprehensive post tenure reviews will submit only a complete
CV, self-evaluation, and annual activity reports, as defined in the UNAC CBA
Art. 9.2.4(a),

Sept. 25  At UAS department chairs are typically not requested to provide written
evaluations for unit members. If the dean or designee requests a written
evaluation from a department head/chair, the written evaluation shall be
provided to the dean or director or designee by September 25.

Oct. 1  The unit member shall submit any comments in response to the department
head/chair’s evaluation to the dean or director no later than October 1.

Oct. 1  The Dean or designee shall by October 1, submit the file to a peer review
committee. For composition of the peer review committee see the UNAC CBA
Art. 9.2.5(f

Nov. 8  The peer review committee’s review and recommendation, without individual
attribution, shall be provided to the Dean or Director or designee, with a copy to
the unit member, no later than November 8th.

A copy of the review/recommendation shall also be provided to the Provost’s
Office no later than November 8.

Nov. 13  The unit member shall submit any comments in response to the peer review to
the Dean or Director no later than November 13th.

Jan. 5  The Dean or Director shall complete a review and prepare recommendations to
the Provost with a copy to the unit member, no later than January 5.

Jan. 12  The unit member may submit to the Provost a response to the Dean or
Director’s recommendation no later than January 12.
Jan. 12  By January 12th, the Provost shall submit the file to a MAU Peer Review Committee appointed by the Provost, composed of between three (3) and seven (7) tenured unit members, from a list of between six (6) and twelve (12) unit members submitted by the MAU governance organization. Committees may determine whether discussions will be open or closed to the public and/or the candidate. The vote of the MAU Peer Review Committee, however, shall be closed to the public and the candidate.

Mar. 1  The MAU Peer Review Committee shall provide its review and recommendation, without individual attribution, to the Provost no later March 1st.

Mar. 6  The unit member may submit to the Provost a response to MAU Peer Review Committee’s recommendation no later than March 6.

Mar. 30  The Provost shall review the file and make a recommendation. The Provost shall provide a completed review and recommendation to the Chancellor, with a copy to the unit member, no later than March 30.

Apr. 5  The unit member may submit to the Chancellor a response to the Provost’s recommendation no later than April 5.

May 1  The Chancellor shall review the file and make a decision regarding the unit member’s performance (i.e. whether to retain, promote and/or tenure, or to determine whether the unit member’s performance is satisfactory and notify the unit member on or before May 1 of the decision.

Negative decisions regarding retention, promotion, and tenure may be appealed to the United Academics Appeals Board. For composition, scope, and procedures of the Appeals Board see UNAC CBA articles 7.3.3 and 7.3.4.

Calendar of Other Employment-Related Dates:

Oct. 30  Sabbatical Leave applications due to Provost’s office.

Feb. 1  Final decision on sabbatical leave applications for United Academics.

May 3  Due date for Fall and Spring semester Workloads for the next academic year. If a unit member wishes to challenge the workload assignment, the unit member shall process the challenge according to article 7.3 of the United Academics CBA.

Apr. 16  For non-tenure track unit members: The non-tenure track unit member shall submit a current CV and activity report that includes a self-evaluation and that covers the period under review to the department head or chair with a copy to the dean, director, or designee at least one month prior to the date of evaluation.
and no later than April 16th. Non-tenure track unit members are subject to a different evaluation cycle than tenure-track members. See article 9.2.6 of the UNAC CBA for details.

June 15

The Office of the Provost publishes a list of faculty members who are required to be reviewed through the full evaluation process for retention or for tenure in the next academic year, and of faculty members who become eligible to apply for sabbatical leave.

APPEALS

The UNAC CBA provides for appeals of decisions involving promotion, tenure, or non-retention. (Art.7.3.3)

Policies and procedures approved for each university shall delineate the exclusive process by which the applicant may seek reconsideration of a decision not to promote. The process shall allow the applicant to appeal to the President only for decisions regarding promotion to full professor and only in those instances in which the Chancellor's action is inconsistent with the recommendations of the Appeals Board appropriate for each institution.

FACULTY EVALUATION FILE

Sole Source Upon Which Evaluations Are Based:

The faculty evaluation file, made up of two parts, will be the sole resource upon which all faculty evaluation reviews are based. The faculty evaluation file is distinct from the official personnel file, which is maintained in the Office of Personnel and contains such employment information as a faculty member’s salary and benefit records. Knowledge or perceptions of reviewers gained beyond the evaluation file concerning performance is not admissible and must not influence evaluation decisions. All decisions must be based solely and specifically on the evaluation file. Information to come from such sources as interviews with candidates must be based on information clearly specified and documented in the evaluation file. Information not contained in the personnel file may be considered only if a “specific identifying reference” to the material is contained in the file, or if recently prepared information has not yet reached the file in the normal course of business.

“Specific identifying reference” must be specific insofar as it clearly appears in an appropriate section of the application. Should specific reference be made to work being accomplished or in process, the work should be included as an exhibit (e.g., a paper, article, book chapter, or book). Such material may not be added to the file at a subsequent review level except if the material is “in press” or otherwise in the process of being prepared; if not included among exhibits to the file, the status of such work should be made clear. Such work may be added to the file after the deadline for preparation only if it subsequently becomes available during the
“normal course of business.” Another example is letters of reference but only if such letters are identified as having been solicited or anticipated.

**ORGANIZATION OF THE FILE**

The first part of the evaluation file for each faculty member is maintained by the Office of the Provost and includes the permanent records of a faculty member’s performance and evaluation history, including such areas as the following:

1. For the entire employment period, faculty member evaluations and faculty member responses to them to the extent they exist.
2. Faculty Workload Agreements.
3. Faculty Annual Activity Reports.
4. Summaries of Student Evaluations of Instruction, including individual comments.
5. Mastery of Subject Area Documentation (official transcript showing highest degree(s) attained). Such document(s) may be requested from UAS Personnel or supplied by way of official transcripts or copies sent to Personnel.
6. Sabbatical and other leave applications and reports.
7. Other materials regarding appointments and assignments.

The Office of the Provost will assist in the maintenance of the faculty evaluation files; however, individual faculty members are responsible for assuring that their files are accurate and complete. Faculty members are strongly urged to review and update their files on an annual basis and keep copies on hand of all original documents. These files are available to faculty members during normal working hours at the Office of the Provost.

The second part of the evaluation file consists of support materials that are appropriate to the action at hand (i.e., regular full review, five-year review, application for promotion, tenure, and/or sabbatical leave). The following list of documents is recommended (as appropriate):

1. Memorandum of application addressing how the faculty member meets the criteria of the action at hand.
2. Table of Contents.
4. Teaching-Primary Assignment materials such as course syllabi, sample tests, awards received by students.
5. University and Public Service materials such as letters of assessment and/or acknowledgment regarding committee and/or work team service, professional organization activities, community contributions.
6. Research/Creative activity materials, if applicable, such as publications, papers presented, contracts for publication, research progress reports, exhibit awards, performance programs.

7. Overall Professional Development, including such elements as commentary on workshops, conferences, and activities with professional associations.

8. Current sabbatical leave application or sabbatical report, if applicable.

9. Letters of peer recommendation both internal and external, to be solicited by the faculty member.

10. Other materials faculty members consider pertinent to this review.

FACULTY EVALUATION COMMITTEES – UNITED ACADEMICS

The faculty evaluation committee will submit written recommendations to the Office of the Provost on all retention, promotion, tenure, and sabbatical applications presented to it. Copies of the recommendations will be sent to all affected faculty members. If the committee fails to make recommendations by the specified date, the evaluation process will continue to the next level.

The Deans and the UNAC UAS Organizational Vice President are encouraged to meet before the end of the prior academic year in order to establish the peer evaluation committee.

The United Academics peer review committee, selected by unit members, with the concurrence of the dean, director or designee, in a department/cluster/unit as determined by the dean, director or designee, with the consent of the unit members. Absent such consent, the provost shall resolve issues over the definition of the appropriate department/cluster/unit. The peer review committee shall be composed of at least five (5) tenured faculty at the same or higher rank as the unit member being reviewed, with at least three (3) at the rank of full professor. At UAS these minimums shall be four (4) tenured faculty and three (3) full professors.

Committees may determine whether discussions will be open or closed to the public and/or the candidate. The vote of the peer review committee, however, shall be closed to the public and the candidate. The peer review committee’s review and recommendation, without individual attribution, shall be provided to the dean, director or designee, with a copy to the unit member, no later than November 8.

Nothing shall preclude a department head/chair from serving as a peer reviewer of a unit member, provided the department head/chair has not submitted a formal written evaluation in the capacity as a tenured department head/chair of the unit member being reviewed by the peer review committee.

The United Academics MAU committee shall be appointed by the provost, composed of between three (3) and seven (7) tenured unit members, from a list of between six (6) and twelve (12) unit members submitted by the MAU governance organization. MAU Peer Review Committees may determine whether discussions will be open or closed to the public and/or the candidate. The vote of the MAU Peer Review Committee, however, shall be closed to the
public and the candidate. The MAU Peer Review Committee shall provide its review and recommendation, without individual attribution, to the provost no later than March 1.

UNITED ACADEMICS EVALUATION CRITERIA

Performance Standards

After a faculty member has met the appropriate minimum eligibility criteria, evaluation for the purpose of retention, promotion, and tenure decisions will emphasize the quality of performance in the categories outlined below. The total professional qualifications and experience of a faculty member are considered in evaluation for retention, promotion, and tenure. Reviewers must judge the relative quality of each faculty member’s activities in light of the agreed upon workload/primary assignment and the particular evaluation review under consideration.

Criteria

Criteria for retention, promotion, and tenure are considered under the following headings:

- Mastery of Subject Area
- Teaching/Primary Responsibility*
- Public Service
- University Service
- Research/Creative Activity, if applicable
- Overall Professional Development

This list of criteria does not imply that candidates must be equally proficient in all areas. Library faculty should refer to the criteria appearing later in this chapter.

Mastery of Subject

(Minimum Eligibility Criteria for Appointment and Promotion)

Faculty Appointments

**Instructor**—Master’s degree or equivalent in an appropriate field or in vocational/technical trades¹, two years’ outstanding documented professional experience beyond the apprentice level and either an associate degree or an appropriate competency-based occupational credential.²

**Assistant Professor**—Earned doctorate or master’s degree in an appropriate discipline or in vocational/technical trades, either additional competency-based professional credentials²
signifying recognized authority status in the field or a baccalaureate degree and two years’
outstanding documented professional experience beyond the apprentice level.¹ Demonstrated
teaching-primary assignment and public and University service of appropriate quality.
Research/creative activity of appropriate quality with consideration given to the extent to
which it has been a part of the faculty member’s approved workload.

**Associate Professor**—Earned doctorate or appropriate terminal master’s degree; or
appropriate master’s degree and 30 semester hours of systematic study, at least 15 of which are
at the graduate level; or in vocational/technical trades, a baccalaureate degree and 30 semester
hours of systematic study, at least 15 of which are at the graduate level and five years’
experience beyond the apprentice level.¹ Candidates have completed at least four years at the
rank of assistant professor or equivalent at the time of application, and in the case of
promotion, at least three years in the UA system at this rank at the time of application.
Demonstrated teaching-primary assignment and public and University service of appropriate
quality. Research/creative activity of appropriate quality with consideration given to the extent
to which it has been a part of the faculty member’s approved workload. Non-tenured faculty
undergoing review for promotion to associate professor must also be reviewed for tenure.

**Professor**—Earned doctorate, or appropriate terminal master’s; or a second master’s degree in
a different discipline; or in vocational/technical trades, a master’s degree in vocational
education or other appropriate field and six years’ experience beyond the apprentice level.¹
Candidates have completed at least four years at the rank of associate professor or equivalent at
the time of application, and in the case of promotion, at least three years in the UA system at
this rank at the time of application. Demonstrated teaching-primary assignment and public and
University service of appropriate quality. Research/creative activity of appropriate quality with
consideration given to the extent to which it has been a part of the faculty member’s approved
workload. Non-tenured faculty undergoing review for promotion to professor must also be
reviewed for tenure.

*Exception to the minimum terminal degree and/or experience qualifications for rank must be
fully justified up through the several levels of promotion or appointment review, with final
approval by the Chancellor. The basis for exception shall be outstanding academic
performance and/or outstanding professional experience. Outstanding performance and
professional experience are defined in the usual sense of outstanding; that is, the categories are
demonstrated by evidence and judged by those qualified to judge that the performance or
experience is “prominent, distinguished, and conspicuous” in the sense that it is “excellent” or “superior.”

1Vocational/Technical Trades: Only trade and industry areas, such as welding, marine technology, construction, electronics, and power technology.

2Underlined language refers to competency-based credentials for vocational/technical faculty as appropriate to each area.

Teaching/Primary Responsibility – United Academics

UNAC Faculty with Teaching Responsibility

United Academics faculty should refer to the UAS Teaching Guidelines and Scholarship of Teaching & Learning Matrix (in Appendix B) for details about Teaching and Learning evaluation criteria.

Public & University Service

United Academics faculty should refer to the UAS Service Guidelines in Appendix C for details about Service evaluation criteria.

Research & Creative Activity

United Academics

United Academics faculty should refer to the Research & Creative Activity Guidelines in Appendix D for details about the Complete Guidelines for Faculty Evaluation and Research and Creative Activity for Tenure, Promotion and Retention for Tripartite Faculty Members.

Faculty whose university workload includes research/creative activity must document the results of these activities. Faculty who conduct research/creative activity outside of their university assignment are also encouraged to include evidence of this work for evaluation consideration. This activity is defined as work related to the faculty member’s discipline that results in a contribution appropriate to that discipline. Examples, alone or in combination, include but are not limited to the following:

1. Research leading to the discovery of new knowledge or new applications of existing knowledge, for example, codifying knowledge to make it more accessible;

2. Research or creative activity leading to publication in scholarly or artistic periodicals or books;

3. Research leading to the preparation and presentation of a scholarly paper to a professional society, or a paper in one’s field of specialization to any group;
4. Authoring of books, reviews, case studies, bibliographies, journal articles, technical reports, conference papers, multimedia productions, musical compositions;

5. Experiments in teaching methods and teaching-oriented research;

6. Editing professional journals, periodicals, or books, or serving as a referee of manuscripts or proposals that have been submitted to a periodical or funding agency;

7. Reviewing texts in one’s field or specialization for publishers;

8. University-sponsored research;


The following guidelines are cumulative for each higher level of rank:

**Instructor/Assistant Professor:** The candidate will have demonstrated the ability to design and carry out original research or creative activity.

**Associate Professor:** The candidate has demonstrated continued growth in development of research and/or creative skills. The candidate has provided evidence of accomplished research by the production of original contributions to the discipline. Consideration should be given to the quality of the candidate’s research or creative efforts and ability to supervise the research of others such as graduate students and other professors.

**Professor:** The candidate has made original contributions of outstanding quality to his/her field. The candidate is able to supervise the research of others or foster their creative ability. The candidate should be a recognized authority in his/her discipline. Outstanding quality is defined in the usual sense of outstanding; that is, the contributions are demonstrated by evidence and judged by those qualified to judge that the contributions are “prominent, distinguished, and conspicuous” in the sense that they are “excellent” or “superior.”

**Overall Professional Development**

Ongoing professional development is expected of all faculty. Faculty are responsible for staying current and active in their field. A wide range of activities may be used to show professional growth. Examples include but are not limited to:

1. Completion of course work relevant to one’s professional responsibilities;
2. Completion of vocational internships or professional practica;
3. Attendance at professional conferences and seminars at the local, regional, or national level;
4. Participation in the leadership of professional organizations and their activities;
5. Workshops, seminars, and lectures presented to peers;
6. Academic reading or study that results in a product, such as new course designs, reports for peers, or bibliographies;

7. Receipt of honors, awards, or recognitions that relate to professional contributions or academic leadership.

**AWARD OF TENURE – UNITED ACADEMICS FACULTY**

To be eligible for consideration for award of tenure, a faculty member must hold a tenure-track appointment at the rank of instructor, assistant professor, associate professor, or professor.

It is recommended that faculty consider establishing at least a three-year record of performance at UAS as a successful application for tenure must be based on an exceptional and substantive record of service at the appropriate level (instructor, assistant, associate, or professor).

A faculty member may request to be evaluated for award of tenure during any year of service but must be reviewed for tenure as follows:

1. All non-tenured faculty appointed at the rank of instructor or assistant professor must be reviewed for tenure no later than the seventh consecutive year of service.

2. Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure. Promotion to associate professor cannot be made without prior or simultaneous award of tenure.

3. Faculty appointed initially at the rank of associate professor without tenure must be reviewed for tenure no later than the fourth consecutive year of service.

4. Faculty appointed initially at the rank of professor without tenure must be reviewed for tenure no later than the second consecutive year of service.

**NOTE:** Years of service are defined in BOR Policy 04.04.041 B 4c. (1), (2).

If tenure is not awarded, a faculty member shall be offered a terminal appointment for one additional year of service.

If a faculty member chooses to stand for tenure prior to the mandatory year of review as defined in items 1-4 above, the faculty member may withdraw without penalty at any step in the process prior to review by the Chancellor. The deadline for withdrawal is **prior to the Chancellor’s decision.**

**EVALUATION CRITERIA FOR TENURE – UNITED ACADEMICS FACULTY**

When being reviewed for tenure, a faculty member will be judged on the basis of total contribution to the university. The status of tenure is a privilege, not a right, and the standards demanded in the awarding of tenure should be rigorously applied.
The evaluation criteria at the promotion level for each major area of a university assignment (listed above) will be used to assess the candidate. “Adequate” or “competent” performance alone is not sufficient basis for awarding tenure. The candidate should demonstrate contributions and potential for further contribution within his/her discipline. The candidate should be a strong, independent representative of his/her discipline.

Further guidance is supplied by BOR Policy 04.04.045 B. “Tenure”:

1. **Purpose.** Tenure assures the academic community an environment that will nurture academic freedom by providing employment security.

2. **Responsibilities, rights and privileges of tenure.**
   - **Performance.** A tenured faculty member has a responsibility to maintain high standards of professional performance and conduct.
   - **Appointment.** An appointment with tenure shall be an appointment to academic rank which shall not be affected by changes in such rank and shall be continued until resignation, retirement, or termination. The award of tenure guarantees continuing appointment for at least nine months per year. Any change in fraction of full-time appointment as a tenured faculty member must be by mutual consent of the University and the faculty member. The award of tenure does not exempt a faculty member from changes in policies and procedures approved for each University.
   - **Locus of tenure.** Faculty are tenured within an academic unit or units of a University of the University of Alaska system.

3. **Method of appointment to tenure.** Tenure is not received automatically. It is awarded only following careful consideration of an applicant faculty member in accordance with the methods described in this title, Policy 04.04.051(B) and the policies and procedures approved for each University. Following consideration of the recommendations of the faculty the Chancellor may grant tenure to faculty who are qualified.

4. **Eligibility for consideration for award of tenure.**
   - **Criteria.** Tenure may be awarded to faculty appointed to a tenure track position and any academic rank. Tenure is not awarded to faculty members holding special academic rank.
   - **Conditions.** A faculty member may request an evaluation for award of tenure during any year of service. However, a faculty member must be reviewed for tenure in accordance with the following:
     - (1) Initial appointment to full or associate professor. An initial appointment to the rank of professor may be made with or without tenure. However, faculty receiving such appointments without tenure must be reviewed for tenure no later than the
second consecutive year of service. Appointments to full
professor may continue beyond the third year only with tenure.
Initial appointment to the rank of associate professor also may be
made with or without tenure. Likewise, faculty receiving such
appointments without tenure must be reviewed for tenure no later
than the fourth consecutive year of service. Appointments to
associate professor may continue beyond the fifth year only with
tenure.

(2) Promotion to associate professor. Non-tenured faculty
undergoing review for promotion to associate professor must
also be reviewed for tenure. Promotion to associate professor
cannot be made without prior or simultaneous award of tenure.

(3) Review of assistant professor. All non-tenured faculty appointed
at the rank of assistant professor must be reviewed for tenure no
later than the seventh consecutive year of service in this rank.
Service in this rank or in a combination of this rank and a tenure
track appointment as instructor may continue beyond the eighth
year only with tenure.

(4) Review of instructor. Faculty with the title of instructor may be
reviewed for tenure only if the title is one of academic rank
according to policies and procedures of an individual University.
In this case faculty must be reviewed for tenure no later than the
seventh consecutive year of service in this rank. Service in this
rank may continue beyond the eighth year only with tenure if the
title is one of academic rank.

c. Years of service.

(1) Towards mandatory review. In computing total consecutive years
of service for determining the time of mandatory tenure review,
periods of leave at full salary and sabbatical leave will be
included. Periods of leave of absence at partial or no salary shall
not be included unless requested by the faculty member and
approved at the time the leave is granted. However, regardless of
inclusion in the computation of total years, leave of absence shall
not be deemed an interruption of otherwise consecutive service.
Years of service preceding a break in consecutive years of
University employment may be counted only upon agreement
between the faculty member and the University at the time of re-
employment.

(2) Partial year of service. A partial year of service which includes at
least one semester of full-time faculty service (e.g., as in a mid-
year appointment) will be included as a full year of service in
computing the time of mandatory tenure review only if this year
has been included in determining eligibility for any sabbatical
leave.

5. Failure to receive tenure. A faculty member must stand for tenure in the
mandatory review year as defined in section 4.b.(1-4) above. If tenure is not
awarded, the faculty member shall be offered a terminal appointment for one
additional year of service. A faculty member may stand for tenure prior to the
mandatory year of review. In so doing, the candidate may withdraw at any step
in the process prior to review by the Chancellor. If the decision of the
Chancellor is to deny tenure, the faculty member shall be offered a terminal
appointment.

6. Rejection of tenure. A faculty member who is offered tenure by a University
pursuant to this policy but who declines to accept it may continue to be
employed in a manner to be determined by the Chancellor of each University.

ADDITIONAL UNAC FACULTY EVALUATION REFERENCE MATERIAL

United Academics – Article 9
Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination

9.1 Faculty Appointment

There shall be three (3) categories of appointment applicable to unit members: appointment
with tenure, tenure track appointment, and non-tenure track term appointment. The
appointment of unit members to these categories shall be at the sole discretion of the
University. The initial appointment of unit members to one of these categories shall not be
subject to the dispute resolution processes provided in this Agreement.

9.1.1 Appointment with Tenure

Tenure denotes the status of holding a nine (9) month appointment on a continuing
basis. Such appointments shall be renewed annually unless terminated as provided by
the terms of this Agreement.

A tenured appointment may be made at less than 100 percent, but no less than 51
percent, of full-time equivalent (FTE) status. Any increase in the unit member’s percent
of FTE status from that held at the time the unit member was appointed with tenure
shall be made only with recommendation through the tenure evaluation process and
approval of the chancellor. Any decrease in the unit member’s percent of FTE status
from that held at the time the unit member was appointed with tenure shall be made
with the consent of the unit member and the approval of the chancellor.

The titles of associate professor and professor shall be used to denote the rank held by
tenured unit members.
9.1.2 Tenure Track Appointment

A tenure track appointment is one that leads to eligibility for consideration for appointment with tenure. Time spent in a tenure track appointment in the academic unit within which tenure is sought shall count toward the time for mandatory review for tenure. Notification of the year of mandatory review shall be made in the initial appointment letter. Non-retention of a tenure track appointment shall be made in accordance with the notification time periods required by this Agreement.

A tenure track appointment may be made at less than 100 percent, but no less than 51 percent, of full-time equivalent (FTE) status.

The titles of assistant professor, associate professor, and professor shall be used to denote rank of tenure track unit members.

9.1.3 Non-tenure Track Term Appointment

A non-tenure track term appointment may be made at less than 100 percent, but no less than 51 percent, of FTE status, for a specific length of time. Performance expectations shall be specified by individual appointment letters.

A non-tenure track term appointment shall not lead to consideration for tenure. Except as otherwise agreed between the unit member and the hiring authority in writing at the time of hire into a tenure track position, time spent in a non-tenure track term appointment shall not count in the calculation of the time for promotion or mandatory review for tenure in any subsequent tenure track appointment in the University of Alaska.

Non-tenure track term appointments may be made for a period up to but no longer than five (5) years. Non-tenure track term appointments shall expire at the end of the specified period of appointment, unless renewed or provided notice in accordance with Article 9.4.2. In addition to provisions for termination provided in this Agreement, a non-tenure track term appointment may be terminated early if the terms of the performance assignment are not fulfilled, if the duration of the funded activity has expired, or if the program has been discontinued or reduced.

The titles of instructor, lecturer, assistant professor, associate professor, and professor may be used to denote rank of non-tenure track unit members. In addition, qualified titles of rank, as specified below, may be used.

The titles of research assistant professor, research associate professor, or research professor shall be used to denote rank of non-tenure track unit member conducting research as a primary assignment and supported primarily by research funds.

The titles of clinical lecturer, clinical instructor, clinical assistant professor, clinical associate professor of clinical professor shall be used for unit members who are also practitioners in health care delivery professions or in other professions to which such titles would be applicable.
9.1.4 Appointment Duration

A unit member's base appointment shall be for the academic year as determined by the campus or for an alternative nine (9) month period. A nine (9) month appointment may be extended by up to three (3) months at the discretion of the University. Such an extension may be included in the base assignment letter, but in any event an extension does not modify the tenured or tenure-track base appointment period of nine (9) months.

9.1.5 Method of Appointment

All appointments other than those of Distinguished and University Professor shall be made by the chancellor or the chancellor’s designee, under the appointment authority of the president of the University of Alaska.

9.1.6 Appointments of Distinction

Tenured appointments as Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor, or University Professor may be given by action of the Board of Regents on recommendation of unit members and concurrence of the chancellor and the president.

Appointment as Distinguished Visiting Professor shall be made by the chancellor, following consideration of recommendations of unit members. Such appointment shall be reported to the president and shall be a non-tenure track appointment for a period of time not to exceed three (3) years. These appointments may be renewed, following consideration of recommendations of the unit members.

9.2 Evaluation

Unit members shall be evaluated regularly and in writing in accordance with this Agreement. Such evaluation shall be the responsibility of the chancellor or the chancellor's designee.

Evaluations shall appraise the extent to which each unit member has met the performance assignment, the extent to which the unit member's professional growth and development has proceeded, and the prospects for the unit member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance. MAU rules and procedures shall identify processes which shall be available to assist unit members in the improvement of performance.

Unit members annually shall provide current curriculum vitae (CV) and Annual Activity Reports for review by their dean or the dean’s designee.

Nothing in this article may be construed as conferring supervisory status on department heads/chairs. Deans/directors shall only request formal written evaluations from
tenured department heads/chairs. Informal assessments provided by non-tenured
department heads/chairs to the Dean/director or other reviewers may be considered
along with other information provided by the unit member or available to the reviewer.

Written documentation in support of such evaluation shall be made available to the
affected unit member. These evaluations shall play a part in determining if the unit
member shall be retained, promoted, or tenured.

The nonprocedural aspects of the evaluation of unit members shall be considered
substantive academic judgments.

9.2.1 Evaluation of Tenure Track Unit Members for Progression towards Tenure

Evaluation of tenure track unit members shall be conducted on an annual basis and no
later than January 5 by the dean or director or the dean’s designee, and, at the request of
the dean, by the unit member’s tenured department head/chair.

During the fourth year of a tenure track appointment the unit member shall receive a
comprehensive and diagnostic review by peer unit member review committees and
administrators in accordance with the procedures for evaluation provided in Article
9.2.5, the purpose of which is to assess progress toward tenure or promotion. The
review, however, will proceed to the provost. The review may proceed to the chancellor
only at the request of the unit member. A unit member who commences a fourth year
review may not convert to a tenure or promotion review. If a unit member chooses to
stand for promotion and tenure during the fourth year review period, the unit member
may not withdraw the file from consideration at any step in the process. If the decision
of the chancellor is to deny tenure, the unit member may continue to serve as a tenure
track unit member but may not stand again for promotion/tenure prior to the mandatory
year of review.

9.2.2 Evaluation of Tenure Track and Tenured Unit Members for Promotion

a. Evaluation Process

Evaluation of tenure track and tenured unit member shall be in accordance with
the procedures for evaluation provided in Article 9.2.5. After considering the
recommendations of the peer unit member review committees, appropriate
administrators, and other relevant sources, the chancellor may promote qualified
unit members for whom promotion would be consistent with institutional need,
mission, and resources.

b. Denial of Promotion

If the decision of the chancellor is to deny promotion, the unit member shall
retain current academic rank.
c. Withdrawal of Promotion File

A unit member may withdraw the file from consideration at any step in the process prior to review by the chancellor except in cases where the unit member otherwise would have been required to undergo a fourth year comprehensive review or a review conducted in the year of mandatory review for tenure.

d. Dispute Resolution

The dispute resolution process provided in Article 7 of this Agreement is applicable only when the final promotion decision has been made by the chancellor and communicated to the unit member.

9.2.3 Evaluation of Tenure Track Unit Members for Tenure

a. Evaluation Process

Evaluation of non-tenured unit members for tenure shall be in accordance with the terms and conditions of appointment and with the procedures on evaluation provided in Article 9.2.5. The chancellor may award tenure to such unit members as are, in the chancellor's opinion, qualified and for whom tenure would be consistent with the need, mission, and resources of the MAU and the unit in which the unit member would be tenured. The chancellor shall give consideration to the recommendations of the peer unit member review committees, appropriate administrators, and other relevant sources.

b. Denial of Tenure

If the decision of the chancellor is to deny tenure to a unit member in the mandatory year for review, the unit member shall be offered a terminal appointment. The process after denial of tenure shall be in accordance with Article 9.3.4(e).

c. Withdrawal of Tenure File

A unit member may withdraw the file from consideration at any step in the process prior to review by the chancellor, except in cases where the tenure review is mandatory or the unit member otherwise would have been required to undergo a fourth year comprehensive review.

d. Dispute Resolution

The dispute resolution process provided in Article 7 of this Agreement is applicable only when the final tenure decision has been made by the chancellor and communicated to the unit member.
The post tenure review process is generally intended to be a formative rather than a summative process of faculty evaluation, focused on faculty development. It is not intended to be the equivalent of the probationary evaluation of tenure track faculty. At the same time the process should review and encourage progress toward promotion where applicable, ongoing development, scholarship and productivity. Any alleged violation of this intent language is subject solely to the complaint process in Article 7.3.

a. Post Tenure Review Process

At least every three years a tenured unit member’s dean, director or designee shall provide written evaluations to tenured unit members. The unit member will submit a self-evaluation covering the period of review (recommended length: 3 pages). A tenured unit member’s tenured department head/chair shall also provide an evaluation at the request of the dean, director or designee.

Tenured unit members shall be evaluated comprehensively every six years by peer unit members and administrators. These evaluations shall be conducted in accordance with the procedures set forth in Article 9.2.5, except that unit members will submit a file consisting of only a complete CV, a self-evaluation covering the period of review (recommended length: 6 pages), and cumulative Annual Activity Reports for the period under review. The review will consider the CV, the self-evaluation, Annual Activity Reports, interim evaluations and other appropriate information, and will proceed to the provost. The review may proceed to the chancellor only at the request of the unit member.

A comprehensive post tenure review will be considered satisfactory if it concludes that during the period under review the unit member’s performance has met expectations appropriate to his or her current rank as defined by the evaluation criteria for the unit member’s MAU, college, and discipline.

Unit members who receive an unsatisfactory comprehensive post tenure review shall be ineligible for market and merit salary adjustments until they receive a satisfactory outcome in a subsequent post tenure review.

At any time prior to a scheduled evaluation, the unit member's dean or director may, as a result of other evaluations, initiate the post-tenure review process. In addition, a post tenure review shall be conducted upon the request of a unit member. For purposes of transition, the initial comprehensive review during the term of this Agreement shall be as currently scheduled unless that would result in a lapse of more than three years between reviews. In that case the unit member will be evaluated through the process set out in paragraph 1 of this section. A scheduled review will in any event occur at least three years from the date of the unit member’s most recent promotion, tenure or scheduled comprehensive post tenure review. Where a dean or director initiates an early
comprehensive review, a unit member shall be notified no later than the end of
the appointment period.

b. Dispute Resolution

The dispute resolution process provided in Article 7 of this Agreement is
applicable only when the final decision has been made by the chancellor and
communicated to the unit member.

9.2.5 Evaluation Process for Progression toward Tenure, Comprehensive Fourth Year Review,
Promotion, Tenure, and Comprehensive Post-Tenure Review

Except as specifically provided otherwise, evaluation of unit members for progression
towards tenure, comprehensive fourth year review, promotion, tenure, and
comprehensive post-tenure review shall be conducted according to the process provided
below.

a. The unit member shall, by the end of his/her appointment period, advise the dean,
director or designee that he/she plans to stand for tenure and/or promotion in the
upcoming academic year, and submit to the dean, director or designee a complete CV
and, upon request of the dean, director or designee, a list of two (2) external reviewers
(no external reviews shall be requested for comprehensive fourth year reviews,
retention reviews or any post-tenure reviews).

b. The dean, director or the dean’s designee shall, when an external review has been
requested, distribute the unit member's curriculum vita to the two (2) external reviewers
submitted by the unit member and up to two (2) additional external reviewers who may
be selected by the dean, director or designee, by June 30. The external reviews selected
by the dean, director, or designee will be included in the file with the dean’s, director’s,
or designee’s evaluation. The reviewers shall be requested to submit their reviews to
the dean or dean’s designee no later than September 1.

c. The unit member shall, by September 10th (October 2 at UAF), submit to the
appropriate dean, director or designee, a full file for evaluation. The file shall contain
materials appropriate for the purpose of the review being conducted. For
comprehensive post tenure review a unit member will submit only a complete CV, self-
evaluation, and Annual Activity Reports in accordance with Article 9.2.4 (a).

d. The dean, director or designee shall, at their option, transmit the unit member’s full
file to the tenured department head/chair by the next business day for evaluation. If the
tenured department head/chair is requested to provide a written evaluation, the written
evaluation shall be provided to the dean, director or designee by September 25 (October
10 at UAF).

e. The unit member shall submit any comments, in response to a tenured department
head/chair’s review, to the dean, director or designee not later than October 1 (October
17 at UAF);
f. The dean, director or designee shall, by October 1 (October 18 at UAF), submit the file to a peer review committee, selected by unit members, with the concurrence of the dean, director or designee, in a department/cluster/unit as determined by the dean, director or designee, with the consent of the unit members. Absent such consent, the provost shall resolve issues over the definition of the appropriate department/cluster/unit. The peer review committee shall be composed of at least five (5) tenured faculty at the same or higher rank as the unit member being reviewed, with at least three (3) at the rank of full professor. At UAS these minimums shall be four (4) tenured faculty and three (3) full professors. Committees may determine whether discussions will be open or closed to the public and/or the candidate. The vote of the peer review committee, however, shall be closed to the public and the candidate. The peer review committee’s review and recommendation, without individual attribution, shall be provided to the dean, director or designee, with a copy to the unit member, no later than November 8 (November 10 at UAF).

Nothing shall preclude a department head/chair from serving as a peer reviewer of a unit member, provided the department head/chair has not submitted a formal written evaluation in the capacity as a tenured department head/chair of the unit member being reviewed by the peer review committee.

g. The unit member shall submit any comments, in response to the unit peer review, to the dean, director or designee not later than November 13 (November 17 at UAF).

h. The dean, director or designee shall complete a review and prepare recommendations to the provost with a copy to the unit member, no later than January 5 (December 12 at UAF). The dean, director or designee shall forward the file to the provost’s office along with their recommendation.

i. The unit member shall submit any comments in response to the dean’s, director’s or designee’s review to the provost not later than January 12 (December 19 at UAF).

j. The provost shall, by January 12 (December 20 at UAF), submit the file to a MAU Peer Review Committee appointed by the provost, composed of between three (3) and seven (7) tenured unit members, from a list of between six (6) and twelve (12) unit members submitted by the MAU governance organization. MAU Peer Review Committees may determine whether discussions will be open or closed to the public and/or the candidate. The vote of the MAU Peer Review Committee, however, shall be closed to the public and the candidate. The MAU Peer Review Committee shall provide its review and recommendation, without individual attribution, to the provost no later than March 1 (February 7 at UAF).

k. The unit member shall submit any comments, in response to the MAU Peer Review Committee’s review, to the provost not later than March 6 (February 14 at UAF).

l. The provost shall review the file and make a recommendation. The provost shall provide a completed review and recommendation to the chancellor, with a copy to the unit member, no later than March 30.
m. The unit member shall submit any comments in response to the provost’s review to the chancellor not later than April 5.

n. The chancellor shall review the file and make a decision regarding the unit member’s performance (i.e. whether to retain, promote, and/or tenure, or to determine whether the unit member’s performance is satisfactory) and notify the unit member on or before May 1 of the decision.

o. The parties will meet and confer regarding the adjustment of dates at each MAU and reduce any agreed modifications to memoranda of agreement (MOAs). If a date in this article or related MOA falls on a Saturday, it shall be treated as falling on the preceding Friday; if a date in this article or related MOA falls on a Sunday it shall be treated as falling on the following Monday.

p. Timelines in this article or related MOAs may be extended by mutual consent of the parties, and such consent shall not be withheld unreasonably.

9.2.6 Evaluation of Non-tenure Track Unit Members

MAU rules and procedures shall provide for a performance evaluation process for non-tenure track unit members. Non-tenure track unit members shall be evaluated annually during their first three (3) years of employment at the University, then no less often than every three years, or upon a written request for an annual evaluation by the unit member to their dean, director or designee. A dean/director or designee may initiate an evaluation by giving written notice to the unit member at any time during the period of employment. The non-tenure track unit member shall submit a current CV, an activity report that includes a self-evaluation and that covers the period under review to the department head or chair, with a copy to the dean, director or designee at least one month prior to the date of the evaluation and no later than April 16. The evaluation process shall be separate and distinct from that of tenure track and tenured unit members. Non-tenure track unit members may not challenge a decision not to reappoint them because term appointments are expected to end at the completion date of the assignment.

9.3 Responsibilities, Rights, and Privileges of Tenure

9.3.1 Professional and Ethical Standards

A tenured unit member has a responsibility to maintain high standards of professional and ethical performance and conduct.

9.3.2 Locus of Tenure

Unit members shall be tenured within their discipline, at an MAU within the University of Alaska. Unit members may transfer with tenure to another academic unit in the same or another MAU only upon the mutual agreement of the unit member and the chancellor of the receiving academic unit. For purposes of this Agreement, "discipline" shall be defined as the traditional academic field and recent teaching and research record as demonstrated in workload agreements, annual activity reports, and evaluations.
9.3.3 Method of Appointment to Tenure

Tenure shall not be awarded automatically. It is awarded only after careful consideration in accordance with the process set forth above. The chancellor must have approval from the president to award tenure at the time of initial appointment of a unit member, or of an academic administrator awarded faculty rank, if the unit members of the academic unit within which tenure would be held recommend against it.

9.3.4 Conditions for Consideration for Award of Tenure

Tenure may be awarded to faculty holding a tenure track appointment. Tenure shall not be awarded to non-tenure track unit members.

A unit member may submit a file and request an evaluation for award of tenure during any year of service but must be evaluated for tenure in the mandatory year for review. Unit members evaluated for tenure prior to the mandatory year for review shall be evaluated on the basis of performance expectations that would exist at the time of mandatory tenure review.

The following considerations affect the determination of the mandatory year.

a. Initial Appointment to Full or Associate Professor

An initial appointment to the rank of professor may be made with or without tenure. However, unit members receiving such appointments without tenure shall be reviewed for tenure no later than the second (2nd) consecutive year of service. Appointments to full professor may continue beyond the third (3rd) year only with tenure.
Initial appointment to the rank of associate professor also may be made with or without tenure. Unit members receiving such appointments without tenure shall be reviewed for tenure no later than the fourth (4th) consecutive year of service. Appointments to associate professor may continue beyond the fifth (5th) year only with tenure.

b. Promotion to Associate Professor

Tenure track unit members undergoing review for promotion to associate professor shall also be reviewed for tenure. Promotion of tenure track unit members to associate professor shall not be made without prior or simultaneous award of tenure. Tenure shall not be granted at the assistant professor rank.

c. Review of Assistant Professor

All tenure track unit members appointed at the rank of assistant professor shall be reviewed for promotion and tenure no later than the seventh (7th) consecutive year of service. Service may continue beyond the eighth (8th) year only with tenure.
d. Years of Service Computation

All consecutive years of service, including periods of leave of absence at full salary and sabbatical leave, shall be counted in the determination of the time of mandatory tenure review. Periods of leave of absence at partial or no salary and partial years of service shall also be included unless exception is requested by the unit member and approved at the time the leave is granted by the chancellor or chancellor's designee. Periods of parental leave shall be excluded unless an exception is requested by the unit member. No more than two (2) academic years or two (2) alternative nine (9) month periods may be excepted from counting toward the mandatory year of tenure review.

Regardless of inclusion in the computation of total years, leave of absence shall not be deemed an interruption of otherwise consecutive service. Years of service preceding a break in consecutive years of university employment may be counted only upon agreement between the unit member and the chancellor or chancellor's designee at the time of re-employment.

If requested in writing at the time of appointment, a partial year of service that includes at least one (1) semester of full-time unit member service (e.g., as in a mid-year appointment) may be approved by the chancellor or chancellor's designee as a full year of service and counted toward both the time of mandatory tenure review and eligibility for sabbatical leave.

e. Failure to Receive Tenure

A candidate standing for tenure prior to the mandatory year of review may proceed through all steps in the process. If the decision of the chancellor is to deny tenure, the unit member may continue to serve as a tenure track unit member but may not stand again for tenure prior to the mandatory year of review. The decision of the chancellor in this instance is final.

A unit member must stand for tenure no later than the mandatory review year. If tenure is not awarded in the mandatory review year, the unit member shall be offered a terminal appointment for one (1) additional academic year, or alternative ninth month period. See Article 9.4.3.

f. Rejection of Tenure

A unit member who is offered tenure by an MAU pursuant to the terms of this Agreement, but who declines to accept it, may continue to be employed in a manner to be determined by the chancellor.

9.4 Termination of Appointment

Termination, which severs the employment relationship of a unit member, shall be based on a considered decision to discontinue an existing employment relationship. A
9.4.1 Non-retention of Tenure Track Unit Members

Non-retention follows a decision not to continue the employment of a tenure track unit member. The chancellor or the chancellor's designee shall provide written notification of non-retention to the unit member. The following schedule of notification shall be based upon consecutive years of uninterrupted service as a tenure track unit member within the University of Alaska.

a. Within the first year, regardless of contract extensions, the unit member shall be notified no later than February 15 for appointments based on the academic year, or three (3) months prior to the end of the base appointment for appointments based on an alternative nine (9) month period.

b. Within the second year, regardless of contract extensions, the unit member shall be notified no later than November 15, for appointments based on the academic year, or six (6) months prior to the end of the base appointment for appointments based on an alternative nine (9) month period.

c. After two (2) or more years, the unit member shall be notified not less than twelve (12) months prior to the expiration of the final appointment.

9.4.2 Non-renewal of Non-tenure Track Unit Members

Non-renewal follows a decision not to continue the employment of a non-tenure track unit member. Written notification of termination shall be provided to the unit member. Failure to provide notice as provided below shall not result in renewal of appointment. If notice is provided after the dates prescribed below, the University shall pay the unit member in lieu of the applicable notice, a prorated amount based on the number of work days by which the notice period was short. The following schedule of notification shall be based upon consecutive years of uninterrupted service as a tenure track unit member within the University of Alaska.

a. Within the first two (2) years, regardless of contract extensions, the unit member shall be notified no later than seven days prior to the expiration of the appointment.

b. From the third (3rd) through the sixth (6th) years, regardless of contract extensions, the unit member shall be notified not less than 45 days prior to the expiration of the appointment.

c. After seven (7) years, the unit member shall be notified not less than 90 days prior to the expiration of the appointment.
9.4.3 Failure to Receive Tenure

Following denial of tenure in the mandatory year for tenure review, the chancellor or chancellor's designee shall provide written notification to the unit member not less than twelve (12) months prior to the expiration of the final appointment.

9.4.4 Resignation or Retirement

Unit members intending to resign or retire from employment with the University of Alaska shall be expected to provide notice adequate to allow for their orderly replacement. Unit members shall file with the dean, director or designee, as soon as possible, a written resignation stating the effective date.

9.4.5 Just Cause

Any unit member may be dismissed for just cause. Just cause shall include, but not be limited to: incompetence, neglect of duty, failure to perform assignment, unprofessional conduct, or other conduct or condition that interferes substantially with the continued performance of duties. Unit members may be suspended immediately while proceedings are in progress for dismissal for just cause if their continued presence poses the threat of harm to themselves, others, or to the interests of the University, as determined by the University. Just cause terminations shall be conducted in accordance with Article 11.

9.4.6 United Academics Notice

The University shall provide United Academics written notice of all terminations or non-retentions concurrent with the written notice to the unit member.
Chapter 10 (A-2) – United Academics Library Faculty

(Based upon the current United Academic collective bargaining agreement.)

FACULTY EVALUATION

Mastery of Subject

Minimum Eligibility Criteria for Appointment and Promotion of Library Faculty

Exception to the minimum terminal degree and/or experience qualifications for rank must be fully justified through the several levels of promotion or appointment review, with final approval by the Chancellor. The basis for exception shall be outstanding academic performance and/or outstanding professional experience. Outstanding performance and professional experience are defined in the usual sense of outstanding; that is, the categories are demonstrated by evidence and judged by those qualified to judge that the performance or experience is "prominent, distinguished, and conspicuous" in the sense that it is "excellent" or superior.

Instructor - ALA (American Library Association)-accredited master's degree in library science or master's degree with appropriate course work in library science.

Assistant Professor - ALA-accredited master's degree in library science. Demonstrated primary assignment and public and University service of appropriate quality. Research/creative activity of appropriate quality to the extent to which it has been a part of the faculty member's approved workload.

Associate Professor - ALA-accredited master's degree in library science. Demonstrated primary assignment and public and University service of appropriate quality. Research/creative activity of appropriate quality to the extent to which it has been a part of the faculty member's approved workload. Candidates have completed at least four years at the rank of assistant professor or equivalent at the time of application, and in the case of promotion, at least three years in the UA system at this rank at the time of application.

Professor - ALA-accredited master's degree in library science. Demonstrated continued excellence in primary assignment and public and University service. (Excellence is defined in its usual sense; that is, as demonstrated by evidence and in the opinion of those qualified to
judge, the performance in this area is "superior, surpassing goodness"). Significant research/creative activity in or other outstanding contributions to the field of library and information science to the extent it has been part of the faculty member's approved workload. Candidates have completed at least four years at the rank of associate professor or equivalent at the time of application, and in the case of promotion, at least three years in the UA system at this rank at the time of application.

UNAC Library Faculty – Statement of Standards and Evaluation Criteria

The University recognizes that uniform standards for faculty evaluation cannot be applied to all units of the University. In accordance with Board of Regents Policy that units may elaborate in writing on evaluation criteria to take into account the distinctive nature of the discipline or special University assignment, the library faculty have prepared the following statement of standards and criteria for use in the evaluation process.

Excellence in performance of one's primary responsibility is the most important element in the evaluation of library faculty and will carry more weight than the others in all deliberations. Competence in job performance is the one criterion that must be met for a satisfactory retention evaluation and for promotion in rank. In each of the evaluation areas listed below, emphasis will be placed on the quality or performance. The standard will be competence, with excellence the goal. Excellence in these respects is defined in its usual sense; that is, as demonstrated by evidence and in the opinion of those qualified to judge, the performance in this area is "superior, surpassing goodness".

Each library faculty member will meet with his/her supervising director prior to the beginning of each fiscal year to develop a workload plan for the forthcoming fiscal year in relation to the criteria stated below.

Criteria for retention, promotion, and tenure of library faculty will be considered under the same headings as for other faculty except that under the heading Teaching/Primary Responsibility, the specific performance standards addressing primary responsibility will be applied.

UNAC Library Faculty Primary Responsibility

A high quality of performance in the library faculty member's assigned area of primary responsibility as evidenced by the job description is the most important and essential evaluation criterion. The ability to carry out competently and independently the full range of library functions pertaining to the librarian's particular assignment must be demonstrated. In
the evaluation of performance, the requirements of the particular position should be carefully
considered as well as the extent to which the librarian has fulfilled the objectives of the annual
workload agreement. Also relevant, however, are such job-related characteristics as
dependability, judgment, accuracy, readiness to assume additional responsibility, ability to
organize work, reactions under pressure, responses to criticism and suggestions, and positive
relationships with students, faculty members, other library users, library staff, and external
library and user communities.

The following minimum requirements are cumulative for each higher level of rank:

**Instructor:** The candidate has demonstrated competence in performance of primary
assignment and shows potential for continued contribution to the discipline.

**Assistant Professor:** The candidate has demonstrated competence and growth in performance
of primary assignment. The candidate has demonstrated ability to conduct analysis of common
library problems and demonstrated ability to handle professional assignments of increasing
complexity and responsibility.

**Associate Professor:** The candidate has demonstrated excellence in performance of primary
assignment. The candidate has demonstrated ability to analyze and develop solutions to
complex library problems and demonstrated ability to handle professional assignments of
complexity and responsibility. Attention should be devoted to the breadth of the candidate's
performance and potential for providing leadership for lower ranking library faculty.
Excellence is defined in its usual sense; that is, as demonstrated by evidence and in the opinion
of those qualified to judge, the performance in this area is "superior, surpassing goodness".

**Professor:** The candidate must have a background of exceptional performance in the primary
assignment area. The candidate has demonstrated leadership in conducting analyses of and
developing solutions to complex library problems and has demonstrated leadership in handling
professional assignments of complexity and responsibility. The candidate should be
distinguished among colleagues for the breadth and quality of performance and be actively
contributing to the professional development and growth of other library faculty. Exceptional
performance is defined in its usual sense; that is, as demonstrated by evidence, the performance
in this area is "not ordinary or average" but "much above average in quality".
FACULTY EVALUATION

Evaluation of faculty members should be seen as an opportunity to affirm the work of faculty members and/or to identify areas where improvement is called for and to recommend activities that will help faculty members in the performance of their professional activities and in establishing their qualification for promotion, tenure, and sabbatical leave.

After a faculty member has met the appropriate minimum eligibility criteria, evaluation for the purpose of comprehensive reviews, retention, promotion, and tenure decisions will emphasize the quality of performance in the categories outlined below.

a. Mastery of subject matter. Demonstrated by such things as advanced degrees, licenses, certifications, awards, honors and reputation in the subject matter field.

b. Effectiveness in teaching. Demonstrated by such things as: evaluation by peers; reaction of students as determined by surveys and classroom and laboratory observations; development of improved teaching materials and processes; development of new courses; advising of students; assessments of student achievement; and participation in necessary and routine duties which support classroom performance.

c. Research, scholarship, and creative activity. Activity beyond the development of curriculum demonstrated by such things as: success in developing and carrying out significant applied and basic research; work in contributing to the arts; publication in advancing knowledge; and reputation among colleagues and peers both within and without the university.

d. Effectiveness of Public Service. Demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, elementary and secondary schools, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards, and honors from constituent groups; and reputation among peer deliverers of public service.

e. Effectiveness of University service. Demonstrated by such things as: work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work; and work with students beyond formal teacher-student relationships.

f. Professional development. Demonstrated by such things as: continuing education or other activities to keep abreast of current developments in the faculty member's fields; and ability to successfully handle increased responsibility in the faculty member's professional obligation.
FREQUENCY OF EVALUATION

All regular faculty members, tenured and non-tenured, will be evaluated annually by the dean (or their designee) and directors. Upon the request of the faculty member under review or the dean and/or director, the evaluation will continue through the full evaluation process. This full process includes review by the Faculty Evaluation Committee and the Chancellor.

Non-tenured regular faculty members will be evaluated through a full evaluation process in their third and fifth year of service prior to the tenure consideration in their seventh year of service.

Tenured faculty members will be reviewed through the full process every five years.

Faculty members granted leave must make arrangements prior to taking leave to complete their evaluation files by the deadline for the beginning of the review process. Response times to evaluations will be extended by a minimum of two weeks for faculty on leave. Faculty members are advised against taking leave in a year in which they are scheduled to undergo the full evaluation process.

EVALUATION CALENDAR – UAFT

The section below is divided into two parts: 1) calendar for comprehensive evaluation and sabbatical reviews and 2) calendar of all other employment-related dates.

Comprehensive Evaluation Calendar for 3rd, 5th, and 7th years of service, 5th year post tenure reviews, and Sabbatical Leave Applications:

Evaluation of UAFT faculty for promotion, tenure and retention will be conducted according to the process provided below. If a date falls on a Saturday, it shall be treated as falling on the preceding Friday; if a date falls on a Sunday it shall be treated as falling on the following Monday. Timelines may be extended by mutual consent of the parties (the Provost, Labor Relations, and UAFT President), and such consent shall not be withheld unreasonably.

Before end of prior contract: The unit member shall advise their dean, director, (or designee) that he/she plans to stand for early tenure and/or promotion in the upcoming academic year.

Aug 15-31 Workshop on evaluation file preparation conducted by the Provost and UAS UAFT Campus Representative or their designee.
Faculty members submit annual activity reports to the Appropriate Dean or appropriate director for inclusion in their evaluation files. Annual activity reports cover activities for the previous year, including summer, e.g., Fall 03, Spring 04, and Summer 04.

Faculty members will submit applications for sabbatical leave to the Appropriate Dean or appropriate director.

All faculty members will update their evaluation files and submit all support materials that they want considered in their evaluation process.

The Appropriate Dean and applicable directors submit to the Office of the Provost their 3rd, 5th, or 7th year or otherwise-required retention, promotion, tenure, and sabbatical leave recommendations on all appropriate faculty members after consultation with each faculty member under review. A copy of the dean/director’s evaluation will be provided to each faculty member and the original to the Office of the Provost. If a faculty member is not on campus, a copy of the evaluation will be sent by certified mail.

Faculty members may submit a written response to the Office of the Provost regarding the evaluation recommendation of their dean or director. These responses will be included in the evaluation files for consideration at the next review level.

The files of faculty members to be considered are ready for Faculty Evaluation Committee review.

The Faculty Evaluation Committee submits its retention, promotion, tenure, and sabbatical leave recommendations to the Office of the Provost with copies to the individual faculty members being evaluated. If a faculty member is on leave, a copy of the evaluation recommendation will be sent by certified mail.

Early tenure application withdrawal deadline.

Faculty members may submit a written response to the Office of the Provost regarding the evaluation recommendation of the Evaluation Committee. These responses will be included in their evaluation file for consideration at the next review level.

Chancellor notifies UAFT sabbatical leave applicants of decisions.

Chancellor notifies faculty members of decisions regarding retention, promotion, or tenure. These notifications will be written, and, in cases where a faculty member is on leave, the evaluation decision will be sent certified mail.
Negative decisions regarding retention, promotion, and tenure may be appealed to the Faculty Appeal Work team. In cases of tenure and promotion to the rank of professor, a faculty member may appeal the Chancellor’s decision to the President of the University of Alaska System.

The Faculty Evaluation Appeal Work team submits its recommendations to the Chancellor with a copy to the faculty member submitting the appeal.

Chancellor responds to appeal(s).

Appellant(s) may appeal the Chancellor’s decision to the President as set forth in Step 3 of the University of Alaska Grievance Policy or as applicable in collective bargaining agreements.

Calendar of Other Employment-Related Dates:

- **Dec 1**: Dean/directors submit to the Office of the Provost their 1st, 2nd, 4th, or 6th year or otherwise-required evaluations after consultation with the individual faculty member (these evaluations are those through the dean/director only and are not reviewed by the Faculty Evaluation Committee). These evaluations become part of the faculty members’ evaluation file. Copies of the evaluations will be provided to each faculty member under review. If a faculty member is not on campus, a copy of the evaluation will be sent by certified mail.

- **Dec 15**: Faculty members may submit a written response to the Office of the Provost regarding the evaluation recommendation of their dean/director. This response will be included in the evaluation file.

- **Feb 15**: Date to nominate affiliate and adjunct faculty members to the Appropriate Dean.

- **Mar 1**: Date to notify first year faculty members of non-renewal of appointment.

- **May 1**: The Faculty Senate President with assistance from the Office of the Provost updates the service list for this committee, determines commitment to service on the next Faculty Evaluation Committee, and informs the Faculty Senate.

- **May 1**: Due date for Fall and Spring semester Workloads for the next academic year. As appropriate, revised workloads are due three weeks after each semester.

- **May 15**: The Faculty Senate President affirms faculty member commitments to the committee for the ensuing year.

- **June 15**: The Office of the Provost publishes a list of faculty members who are required to be reviewed through the full evaluation process for retention or for tenure in
the next academic year, and of faculty members who become eligible to apply
for sabbatical leave.

NONRENEWAL, NONRETENTION, AND NONDISCIPLINARY TERMINATION

The UAFT collective bargaining agreement says,

5.5 Nonrenewal, Nonretention and Nondisciplinary Termination

A. If Faculty Members are nonretained or terminated for nondisciplinary reasons,
such action shall be in accordance with the terms of this Agreement and University
Policy in effect as of January 1, 2011.

B. Nonrenewal of Non-tenure Track Faculty Members

Non-renewal follows a decision not to continue the employment of a non-tenure track
Faculty Member. Written notification of non-renewal shall be provided to the Faculty
Member. Failure to provide notice as provided below shall not result in renewal of
appointment. If notice is provided after the dates prescribed below, the University must
pay the faculty member for the work days in the notice period in lieu of notice. The
following schedule of notification shall be based upon consecutive years of
uninterrupted service as a non-tenure track Faculty Member within the University of
Alaska.

1. Within the first two (2) years, regardless of contract extensions, the Faculty
Member shall be notified no later than the expiration of the appointment.

2. From the third (3rd) through the sixth (6th) years, regardless of contract
extensions, the Faculty Member shall be notified not less than 45 days prior to the
expiration of the appointment.

3. After seven (7) years, the Faculty Member shall be notified not less than 90 days
prior to the expiration of the appointment.

APPEALS

In cases when the Chancellor has decided not to retain, promote, or tenure a faculty member,
the faculty member may request review of the decision by the Faculty Evaluation Appeal Work
team. Such requests must be submitted in writing to the Chancellor by April 15.

By May 15 the Appeal Work team will submit its recommendation to the Chancellor with a
copy to the faculty member submitting the appeal. If the Chancellor’s decision is not to
promote, retain, or award tenure after consideration of the Appeal Work team’s
recommendation, the faculty member affected may appeal the Chancellor’s decision to the
President of the University of Alaska System. Such appeals must be submitted in writing
within fifteen days of the Chancellor’s notification of the decision following consideration of the Appeal Work team’s recommendation.

The President will consider the appeal on the record established by the full evaluation file, or if requested by the appellant, the President will refer the appeal to a hearing panel pursuant to the formal hearing process of Step 3 of the University of Alaska Grievance Policy, except that the President shall be substituted for the Chancellor in the Step 3 process. The panel members shall be appointed by the President from the faculty of the University of Alaska. The decision of the President is final.

**FACULTY EVALUATION FILE**

**Sole Source Upon Which Evaluations Are Based:**

The faculty evaluation file, made up of two parts, will be the sole resource upon which all faculty evaluation reviews are based. The faculty evaluation file is distinct from the official personnel file, which is maintained in the Office of Personnel and contains such employment information as a faculty member’s salary and benefit records. Knowledge or perceptions of reviewers gained beyond the evaluation file concerning performance is not admissible and must not influence evaluation decisions. All decisions must be based solely and specifically on the evaluation file. Information to come from such sources as interviews with candidates must be based on information clearly specified and documented in the evaluation file. Information not contained in the personnel file may be considered only if a “specific identifying reference” to the material is contained in the file, or if recently prepared information has not yet reached the file in the normal course of business.

“Specific identifying reference” must be specific insofar as it clearly appears in an appropriate section of the application. Should specific reference be made to work being accomplished or in process, the work should be included as an exhibit (e.g., a paper, article, book chapter, or book). Such material may not be added to the file at a subsequent review level except if the material is “in press” or otherwise in the process of being prepared; if not included among exhibits to the file, the status of such work should be made clear. Such work may be added to the file after the deadline for preparation only if it subsequently becomes available during the “normal course of business.” Another example is letters of reference but only if such letters are identified as having been solicited or anticipated.

**ORGANIZATION OF THE FILE**

The first part of the evaluation file for each faculty member is maintained by the Office of the Provost and includes the permanent records of a faculty member’s performance and evaluation history, including such areas as the following:
1. For the entire employment period, faculty member evaluations and faculty member responses to them to the extent they exist.

2. Faculty Workload Agreements.

3. Faculty Annual Activity Reports.

4. Summaries of Student Evaluations of Instruction, including individual comments.

5. Mastery of Subject Area Documentation (official transcript showing highest degree(s) attained). Such document(s) may be requested from UAS Personnel or supplied by way of official transcripts or copies sent to Personnel.

6. Sabbatical and other leave applications and reports.

7. Other materials regarding appointments and assignments.


The Office of the Provost will assist in the maintenance of the faculty evaluation files; however, individual faculty members are responsible for assuring that their files are accurate and complete. Faculty members are strongly urged to review and update their files on an annual basis and keep copies on hand of all original documents. These files are available to faculty members during normal working hours at the Office of the Provost.

The second part of the evaluation file consists of support materials that are appropriate to the action at hand (i.e., regular full review, five-year review, application for promotion, tenure, and/or sabbatical leave). The following list of documents is recommended (as appropriate):

1. Memorandum of application addressing how the faculty member meets the criteria of the action at hand.

2. Table of Contents.


4. Teaching-Primary Assignment materials such as course syllabi, sample tests, awards received by students.

5. University and Public Service materials such as letters of assessment and/or acknowledgment regarding committee and/or work team service, professional organization activities, community contributions.

6. Research/Creative activity materials, if applicable, such as publications, papers presented, contracts for publication, research progress reports, exhibit awards, performance programs.

7. Overall Professional Development, including such elements as commentary on workshops, conferences, and activities with professional associations.

8. Current sabbatical leave application or sabbatical report, if applicable.

9. Letters of peer recommendation both internal and external, to be solicited by the faculty member.

10. Other materials faculty members consider pertinent to this review.
FACULTY EVALUATION COMMITTEES -- UAFT

The faculty evaluation committee will submit written recommendations to the Office of the Provost on all retention, promotion, tenure, and sabbatical applications presented to it. Copies of the recommendations will be sent to all affected faculty members. If the committee fails to make recommendations by the specified date, the evaluation process will continue to the next level.

The UAFT Evaluation Committee shall be composed of five tenured associate or professor UAS faculty members, each selected in accordance with the following procedures:

1. Qualification for service occurs upon achieving tenured associate or professor status; a faculty member standing for evaluation, promotion, or tenure or applying for sabbatical leave is not eligible to serve on the Evaluation Committee.

2. Five members are selected from the top of randomly ordered service lists of qualified faculty members. Service is for two years staggered terms.

3. Maintenance of the service lists is managed by the Provost’s Office in consultation with the Faculty Senate President.

Criteria for service on the Faculty Evaluation Committee will include:

(a) Those having completed service in a prior year are placed at the bottom of the service list.
(b) Those not serving because of “(1)” above or other special reason maintain their position on a list until qualified or able to serve. Those required to serve in the stead of others will complete a two-year period of service on the committee.
(c) Those becoming tenured faculty members at the rank of associate or professor are added to the bottom of the list before members of the concluding evaluation committee.

4. Distribution of the five members shall be:
   a. Bi-partite faculty, five members; to include one from a community campus.
   Whenever possible, priority for service on the committee should be given to UAFT faculty.
   b. Alternates are selected from the top of the service lists from the appropriate category on an as needed basis.
   c. At the first meeting of the whole for the year, usually at the August convocation, the committee will elect a chair from its membership.
UAFT EVALUATION CRITERIA

Performance Standards

After a faculty member has met the appropriate minimum eligibility criteria, evaluation for the purpose of retention, promotion, and tenure decisions will emphasize the quality of performance in the categories outlined below. The total professional qualifications and experience of a faculty member are considered in evaluation for retention, promotion, and tenure. Reviewers must judge the relative quality of each faculty member’s activities in light of the agreed upon workload/primary assignment and the particular evaluation review under consideration.

Criteria

Criteria for retention, promotion, and tenure are considered under the following headings:

- Mastery of Subject Area
- Teaching/Primary Responsibility
- Public Service
- University Service
- Research/Creative Activity, if applicable
- Overall Professional Development

This list of criteria does not imply that candidates must be equally proficient in all areas.

Mastery of Subject

(Minimum Eligibility Criteria for Appointment and Promotion)

Faculty Appointments

Instructor—Master’s degree or equivalent in an appropriate field or in vocational/technical trades\(^1\), two years’ outstanding documented professional experience beyond the apprentice level and either an associate degree or an appropriate competency-based occupational credential\(^2\).

Assistant Professor—Earned doctorate or master’s degree in an appropriate discipline or in vocational/technical trades, either additional competency-based professional credentials\(^2\) signifying recognized authority status in the field or a baccalaureate degree and two years’ outstanding documented professional experience beyond the apprentice level.\(^1\) Demonstrated teaching-primary assignment and public and University service of appropriate quality. Research/creative activity of appropriate quality with consideration given to the extent to which it has been a part of the faculty member’s approved workload.
**Associate Professor**—Earned doctorate or appropriate terminal master’s degree; or appropriate master’s degree and 30 semester hours of systematic study, at least 15 of which are at the graduate level; or in vocational/technical trades, a baccalaureate degree and 30 semester hours of systematic study, at least 15 of which are at the graduate level and five years’ experience beyond the apprentice level.¹ Candidates have completed at least four years at the rank of assistant professor or equivalent at the time of application, and in the case of promotion, at least three years in the UA system at this rank at the time of application. Demonstrated teaching-primary assignment and public and University service of appropriate quality. Research/creative activity of appropriate quality with consideration given to the extent to which it has been a part of the faculty member’s approved workload. Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure.

**Professor**—Earned doctorate, or appropriate terminal master’s; or a second master’s degree in a different discipline; or in vocational/technical trades, a master’s degree in vocational education or other appropriate field and six years’ experience beyond the apprentice level.¹ Candidates have completed at least four years at the rank of associate professor or equivalent at the time of application, and in the case of promotion, at least three years in the UA system at this rank at the time of application. Demonstrated teaching-primary assignment and public and University service of appropriate quality. Research/creative activity of appropriate quality with consideration given to the extent to which it has been a part of the faculty member’s approved workload. Non-tenured faculty undergoing review for promotion to professor must also be reviewed for tenure.

*Exception to the minimum terminal degree and/or experience qualifications for rank must be fully justified up through the several levels of promotion or appointment review, with final approval by the Chancellor. The basis for exception shall be outstanding academic performance and/or outstanding professional experience. Outstanding performance and professional experience are defined in the usual sense of outstanding; that is, the categories are demonstrated by evidence and judged by those qualified to judge that the performance or experience is “prominent, distinguished, and conspicuous” in the sense that it is “excellent” or “superior.”

¹Vocational/Technical Trades: Only trade and industry areas, such as welding, marine technology, construction, electronics, and power technology.
2 Underlined language refers to competency-based credentials for vocational/technical faculty as appropriate to each area.

Teaching

UAFT faculty should refer to the UAS Teaching Guidelines and the Scholarship of Teaching & Learning (SOTL) Matrix (in Appendix B) for details about Teaching and Learning evaluation criteria.

The SOTL Matrix should be used by faculty members in developing their annual workloads and activity reports. Faculty are encouraged to use the SOTL Guidelines when developing their professional development and teaching goals.

Public Service

Public service is defined as all activities external to the university in a professional discipline-related capacity. Public service shall include professionally related and publicly recognized service, including paid and unpaid consulting, to constituencies external to the university, including but not limited to the following: public and private sector groups, governmental agencies, elementary and secondary schools, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; and application of directed research to the needs of constituencies.

UAFT faculty should refer to the UAS Service Guidelines in Appendix C for details about Service evaluation criteria.

University Service

University service includes all activities involving administrative relationships with the university. Examples include but are not limited to the following:

1. Service on university committees, work teams, or governing bodies;
2. Service as a representative of some segment of the university to various bodies and groups;
3. Participation in accreditation reviews;
4. Participation in planning activities;
5. Service to student organizations and student activities;
6. Activities related to student advising and registration;
7. Colleague assistance—contribution to the academic capabilities of other faculty.

UAFT faculty should refer to the UAS Service Guidelines in Appendix C for details about Service evaluation criteria.
Faculty whose university workload includes research/creative activity must document the results of these activities. Faculty who conduct research/creative activity outside of their university assignment are also encouraged to include evidence of this work for evaluation consideration. This activity is defined as work related to the faculty member’s discipline that results in a contribution appropriate to that discipline. Examples, alone or in combination, include but are not limited to the following:

1. Research leading to the discovery of new knowledge or new applications of existing knowledge, for example, codifying knowledge to make it more accessible;
2. Research or creative activity leading to publication in scholarly or artistic periodicals or books;
3. Research leading to the preparation and presentation of a scholarly paper to a professional society, or a paper in one’s field of specialization to any group;
4. Authoring of books, reviews, case studies, bibliographies, journal articles, technical reports, conference papers, multimedia productions, musical compositions;
5. Experiments in teaching methods and teaching-oriented research;
6. Editing professional journals, periodicals, or books, or serving as a referee of manuscripts or proposals that have been submitted to a periodical or funding agency;
7. Reviewing texts in one’s field or specialization for publishers;
8. University-sponsored research;

The following guidelines are cumulative for each higher level of rank:

**Instructor/Assistant Professor:** The candidate will have demonstrated the ability to design and carry out original research or creative activity.

**Associate Professor:** The candidate has demonstrated continued growth in development of research and/or creative skills. The candidate has provided evidence of accomplished research by the production of original contributions to the discipline. Consideration should be given to the quality of the candidate’s research or creative efforts and ability to supervise the research of others such as graduate students and other professors.

**Professor:** The candidate has made original contributions of outstanding quality to his/her field. The candidate is able to supervise the research of others or foster their creative ability. The candidate should be a recognized authority in his/her discipline. Outstanding quality is
defined in the usual sense of outstanding; that is, the contributions are demonstrated by evidence and judged by those qualified to judge that the contributions are “prominent, distinguished, and conspicuous” in the sense that they are “excellent” or “superior.”

Overall Professional Development

Ongoing professional development is expected of all faculty. Faculty are responsible for staying current and active in their field. A wide range of activities may be used to show professional growth. Examples include but are not limited to:

1. Completion of course work relevant to one’s professional responsibilities;
2. Completion of vocational internships or professional practica;
3. Attendance at professional conferences and seminars at the local, regional, or national level;
4. Participation in the leadership of professional organizations and their activities;
5. Workshops, seminars, and lectures presented to peers;
6. Academic reading or study that results in a product, such as new course designs, reports for peers, or bibliographies;
7. Receipt of honors, awards, or recognitions that relate to professional contributions or academic leadership.

AWARD OF TENURE – UAFT FACULTY

To be eligible for consideration for award of tenure, a faculty member must hold a tenure-track appointment at the rank of instructor, assistant professor, associate professor, or professor. A faculty member may request to be evaluated for award of tenure during any year of service but must be reviewed for tenure as follows:

1. All non-tenured faculty appointed at the rank of instructor or assistant professor must be reviewed for tenure no later than the seventh consecutive year of service.
2. Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure. Promotion to associate professor cannot be made without prior or simultaneous award of tenure.
3. Non-tenured faculty undergoing review for tenure are not required to also be reviewed for promotion.
4. Faculty appointed initially at the rank of associate professor without tenure must be reviewed for tenure no later than the fourth consecutive year of service.
5. Faculty appointed initially at the rank of professor without tenure must be reviewed for tenure no later than the second consecutive year of service.

Note: Years of service are defined in BOR Policy 04.04.04 B 4c. (1), (2). If tenure is not awarded, a faculty member shall be offered a terminal appointment for one additional year of service. It is recommended that faculty consider establishing at least a three-year record of performance at UAS as a successful application for tenure must be based on an exceptional and substantive record of service at the appropriate level (instructor, assistant, associate, or professor).

If a faculty member chooses to stand for tenure prior to the mandatory year of review as defined in items 1-4 above, the faculty member may withdraw without penalty at any step in the process prior to review by the Chancellor. The deadline for withdrawal is prior to the Chancellor's decision.

EVALUATION CRITERIA FOR TENURE - UAFT FACULTY

When being reviewed for tenure, a faculty member will be judged on the basis of total contribution to the university. The status of tenure is a privilege, not a right, and the standards demanded in the awarding of tenure should be rigorously applied.

The evaluation criteria at the promotion level for each major area of a university assignment (listed above) will be used to assess the candidate. “Adequate” or “competent” performance alone is not sufficient basis for awarding tenure. The candidate should demonstrate contributions and potential for further contribution within his/her discipline. The candidate should be a strong, independent representative of his/her discipline.

Further guidance is supplied by BOR Policy 04.04.045 B. “Tenure”:

1. Purpose. Tenure assures the academic community an environment that will nurture academic freedom by providing employment security.

2. Responsibilities, rights and privileges of tenure.
   a. Performance. A tenured faculty member has a responsibility to maintain high standards of professional performance and conduct.
   b. Appointment. An appointment with tenure shall be an appointment to academic rank which shall not be affected by changes in such rank and shall be continued until resignation, retirement, or termination. The award of tenure guarantees continuing appointment for at least nine months per year. Any change in fraction of full-time appointment as a tenured faculty member must be by mutual consent of the University and the faculty member. The award of tenure does not exempt a faculty member from changes in policies and procedures approved for each University.
c. Locus of tenure. Faculty are tenured within an academic unit or units of a University of the University of Alaska system.

3. Method of appointment to tenure. Tenure is not received automatically. It is awarded only following careful consideration of an applicant faculty member in accordance with the methods described in this title, Policy 04.04.051(B) and the policies and procedures approved for each University. Following consideration of the recommendations of the faculty the Chancellor may grant tenure to faculty who are qualified.

4. Eligibility for consideration for award of tenure.
   a. Criteria. Tenure may be awarded to faculty appointed to a tenure track position and any academic rank. Tenure is not awarded to faculty members holding special academic rank.
   b. Conditions. A faculty member may request an evaluation for award of tenure during any year of service. However, a faculty member must be reviewed for tenure in accordance with the following:
      (1) Initial appointment to full or associate professor. An initial appointment to the rank of professor may be made with or without tenure. However, faculty receiving such appointments without tenure must be reviewed for tenure no later than the second consecutive year of service. Appointments to full professor may continue beyond the third year only with tenure. Initial appointment to the rank of associate professor also may be made with or without tenure. Likewise, faculty receiving such appointments without tenure must be reviewed for tenure no later than the fourth consecutive year of service. Appointments to associate professor may continue beyond the fifth year only with tenure.
      (2) Promotion to associate professor. Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure. Promotion to associate professor cannot be made without prior or simultaneous award of tenure.
      (3) Review of assistant professor. All non-tenured faculty appointed at the rank of assistant professor must be reviewed for tenure no later than the seventh consecutive year of service in this rank. Service in this rank or in a combination of this rank and a tenure track appointment as instructor may continue beyond the eighth year only with tenure.
      (4) Review of instructor. Faculty with the title of instructor may be reviewed for tenure only if the title is one of academic rank according to policies and procedures of an individual University. In this case faculty must be reviewed for tenure no later than the seventh consecutive year of service in this rank. Service in this rank may continue beyond the eighth year only with tenure if the title is one of academic rank.
   c. Years of service.
      (1) Towards mandatory review. In computing total consecutive years of service for determining the time of mandatory tenure review, periods of leave at full salary and sabbatical leave will be included. Periods of leave of absence at partial or no salary shall not be included unless requested by the faculty member and approved at the
time the leave is granted. However, regardless of inclusion in the computation of total
years, leave of absence shall not be deemed an interruption of otherwise consecutive
service. Years of service preceding a break in consecutive years of University
employment may be counted only upon agreement between the faculty member and
the University at the time of re-employment.

(2) Partial year of service. A partial year of service which includes at least one
semester of full-time faculty service (e.g., as in a mid-year appointment) will be
included as a full year of service in computing the time of mandatory tenure review
only if this year has been included in determining eligibility for any sabbatical leave.

5. Failure to receive tenure. A faculty member must stand for tenure in the mandatory
review year as defined in section 4.b.(1-4) above. If tenure is not awarded, the faculty
member shall be offered a terminal appointment for one additional year of service. A
faculty member may stand for tenure prior to the mandatory year of review. In so doing,
the candidate may withdraw at any step in the process prior to review by the Chancellor.
If the decision of the Chancellor is to deny tenure, the faculty member shall be offered a
terminal appointment.

6. Rejection of tenure. A faculty member who is offered tenure by a University pursuant
to this policy but who declines to accept it may continue to be employed in a manner to
be determined by the Chancellor of each University.
All adjunct faculty at UAS are covered by a collective bargaining agreement with United Academics – Adjuncts. The following article is drawn from the current agreement between the union and the University of Alaska. It applies to all adjunct faculty.

ARTICLE 9

Faculty Status: Appointment, Evaluation, Rank, End of Appointment

9.1 Faculty Appointment
Appointment of bargaining unit members shall be at the sole discretion of the University and shall not be subject to the grievance resolution process provided in this Agreement. Appointments shall be “at-will” and shall not carry any right or expectation of additional appointments, including adjunct and regular faculty appointments, or of any other term or condition of employment not expressly provided in this Agreement.

9.2 Evaluation
Unit members’ performance may be evaluated at the sole discretion of the University. Any written evaluation of a unit member’s performance shall be made available to the affected unit member in a timely manner. The Unit member shall have the right to file a rebuttal to the evaluation, which rebuttal shall be appended to the evaluation.

9.3 Rank
The University reserves the right to appoint faculty to any rank included in the bargaining unit as set forth in Article 3.

9.4 Termination of Appointment
Appointments end at the expiration of the term of the appointment period. A decision not to renew or rehire a unit member requires no explanation, notice, or reason and is not grievable. Consistent with the “at-will” nature of adjunct faculty employment, the University retains the right to unilaterally sever the employment relationship at any point during the employment relationship on any grounds allowed by “at-will” employment relationships which are not prohibited by law or this agreement.

Notwithstanding this language, if an adjunct believes that the severance of his/her employment is in retaliation for union activities or actions taken to seek compliance with this agreement, he/she may request the reason(s) for the severance of his/her employment. Such a request will be made to the Union and will be the subject of a discussion between the Union and the University.

Only those disputes over the following grounds for severance of the employment relationship, expressly relied upon by the University in writing to the unit member may be grieved:
Decision by the University that in the course of employment the bargaining unit member has violated applicable federal or state law, or this Agreement.

The following actions are specific management rights exercised for the purpose of managing instructional activities, programmatic and student needs, and are not considered termination of bargaining unit members and are therefore not grievable. Management rights include, but are not limited to, the following decisions:

- decision by the University to cancel a class before or during its progress;
- decision by the University to reassign an ongoing class from a unit member to a regular faculty member or any other University employee;
- expiration of appointment by its own terms;
- decision by the University to not offer a class;
- needs of the University;
- decision by the University as to whom will be offered an appointment; or
- any other ground that does not involve the unit member’s violation of law or this Agreement.

If the University identifies a basis for severance set forth above, no further explanation is required.

9.5 Cancellation of Classes
See Article 13.5 for cancellation of classes.

9.6 Appointment Letters
When possible, letters of appointment shall be presented to Bargaining Unit Members at least seven days prior to the day the class is scheduled to begin. All letters of appointment, however, will be presented to the adjunct faculty member no later than the tenth working day following the adjunct faculty member’s first meeting with the class.
Sabbatical leaves for professional development may be made available to faculty with academic rank who meet the requirements set forth in this section. The objective of sabbatical leave is to increase the faculty member's value to the university and thereby improve and enrich its programs.

Sabbatical leaves shall be granted for study, formal education, research and other scholarly and creative activity, or other experience of professional value and may include associated travel.

Faculty holding academic rank who will have completed at least five consecutive years of service within the university system shall be eligible for consideration to take sabbatical leave during the sixth or subsequent year of service. Applicants who will have completed at least five consecutive years of service within the university system from the date of return from any previous sabbatical leave shall be eligible to be granted another sabbatical leave to be taken during the sixth or subsequent year. In computing consecutive years of service for the purpose of this section, periods of vacation leave and periods of sick leave with salary shall be included. A partial year of service which includes at least one semester of full-time faculty service may be included as a full year of service for the purposes of eligibility for sabbatical leave if also counted as time towards mandatory tenure review. The faculty member must apply for such inclusion in writing. Periods of leaves of absences, other than vacation and sick leave with salary, and periods of part-time service shall not be included but shall not be deemed an interruption of otherwise consecutive service.

Sabbatical leaves may be granted for one academic year or an equivalent period at rates not to exceed six months salary or for one semester or an equivalent period at rates not to exceed one semester's salary. Faculty may, with the prior approval of the chancellor, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their sabbatical leaves. In such cases, the chancellor may adjust the sabbatical leave salaries to reflect such income provided that total earnings for the leave period are not less than full salary had the recipient not been on leave. A faculty member on a terminal appointment loses any rights to a sabbatical leave.

Applications for sabbatical leaves shall be submitted to the chancellor through channels and procedures contained in approved policies and procedures. Each application shall include a statement outlining the program to be followed while on sabbatical leave and indicating any prospective income from outside of the university system.

The recipient is obligated to return to the university for further service of at least one appointment period. Failure of the recipient to fulfill this obligation will require the full
and immediate repayment of salary and benefits received from the university while on leave, except in extenuating circumstances acceptable to the chancellor.

G. A written report detailing the professional activities and accomplishments for which the leave was granted and specifying the sources and amounts of additional funds secured for this period shall be submitted by the recipient to the chancellor within three months after returning from leave.

H. Consistent with provisions of D. of this section, the chancellor may approve such sabbatical leave as the chancellor deems appropriate. A record of such leaves shall be reported to the president annually.

I. Vacation and sick leave credits shall not be accrued or used during sabbatical leave.

Format for Sabbatical Leave Proposals

Sabbatical leave proposals shall be prepared in a typed memorandum of application of no more than five double-spaced pages and contain the following information:

1. How faculty member meets eligibility (include length of service, date since returning from last sabbatical leave, if any, and subject(s) of previous sabbatical leave(s)).

2. Term of leave requested.

3. Title and description of proposed study, investigation, or other effort:
   a. Description.
   b. Goals and/or objectives.
   c. Schedule (timetable) of activities.
   d. Funding information (include specific information on all applications for non-university funds and all other income related to or derived from activities carried out while on leave).

4. Contributions and/or benefits (please discuss each of the following in sufficient detail to evaluate the merit of your proposal):
   a. What new skills, learning, or accomplishments are likely to result from successful completion of the sabbatical?
   b. How important are these skills to the professional development of the faculty member?
   c. What benefits will accrue to the university from these skills or accomplishments in future teaching, research or creative activity, and public service?

5. Necessity of the sabbatical for the proposed activities (please discuss in sufficient detail to evaluate the merit of your proposal):

6. Ability to accomplish objectives of proposal:
   b. Letters indicating support from collaborating institutions (where
applicable), investigators, or individuals.

c. Other materials that support the proposal.

Faculty should refer to their union collective bargaining agreements for contract specific
details. This information is presented below.

Review & Approval Process

Applications for sabbatical leave shall be reviewed through either the peer review evaluation
committee (UNAC) or the MAU level evaluation committee (UAFT), as appropriate, and those
recommendations will be forwarded to the Provost. The Chancellor, or designee, shall approve
such sabbatical leaves as the Chancellor, or designee, deems appropriate, considering the
merits of the applications and the needs of the institution.

Due Dates for Application Proposals

UNAC:
October 1: Due to the Provost
February 1: Final Decision

UAFT:
October 1: Due to the Provost
March 15: Final Decision

United Academic Collective Bargaining Agreement

The United Academics collective bargaining agreement section on Sabbatical Leave is
duplicated below:

16.6 Sabbatical Leave

Sabbatical leaves for professional development may be made available to unit members
with a tenure track or tenure appointment who meet the requirements set forth below.
Sabbatical leaves shall be granted for study, formal education, research and other
scholarly and creative activity, or other experiences of professional value that meet the
objectives of sabbatical leave and may include associated travel. The objective of such
leave is to increase the unit member's value to the University and thereby improve and
enrich its programs. Such leaves shall be granted only when it is shown that the
applicant is capable of using the time in a manner that shall increase the unit member's
value to the University.

a. Eligibility
Tenured or tenure track unit members who shall have completed at least five (5)
consecutive years of service within the MAU shall be eligible for consideration
to take sabbatical leave during the sixth (6th) or subsequent year of service.
Applicants who shall have completed at least five (5) consecutive years of service within the MAU from the date of return from any previous sabbatical leave shall be eligible to be granted another sabbatical leave to be taken during the sixth (6th) or subsequent year.

In computing consecutive years of service for the purpose of Article 16.6, periods of time off and periods of sick leave with salary shall be included. If requested in writing at the time of appointment, a partial year of service that includes at least one (1) semester of full-time unit member service may be approved by the chancellor, or designee, as a full year of service and counted toward eligibility for sabbatical leave. Periods of leave of absence (other than time off and sick leave with salary) and periods of part-time service shall not be included, but shall not be deemed an interruption of otherwise consecutive service.

b. Terms and Conditions

Sabbatical leaves shall be granted only for periods of one (1) academic year at the rate of six (6) months’ salary or one semester at the rate of one semester’s salary. Sabbaticals are granted at the sole discretion of the university and are subject solely to the complaint process. Unit members may, with the prior approval of the chancellor, or designee, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their sabbatical leaves. In such cases, the chancellor, or designee, may adjust the sabbatical leave salaries to reflect such income; however the recipient’s total earnings for the leave period shall not be reduced to an amount less than the full salary the recipient would have received had he/she not been on leave. A sabbatical proposal that extends beyond the academic year may be approved, but no additional compensation will be paid. A unit member on a terminal appointment shall lose any rights to a sabbatical leave.

c. Applications

Applications for sabbatical leaves shall be submitted to the chancellor, or designee. Each application shall include a statement outlining the program to be followed while on sabbatical leave and indicate any prospective income from outside of the MAU.

d. Obligation to Return

The recipient shall be obligated to return to the University for further service of at least one (1) appointment period. Failure of the recipient to fulfill this obligation shall require forfeiture of retirement accrued during the leave. Additionally, failure of the recipient to fulfill this obligation shall require the full and immediate repayment of salary and benefits received from the University while on leave, except in extenuating circumstances acceptable to the chancellor, or designee.
e. Report and Evaluation

A written report detailing the professional activities and accomplishments for which the leave was granted and specifying the sources and amounts of additional funds secured for this period shall be submitted by the recipient to the chancellor, or designee, within three (3) months after returning from leave. A copy of this report shall be included in the materials submitted by the unit member in the first evaluation cycle after the unit member's return from a sabbatical. Failure to submit a report shall result in an unsatisfactory evaluation and in ineligibility for future sabbaticals.

f. Approval

The chancellor, or designee, shall approve such sabbatical leaves as the chancellor, or designee, deems appropriate, considering the merits of the applications and the needs of the institution.

g. Leave Credits

Sick leave credits shall not be accrued or used during sabbatical leave.

UAFT Collective Bargaining Agreement

The UAFT collective bargaining agreement section on Sabbatical Leave is duplicated below:

5.6 Sabbaticals

A. Policy: Sabbatical leaves for professional development may be made available to Faculty Members with academic rank who meet the requirements set forth below. The objective of such leave is to increase the Faculty Member's value to the University and thereby improve and enrich its programs.

B. Purpose: Sabbatical leaves shall be granted for study, formal education, research and other scholarly and creative activity, or other experience of professional value and may include associated travel.

C. Eligibility: Faculty holding academic rank who will have completed at least five (5) consecutive years of service within the University system shall be eligible for consideration to take sabbatical leave during the sixth (6th) or subsequent year of service. Applicants who will have completed at least five (5) consecutive years of service within the University system from the date of return from any previous sabbatical leave shall be eligible to be granted another sabbatical leave to be taken during the sixth (6th) or subsequent year. In computing consecutive years of service for the purpose of this section, periods of vacation leave and periods of sick leave with salary shall be included. A partial year of service which includes at least one (1) semester of full-time faculty service may be included as a full year of service for the purposes of eligibility for sabbatical leave if also counted as time towards mandatory tenure review. The Faculty Member must apply for such inclusion in writing. Periods of leaves of
absences, other than vacation and sick leave with salary, and periods of part-time service, shall not be included but shall not be deemed an interruption of otherwise consecutive service.

D. Terms and conditions: Sabbatical leaves may be granted for one (1) academic year or an equivalent period at rates not to exceed six (6) months' salary or for one (1) semester or an equivalent period at rates not to exceed one semester's salary. Faculty may, with the prior approval of the Chancellor, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their sabbatical leaves. In such cases, the Chancellor may adjust the sabbatical leave salaries to reflect such income, provided that total earnings for the leave period are not less than full salary had the recipient not been on leave. A Faculty Member on a terminal appointment loses any rights to a sabbatical leave.

E. Applications: Applications for sabbatical leaves shall be submitted to the Chancellor through channels and procedures contained in approved policies and procedures. Each application shall include a statement outlining the program to be followed while on sabbatical leave and indicating any prospective income from outside of the University system.

F. The recipient is obligated to return to the University for further service of at least one (1) appointment period. Failure of the recipient to fulfill this obligation will require the full and immediate repayment of salary and benefits received from the University while on leave, except in extenuating circumstances acceptable to the Chancellor.

G. A written report detailing the professional activities and accomplishments for which the leave was granted and specifying the sources and amounts of additional funds secured for this period shall be submitted by the recipient to the Chancellor within three (3) months after returning from leave.

H. Approval: Consistent with provisions set forth in this Agreement, the Chancellor may approve such sabbatical leave as the Chancellor deems appropriate. A record of such leaves shall be reported to the President annually.

I. Leave credits: Vacation and sick leave credits shall not be accrued or used during sabbatical leave.

J. Special Sabbatical Leave
   1. Any full-time exempt employee who has completed four (4) years of uninterrupted service is eligible to apply during the fifth (5th) or later year for Special Sabbatical Leave during the sixth (6th) or later year. The recipient shall receive a salary of at least one dollar ($1) during the period of the leave. In all other respects the Special Sabbatical Leave bears rights and responsibilities identical to the normal sabbatical leave.

   2. Applications for special sabbatical leave may be initiated at any time. The application, specifying the qualifications and eligibility for leave, a description and justification of the proposed project including dates of the beginning and the end of the leave, and details of projected funding of the leave, shall be made
to the applicant's immediate supervisor. The application shall be forwarded through normal administrative channels with recommendations and justifications being added at each level, up to and including the Chancellor. The Chancellor shall notify the applicant in writing of the action taken.

3. In cases in which the special sabbatical salary exceeds one dollar ($1), the funding required to produce the additional salary will be secured from sources other than the state appropriation, and will normally be secured through the efforts of the leave recipient. A copy of the leave conditions and notification as provided to the recipient shall be forwarded to the employee's personnel file. No annual leave is earned during a Special Sabbatical Leave.
INFORMATION TECHNOLOGY SERVICES

UAS has incorporated a number of strategies related to use of technology in the UAS Strategic Plan:

- Provide technology and services which support and enhance learning
- Expand access to written and electronic information resources
- Provide coordinated instructional design and delivery resources for faculty and program development.
- Assist faculty in integrating technology into instruction that leads to enhanced learning.
- Provide coordinated information technology instruction based on computing resources used for UA administrative and academic support.
- Assist and encourage all staff to integrate technology improvement into campus best business practices.

To achieve these strategies, UAS has combined multiple instructional and social networking technologies (Blackboard, Elluminate, etc.) into a single system called “UAS Online” The overall UAS Online strategy is based on several regional policies recommended by the UAS Teaching Learning & Technology Roundtable and approved by the UAS Faculty Senate in 1999. The UAS Provost's Council reaffirmed these policies in 2006.

1. An active course homesite will be created for every UAS course section;
2. While access to some content and activities may be restricted to class participants, the UAS course sites will be visible to the public.
3. Course sites are retained indefinitely.
4. Design of the system should maximize student interactivity and program and faculty control.

Electronic Portfolios

In conjunction with course management, UAS provides a Web portfolio system. An ePortfolio is automatically created for every faculty member and student. As a part of this portfolio, a unique "page" is created for every class an individual takes or teaches. Faculty and students are encouraged to use this resource to support both summative and formative evaluation of learning outcomes, and to create a community of scholars through Weblogs, podcasts and other social networking strategies.

Course Provisioning
Course sections are created for every UAS course section across multiple terms.

Course sites are created as soon as the Registrar's office releases the term.

Course sites are updated each morning at 5:30am until 2 weeks past their official ending date.

Prior course sites are maintained indefinitely for institutional users, accrediting bodies and the general public.

Faculty may choose to link multiple class sections together for ease of management or to create a single larger cohort for student collaboration. Linked courses retain their unique titles and Web addresses, but share a single pool of resources and activities and can be managed from a single class site.

In addition to Banner courses, a non-Banner course site can be created by Helpdesk staff. Non-Banner classes can reside in a Banner term (Spring-2005), or in a non-Banner "term" (e.g. Training, Test, etc.).

**Course Access**

1. All course sites are visible to the general Internet.

2. Faculty may restrict course resources and activities. These restrictions may be highly specific. Each specific resource may be limited to:
   a. Individuals with an active UAS computer account
   b. The class roster
   c. The roster and "additional participants" (designated guests, TAs, etc.)

3. Faculty may add individuals to the UAS Online class roster/gradebook.

4. The official UAS student course rating system is entirely online and is integrated into UAS Online. Only officially registered students may submit course rating forms.

5. Management access to a course site is provided to individuals who are either listed as "offering" the course (their picture and other information appears on the course site) or "supporting" the course (their role is not displayed on the site).

6. All faculty designated in Banner as "instructors of record" are automatically added to the "offered by" list. Faculty or academic programs may add additional users to either "offered" or "supported" lists.

7. UAS does not enforce storage limits on course homesites or ePortfolios.

8. Faculty may import resources from other course sites and across terms, provided the faculty has management access to the course materials. When this access does not already exist, faculty may request access from the original faculty member or from the academic department.

**User Profiles**

1. A "profile" is automatically created for every UAS Online user. This profile contains a variety of directory information along with other information provided at the discretion of the user (e.g. photograph, biography).

2. Display of profile information is limited by the privacy indicator in Banner
   Example:
Social Networking Technologies

**Weblogs** (one-to-many / many-to-many)

Primarily a one-to-many communication tool. An "author" posts messages regularly and these are automatically organized by date with the most recent displaying first. Visitors may be able to post comments and thus engage in ongoing discussion. The UAS system allows visitors to "subscribe" and receive Weblog posts via email.

**Email lists** (one-to-many / many-to-many)

Email lists (or listservs) have declined in popularity in recent years due to the proliferation of spam and the advent of Weblogs. In its simplest form, an email list is simply a mail list of addresses, often with an opt-in or opt-out feature. As indicated above, every UAS Weblog supports an email list.

**Surveys** (one-to-many)

There is a survey tool built into every course web site, allowing the faculty to create an unlimited number of surveys. There is also a general “MySurveys” tool built into UAS Online to allow anyone to create surveys as needed.

**RSS Newsfeeds** (one-to-many)

A newsfeed provides a way for individuals to track activity on many Websites at once. Recipients use an "aggregator" to collect content items and display them in a format similar to email. RSS feeds are often used with Weblogs or news sites to keep readers up-to-date on new content. The UAS Online system automatically creates an RSS feed for every class and ePortfolio page.

**Podcasting** (one-to-many)

A podcast is a specialized RSS feed that delivers audio or video content to viewers. Generally this is done so that viewers can play back the content off-line (primarily with an iPod or similar product). The UAS Online system allows faculty to create multiple podcasts on their course home sites. In addition, any Portfolio page with audio or video items automatically generates a podcast.

**Online "threaded" discussion** (many-to-many)
An online discussion is a many-to-many communication tool which supports ongoing asynchronous discussion. UAS supports several systems. The forum tool may be added to any ePortfolio page and it has the advantage of notifying viewers of new content through an email digest.

**Webmeetings** (many-to-many)

A Webmeeting is a synchronous many-to-many tool which allows participants to use online chat, draw on a white board, share documents or applications or speak to one another in real time. UAS has integrated the Webmeeting tool into all course home sites and every ePortfolio page.

**SMS / Text Messaging** (one-to-one / one-to-many)

Text messaging is a technology built into most cell phone which allow subscribers to send and receive short (160 character or less) messages. UAS has integrated text messaging into UAS Online. UAS Online users who “opt-in” can receive notification when content on their courses change, when their ePortfolios are reviewed, or when weblogs are updated. They are also able to receive campus specific safety announcements.

**Wikis** (many-to-many)

A wiki is a tool for creating collaborative websites. With a collaborative website, the readers are encouraged to contribute to the content and make revisions. The best known example is the WikiPedia Collaborative Encyclopedia. By the Fall 2008 semester, UAS will provide Wiki capability using the same open-source MediaWiki software that powers WikiPedia.

**FACULTY EMPLOYMENT SUPPORT SERVICES**

**Information Technology Services**

*Located in Juneau with regional services for Ketchikan and Sitka.*

**Mission Statement**

The mission of UAS Information Technology Services is to make the University of Alaska Southeast an exceptional place to learn by providing computing technology and services responsive to the needs of the University community.

**Technology Help**
The UAS ITS Technology Helpdesk is available to provide initial assistance with any technology needs of both faculty and students. For hours of operation, contact details, and technical support guides, please visit the Website.

Regional Equipment and Classrooms

All classes at UAS have a Web presence through the course management system called UAS Online. All students, faculty and staff have network storage, Web hosting space and ePortfolios. The campuses have wireless Internet for the convenience of all users. Mobile classrooms consisting of laptops utilizing the wireless network are available to faculty. A variety of technology such as still and video cameras, laptops computers and more can be checked out by faculty and students. Video conferencing is available for faculty for classes and meetings with staff or students at other campuses. Computing labs are available for students to complete homework assignments and receive assistance. Computer classrooms are available for faculty for teaching. Equipment and services are available for media production, copying and broadcasting via the satellite system. Conversions from one media type to another are also available along with many other services.

Contact local support to see what is available on your campus.

Juneau Information  796-6166  877-465-6400
Sitka Information  747-6653  800-478-6653
Ketchikan Information  228-4511  888-550-6177

Instructional Designers

Instructional designers are available to assist in designing your course and integrate technology where appropriate. They can also provide training on all of UAS’s technologies for faculty. All designers are available for all campuses and can provide training via distance through Web Meetings.

Susie.Feero@uas.alaska.edu  Sitka  747-9424  800-478-6653 x 9424
Maureen.OHalloran@uas.alaska.edu  Sitka  747-9424  800-478-6653 x 9424

Media Services

Media Services in Juneau provides support for all campuses with its many services. Contact 796-6463 or 877-465-6400.
To report broken University equipment

Juneau Campus, Computers & Telephones - ITS Helpdesk - 796-6400
Ketchikan Campus, Computers & Telephones - Campus Technician - 228-4532
Sitka Campus, Computers - Campus Technician - 747-7744
Sitka Campus, Telephones - Facilities Services - 747-7724

LEARNING CENTERS

Juneau Campus

As an integral part of the UAS learning community, the Learning Center empowers students to succeed and excel academically, to reach their educational, personal and professional goals, to develop an appreciation for lifelong learning, and to act as caring and engaged members of diverse and dynamic communities beyond UAS.

Services: Math tutoring, writing consultations, testing, computer use, study space & more. For further information, please visit us at [http://www.uas.alaska.edu/TLC/](http://www.uas.alaska.edu/TLC/), give us a call at 907-796-6348, or stop by. We look forward to seeing you in The Learning Center!

Ketchikan Campus

The mission of the Ketchikan Learning Center is to support student learning and to help students achieve their academic goals, whether that means completing a course, an entire degree, or a certification exam.

The Learning Center provides writing consultations, math tutoring, computer use, distance education support, proctoring, state and national testing, and placement testing. For more information, please contact us at 907-228-4560 or visit our website at [http://ketch.alaska.edu/learningcenter.html](http://ketch.alaska.edu/learningcenter.html).

Sitka Campus

The Sitka Campus Learning Center is an integral part of not only the campus community, but the larger Sitka community as well. The Center provides

- tutoring
- testing
- quiet and group studying spaces
- computer lab
- small library
- disability services
- Adult Basic Education Program
• GED tutoring and testing
• Writing Improvement Program
• English as a Second Language Program

Please visit us at http://www.uas.alaska.edu/sitka/learning_center/index.html or give us a call at 907-747-7717. If you’re in Sitka, swing by and visit us in person. We look forward to meeting you soon!

LIBRARY SERVICES

William A. Egan Library – Juneau Campus
http://www.uas.alaska.edu/library

Mission Statement

Egan Library develops, maintains, and provides access to quality collections in support of UAS student achievement, faculty scholarship, and academic programs.

Egan Library Contacts

Elise Tomlinson - Interim Library Director - 796-6467
elise.tomlinson@uas.alaska.edu

Wendy Girven - Public Services Librarian - 796-6515
wendy.girven@uas.alaska.edu

Liaison Areas: Career Education, Natural Sciences

Tracy Leithauser - Information Literacy Librarian - 796-6440
tracy.leithauser@uas.alaska.edu

Liaison Area: Humanities

Jennifer Ward - Outreach Services Librarian - 796-6285
jennifer.ward@uas.alaska.edu

Liaison Area: Education

Caroline Hassler - Technical Services Librarian - 796-6345
caroline.hassler@uas.alaska.edu

Liaison Areas: Social Sciences, School of Management

Your Librarian Liaison can help you:
• place course materials on reserve for your students
• borrow materials from a network of libraries nationwide as well as abroad
• request the purchase of new library materials (books, journals, DVDs, etc.)
• develop assignments focusing on the information literacy core competency
• by visiting your class to show students how to find credible research sources
• discover new research collections and tools in your area of expertise

Faculty FAQ:  http://www.uas.alaska.edu/library/faculty/faculty-faq.html

Department Phone Numbers

Circulation Desk - 796-6300  Reference Desk -796-6502  Reserves - 796-6360
Interlibrary Loan - 796-6470  Acquisitions -  796-6345  Toll Free - 877-796-6502

Egan Library Hours

Egan Library is open seven days a week, including evenings and weekends, during Fall and Spring Semesters. Hours vary during Intersession, Spring Break, and Summer Session; check the library website for details.

Mon. - Thurs. 8:00a.m - 10:00p.m.  Saturday 11:00a.m - 5:00p.m.
Friday 8:00a.m - 5:00p.m.  Sunday 11:00a.m - 8:00p.m.

UAS Ketchikan Campus Library
http://www.ketch.alaska.edu/library.html

Mission Statement

The primary mission of the UAS Ketchikan Library is to provide UAS students and faculty, without regard to their geographic location, with a full range of library services and resources. The library supports the instructional programs of the University and strives to meet the information and research needs of the Ketchikan community. The library offers access to high quality resources, services and gateways to information.

UAS Ketchikan Campus Library Contacts

Kathleen Wiechelman - Librarian - 228-4517
kathleen.wiechelman@uas.alaska.edu

Kathy Bolling - Library Assistant - 228-4567
kj.bolling@uas.alaska.edu

To contact the Campus Library to place items on reserve, to request interlibrary loan materials, to schedule a library instruction session, or to ask a question, call 228-4567 or 228-4517.
Ketchikan Campus Library Hours

The UAS Ketchikan Campus Library is open six days a week, including evening and weekend hours, during Fall and Spring semesters. Hours vary during Intersession, Spring Break, and Summer Session; check the UAS Ketchikan campus library website for details.

Mon. - Thurs. 10:00 a.m. - 7:00 p.m.  Saturday 9:00 a.m. - 1:00 p.m.
Friday 10:00 a.m. - 6:00 p.m.  Sunday Closed

Library Catalog

The UAS Ketchikan Campus Library is part of the First City Libraries consortium, a group of Ketchikan Libraries, including the Ketchikan Public Library, the libraries at the Ketchikan Gateway Borough Schools, and the Campus Library. You may find the library catalog at http://www.firstcitylibraries.org.

UAS Sitka Campus

Sitka campus students, staff, and faculty are encouraged to use the services and resources of Egan Library. To meet your needs, please go to the Egan Library web site http://www.uas.alaska.edu/library and take advantage of services (interlibrary loan, instruction, consultation, reference assistance) or gain access to bibliographic databases, full-text journal articles, and e-books. The Outreach Services Librarian, Jennifer Ward 907-796-6285 jennifer.ward@uas.alaska.edu is your primary contact at Egan Library.
The University of Alaska Southeast (UAS), through the Office of the Provost, has established the Institutional Review Board (IRB) and IACUC Committee to develop and implement procedures for the protection of human and animal subjects in research. In order to

- protect the rights, well-being, and personal privacy of individual
- protect the well-being of animal research subjects
- assure a favorable climate for the conduct of scientific inquiry
- protect the interests of UAS and its faculty, students, and staff,

the policies and procedures described below have been established for the conduct of research involving human subjects.

**Human Research Subjects: Principles and Procedures**

In Spring 2011 UAS revitalize its IRB committee, including properly registering it with the U.S. Department of Health and Human Services. In academic year 2011-12 the IRB will be review and updating all relevant IRB policies and procedures related to Human Subjects Review in a manner consistent with federal and state regulations.


**International Animal Care Use Committee (IACUC)**

UAS’ IACUC affiliation is through the Faculty Senate Research and Creative Activity Committee. Questions regarding animal care and use should be directed to the Committee chair.
The Evelyn Rhoads Wilson Endowment Fund
For Professional Development

Introduction

These policies were first approved by the Chancellor on July 1, 1994. They are administered by the Provost, who will review them yearly and make recommendations regarding their administration to the Faculty Senate, which may also propose amendments.

Purposes

Mr. Leonard Wilson graciously created and funded the Evelyn Rhoads Wilson Endowment for Professional Development for “faculty travel to meetings of international, national, and major regional professional academic associations for the purpose of participation in a conference program as a panel chair or paper presenter and the travel of major academic figures from other institutions to the University of Alaska Southeast for presentation of their research and meeting with resident faculty.” At this time, funds from this endowment are restricted to the first purpose.

The intention of the Evelyn Rhoads Wilson Endowment Fund is clear from the following language in the originating document:

Its [UAS’s] remoteness means that face-to-face meetings with those who share intellectual interests requires considerable travel and consequent expense. In this context, participation in an academic conference takes on special meaning: it may be the only time during the year that faculty members can meet personally with someone who shares their interests and who can offer an informed and critical perspective on their research.

Eligibility

1. All faculty members in a continuing tenure-track appointment. 2. Visiting faculty members who have had a continuous sixty-percent or greater appointment for two years or more.

Qualifying Activities

1. Presenting a Paper: The presentation must be to a group of peers and must be concerned with issues or topics of interest to the relevant discipline or science.
2. Chairing a Panel or Participating as a Discussant: The funds are intended to support those who have spent a significant amount of time and energy organizing and/or arranging or otherwise preparing for a panel discussion. Faculty who are honorary chairs or panel participants and who have not prepared for the event as described above should not apply for funds.
3. The Arts: The funds may be used by those in the arts for travel to meetings of international, national, and major regional professional meetings for the purpose of having their creations or
techniques critiqued and reviewed by peers. The funds are not to be used for demonstrations or performances to people who are not involved professionally in the arts.

**Funding**

The amount of the Wilson Fund for each year is determined by the interest that the principal in the University Endowment account accrues, added to the amount of matching general-fund dollars. The amount of these matching general-fund dollars shall be no less than 25% of the interest available, and the maximum is determined each year contingent upon the availability of funds in the UAS budget.

By February 1 of each year, the University of Alaska Foundation will advise the Provost of the amount of anticipated interest available. By September 1 the Provost will determine the amount of general funds available and inform the Faculty Senate.

**Availability of Funds and Application**

**Funding Amount:** Approved applications could receive up to $1,500 for the costs of qualifying activity on the basis of first come, first served basis. *Under no circumstances will an applicant profit financially from the Wilson Fund.* Funds available to distribute in any single fiscal year shall be established by the amount of funds earned the previous fiscal year.

**Number of Applications:** Multiple applications may be submitted in any fiscal year (July 1 through June 30), so long as the total allocation to any individual faculty member does not exceed $1,500 in a fiscal year. When the number of approved applications reaches the amount of anticipated revenue, notice will be published that further qualifying applications will be held in line in the order in which they were received, should cancellation of travel occur or other funds be made available.

**Dates and Deadlines:** To be considered for Wilson Fund support, applications are submitted to the Office of the Provost. Applications are accepted between July 1 and June 1 for qualifying activities that occur within each fiscal year (July 1 - June 30). Applications will be responded to within ten days.

**Questionable Applications:** Applications deemed questionable will be forwarded to the Faculty Senate, which will consider the application and, if deemed necessary, offer the applicant a chance to explain the application. The Senate, through its Chair, may then confer with the Office of the Provost with regard to approving or denying the application.

**Travel Policies:** Wilson Funds are disbursed in accordance with UAS travel policies and procedures, which require a Travel Authorization (TA), including a request for “travel advance” when so desired, a TER, and original receipts.

**Procedure:**

(1) **Memorandum of Application:** An application is prepared in the following format:

Date:

Through: [Dean/Director]

To: Office of the Provost

From: [Applicant’s Name]

Subject: Wilson Fund Application
The application will begin with this statement:

I have read the UAS policies regarding application for the Evelyn Rhoads Wilson Endowment Fund for Professional Development and believe this application meets the criteria, intent, and spirit for which this endowment was created.

Next:

Describe the activity.

Indicate the amount of Wilson Funds required and indicate the amount(s) being applied for from other sources (as applicable).

Identify (and attach) documentation (a) that the activity involves the applicant in a substantive way and (b) that the activity is scheduled. Generally, a letter or acceptance and/or a program agenda will suffice.

Include other pertinent information.

(2) Travel Authorization (TA): A Dean/Director-approved TA is required for all university travel (whether reimbursable or not) in order to be covered by University insurance provisions. The TA should accompany the memorandum. If it does not, the applicant must ensure that prior to travel, the TA is (1) approved by a Dean or Director and (2) routed to the Office of the Provost.

(3) Wilson Fund Activity Report and Travel Expense Report (TER): With the TER, a memorandum is prepared in the following format:

Date:  
Through: [Dean/Director]  
To: Office of the Provost  
From: [Applicant’s Name]  
Subject: Wilson Fund Activity Report

The report will begin with this statement:

I have read the UAS policies regarding the Evelyn Rhoads Wilson Endowment Fund for Professional Development and believe this report describes activities which meet the criteria, intent, and spirit for which this endowment was created.

Next:

Describe and evaluate the activity and the applicant’s participation (e.g., benefits gained; critical assessment of activity; and insights gained).

Identify (and attach) evidence that the activity took place (e.g., a letter of thanks and the final program).

Identify (and attach) a TER (including originals of all receipts) approved by a dean or director.

Include all other appropriate information.

Schedule
February 1 (any year): The University of Alaska Foundation advises the Provost of the anticipated amount of Wilson Funds available.

September 1 (same fiscal year): The Provost (1) determines the amount of general funds available and calculates the amount available for Wilson Fund applicants and (2) announces to the Faculty Senate the amount available.

July 1 - June 1 (same fiscal year): Applications are accepted for activities between July 1 and June 30 of the same fiscal year.

Within 10 work days of application: Applicants receive acknowledgment of application and are informed of its status.

Within 15 calendar days of completion of travel: Applicants submit a Wilson Fund Activity Report and TER. (By July 15 of any year, all TERs for June travel must be submitted.)
APPENDIX B

FACULTY EVALUATION: TEACHING GUIDELINES

TEACHING CRITERIA

The following minimum requirements are cumulative for each higher level of rank.

**Instructor:** The candidate should have the preparation and apparent ability to perform instructional responsibilities under general supervision. The candidate should possess a commitment to quality higher education and a willingness to devote the effort necessary for course preparation and instruction, student advising, and other instructional responsibilities. These requirements include the skills and knowledge needed to structure course content, to prepare course materials, and to conduct courses effectively.

**Assistant Professor:** The candidate should have general understanding of the philosophy and purpose of the curriculum of the discipline, and the knowledge and skills to determine courses, and should demonstrate teaching effectiveness. The candidate should have the knowledge and skills necessary for service as a member of committees on curriculum policy.

**Associate Professor:** The candidate must have demonstrated a high degree of competency in the instructional area. Increased responsibility in this area may include coordinating program offerings, developing new degree programs, or evaluating existing programs. Consideration will be given to the quality of the candidate’s instructional efforts. Particular attention should be devoted to the breadth of the candidate’s performance and potential for providing leadership for lower ranking faculty.

**Professor:** The candidate must have a background of exceptional performance in the instructional categories, should be distinguished among faculty for the breadth and/or depth of instructional activities, and should have a history of instructional success among colleagues of the university. In addition, at this point, candidates should be contributing to the development of the instructional capabilities of other faculty. Exceptional performance is defined in its usual sense; that is, as demonstrated by evidence, the performance in this area is “not ordinary or average” but “much above average in quality.”

SCHOLARSHIP OF TEACHING AND LEARNING MATRIX

The following guidelines for promoting effective teaching at UAS encourage faculty to continue growing professionally and to assess critically the quality of teaching and learning in their courses and programs. The scholarship of teaching and learning encompasses activities that

- assist in acquiring and sustaining a faculty member's expertise
- entail the creation, application, synthesis, or transmission of knowledge [from accreditation Std. 4.B].
Such activities involve more than just engaging students in learning; in many instances, these activities might also be characterized as professional development, service, or research.

Faculty members should view evaluation of their scholarship of teaching and learning as an opportunity to

- affirm the work of faculty members;
- identify areas for improvement in performance;
- recommend new ways of engaging in teaching and learning activities;
- establish qualifications for promotion, tenure, and sabbatical leave.

For the purposes of retention, promotion, tenure, and post-tenure reviews, the Teaching Criteria – together with the SOTL Matrix – should be used by faculty members in developing their evaluation materials.

The evaluation of a faculty member's scholarship of teaching and learning emphasizes the quality of performance in categories outlined in the Scholarship of Teaching and Learning Matrix given below. On occasion, these categories may overlap to some extent with those used for evaluating other parts of a faculty member's workload, such as research, service, or professional development. Such overlap generally contributes to scholarly merit and worth and provides evidence of a faculty member's overall commitment to the scholarship of teaching and learning. Hence, instead of concentrating on the degree of overlap, evaluation should assess to what degree expectations outlined in the matrix were satisfied and whether activities were commensurate with the rank under consideration.

**Evaluation of Teaching: Scholarship of Teaching & Learning Matrix**

The Scholarship of Teaching and Learning Matrix (hereafter referred to as the Matrix) serves as a guide to faculty, deans, and directors in supporting and encouraging activities and performance desired of faculty members at UAS. The Matrix is broken into four categories:

1. **Instruction/Pedagogy** – practice and art of teaching, including evaluation by students and self.
2. **Mentoring/collaborating** – participation in advising, supporting and assisting students, colleagues, and peers.
3. **Program Contribution** – contributions to curriculum development and to instruction within disciplinary programs.
4. **Professional Development** – acquisition, application, and dissemination of pedagogical and content knowledge in the discipline.

Faculty members will annually demonstrate involvement in activities from each of the four categories.

The Matrix has three columns indicating the level of suggested performance. The three levels are:

1. **Proficiency** – all faculty will perform at this minimum level of activity and demonstrate proficiency regardless of rank or tenure status.
2. **Growth** – additional activities that would be expected at the rank of Associate Professor or contribute to promotion to that rank.
3. **Leadership** – additional activities that would be expected at the rank of Professor or contribute to promotion to that rank.

**Workload**

Faculty are encouraged to use the SOTL Guidelines when developing their professional development and teaching goals.
Deans or Directors meet with each faculty member to develop a workload that addresses all four categories at the level of his/her current rank and that enables each faculty member to progress toward the appropriate goal of retention, promotion and/or tenure. Faculty evaluation must be based on the workload assignment and both the faculty member and Dean or Director must agree and sign that the workload agreement is appropriate for meeting the needs of the matrix. [Amendment 2/05/10]

Since expectations within disciplines may vary, the activities listed in each column may not be the only activities expected of faculty members at a particular rank.

- By consensus departments/units may wish to add activities and suggested sample evidence in each category and column which apply to all department/unit faculty, but may not remove activities already listed in the Matrix.
- Department/unit additions must be published in the faculty handbook.

In the interest of deploying faculty effectively and efficiently, the workload agreement between a faculty member and his/her Dean or Director may place less emphasis on activities listed in one category in the Proficiency column in favor of others. Evidence of such formal agreement must be made available in files that are presented for retention, promotion, tenure, and post-tenure reviews. However, over time, a faculty member’s scholarship of teaching and learning can only be expected to strengthen with contributions from each of the categories: pedagogy, mentoring/collaborating, program contribution, and scholarship of teaching.

In addition to the activities listed, the Matrix provides samples of evidence to demonstrate that activities have been performed. The sample evidence or indicators given in the Matrix are not intended to be exhaustive, exclusive, or required but are simply examples to be used as a guide. Departments may wish to provide their faculty members with recommendations regarding sample evidence.

All faculty members should use the Matrix as a guide while creating their workloads, annual activity reports, and pre- and post-tenure review portfolios to demonstrate that they meet the Teaching Criteria.

Deans, Directors, Evaluation Committees, Provost, and Chancellor should review faculty portfolios and provide guidance to faculty with reference to the Teaching Criteria together with the Scholarship of Teaching and Learning Matrix.

Approved by Faculty Senate 10/07/05
Revised by Faculty Senate 2/05/10
## Teaching Criteria:
### Scholarship of Teaching & Learning Matrix

**Approved 10/07/05**  
**Revised 2/05/10**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Proficiency</th>
<th>Growth</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Instruction/ Pedagogy</td>
<td><strong>Instructional strategies</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Activities</strong>: • Designs course content to address diverse learning styles and UAS competencies &lt;i&gt;and&lt;/i&gt; • Includes a variety of learning assessments and active learning activities in syllabi. <strong>Sample evidence/Indicators</strong>: Syllabi, course assignments and assessments.</td>
<td><strong>Activities</strong>: • Participates in conferences, discussions, or workshops addressing pedagogy &lt;i&gt;or&lt;/i&gt; • Reads research literature about teaching and learning. <strong>Sample evidence/Indicators</strong>: Reflections on personal relevance or significance to accompany programs or bibliography.</td>
</tr>
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<td></td>
<td><strong>Effectiveness of teaching</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td><strong>Activities</strong>: • Course evaluation questionnaires. <strong>Sample evidence/Indicators</strong>: UAS-administered student evaluations; self-administered formative evaluations of teaching.</td>
<td><strong>Activities</strong>: • Recognition for teaching excellence. <strong>Sample evidence/Indicators</strong>: Letters of appreciation from students or colleagues for teaching efforts.</td>
</tr>
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<td></td>
<td><strong>Self-evaluation</strong></td>
<td><strong>Activities</strong>: • Invites colleagues to appraise course syllabi, assignments, assessments, or delivery and offer suggestions for improvement. <strong>Sample evidence/Indicators</strong>: Appraisals written by colleagues.</td>
<td><strong>Activities</strong>: • Uses course evaluations, student feedback, and quality of student work to reflect and try new approaches or methods &lt;i&gt;and&lt;/i&gt; • Assesses their degree of success. <strong>Sample evidence/Indicators</strong>: Appropriate formative assessment measures to gauge the success of new methods or approaches; student work samples</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Activities</strong>: • Reflects on personal objectives and performance in teaching. <strong>Sample evidence/Indicators</strong>: Written reflection with annual activity report.</td>
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</tr>
</tbody>
</table>

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1. Instructional strategies: These activities focus on the design and implementation of teaching strategies to accommodate diverse learning styles and enhance student engagement. The inclusion of a variety of assessments and active learning activities in syllabi is also highlighted. The sample evidence/indicators include syllabi, course assignments, and assessments.

2. Effectiveness of teaching: These activities emphasize the recognition of teaching excellence. This includes the collection of student evaluations and formative assessments. The sample evidence/indicators consist of letters of appreciation from students or colleagues for teaching efforts.

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<table>
<thead>
<tr>
<th>Categories</th>
<th>Proficiency</th>
<th>Growth</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>2. Mentoring/</td>
<td><strong>Activities:</strong>  • As assigned, advises students within a discipline regarding</td>
<td><strong>Activities:</strong>  • Encourages students to undertake research projects or scholarly inquiry or</td>
<td>**Serves as chair, program director/head leading, facilitating or advocating for the academic direction of programs. Sample evidence/indicators: Minutes to meetings, memos, or emails; collaborative discussion. Added 02/05/10</td>
</tr>
<tr>
<td>Collaborating</td>
<td>program requirements and course choices. <strong>Sample evidence/indicators:</strong></td>
<td>• Assists students in finding employment, internships, or graduate fellowships or  • Recruits new majors. <strong>Sample evidence/indicators:</strong> Letters of recommendation or support</td>
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<td></td>
<td>Records indicating numbers of advisees and meetings with advisees; letters of</td>
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<td></td>
<td>recommendation written.</td>
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<tr>
<td>Academic supervision</td>
<td><strong>Activities:</strong>  • Serves as project, practicum, or internship advisor for</td>
<td><strong>Activities:</strong>  • Serves as project, practicum, or internship advisor for students or  •</td>
<td><strong>Activities:</strong>  • Serves on undergraduate or graduate thesis or dissertation advisory committee or  • Serves on examination or portfolio review committee. <strong>Sample evidence/indicators:</strong> Thesis or dissertation; examination or portfolio review forms.</td>
</tr>
<tr>
<td>Mentoring colleagues</td>
<td>students or  • Supervises and trains teaching or laboratory assistants. <strong>Sample evidence/indicators:</strong></td>
<td>• Supervises and trains teaching or laboratory assistants. <strong>Sample evidence/indicators:</strong></td>
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<td></td>
<td>Reports from projects, practicum, or internship; training manuals.</td>
<td>Reports from projects, practicum, or internship; training manuals.</td>
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<td></td>
<td><strong>Activities:</strong>  • Hosts colleagues in course lectures, laboratories, or</td>
<td><strong>Activities:</strong>  • Shares knowledge of the institution, pedagogy, or technologies with UAS</td>
<td>**Serves as chair, program director/head assisting colleagues to implement programs, complete projects, or find relevant professional resources. Sample evidence/indicators: Minutes to meetings, memos or emails; collaborative documentation. Added 02/05/10</td>
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<td></td>
<td>sessions to observe how subject matter or situations may be handled or  •</td>
<td>colleagues in presentations, workshops, tutorials, panel discussions, or similar campus</td>
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<td></td>
<td>Co-teaches with a colleague. <strong>Sample evidence/indicators:</strong> Summary of</td>
<td>forum. <strong>Sample evidence/indicators:</strong> Program for presentation; letter of appreciation.</td>
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<td></td>
<td>interaction with colleague and issues raised, with response from colleague.</td>
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<td></td>
<td><strong>Activities:</strong>  • Provides colleagues with appraisal of their course</td>
<td><strong>Activities:</strong>  • Coordinates cross-campus events at which students present papers, attend</td>
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<td></td>
<td>syllabi, assignments, assessments, or delivery and offers suggestions for</td>
<td>performances, attend workshops etc. Sample evidence/indicators: Letters of thanks, appreciation from supervisors and or colleagues, programs for presentation. Added 02/05/10</td>
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<td>improvement. <strong>Sample evidence/indicators:</strong> Appraisals written for</td>
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<td></td>
<td>colleagues.</td>
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<tr>
<td></td>
<td><strong>Activities:</strong>  • Serves as a mentor for members of a professional</td>
<td><strong>Activities:</strong>  • Serves as a mentor for members of a professional organization or</td>
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<td></td>
<td>organization or association. <strong>Sample evidence/indicators:</strong> Record of</td>
<td>association. <strong>Sample evidence/indicators:</strong> Record of mentoring activities; letter of appreciation.</td>
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<tr>
<td></td>
<td>mentoring activities; letter of appreciation.</td>
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<tr>
<td>Categories</td>
<td>Proficiency</td>
<td>Growth</td>
<td>Leadership</td>
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<tr>
<td><strong>3. Program Contribution &amp; Development</strong></td>
<td><strong>Curriculum &amp; Outcomes</strong>&lt;br&gt;<strong>Activities:</strong> • Complies with a program’s goals and objectives, contributing to program outcomes and • Provides program assessment evidence as requested <strong>Sample evidence/Indicators:</strong> Syllabi reflect appropriate curriculum guidelines; assessment evidence.</td>
<td><strong>Activities:</strong> • Initiates assessment and revision of own courses based on program needs or • Develops course proposals to enhance program or make interdisciplinary connections. <strong>Sample evidence/Indicators</strong> Syllabi and assessment evidence respond to program needs; course proposals.</td>
<td><strong>Activities:</strong> • Provides leadership for curriculum development, accreditation, or institutional assessment efforts. <strong>Sample evidence/Indicators</strong> Curriculum proposals and approvals; documentation of participation in curriculum development, accreditation, or assessment efforts.</td>
</tr>
<tr>
<td></td>
<td><strong>Instruction</strong>&lt;br&gt;<strong>Activities:</strong> • Fulfills program needs by teaching or supporting student learning. <strong>Sample evidence/Indicators</strong> Workload agreements; syllabi; assignments; learning assessments.</td>
<td><strong>Activities:</strong> • Teaches a variety of courses or • Manages an exceptionally large student load or • Accomplishes other instructional activities that significantly enhance student learning outcomes or program goals. <strong>Sample evidence/Indicators</strong> Syllabi; assignments; learning assessments; course proposals.</td>
<td><strong>Activities:</strong> • Develops new programs or • Substantially revises existing programs. <strong>Sample evidence/Indicators</strong> Curriculum proposals; curriculum and course outlines and objectives.</td>
</tr>
<tr>
<td>Categories</td>
<td>Proficiency</td>
<td>Growth</td>
<td>Leadership</td>
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<tr>
<td>4. Professional Development</td>
<td><strong>Acquisition of content knowledge &amp; disciplinary expertise</strong></td>
<td><strong>Activities:</strong> Takes courses or workshops to enhance content knowledge or establish interdisciplinary connections. <strong>Sample evidence/Indicators:</strong> Reflections on personal relevance and significance to accompany course/workshop programs or syllabi.</td>
<td><strong>Activities:</strong> Conducts research projects. <strong>Sample evidence/Indicators:</strong> Articles or project reports relating to research interests.</td>
</tr>
<tr>
<td></td>
<td><strong>Activities:</strong> • Attends conferences, seminars, colloquia, or presentations or • Reads research literature to increase content knowledge. <strong>Sample evidence/Indicators:</strong> Reflections on personal relevance and significance to accompany conference programs or bibliography.</td>
<td><strong>Activities:</strong> • Shares content knowledge and disciplinary expertise with peers in conference or workshop presentations or panel discussions or • Exhibits or performs at a public event. <strong>Sample evidence/Indicators:</strong> Articles; programs from presentations delivered.</td>
<td><strong>Activities:</strong> Publishes books, chapters, manuals, articles, guides, photographs, digital learning objects, multimedia, similar publications or • Organizes and delivers workshops, colloquia, seminars, or conference programs or • Serves as invited speaker. <strong>Sample evidence/Indicators:</strong> Publications; workshop syllabus; conference program.</td>
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<tr>
<td></td>
<td><strong>Activities:</strong> • Incorporates current methods, practices, or viewpoints in course content. <strong>Sample evidence/Indicators:</strong> Syllabi; assignments; study guides; lab manuals; self-evaluation.</td>
<td><strong>Activities:</strong> • Serves as a reviewer for books, articles, media, or other publications or • Serves as juror for performances or exhibitions. <strong>Sample evidence/Indicators:</strong> Published reviews; exhibition or performance programs.</td>
<td><strong>Activities:</strong> Serves as an editor for disciplinary publications or • Organizes exhibitions or directs performances or • Contributes to advisory bodies that review disciplinary standards for curricula. <strong>Sample evidence/Indicators:</strong> Publications or programs demonstrating leadership role; Reports from accreditation or standards review.</td>
</tr>
<tr>
<td></td>
<td><strong>Activities:</strong> • Participates in seeking funded or unfunded (collaborative) support for scholarly projects or • Assists in managing and carrying out scholarly projects that receive grant funding or collaborative support. <strong>Sample evidence/Indicators:</strong> Grant proposal; project agreements and reports.</td>
<td><strong>Activities:</strong> • Provides leadership in seeking funded or unfunded support for scholarly projects and • Manages and reports on the project <strong>Sample evidence/Indicators:</strong> Grant proposal; project agreements and reports.</td>
<td><strong>Activities:</strong> Publishes books, chapters, manuals, articles, guides, photographs, digital learning objects, multimedia, similar publications or • Organizes and delivers workshops, colloquia, seminars, or conference programs or • Serves as invited speaker. <strong>Sample evidence/Indicators:</strong> Publications; workshop syllabus; conference program.</td>
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<td><strong>Activities:</strong> • Attends conferences, seminars, colloquia, or presentations or • Reads research literature to increase content knowledge. <strong>Sample evidence/Indicators:</strong> Reflections on personal relevance and significance to accompany conference programs or bibliography.</td>
<td><strong>Activities:</strong> Conducts research projects. <strong>Sample evidence/Indicators:</strong> Articles or project reports relating to research interests.</td>
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<td></td>
<td></td>
<td><strong>Activities:</strong> • Shares content knowledge and disciplinary expertise with peers in conference or workshop presentations or panel discussions or • Exhibits or performs at a public event. <strong>Sample evidence/Indicators:</strong> Articles; programs from presentations delivered.</td>
<td><strong>Activities:</strong> Publishes books, chapters, manuals, articles, guides, photographs, digital learning objects, multimedia, similar publications or • Organizes and delivers workshops, colloquia, seminars, or conference programs or • Serves as invited speaker. <strong>Sample evidence/Indicators:</strong> Publications; workshop syllabus; conference program.</td>
</tr>
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<td></td>
<td></td>
<td><strong>Activities:</strong> • Serves as a reviewer for books, articles, media, or other publications or • Serves as juror for performances or exhibitions. <strong>Sample evidence/Indicators:</strong> Published reviews; exhibition or performance programs.</td>
<td><strong>Activities:</strong> Serves as an editor for disciplinary publications or • Organizes exhibitions or directs performances or • Contributes to advisory bodies that review disciplinary standards for curricula. <strong>Sample evidence/Indicators:</strong> Publications or programs demonstrating leadership role; Reports from accreditation or standards review.</td>
</tr>
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<td></td>
<td></td>
<td><strong>Activities:</strong> • Provides leadership in seeking funded or unfunded support for scholarly projects and • Manages and reports on the project <strong>Sample evidence/Indicators:</strong> Grant proposal; project agreements and reports.</td>
<td><strong>Activities:</strong> Publishes books, chapters, manuals, articles, guides, photographs, digital learning objects, multimedia, similar publications or • Organizes and delivers workshops, colloquia, seminars, or conference programs or • Serves as invited speaker. <strong>Sample evidence/Indicators:</strong> Publications; workshop syllabus; conference program.</td>
</tr>
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</table>
APPENDIX C

FACULTY EVALUATION: SERVICE GUIDELINES

PUBLIC SERVICE
Public service is defined as all activities external to the university in a professional discipline-related capacity. Public service shall include professionally related and publicly recognized service, including paid and unpaid consulting, to constituencies external to the university, including but not limited to the following: public and private sector groups, governmental agencies, elementary and secondary schools, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; and application of directed research to the needs of constituencies.

UNIVERSITY SERVICE
University service includes all activities involving administrative relationships with the university. Examples include but are not limited to the following:

1. Service on university committees, workteams, or governing bodies;
2. Service as a representative of some segment of the university to various bodies and groups;
3. Participation in accreditation reviews;
4. Participation in planning activities;
5. Service to student organizations and student activities;
6. Activities related to student advising and registration;
7. Colleague assistance—contribution to the academic capabilities of other faculty.

SERVICE CRITERIA
The following minimum requirements are cumulative for each higher level of rank in regards to public and university service.

Instructor/Assistant Professor: The candidate has demonstrated involvement in public and/or university service activities.

Associate Professor: The candidate has demonstrated increased involvement in public and/or university service, along with increased responsibility in at least one of these areas. Quality as well as quantity of university and public service will be considered.

Professor: The candidate has demonstrated leadership in both public and university service. The candidate should be recognized as a leader by those served. Recognition of effective leadership may also be demonstrated through additional leadership roles or positions of trust and responsibility.
Evaluation of University and Public Service

Approved by Faculty Senate 5/4/2007

The service component of faculty workloads encompasses activities that do not fall under the categories of teaching or research but which utilize a faculty member’s academic or professional expertise and reflect positively on the University and benefit society. On occasion, activities may overlap those included in other parts of a faculty member’s workload, such as teaching or research.

The Board of Regents Policy for Promotion and Tenure and the UAS Faculty Handbook recognize two categories of service: University Service and Public Service. These are broadly defined as

- University service - consisting of non-teaching activities within the University system at five possible levels:
  o Statewide
  o University
  o School
  o Department/program
  o Student

- Public service - consisting of activities outside the university system that are broadly discipline related. This category is subdivided into five service categories:
  o Professional organizations
  o Business/civic groups
  o K-12 schools/organizations
  o Government groups
  o General public

Faculty members normally complete service in both categories and provide evidence of their participation in files for retention, promotion, and tenure reviews. However, not all faculty members will engage in all sub-categories of service nor will all faculty members engage in identical numbers of service activities, as there is enormous variety in the amounts of time and professional expertise required among service activities as well as variety in assigned faculty workloads. Annual activity reports should include a brief narrative explaining how each public service activity is discipline-related or utilizes the faculty member’s professional expertise; some “volunteer” activities may be related to one faculty member’s professional expertise and not to another’s.

Varying levels of service activity are expected of faculty members holding or aspiring to the various academic ranks, and both quantity and quality of service will be considered in the evaluation process. The following matrix has three columns corresponding to faculty rank and rows corresponding to categories of service. It includes sample service activities that might be appropriate for faculty members holding various ranks. The sample activities indicated are not intended to comprise a comprehensive list of all possibilities but rather serve as a guide for the type of activities in which faculty generally participates. Faculty members holding the higher ranks will engage in service activities from the lower ranks, and faculty members aspiring to promotion to higher ranks should endeavor to complete some activities from the higher ranks.

As per Board of Regents Policy for Promotion and Tenure and the UAS Faculty Handbook, service expectations at each rank are outlined below.

- Instructor/Assistant Professor – all faculty members demonstrate involvement in at least one of the two categories of service
• Associate Professor – demonstrate *increased involvement* across service categories *along with increased responsibility* in at least one of the categories

• Professor – demonstrate recognized *leadership* in both university and public service
## Service Criteria

### Sample Service Activities

*Approved 5/4/07*

<table>
<thead>
<tr>
<th>Service Categories</th>
<th>Instructor/Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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<tbody>
<tr>
<td><strong>University Service</strong></td>
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</tr>
<tr>
<td>UA Statewide</td>
<td>serve on Statewide task force, committee, or search committee</td>
<td>serve on various committees or task forces, represent UAS on the UA Alliance</td>
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<tr>
<td>UAS-wide</td>
<td>attend Faculty Development Seminar(s) or Convocation, present at or organize University events, serve on Faculty Senate committees or working groups, evaluate library holdings and recommend books and journals for the library</td>
<td>serve on Faculty Senate, on task forces or on Senate committees, present at Faculty Development Seminar(s) or Convocation, participate in accreditation reviews, coordinate university events, serve on peer evaluation committees</td>
<td>chair Faculty Senate, chair university task force, coordinate Faculty Development Seminar, serve on faculty evaluation committee(s)</td>
</tr>
<tr>
<td>School level</td>
<td>serve as guest speaker in other classes, assist with web page design/implementation</td>
<td>design interdisciplinary courses, represent school on accreditation committee, coordinate surveys of graduates, compile assessment data</td>
<td>represent department at school-level events</td>
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<tr>
<td>Department or Program level</td>
<td>attend and contribute at faculty meetings, represent department at cross-campus events/meetings, mentor new faculty, provide colleagues with teaching assessments, review manuscripts</td>
<td>serve as Program Coordinator, coordinate program review, serve on faculty search committees, mentor new faculty, provide colleagues with teaching assessments, assist with coordination of adjunct faculty, seek grant funding for program initiatives</td>
<td>serve as Department Chair, advocate/articulate arguments for new faculty positions, chair search committee, coordinate program review</td>
</tr>
<tr>
<td>Work with students</td>
<td>advise students, conduct out-of-class workshops for students, write letters of recommendation, attend various student events, etc.</td>
<td>design interdisciplinary courses, represent school on accreditation committee, coordinate surveys of graduates, compile assessment data</td>
<td>direct student research, organize discipline-related volunteer opportunities for students,</td>
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</table>
Most faculty members will perform activities across all columns and in several rows.

<table>
<thead>
<tr>
<th>Service Categories</th>
<th>Instructor/Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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<tbody>
<tr>
<td>Professional</td>
<td>participate as member in professional societies, attend professional meetings, serve as union representative</td>
<td>present papers at professional meetings, serve as officer in professional orgs, organize sessions at meetings, peer review journal articles, review proposals for orgs</td>
<td>serve as member of union negotiating team, serve on advisory board for professional org, serve as editor for a professional journal</td>
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<tr>
<td>Business/Civic</td>
<td>serve as paid or unpaid consultant</td>
<td>publish relevant papers for practicing managers</td>
<td>serve on governance boards</td>
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<td>groups</td>
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<tr>
<td>K-12 schools or</td>
<td>collaborate with K-12 teachers, serve as consultant for schools or teachers</td>
<td>make presentations to K-12 students, organize events for K-12 students, serve on K-12 school site councils</td>
<td>design/present workshops for in-service teachers, serve as school board member</td>
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<tr>
<td>organizations</td>
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</tr>
<tr>
<td>Government</td>
<td>collaborate with colleagues at government agencies, consult with government agencies/groups</td>
<td>serve on advisory boards, review proposals for agencies</td>
<td>design/promote collaborative institutes</td>
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<tr>
<td>groups</td>
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<tr>
<td>General Public</td>
<td>work in various non-profit or volunteer organizations, consult with individuals in the community, write newspaper articles, make television or radio appearances</td>
<td>make public performances, artistic exhibits and/or presentations at the local level, host radio shows, write a regular newspaper column</td>
<td>make public performances, artistic exhibits and/or presentations at the state or national level, serve as an elected official</td>
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APPENDIX D

FACULTY EVALUATION: RESEARCH & CREATIVE ACTIVITY
GUIDELINES

(Effective July 1, 2003)

SECTIONS

1. Definition of Research, Publication, and Scholarship and the Unit System for Assessing Them
2. General Criteria for Assessing Research and Creative Activity Performance and the Responsibilities and Rights of Faculty Being Evaluated
3. Minimum Criteria for the Granting of Tenure and Promotion to Associate Professor
4. Minimum Criteria for Promotion to Full Professor
5. Criteria for Determining Retention of Tripartite Faculty

APPENDICES

Appendix A: Items and Activities Considered Publication with Unit Values
Appendix B: Other Scholarship Not Considered Publication with Unit Values
Appendix C: Items and Activities not Considered Research or Scholarship
Appendix D: Supplement for Assessing Library Faculty
Appendix E: Supplement for Assessing Natural Science Faculty
Appendix F: Supplement for Assessing Education Faculty
Appendix G:
SECTION 1. Definition of Research, Publication and Scholarship and THE UNIT SYSTEM FOR ASSESSING them

A NOTE ON THE USE OF TERMS

In this document the term “Research and Creative Activity” (usually shortened to “Research”) is used as a generic description of the activity required to fulfill the research portion of a tripartite faculty member’s workload. Research is divided into “Publications” and “Other Scholarship” (usually shortened to “Scholarship”). The Fine and Performing Arts, however, do not use this distinction for assessing creative activity. The reason for this variation is explained in Appendices H, I, and J.

DEFINITION OF RESEARCH & CREATIVE ACTIVITY

The definition is as follows:

Knowledge or evidence of professional competence, including creative activity in the Fine and Performing Arts, resulting from research, study or other professional skills, presented in a form—written, graphical, oral, musical, etc.—and conveyed through media—books, articles, research reports, case studies, conference papers, conference proceedings, performances, exhibitions, multi-media presentations, etc.—generally considered appropriate to a discipline.

ITEMS AND ACTIVITIES CONSTITUTING RESEARCH: PUBLICATIONS & SCHOLARSHIP

It is necessary to supplement the above definition by delineating (1) what constitutes a publication and its equivalent in the Fine and Performing Arts, (2) what constitutes other appropriate scholarship but is not considered a publication, and (3) what is not considered research or scholarship under the above definition.

It is also necessary to develop a method of quantifying publications and scholarship in order to make an assessment of the extent to which a faculty member has met the criteria of the research part of his/her workload. A unit value or points system will be used whereby various products of research...
and creative activity are assigned numerical values and a combined minimum number of units of publication and scholarship must be obtained for the awarding of tenure and promotion.

This section sets out the three supplementary definitions, explains the unit system of assessment, and lists the numerical combination of publications and scholarship required for tenure and promotion to Associate and Full Professor. The section is supplemented by Appendices A though K, which set out specific unit values for publications and scholarship and the special circumstances of certain disciplines.

Definition of a Publication

The presentation of research in forms appropriate to the discipline—books, chapters in books, articles, research reports, on-line publications, multi-media products, etc.—that have been subject to a process of peer review. In the Fine and Performing Arts the equivalent is public exposure of the products of creative activity—such as art exhibitions, workshops, and public performances—that have been subject to juried or critical review.

Thus, the essence of this definition involves the process of refereed, juried, or critical evaluation in the accepted academic sense.

It will be the responsibility of the faculty member under review to demonstrate that his/her publications were subject to a peer review process by reviewers, and to peer review, juried and/or critical review in the Fine and Performing Arts.

Appendix A, supplemented by Appendices D through K, sets out the list of items and activities considered to be publications under this definition.

Definition of Other Scholarship Not Considered as Publication

The definition adopted is:

Other scholarship constitutes items and activities resulting from research, study, or other professional knowledge or skills related to a discipline involving some form of peer exposure or consideration but which are not generally considered to be publication within that faculty member’s discipline.

Appendix B, supplemented by Appendices D through K, sets out the list of items and activities considered to be other scholarship under this definition.

Definition of Items and Activities Not Considered Publication or Scholarship

The definition adopted is:

Items and activities not considered publication or other scholarship are those not subject to the peer review process or some form of peer exposure. They may be items or activities, primarily organizational or managerial in development and execution, or those that would not generally be viewed as scholarship within the faculty member’s discipline. Such items and activities may more appropriately be considered as teaching or developing teaching materials, university or community service, or service to a professional organization.
Appendix C, supplemented by Appendices D through K, sets out a list of items and activities not considered publication or other scholarship under this definition.

**THE UNIT SYSTEM OF QUANTIFYING PUBLICATIONS AND SCHOLARSHIP**

This unit system is the method of assessment used at most academic institutions in the U.S. and abroad for assessing research performance.

**Necessity of Having a Combination of Publications and Scholarship**

The granting of tenure and promotion (to both Associate and Full Professor) requires a combination of publication and other scholarship as set out in the sections below. Scholarship without publication will not be considered sufficient to fulfill the research and scholarship portion of a tripartite faculty member’s workload or to warrant tenure or promotion.

**Research Unit Values Required for Tenure and Promotion**

*For tenure and promotion to Associate Professor:*

Three (3) units of publication and six (6) units of other scholarship.

Unit criteria alone will not determine the granting of tenure and promotion to Associate Professor. For additional criteria and rationale, see Section 4, below.

*For promotion to Full Professor:*

Four (4) units of publication and eight (8) units of other scholarship beyond the faculty member’s record of publication and scholarship when he/she received tenure and/or was promoted to Associate Professor.

Again, unit criteria alone will not determine the awarding of promotion to Full Professor. For additional criteria and rationale, see Section 5, below.

**Option of Substituting Publications for Scholarship but No Substitution of Scholarship for Publications**

In determining whether or not a faculty member has met the research requirement, the combination of publications and scholarship is flexible in that additional publications above the minimum can be substituted for scholarship in the proportion of one unit of publication equivalent to two units of scholarship. However, items of scholarship cannot be substituted for publications. The rationale is that a publication is considered to be greater evidence of research than an item of scholarship by itself because the peer review process is more extensive.

Section 2. General Criteria for Assessing Research And Creative Activity Performance and the responsibilities and rights of faculty being evaluated

The following are general criteria for assessing performance for the purposes of granting tenure and promotion. Elements of these general criteria are also applicable for assessing faculty for three-year...
 retention and for granting and assessing performance with regard to summer research stipends. Also included in this section is a statement about the responsibilities and rights of faculty being evaluated.

**GENERAL GUIDELINES FOR EVALUATORS**

**The Specific Criteria are Minimum Criteria**

The combinations of publication and scholarship units as set out below in sections 4 through 7 are minimums. A faculty member achieving less than the minimum will have failed to fulfill the research part of his/her workload. Additional research performance can be required of faculty who receive more than a one part (of a five-part workload) research release for one or more semesters. This higher level of evaluation will be for the dean and/or chair of the division/department to determine in conjunction with the faculty member when his/her original contract is signed or as part of his/her yearly workload.

Review committees should evaluate an application as a whole, granting promotion and/or tenure only to candidates who meet and preferably exceed the minimum number of units outlined below and whose record indicates excellence in research and scholarship. However, meeting or even exceeding the required minimum number of units does not guarantee tenure or promotion in regard to the research component of a faculty member’s workload. Additional consideration will be given to the quality of publication and scholarship activity as judged by a consistent pattern of accomplishment noted in peer-reviewed venues. Similarly, reviewers should consider the extent to which the applicant has advanced the body of knowledge in addition to applying previous research results in his/her field. Promotion and/or tenure should be denied if an applicant’s record does not include a clear pattern of quality, peer reviewed products.

Quality journals are defined as any refereed journals in the faculty member’s field or a related field.

Review committees should also recognize that publication standards differ by discipline and they should apply the criteria in these guidelines accordingly. For example, credit should be given for the effort expended on research and scholarship as reflected in author order in multi-authored publications and scholarship. If author order is not indicative of effort, the actual effort should be made clear by the applicant and considered by the committee.

For each publication, it is to the advantage of the applicant to provide a brief paragraph in his/her file summarizing the importance of the work, his/her percentage of contribution to the publication (if co-authored), and relative ranking of the journal (or other venue) within his/her discipline. This provision is repeated below under “Responsibilities of Faculty Being Evaluated.”

**The Importance of the Judgment of the Evaluators in Achieving the Ultimate Goal of this Evaluation Process**

Although the guidelines in this section, and the more specific ones set out in the following sections and appendices, provide a more objective basis for assessing publications and scholarship than currently exist at UAS, no set of guidelines can apply to all situations equally or are appropriate for all circumstances. Ultimately, whether someone should or should not be considered to have met the research requirement is a judgment call. Particularly in borderline cases, the success of this evaluation process relies upon individual evaluators, and particularly specialists in each discipline involved in the evaluation process. Thus, the process depends upon the willingness of all evaluators to interpret these guidelines in the spirit in which they are intended. This is:
To provide a more or less objective means for evaluating whether or not a particular faculty member has the commitment to undertake and produce research and scholarship considered appropriate for this institution in fulfillment of one fifth (or more as the case may be) of his/her workload.

The judgment of evaluators, particularly specialists in disciplines, is important in this process for another reason. These suggested UAS guidelines define publication and scholarship broadly and, for the most part, do not specify a hierarchy of journals, publishers, other publication outlets, conferences, or venues to exhibit or perform. Therefore, the evaluators and specialists in disciplines are given added responsibility to make judgments on what is and what is not a legitimate publication or item of scholarship and what serves as an acceptable medium for its publication or presentation.

Need for Discipline Specialists on Evaluation Committees Or the Obligation to Consult Such Specialists

It is absolutely incumbent upon the UAS administration and the evaluation committees at all levels to ensure that there is a member of the discipline of all faculty being evaluated at each level of the evaluation process, or that a specialist be consulted by the Committees and the administration. This requirement is repeated below under the subsection “Responsibilities and Rights of Faculty Being Evaluated.”

Special Requirements and Variation in Particular Disciplines

Although it is the goal of this Committee to provide general guidelines for evaluating faculty across disciplines and to minimize exceptions, the Committee is very aware of the need to make some special provisions for certain disciplines. Accordingly, these general guidelines are supplemented with information in Appendices D though K, which set out the special circumstances, and in some cases specific unit values, for publications and scholarship for some disciplines. Specific appendices explain in their introductory statement the extent to which these general guidelines and Appendices A, B, and C (setting out unit values) do or do not apply to that discipline.

Evaluators should consult the appropriate appendix for those being evaluated in the following disciplines:

Library Science Appendix D
Education Appendix E
Natural Science Appendix F
Creative Writing Appendix G
The Visual Arts Appendix H
Music Appendix I
Theater and Dance Appendix J
Psychology Appendix K

Demonstrating an On-going and Serious Commitment to Research and Scholarship and the Clear Expectation of Future Productivity
A faculty member must demonstrate an on-going and serious commitment to publication and scholarship throughout the period for which he/she is under review (three years for retention review, six years for tenure and/or the period in rank required before applying for promotion to Associate or Full Professor). Tripartite faculty members must clearly demonstrate that they have used the research portion of their workload to engage in research and scholarly activity.

The granting of promotion and tenure in regard to research will be based, in part, on the belief by evaluators that the faculty member’s past performance and on-going commitment to research is such that he/she can be expected to continue this activity at least at the same level required for tenure and promotion after being granted tenure and/or promotion.

The evaluators will take into consideration any significant interruption of a semester or more in a faculty member’s time to tenure and promotion (to Associate and Full Professor) due to illness or other circumstances. However, the faculty member is responsible for securing written confirmation from his/her chair, director, or dean of such an interruption with a clear statement that this period does not count toward tenure and promotion. This requirement is repeated below under the subsection “Responsibilities and Rights of Faculty Being Evaluated.”

A Faculty Member with Existing Publications When Hired at UAS

When hired at UAS a faculty member can bring in publications and scholarship to count in full towards tenure and promotion to Associate and Full Professor. However, to demonstrate that a faculty member has a serious and on-going commitment to research, it is required that he/she produce at least 1.5 units of publication and 3 units of other scholarship while at UAS to receive tenure and promotion to Associate Professor. If a faculty member is hired at the Associate level, it is required that he/she produce at least 2 units of publication and 4 units of scholarship while at UAS to be promoted from Associate to Full Professor.

Faculty Who Move from a Tripartite to a Bipartite Workload

The Committee strongly recommends against faculty members alternating between a tripartite and bipartite contract or tripartite faculty moving to a permanent bipartite contract as this detracts from UAS developing into a higher quality university. However, realizing that this does occur, the following should apply with regard to evaluation of the research component:

(I) Faculty Who Alternate Between a Tripartite and a Bipartite Workload

Tripartite faculty who are designated as tripartite by their contracts but who opt for a bipartite workload for a period of time will be subject to the same criteria for tenure and promotion (to Associate or Full Professor) in regard to the specific combination of publications and scholarship required of faculty who have been entirely tripartite. In other words, no other activities can be substituted for the research component or any allowances made for the fact that for a period of time the faculty member chose not to conduct research. If this situation continues for more than one or two years, it is recommended the faculty member request a permanent change to a bipartite workload.

(II) Tripartite Faculty Who Switch to a Permanent
Bipartite Contract

Faculty being evaluated for tenure and promotion (to Associate or Full Professor) who were tripartite for some period but moved to a permanent bipartite contract will be evaluated on the research component in proportion to the time that they were tripartite. For example, in the six years to tenure, if a faculty member was tripartite for three years and bipartite for the other three years, he/she will be expected to have secured half the required research units; and a faculty member standing for Full Professor after being in rank as an Associate for eight years who has spent two years as a tripartite faculty and six as bipartite will be required to have produced one quarter of the research units for promotion to Full Professor.

Tripartite Faculty Who Substitute Other Activities for the Research Component of their Permanent Tripartite Workload

Similarly, those faculty who remain permanently on a tripartite track but choose to substitute other activities for the research component, or who negotiate such as part of their workload, will also be subject to the same specific combination of publications and scholarship for promotion and tenure. No other activity can be substituted for research.

RESPONSIBILITIES AND RIGHTS OF FACULTY BEING EVALUATED

Given the fact that UAS often has only one or two faculty per discipline, it is essential that a faculty member present an evaluation file, particularly the part relating to his/her research component, in a way that facilitates the evaluators’ determination of the extent to which the faculty member has met the research requirements set out in these guidelines.

The most important thing for faculty to bear in mind in putting together an evaluation file is that there is likely to be only one person on the evaluation committee at the peer review and campus level within the faculty member’s department or discipline, and in many cases this will not be someone in the specific discipline but in a broader area, such as social science or communications. Often at the campus level there are no faculty in the same discipline (but see the provision regarding this under “Rights” below). Therefore, the faculty member should bear in mind the following responsibilities and rights, all of which are intended to place the faculty member in the most positive light in regard to the evaluation of his/her research component.

Responsibilities

The faculty member is responsible for providing clear evidence that all publications and scholarship meet the criteria set out in these guidelines. This is particularly important with items not yet published or presented but which have been accepted for publication, presentation, etc. It cannot be assumed that the evaluators will know of pending publications, scholarship, exhibitions or performances, especially as most of them will be outside of the faculty member’s discipline.

The faculty member is also responsible for indicating how the evaluators can obtain or examine items of publication and scholarship or secure evidence of creative activity. These items and this evidence need not all be submitted with the file, but some indication of where and when they can be easily accessed should be provided.
For each of their publications, it is to the advantage of applicants to provide in their file a brief paragraph summarizing the importance of the work, their percentage of contribution to the publication (if co-authored), and relative ranking of the journal (or other venue) within their discipline.

The faculty member should provide a short statement about his/her research agenda as conducted in the period under evaluation to aid the evaluators in determining that the faculty member (1) has a serious and on-going commitment to research; (2) has some form of research plan or agenda past, present and future; and (3) is likely to continue to be a productive researcher after being granted tenure and/or promotion.

The faculty member is responsible for securing **written confirmation** from his/her chair, director, or dean of any significant interruption of a semester or more in the time required for tenure or promotion to Associate or Full Professor due to illness or other circumstances. Without this the evaluators cannot make exceptions to the mandatory six-year time limit required for tenure and promotion or make any exception to the criteria for assessing the on-going and serious commitment to research of the faculty member being evaluated.

**Rights**

The faculty member has the right to provide information to show that he/she deserves more units for a publication or piece of scholarship than assigned by Appendices A and B. This may be particularly necessary in joint research and co-authored work for which the faculty member performed more than the share of the work indicated by the number of researchers or authors.

The faculty member also has the right to request a meeting with the evaluation committee to explain or present additional information. However, it should be noted that it is to the faculty member’s distinct advantage to provide a written summary of this oral presentation for future reference by the Committee.

The UAS Provost and the Evaluation Committee chairs at all levels must ensure that either there is a member of the discipline of all faculty being evaluated on a committee at each level of the evaluation process, or a discipline specialist from another University of Alaska campus or other institution is available for consultation by the committees and the administration.

In the future UAS may institute a system of “Faculty Mentors” whereby senior faculty (Full Professors) will be assigned to new faculty members to help them become oriented to UAS, including helping them compile evaluation files for retention, tenure and promotion. If this comes to fruition, each new faculty member would have access to this support system.

**Section 3. Minimum RESEARCH Criteria for the granting of Tenure and Promotion to Associate Professor**

Faculty members standing for tenure and promotion to Associate Professor must meet all four of the following criteria:

1. Have at least three (3) units of publication.
2. Have at least six (6) units of other scholarship.
3. Provide clear and verifiable evidence that criteria 1 and 2 above were met by the deadline of the period for which the faculty member is being evaluated. This evidence could be in the form of either existing publications and other scholarship set out on the faculty member’s vita, or letters or other written confirmation that show the complete acceptance of publications and other scholarship prior to the deadline.

4. Demonstrate an on-going and serious commitment to research and scholarship for the period for which the faculty member is being evaluated that leads the evaluators to believe that he/she will continue this beyond the granting of tenure and promotion to Associate Professor.

Faculty members will be evaluated in relation to their workload assignment. Criteria 1 and 2 above apply only to those faculty with a regular workload configuration of three (3) parts teaching, one (1) part research, and one (1) part university/community service. Those faculty who are allocated a larger portion of their workload for research will be held to a higher standard of performance. This higher standard should be determined by the evaluators on a case-by-case basis.

Meeting these minimum criteria alone does not guarantee the awarding of tenure and promotion to Associate Professor.

Section 4. Minimum RESEARCH Criteria for Promotion TO FULL PROFESSOR

A faculty member seeking promotion to Full Professor must meet all four of the following criteria:

1. Have at least four (4) units of publication in addition to the three (3) units required for tenure and promotion to Associate Professor.

2. Have at least eight (8) units of other scholarship in addition to the six (6) units required for tenure and promotion to Associate Professor.

Note that this requirement of 4 and 8 units respectively for promotion to Full Professor is higher than that required for tenure and promotion to Associate Professor. There are compelling reasons for this: (1) Most institutions have a higher standard for promotion to Full Professor than to Associate Professor; (2) Promotion to Full Professor is evidence of outstanding performance and should be granted only to those who are outstanding; and (3) Once granted tenure, faculty have fewer pressures on them to perform other tasks and are free to focus more on research.

Also note that these four units of publication and eight units of other scholarship are in addition to the record of publications and scholarship required for tenure and/or promotion to Associate Professor. Thus, a career total of twenty-one (21) units of research and creative activity—seven (7) units of publication and fourteen (14) of scholarship—are required for promotion to Full Professor. These totals may be higher for faculty bringing in publications and scholarship to UAS. This is due to the limit on the number of units of research and creative activity that can be transferred into UAS (see above, page 10, for the rationale and units allowed).
3. Provide clear and verifiable evidence that criteria 1 and 2 above were met by the deadline of the period for which the faculty member is being evaluated. This evidence could be in the form of either existing publications and other scholarship set out on the faculty member’s vita, letters, or other written confirmation that show the complete acceptance of publications and other scholarship prior to the deadline.

4. Demonstrate an on-going and serious commitment to research and scholarship for the period for which the faculty member is being evaluated that leads the evaluators to believe that he/she will continue this beyond the granting of promotion to Full Professor.

Faculty members will be evaluated in relation to their workload assignment. Criteria 1 and 2 above apply only to those faculty with a regular workload configuration of three (3) parts teaching, one (1) part research, and one (1) part university/community service. Those faculty who are allocated a larger portion of their workload for research will be held to a higher standard of performance. This higher standard should be determined by the evaluators on a case-by-case basis.

Meeting these minimum criteria alone does not guarantee the awarding of promotion to Full Professor.

SECTION 5. RESEARCH CRITERIA FOR DETERMINING RETENTION OF TRIPARTITE FACULTY

The purpose of the three-year retention review of faculty with regard to their research component is twofold:

1. To evaluate whether the faculty member’s progress warrants his/her being retained as a tripartite faculty member. If not, to determine if it should be recommended that he/she be placed on a bipartite track or that he/she be terminated.

2. If the faculty member is making progress, to make specific recommendations as to what is required in his/her performance over the next three years in order to secure tenure and promotion.

Together, these two components speak to the essence of what the evaluators at all stages of the process of a three-year retention are attempting to determine. This can be encapsulated in the following question:

In the first three years at UAS, has this faculty member demonstrated an on-going and serious commitment to research and scholarship and an adequate level of performance that can be expected to continue during the next three years so that it can be expected that he/she will be granted tenure and will continue to produce research afterwards?

There are two elements to evaluate in answering this question:

(1) The extent to which the faculty member demonstrates an on-going and serious commitment; and

(2) The extent to which he/she has achieved an adequate level of performance. The following guidelines are ways of judging the adequacy of these two elements.
An On-going and Serious Commitment to Research

An on-going and serious commitment is important because it demonstrates that the faculty member is serious about research and scholarship and sees it as an integral part of his/her professional responsibilities.

However, there is a more quantifiable reason for taking this on-going and serious commitment into consideration. Three years is a short time in which to secure publications, and a faculty member may have several projects in progress and/or under review that will result in publication during the next three years. Thus, by evaluating the consistency and seriousness of the faculty member’s previous endeavors, the evaluators are able to assess whether or not he/she is likely to achieve the requirement for tenure.

Ways to evaluate this include, but are not limited to:

- Submitting articles, research reports, attempting to show artwork or give performances as evidenced by letters of submission, rejection, or “revise and re-submit” letters.
- Attempting to publish all or part of a dissertation or publish a book as evidenced in book contracts, correspondence with publishers, etc.
- Editing books, special issues of journals, or annual review publications.
- Attempting to write book reviews, reviewing book manuscripts or journal articles.
- Submitting proposals for papers and poster sessions at academic conferences.
- Other scholarly conference participation such as acting as a panel discussant, member of a round-table, etc.
- Writing grants that will eventually lead to publication and scholarship. This does not include bidding on contracts for the purpose of consulting unless it can be reasonably determined that the project will result in data, information, an exhibition, or performance that will meet the UAS definition of research.
- Involvement in collaborative research projects, exhibitions, performances, etc.

An Adequate Level of Performance

By itself, an on-going and serious commitment to research is not enough to warrant a recommendation for a faculty member under three-year retention to be continued on a tripartite track. This must be accompanied by a level of performance, as measured in units secured or soon to be secured through up-coming publications or scholarly activity that will ensure that over the next three years the minimum requirement for tenure will be attained.

Obviously, the level of performance will vary from case to case. Therefore, it is incumbent upon the evaluators to make this judgment and to make recommendations to the faculty member. The faculty member should be informed of the specific actions, units of publication, and other scholarship that are needed in order to be granted tenure.
Higher Standard for Faculty Given Additional Research Components

All faculty members standing for retention should be evaluated in relation to their workload assignment. Those faculty who are allocated a larger portion of their workload for research will be held to a higher standard of performance for retention. This higher standard should be determined by the evaluators on a case-by-case basis.

APPENDIX A:
ITEMS AND ACTIVITIES CONSIDERED PUBLICATION WITH UNIT VALUES

Definition of a Publication

The presentation of research in forms appropriate to the discipline—books, chapters in books, articles, research reports, on-line publications, multi-media products, etc.—that have been subject to a process of peer review. In the Fine and Performing Arts the equivalent is public exposure of the products of creative activity—such as art exhibitions, workshops, and public performances—that have been subject to juried or critical review.

Items and Activities with Unit Values

The first edition of authored books of all types (e.g., monographs, textbooks, dissertations turned into a book, book-length works of creative writing)—3 units.

For subsequent and revised editions of textbooks and other books—2 units for each new edition (e.g. second edition, third edition, etc.), 1 unit for revised editions (i.e., less extensive changes such as adding a supplement). Evidence must be provided that these new or revised editions were peer reviewed.

Editing a book with no contribution in it by the editor—1 unit. Editing a book with one or more contributions by the editor—2 units. Note: An edited book should not be equivalent to an authored book.

Peer-reviewed articles, book chapters, research notes, conference proceedings, case studies or multi-media products—1 unit. This includes those published electronically if peer reviewed.

Note: A paper presented at a conference and subsequently included in the conference proceedings will be counted once only. That is, it cannot be counted under the category of scholarship as well as under the category of publications.

Peer-reviewed, collaboratively written articles, books, or chapters—divide the possible total number of units by the number of authors. Note: If a faculty member can provide evidence that he/she was the lead author, the point value may be raised accordingly.

NOTE: For variations in Unit Values for publications in Creative Writing, Education, Natural Science, the Visual Arts, the Performing Arts, Library Science and Psychology, see the appropriate appendix below.
APPENDIX B: OTHER SCHOLARSHIP NOT CONSIDERED PUBLICATION WITH UNIT VALUES

Definition of Other Scholarship

Other scholarship constitutes items and activities resulting from research, study, or other professional knowledge or skills related to a discipline involving some form of peer exposure or consideration but which are not generally considered to be publication within that faculty member’s discipline.

Items and Activities with Unit Values

Papers and poster sessions presented at national and international conferences at which a paper is required. —1.5 units. This includes other forms of presentation equivalent to a paper or poster presentation when they are the accepted form of conference presentation within a discipline, such as in library science and education (see Appendices D and F for the practice in these disciplines). Where a paper is not required at a poster session —0.75 units.

Papers and poster sessions presented at regional and local conferences where a paper is required and other accepted forms of conference presentations within a discipline —1 unit. Where a paper is not required at a poster session —0.5 units.

Note: A paper presentation at a conference that is subsequently included in the conference proceedings can be counted once only.

Works published by a third party but not peer reviewed: book reviews, reference book articles, research notes, co-authored articles, case studies, bibliographies, and other scholarly publications —1 unit.

Acting as a discussant or respondent on a conference panel —0.5 unit.

Securing Grants: This provision applies to grants awarded on a competitive basis of an amount above $1,000. Thus, automatically awarded grants, such as UAS summer stipends, are excluded from this provision. It is incumbent upon the faculty member to demonstrate that the grant was competitively awarded and preferably peer-reviewed. The unit values allowed are as follows:

If the grant is a University of Alaska grant —0.5 units per grant (an additional award for the same grant will not be considered as a separate grant and will not receive additional points).

External grants —1 unit (similarly, a supplementary award for the same grant will not be considered as a separate grant and will not receive additional points).

A maximum of 2 units of scholarship is allowed for securing grants for tenure/promotion to Associate Professor and a maximum of 2 units for promotion to Full Professor.

See Appendix E for a different allocation of points for grants award in Natural Science.
Unpublished articles and manuscripts—0.5 units if evidence can be shown that the faculty member is actively working toward publication (e.g., a “revise and resubmit” letter from an editor). A maximum of 1 unit of scholarship is allowed for this category for tenure and promotion to Associate Professor and for promotion to Full Professor.

Editing a journal or annual review for at least one year—1 unit. Editing a journal or annual review for at least two or more years—2 units.

Membership on the editorial board of a journal or annual review—0.5 units.

Reviewing manuscripts for journals, publishers and for conference proceedings—0.5 units. A maximum of 1 unit of scholarship is allowed for this category for tenure and promotion to Associate Professor and 1 unit for promotion to Full Professor.

Newspaper articles: but only if evidence can be provided that they were commissioned based on the faculty member’s discipline and expertise broadly defined—0.25 units.

Unpaid consulting: 0.5 units per project. But only if the faculty member obtains acceptance from his/her faculty group (e.g., Social Sciences, Natural Science) of the value of the project to the faculty member’s academic advancement. A maximum of 1 unit of scholarship is allowed for this category for tenure and promotion to Associate Professor and for promotion to Full Professor. However, this provision does not preclude the faculty member from obtaining data/information from the project that can be used for publications or scholarship.

Unpaid or paid applied research/collaborative research with a government or non-profit agency. 0.5 units per project. Similar to consulting, faculty members must obtain acceptance from their faculty group of the value of the project to their academic advancement. A maximum of 1 unit of scholarship is allowed for this category for tenure and promotion to Associate Professor and for promotion to Full Professor. Again, this provision does not preclude the faculty member from obtaining data/information from the project that can be used for other scholarship or publications.

NOTE: For variations in Unit Values for Other Scholarship in Creative Writing, Education, Natural Science, the Visual Arts, the Performing Arts, Library Science, and Psychology, see the appropriate appendix, below.

APPENDIX C:

ITEMS AND ACTIVITIES NOT CONSIDERED RESEARCH OR SCHOLARSHIP

Explanation/Definition

Items and activities not considered publication or other scholarship are those not subject to the peer review process or some form of peer exposure. They may be items or activities, primarily organizational or managerial in development and execution, or those that would not generally be viewed as scholarship within the faculty member’s discipline. Such items and activities may more appropriately be considered as teaching or...
developing teaching materials, university or community service, or service to a professional organization.

These items include:

**Paid consulting and applied/collaborative research**, unless the results of this are presented in a form and through a medium appropriate to the faculty member’s discipline. This provision does not apply to performances in the performing arts.

**An identical or very similar piece of research** published in a second outlet or presented in a second forum. In other words, the same piece of work cannot be counted twice. This provision does not apply to the Fine and Performing Arts where the same piece of art, music or performance may be displayed/given in several venues.

**Books, articles, works of creative writing, and collections which are not peer reviewed.**

**Self-published** books, articles, reports, etc.

**Publications and scholarship not related to a faculty member’s discipline broadly defined.** This provision should not discourage interdisciplinary work and interdisciplinary collaboration if the faculty member is using his/her discipline or the substantive knowledge from that discipline in the research or creative activity. The provision is meant to apply to products that are outside the faculty member’s field (such as a science faculty member writing a novel or a math specialist in education producing a landscape painting) that cannot be reasonably considered as publication or scholarship by applying the tools of his/her discipline.

**Newspaper articles** which are not commissioned and/or not based on the faculty member’s discipline and expertise.

**Letters to the editor.**

**Chairing conference panels.**

**Supervising students on research projects or mentoring faculty on research and scholarly projects.**

**Presenting seminars, delivering speeches, etc.**

**Materials placed on a personal or other Internet website** including academic websites unless these materials have been subject to peer review. In this case they would be considered as a publication or as scholarship as indicated in Appendices A or B.

NOTE: For other items not considered publication or scholarship in the disciplines with special provision, see the appropriate appendix.
APPENDIX D:
SUPPLEMENT FOR ASSESSING LIBRARY FACULTY

Currently all library faculty at UAS have bipartite workloads. This library supplement provides for the possibility of a tripartite option for UAS library faculty and for future needs of UAS library services. The minimum eligibility criteria for appointment and promotion of library faculty appear in the 1999 UAS Faculty Handbook (pages 21-23 and http://www.uas.alaska.edu/faculty/handbook99). For the teaching component in most faculty workloads, librarians substitute library responsibilities (i.e., technical services, library instruction, outreach/distance education, and reference/public service); other than this, the evaluation criteria are the same as for other faculty. Library faculty appointments at UAA and UAF vary between bipartite and tripartite.

With few exceptions, the evaluation criteria for the research component of tripartite workloads set out in this document would also apply to library faculty who were placed on a tri-partite contract. However, conference presentations are comparable to the provisions for Education Faculty set out in Appendix F.

Generally, library conference presentations do not involve a formal paper. Materials submitted for consideration by the conference selection panel include a brief abstract or description of the presentation. Emphasis is placed on interaction between the presenter and the audience as well as on the effectiveness of communication. There are often written summaries distributed to the audience and sometimes links to websites containing additional material. A brief description of the presentation is included in the conference program. The process for acceptance of conference presentations for national and international conferences is rigorous, includes a review by peers, and should be given the same scholarship unit credit as those for national conferences in other disciplines. If research credit were limited to conference presentations requiring a paper, presentations at most national library conferences would be excluded. The rigor of the acceptance and the review process of presentations at regional and local library conferences varies and should be dealt with on a case-by-case basis by consulting faculty at UAA or UAF, or at other institutions.

APPENDIX E:
SUPPLEMENT FOR ASSESSING
NATURAL SCIENCE FACULTY

The general provisions of these guidelines regarding faculty performance and evaluation in the research component apply to the natural sciences. However, evaluators should be aware of the following general and specific supplementary information.

GENERAL GUIDELINES

In the sciences, accomplishments in research are evidenced by successful grantsmanship, publication, and professional presentations. In all cases, standards are set by peer review. Grant proposals, publications, or presentations that are not peer reviewed, in most cases, cannot serve as reliable indications of success as a researcher.

The faculty and administrative reviewers must exercise appropriate judgments based on the total record to determine whether a faculty member's research performance is deserving of tenure and/or promotion. The guidelines presented in this document are meant to provide a set of minimal requirements in research performance that should be met as a condition of tenure and/or promotion.
The unit values below place the highest value on peer-reviewed publications as they give the best external assessment of research accomplishments. Recognition is also given, however, to research results that are reported to non-professional audiences either through agency reports or popular publications.

**SPECIFIC UNIT VALUES**

**Publications**

See Appendix A for unit values for books and articles including co-authored publications. In addition, the following apply:

- **Co-authored publication of more than two authors in “gray” literature** (government reports and other documents not peer reviewed)—0.5 units for first author or major author with the remaining 0.5 units to be divided equally between the other authors.

- **Scientific publication for lay audience** (publications that interpret science for the public, e.g., Discover, Natural History, Scientific American)—0.5 units.

**Scholarship**

**Conference and Other Presentations**

Presentations of research results as spoken addresses or poster sessions are an important avenue of scientific communication, although peer review often is minimal. Such presentations in a professional setting are, nonetheless, important in scientific discourse.

See Appendix B for unit values for presentations requiring a written paper. In addition, the following apply:

- **Single authored spoken presentation at a scientific conference**—0.5 units.

- **Co-authored spoken presentation at a scientific conference**—0.25 units. For a co-authored paper, the presenter should receive equal credit with the major author even if he/she is not the major author.

- **Single authored poster presentation at a scientific conference**—0.25 units.

- **Co-authored poster presentation at a scientific conference**—0.25 for main author and/or for the presenter only.

**Items Not Considered Scholarship**
Securing Grants

Securing grants is considered scholarship in the natural sciences because, unlike in some disciplines, securing a grant is often a necessary prerequisite to conducting original research.

Funded proposals should be weighted more highly when the research is aimed at advancing the body of knowledge (basic research) than when the research is strictly applying previous knowledge (applied research). Often the distinction between basic research and applied research is not exact and research projects can include aspects of both (hybrid). Applicants should include sufficient information so that the committee can assess the degree to which a funded proposal represents basic and/or applied research. Applicants should also present information specifying the extent of peer review the proposal received.

The distinctions between basic research (e.g., an investigation of sensory modalities used in homing by anadromous fish) and applied research (e.g., estimating the sustainable yield of a fish stock) and research that has both basic and applied components (e.g., predator-prey dynamics of a fish stock and determining effects of harvest on natural predation rates) will require careful consideration by reviewers. Applicants for review, tenure, and promotion should make clear how and why they categorize their research as basic, applied, or hybrid.

Research proposals that are funded should be credited as follows when the applicant is the principal investigator:

<table>
<thead>
<tr>
<th></th>
<th>Under $50,000</th>
<th>Over $50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic research</td>
<td>0.5 units</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Applied research</td>
<td>0.25</td>
<td>0.5</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0.25-0.5</td>
<td>0.5-1.0</td>
</tr>
</tbody>
</table>

A maximum of 2 units of scholarship is allowed for securing grants for tenure/promotion to Associate Professor and a maximum of 2 units for promotion to Full Professor.

Items Not Considered Publications or Scholarship

- Junior author on publication in “gray” literature.
- Junior author poster presentation at scientific conference.
- Presentations to lay audiences.
In general, the provisions in this document apply to education faculty. However, note the following exception regarding conference papers.

Conference presentations in the field of education generally do not require a formal paper. In order for a faculty member to appear on the conference program as a presenter, materials submitted to the conference selection panel include a brief abstract or description, goals of the presentation, a general outline, and a description of the presentation process. Emphasis is placed on interaction between the presenter and the audience as well as on the effectiveness of communication. A brief description of the presentation is included in the conference program. If research credit were limited to conference presentations that require a paper, presentations at most education conferences would be excluded. A presentation at an education conference that meets the description in this Appendix receives the same number of units of scholarship as a conference paper in other disciplines.

APPENDIX G:
SUPPLEMENT FOR ASSESSING FACULTY IN CREATIVE WRITING

DEFINITION OF PUBLICATION AND SCHOLARSHIP

In the field of creative writing, forms of publication and scholarship do not always conform to the general criteria listed in Section 2 of this document. Therefore, separate criteria for awarding credit for creative writing publications and scholarship are outlined in this appendix.

Publication

Creative writing faculty must achieve the same number of units of publication as outlined in Section 2 of this document. The publication of books and chapbooks (short books of poems) of creative writing follow the same criteria as any other academic publication. That is, they must be reviewed by the editorial board of an established publishing company. Since the peer review process is generally not applied to works of creative writing published in periodicals, faculty in this area must instead provide evidence that the journal is selective (as defined below). In certain circumstances (as outlined below) less selective creative writing publications can count as scholarship.

Scholarship

Scholarship in the field of creative writing takes a slightly different form than is required in most academic disciplines (see unit values listed below).

UNIT VALUES FOR CREATIVE WRITING FACULTY

Note: These unit values are intended to supplement, not replace, those listed in Appendices A, B and C.

Publication

*Book-length works of poetry, creative non-fiction, plays, or fiction*—3 units.
Poetry, fiction, creative non-fiction, and drama journal
publications—1 unit. More than one poem or story published in a single issue of a journal or periodical will count as one publication unit only. Publications do not have to be reviewed by a jury of peers, but the journal must be considered selective. The selectivity of a journal should be determined in consultation with faculty in the field of creative writing. This might include consulting with creative writing faculty on other University of Alaska campuses.

Creative writing publications in less selective journals—0.5 units. As above, the selectivity of a journal should be determined in consultation with faculty in the field of creative writing. And again, more than one poem or story published in a single issue of a journal or periodical will count as one publication unit only.

Plays or screenplays published individually by an established press—1.5 units.

Poetry chapbooks (short books that include approximately 12 to 25 poems) published by an established press—1.5 units.

Scholarship

Creative writing residency with a writing symposium, university, or institute when it has been selectively awarded—1.5 units. A residency is awarded based on a collection of the writer’s work. As part of the residency, the writer is sometimes required to give public lectures or workshops.

Individual public readings at venues with national or regional significance where the faculty member is an invited guest—1.0 unit.

Local readings where the faculty member is an invited guest—0.5 units. This does not include open-microphone readings, which are general invitations for writers to come to a venue and read their work.

Unpublished works of creative writing—0.5 units if evidence can be shown that the faculty member is actively working toward publication (i.e., letter from an editor). A maximum of 1 unit of scholarship can be obtained by this means for tenure and promotion to Associate Professor and 1 unit for promotion to Full Professor.

Facilitating a workshop at a national or regional creative writing conference—1.0 unit. In workshop settings, creative writing faculty members are invited to read and respond to works of creative writing submitted by conference attendees.

National or regional creative writing contests where the award is based on samples of the writer’s work—0.5 unit.

Activities Not Considered Publication or Scholarship

Private or open-microphone readings of creative writing.
Books or works of creative writing published by vanity presses or journals.

Self-published books or chapbooks.

APPENDIX H:
SUPPLEMENT FOR ASSESSING FACULTY IN
THE VISUAL ARTS

The intent of the guidelines in this document apply to Visual Arts faculty being considered for tenure and/or promotion in that faculty should have fulfilled the fourth part of their workload and demonstrated an on-going and serious commitments to creative activity. However, with the possible exception of art historians, the Visual Arts are such that many of the specific provisions in the main body of this document do not apply or need special consideration. For example, the distinction between publications and scholarship is not appropriate. Therefore, to aid evaluators unfamiliar with the Visual Arts as an academic discipline, this supplement first provides a general overview of the role of the artist in academia and then sets out specific criteria for evaluation including a unit value system for specific activities.

THE VISUAL ART FACULTY MEMBER AND CREATIVE ACTIVITY

The equivalent to publication in the fine arts is public exposure of the product of creative activity, such as art exhibitions, workshops and public performances, which have been subject to juried or critical review. This is more or less equivalent to the peer review process in many disciplines, but because of the public exposure element of evaluation this introduces some unique aspects to the evaluation process.

An artist makes artifacts, facts in material form. Either by painting, sculpture or architecture, the methods and materials that an artist uses are the direct results of his/her efforts at making the idea material. All art has to express some idea and uses various techniques to bring the idea to fruition.

Early in their education, artists are made aware of the role that the public exposure of their work will play in their art careers. Public exposure can be minimal or extensive resulting from great effort by the artist to promote and even market his/her artwork.

There are many venues for the public display of art, from the most mundane decorative displays of interior design to highly competitive international competitions, where artists are judged by an expert as to the worth of the artwork given the multitude of works available for exhibition. Artists can also be commissioned by private or public entities to execute and display works that will be exclusively public in their audience. These venues all come with a distinct set of criteria for the evaluation and selection of the art.

In a university setting, an artist hired as a teacher needs to be technically proficient and have a clearly articulated philosophy of the meaning of art. The arena for the display of the technical and conceptual abilities of a teaching artist is the public exhibition, either in the form of a competition or invitational showing of art. Although important in teaching, in terms of the creative activity component of his/her workload, the speaking and writing skills of a visual artist are peripheral to the displaying of artwork. As communication, visual art conveys ideas of a visual nature, with a language that is visually derived, rather than language that uses words to convey ideas.
USE OF THE TERM CREATIVE ACTIVITY

INSTEAD OF THE TERMS RESEARCH, PUBLICATION, AND SCHOLARSHIP

As indicated above, the distinction made throughout this document between publications and scholarship does not apply to the Visual Arts. The visual artist creates artwork, and this is displayed in public venues and therefore it is more appropriate to make distinctions on the level or competitiveness of these venues. Thus, the term creative activity is more appropriate and is used here.

UNITS REQUIRED FOR TENURE AND PROMOTION
AND SPECIFIC UNIT VALUES OF VARIOUS ACTIVITIES

Units Required for Tenure and Promotion

Because the distinction between publications and scholarship does not apply to the visual arts, a total combination of units in creative activity is required for tenure and promotion to Associate Professor and promotion to Full Professor equivalent to the number of total publication and scholarship units required in most other disciplines. The units would be as follows:

Tenure and Promotion to Associate Professor—9 units.
All other criteria set out in Section 4 of these guidelines apply in determining the granting of tenure and promotion to Associate Professor.

Promotion to Full Professor—12 units. This is in addition to the 9 units required for tenure and promotion to Associate Professor. Thus, a faculty member will need a career total of 21 units to be promoted to Full Professor (9 for tenure and promotion to Associate, and 12 more for Full Professor).

All other criteria set out in Section 5 of these guidelines apply to the granting of promotion to Full Professor.

Specific Unit Values

Exhibitions

Note: there are a regularly occurring array of exhibitions, but most are privately funded and may not be scheduled every year. In addition, in some disciplines such as sculpture, there may be only a few (three or four) juried exhibitions of sculpture in all of the categories below, whereas in printmaking there are sometimes 10-15 per year.

Juried:

Four Categories--International, National, Regional, Statewide
International--2.0 units
National--1.0 unit
Statewide and Regional—0.5 units
The rationale for this grouping is that despite the fact that there are few statewide and regional exhibitions, the entry process is not as competitive as it is for national and international exhibitions.

Non-Juried or Invitational Exhibitions

One person gallery show--2.0 units.

Group show--1.0 unit.

Other Activities

Residency with a university, institute or foundation when it has been selectively awarded. A residency is awarded based on a review a body of the artist's work—1.5 units.

Making a presentation at a conference (such as the College Art Association (CAA) or other discipline-related annual conference such as the National Council on the Education of Ceramic Arts, NCECA)--1.0 unit.

A workshop or public lecture that is directly related to the particular artistic discipline--1.0 unit.

Public commission and installation of an artwork--1.5 units.

If the individual wishes to publish in a journal, then the rules of academic scholarship apply. This obviously relates more to art historians than to studio artists.

Activities Not Warranting Units Towards Tenure and Promotion

Artwork that is (1) not subject to public exposure, such as a piece in a private collection that does not circulate; (2) displayed for the purpose of sale, such as that placed in a restaurant for sale; and (3) exhibited in a public place, such as a office building, a shopping mall or other venue, that has not been commissioned or placed there by invitation.

APPENDIX I:
SUPPLEMENT FOR ASSESSING FACULTY IN THE PERFORMING ARTS:
(I) MUSIC

Although there are currently no tenure track faculty in music at UAS there is discussion of hiring a person in this field soon. Therefore, the committee wanted to develop a separate appendix for the evaluation of music faculty but was unable to do so because of lack of a qualified faculty to aid in this process. However, the Committee did consult with the Music Director of the Juneau Symphony, Kyle Wiley Pickett, for guidance and recommendations to the UAS administration when a music faculty member is hired.

Kyle Wiley Pickett holds a B.A. from Stanford University, an M.A. California State University, Chico, and a D.M.A. from the Peabody Institute of Johns Hopkins University. He is currently an Adjunct Assistant Professor of Music, California State University, Chico.
Dr. Pickett identified the following four areas of music specialization and their evaluation criteria:

1. **Music History**: The evaluation criteria is the same criteria used for humanities professors.

2. **Music Education**: The criteria are similar to those for psychology and other social science fields with research components.

3. **Composition and Music Theory**: Criteria are similar to criteria for the Visual Arts.

4. **Performance**: Performances can be both juried and non-juried. The evaluation criteria are also similar to criteria for the Visual Arts. For performance-track faculty there is no real distinction between publications and scholarship.

   The equivalent to an article for a performer would be a regional performance and the equivalent to a book would be a national performance. Local performances are more or less considered “scholarship.”

A music faculty member whose workload combines the above four tracks in some fashion should be evaluated by the guidelines used to evaluate humanities faculty.

Based on their consultations with Dr. Pickett, the Committee strongly recommends to the UAS administration that when it is decided to hire a music faculty member, steps be taken to develop specific guidelines for the research/creative activity component for this discipline. This could be achieved by consulting with music faculty and departments at other institutions.

### APPENDIX J:

**SUPPLEMENT FOR ASSESSING FACULTY IN THE PERFORMING ARTS:**

**(II) THEATER AND DANCE**

Although courses are offered at UAS in these disciplines, it is unlikely that in the near future a tenure track faculty member will be hired in the areas of either theater or dance. Therefore, the Committee did not develop an appendix for these disciplines. However, the Committee makes similar recommendations to the administration regarding these as it made for music. That is, in the event of a pending hire in either or both disciplines, a set of guidelines should be developed by consulting with theater/dance faculty and departments in other institutions.

### APPENDIX K:

**SUPPLEMENT FOR ASSESSING FACULTY IN PSYCHOLOGY**

The general provisions of these guidelines regarding faculty performance and evaluation in the research component apply to the field of psychology. However, evaluators should apply the following values to co-authored publications.
For peer-reviewed, collaborative articles, books and book chapters:

Publications with two authors, 50 percent of the unit value for each author (adjusted accordingly for articles, authored and edited books—see Appendix A for unit values).

Publications with three or more authors, 50 percent of the unit value for the first author, 0.25 percent of the units for the second author, and 0.25 percent of the units to be divided among the remaining authors (adjusted accordingly for articles, authored and edited books—see Appendix A for unit values).

As is the right of all faculty, psychology faculty who believe that their contribution to a collaborative work exceeds the unit value set out above should obtain a letter or letters from their co-authors specifically addressing the extent of their contribution and why they should be given greater credit than the standard unit values.
STUDENT RATING OF FACULTY

Student Rating of a Faculty Members’ teaching effectiveness is an important element in the faculty evaluation process. Student ratings of instruction is managed by the Office of the Provost in coordination with various administrative units.

Online Student Ratings of Courses

The process of evaluating an instructor’s scholarship of teaching and learning includes students’ ratings of instruction. UAS Information Technology Services, in coordination with various administrative units, manages students’ ratings of instruction using an online student ratings questionnaire delivered through the UAS course management system. The ITS administers these student ratings with the objectives of:

1) maximizing student participation;
2) increasing the timeliness and availability of student responses;
3) making the summary numerical data as well as the students’ electronically submitted comments available to the instructor, instructor’s supervisor, and Provost;
4) archiving students’ course evaluation data so that results are retrievable by the instructor, instructor’s supervisor, and Provost for the purposes of i) annual performance reviews, and ii) evaluations for retention, tenure, promotion, and post-tenure reviews;
5) collecting information about students’ perceptions of course-related technology/equipment, and library resources/services.

Online Course Evaluation Format

All courses use a standard four-section student ratings format with questions pertaining to:
Section 1. **Instructor Performance**;

Section 2. **Skill Development** - provision of opportunities for students to develop their skills in the six UAS core competencies;

Section 3. **Technology and Equipment** - the effectiveness of technology and equipment used;

Section 4. **Library Resources and Services** - adequacy of library resources and services used during the course.

Any modifications to Sections 1-4 must be approved by the Faculty Senate and Provost, with three exceptions:

i) Before the default start date of the evaluation, an instructor may add up to four additional questions to Section 1;

ii) A Department Chair, or in the absence of a Chair, the Dean may give an instructor permission to eliminate one or more questions in Section 2, and up to the default start date of the evaluation the instructor may use the administrative mode to select the questions to be eliminated;

iii) A Department/Program may request that questions for all of its program-specific courses be added to Section 1.

The faculty or program may add additional sections with their own questions after the end of Section 4.

Questions offer a five-point evaluation scale (ranging from Strongly disagree to Strongly agree, with numerical equivalents of 0-4), with ‘Not Applicable’ being an additional option where appropriate. For each section, students have an opportunity to electronically submit written comments.

**Administration of Course Evaluation Questionnaires**

**Anonymity**

The online student ratings system will keep students’ individual names separate from their responses, so students can be assured of anonymity in submitting the questionnaires. Students have the right to submit a blank questionnaire or opt out of submitting one at all.
Courses evaluated

All courses taught at UAS will be evaluated using this system. In team-taught courses, a single evaluation form will be used with instructor specific questions naming the individual instructors where appropriate.

Management of student ratings by instructor

Before the official start date for posting of questionnaires within the course management system, an instructor uses the “Instructor Tools” within the UAS Online course management system to:

1) add up to four supplementary questions to section 1, if desired;

2) use “student raters” within the course management system’s “Student Ratings” menu to confirm that the list of potential course evaluators matches an up-to-date class roster in Banner. A course instructor may choose to use the Registrar’s faculty-initiated withdrawal to start removing individuals from the class roster in Banner if they have failed to attend classes.

3) select options, other than the default, for reporting results, with the default being those outlined below under Release of Statistical Summary Information.

An instructor may use “Instructor Tools” within the course management system to set the beginning and end dates for submission of questionnaires only before the default start date. The latest end date would be the course ending date. The default beginning and end dates indicated in the table below will be implemented if the instructor does not reset the evaluation parameters using “Instructor Tools”:

<table>
<thead>
<tr>
<th>Course Length</th>
<th>&gt; 10 weeks</th>
<th>&gt; 7 Weeks</th>
<th>&lt;= 7 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Start</td>
<td>@ 3 weeks</td>
<td>@ 2 weeks</td>
<td>@ 1 week</td>
</tr>
<tr>
<td></td>
<td>before end of course</td>
<td>before course</td>
<td>course</td>
</tr>
<tr>
<td>Earliest Start</td>
<td>@ 4 weeks</td>
<td>@ 3 weeks</td>
<td>@ 2nd Day</td>
</tr>
<tr>
<td>Default End</td>
<td>Start of evaluation + 8 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latest End</td>
<td>Course end date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortest Duration</td>
<td>5 days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student notification by instructor

Notification of the nature of course evaluation and dates for availability of the online student rating questionnaires is best communicated in course syllabi. Information students need to know:

- student ratings are only administered in an online (electronic) format;
- reasons why feedback and comments provided in the evaluations are important to the University and to the instructor;
- evaluation period for this course is between <date> and <date>;
- Provost’s office will notify students by e-mail to the student’s UAS account when the questionnaire is available for a particular course, and a reminder will be sent again two days prior to the end of the evaluation period;
- a link to the online course evaluation questionnaire will be provided in the Assignments section of the course site in the UAS course management system;
- where students may access computers to complete and submit questionnaires.

### Student notification by ITS

Students will receive notification from evaluations@uas.alaska.edu in their UAS e-mail account, or to their personal e-mail account with a commercial Internet service provider if they have forwarded their UAS e-mail. The e-mail will be sent on the first date when a student rating questionnaire is available for a particular course and include a direct link to the questionnaire. Unless the instructor has used Instructor Tools to alter the date(s) of administration, the first e-mail will be sent on the date indicated in the table above under Management of Student Ratings by Instructor.

Within two days of the end date set either by the instructor or the default remaining within the system, students who do not submit an online student rating questionnaire will receive a reminder from evaluations@uas.alaska.edu to their UAS e-mail account or, if UAS e-mail has been forwarded, to their personal e-mail account.

### Release of Statistical Summary Information

All UAS courses will be evaluated but only lecture and lecture/lab courses with more than 3 enrolled students will have the results reported and distributed as per the below sections. None of
the additional questions asked in added sections 5 or higher (if and when added by the department 
or instructor) will be evaluated statistically.

**Section 1 Questions - Instructor Performance**

The numerical results and students’ written comments for each question in section 1 *Instructor Performance* will be made available to the instructor, his/her supervisors, and the Provost as soon as possible after grades are recorded by the Registrar, but no later than one month after the course end date. The frequency distribution, mode, standard deviation, bar chart, mean and median scores for each question will be provided as summary statistics. A dated print copy of the output from Section 1 will be included in the instructor’s permanent Faculty Evaluation File in the Provost’s office. The output will contain the ratings for questions A-E and could contain the results from up to four additional questions chosen by the instructor and/or questions chosen by a program for all of its program-specific courses.

*Before* the start date for administration of the questionnaire, the instructor may choose to make the numerical results for Section 1 more widely available. A list of other possible recipients is available within “Instructor Tools” and includes students enrolled in the course (class roster for that term which is the default), all students, program faculty, or all faculty.

**Section 2 Questions – Skill Development**

The numerical results and students’ written comments on Section 2 *Skill Development* will be made available to the instructor, his/her supervisors, and the Provost as soon as possible after grades are recorded by the Registrar, but no later than one month after the course end date. The frequency distribution, mode, standard deviation, bar chart, mean and median scores for each question will be provided as summary statistics.

The instructor may want to use the results from section 2 as evidence in preparing files for retention, promotion, tenure, and post-tenure reviews. However, the results from section 2 will not be put in the instructor’s permanent Employee File in the Provost’s office *unless the instructor delivers a signed and dated copy of the results to the Provost’s office.*

**Section 3 Questions - Effectiveness of Technology and Equipment**

In addition to the course instructor and his/her supervisors, the Provost’s office and its administrative units, including Information Technology Services, will have access to the numerical
results and students’ written comments for the *Technology and Equipment* question for each course. The results from section 3 will not be put in the instructor’s permanent Employee File in the Provost’s office unless the instructor delivers a signed and dated copy of the results to the Provost’s office.

**Section 4 Questions - Adequacy of Library Resources and Services**

In addition to the course instructor and his/her supervisors, the Provost’s office and its administrative units as well as library faculty will have access to the numerical results and students’ written comments for the *Library Resources and Services* questions for each course. The results from Section 4 will not be put in the instructor’s permanent Employee File in the Provost’s office unless the instructor delivers a signed and dated copy of the results to the Provost’s office.

**Aggregated results from Sections 1, 2, 3, and 4**

Aggregated Section 1, 2, 3, and 4 results for all courses offered under the same course designator (e.g. ACCT, AKL, ALST, ANTH, etc.) will be made available by the Provost to Deans/Directors, faculty members, and students. **This will not include instructor created questions.** Year-to-year results may also be compiled.

**Archiving and ongoing access to questionnaire results**

The Provost’s office and its administrative units have responsibility for continuing archival access to questionnaire results by the instructor and his/her supervisors.

For more information on how to edit student evaluation forms, see: [http://www.uas.alaska.edu/helpdesk/coursework/uasonline/faculty/evaluations/editing_evaluations.html](http://www.uas.alaska.edu/helpdesk/coursework/uasonline/faculty/evaluations/editing_evaluations.html)