UNIVERSITY
of ALASKA
SOUTHEAST

Faculty Handbook
for
Academic Year 2023-24
Effective: July 1, 2023

This handbook will be reviewed annually by the Faculty Handbook Committee whose composition is specified in the Bylaws. The committee will review the document and recommend changes to Faculty Senate. The senate will then consider the recommendations and take action no later than their regular May meeting. This process ensures that the Faculty Handbook will be reviewed, updated, and affirmed for use prior to the beginning of each academic year.

Through shared governance, this Faculty Handbook was approved by Faculty Senate on May 5 and by Chancellor Palmer on   August 11, 2023

Maren Haavig, Provost   July 14, 2023

Jennifer Ward, Faculty Senate President   July 17, 2023

Jill Dumesnil, UNAC Representative   July 14, 2023

Glenn Wright, Faculty Senate President-Elect   July 15, 2023

UAS Land Acknowledgement

Our campuses reside on the unceded territories of the Áak'w Ḵwáan, Taant'á Ḵwáan, and Sheetk'á Ḵwáan on Lingít Aaní, also known as Juneau, Ketchikan, and Sitka, Alaska. We acknowledge that Lingít Peoples have been stewards of the land on which we work and reside since time immemorial, and we are grateful for that stewardship and incredible care. We also recognize that our campuses are adjacent to the ancestral home of the X̱aadas and Ts'msyen and we commit to serving their peoples with equity and care. We recognize the series of unjust actions that attempted to remove them from their land, which includes forced relocations and the burning of villages. We honor the relationships that exist between Lingít, X̱aadas, and Ts'msyen peoples, and their sovereign relationships to their lands, their languages, their ancestors, and future generations. We aspire to work toward healing and liberation, recognizing our paths are intertwined in the complex histories of colonization in Alaska. We acknowledge that we arrived here by listening to the peoples/elders/lessons from the past and these stories carry us as we weave a healthier world for future generations.

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/index.html. 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 arises 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/.

From time to time, the UAS administration or the faculty may become concerned that the faculty handbook processes describing shared governance processes have been violated. When these concerns arise, deans, academic directors, and faculty should first strive to work together to rectify the situation. If these resolution efforts are not successful, the faculty member should forward their complaint to the faculty handbook committee. The members of the faculty handbook committee will review the complaint and, if necessary, consult with the dean, academic director, or provost to seek resolution. This procedure does not apply to alleged violations of the collective bargaining agreement or performance-based issues.

This handbook will be reviewed annually by the faculty handbook committee in accordance with the guidelines specified in the Faculty Senate Bylaws. The Handbook Committee 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 Handbook Committee's proposed changes will be forwarded to Faculty Senate (prior to their May meeting) for review and approval, prior to publication.

Disclaimer: This Faculty Handbook provides a guide to support faculty in implementing the contract specified in the UNAC Collective Bargaining Agreement (CBA).

Table of Contents

Chapter 1: ORGANIZATION

UAS MISSION & ACCREDITATION

"The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska through interdisciplinary education, workforce development, and scholarship, research and creative activity."
[Approved by UA Board of Regents February 25, 2021]

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 (UAS) is a regional university serving all of Southeast Alaska through campuses in Juneau, Ketchikan, and Sitka. Each campus serves its own community and also contributes meaningfully to our regional university. Our foremost goal at UAS is student learning and student success. We pride ourselves on offering programs of high academic quality—both on campus and online—that meet the needs of students and the communities we serve. As a regional institution, 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 Juneau campus is the primary baccalaureate and graduate degree granting campus.

With no community college system in Alaska, UAS has a broad purpose—providing 'community college,' baccalaureate, and graduate programs within a single institution. Programs are offered in person, online, and in hybrid courses, in order to meet student needs across the entire state. UAS has long been recognized for offering programs of distinction in teacher education and educational leadership, biology and marine biology, environmental science, liberal arts, business and public administration, health information management, mine training, and fisheries technology, among others.

The Chancellor is the Chief Executive Officer. The Vice Chancellor of Administrative Services is the Chief Operating Officer. The Vice Chancellor of Enrollment Management is the chief of student services and student recruitment. The Provost is the Chief Academic Officer. The School Deans, Campus Directors, and Regional Library Dean report to the Provost. Where there is a departmental structure within a school or college, Chairs will be selected by the department's faculty.

The current academic organizational structure of UAS can be found at the following web link: https://uas.alaska.edu/provost/docs/AcademicAffairsOrgChart.pdf.

A number of advisory and governing bodies meet regularly to administer academic and business affairs. They include the following:

Chancellor's Executive Cabinet: The Executive Cabinet consists of the Chancellor, Provost, Vice Chancellor of Administrative Services, Associate Vice Chancellor for Alaska Native Studies, and Vice Chancellor of Enrollment Management, who set the overall strategic direction for the regional institution. The Executive Cabinet 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 Executive Cabinet, Campus Directors, School Deans, Faculty Senate President and President-Elect, Staff Council President, Registrar,

Public Information Officer, and Department Directors of: Library Services, Information Technology Services, Financial Aid, Human Resources, Enrollment Management & Student Services, Facilities, Budget, Development & Alumni Relations, Institutional Research, and Auxiliary Services. The Core Cabinet meets once a month and the Extended Cabinet meets once per semester. Current information on the composition and meetings of the cabinet can be found on the chancellor's webpage.

Executive Provost's Council: The Executive Provost's Council meets every other week to address academic matters. The provost, academic deans, campus directors, and the library dean are the members of this council.

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 02.04.420. The current membership lists for these UAS Campus Advisory Councils are available on the web and in the academic catalog.

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, the Senate President, Senate President-Elect, and the Past President. The Faculty Senate has permanent committees 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 consisting of three members from the Faculty Senate leadership of each university who meet monthly to discuss matters of mutual concern, and the Academic Council (which consists of the Vice President for Academic and Student Affairs, university Provosts, representatives from Faculty Alliance, and other university and Statewide representatives).

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 representative 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:
>
> **Academic Affairs**
>
> > (a) academic advising

    (b) assessment of students and course outcomes
    (c) degrees
    (d) course and program approval
    (e) admissions and transfer policies
    (f) instructional policies
    (g) library
    (h) distance education
    (i) academic suspension or dismissal
    (j) other matters directly concerned with the academic program of the university

Faculty Affairs

    (a) evaluation, promotion, and tenure
    (b) sabbatical leave
    (c) appointment, reappointment, and termination
    (d) teaching
    (e) research and creative activities
    (f) service
    (g) workload
    (h) professional ethics
    (i) faculty development
    (j) grants and contracts
    (k) other matters affecting the welfare of the faculty

Administrative Matters

    (a) budget
    (b) calendar
    (c) administrative appointments
    (d) physical facilities
    (e) academic catalog
    (f) course scheduling
    (g) support services including information technologies
    (h) diversity
    (i) safety
    (j) community outreach
    (k) other matters affecting the welfare of the university

B. 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.

C. To develop and recommend to the Chancellor protocols for the approval and deletion of academic programs.

D. To provide faculty representatives for the appropriate governance bodies.

E. 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

(1) tenure-track faculty and

(2) those term faculty who have worked in their positions three or more consecutive years with a faculty appointment of 50% FTE or greater.

B. **Faculty Senate**

(1) Those eligible for membership in the Faculty Senate are current members of the Faculty Assembly.

(2) 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 hereinafter referred to as Senators.

SECTION 3 COMPOSITION OF THE SENATE

The Senate shall consist of the following:

A. **Faculty Senators**

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

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

B. **Campus Senators**

1. Elected by and from the Faculty Assembly at each campus as set forth in the Bylaws.

2. One representative for each of the campuses, Ketchikan, Sitka, and Juneau.

C. **Provost**

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, president-elect, and past president, 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

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

A. **President**

1. facilitates the business of the Faculty Senate, such as elections and appointments, setting agendas, and leading meetings;

2. votes only to make or break a tie;

3. officially represents the faculty in all university and public forums except those pertaining to official collective bargaining activities;

4. 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;

5. nominates faculty for appointment to statewide and UAS committees;

6. chairs Faculty Assembly meetings;

7. serves as an ex-officio, non-voting member of all permanent Senate committees;

8. appoints members of the Faculty Assembly to ad hoc committees;

9. chairs the Executive Council.

B. President-Elect

1. assists the president in conducting the business of the Senate;
2. is a non-voting ex-officio member of the Senate except as noted in (3) below;
3. serves in the place of the president in all capacities with commensurate authority and responsibility when the president is not available;
4. 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;
5. participates as a member of the Executive Council.

C. Past President

1. participates as a member of the Executive Council;
2. is a non-voting member of the Senate;
3. is a voting member of the University of Alaska's Faculty Alliance.

D. Faculty Senators

1. participate as voting members of the Faculty Senate in the deliberation of its business;
2. articulate, on a regular basis, all pertinent matters between the faculty in their respective faculty academic units and the Faculty Senate;
3. undertake academic and administrative work of the Faculty Senate, as it becomes apparent, including service on committees.

E. Campus Senators

1. participate as voting members of the Faculty Senate in the deliberation of its business;
2. articulate, on a regular basis, all pertinent matters between the faculty on their respective campuses and the Faculty Senate;
3. undertake academic and administrative work of the Faculty Senate as it becomes apparent, including service on committees;
4. consider Faculty Senate business from a campus perspective and bring this view to bear on matters at hand in Faculty Senate meetings.

F. **Senators' Workload Credits**

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

1. Senator - 2 workload credits per year.
2. Senate President - 6 workload credits per year.
3. Senate President-Elect - 4 workload credits per year.
4. Past President (only in years where this position does not coincide with the Faculty Alliance Chair) – 4 workload credits per year.
5. Past President as Faculty Alliance Chair – 6 workload credits per year.
6. Chair of the Curriculum Committee - 4 workload credits per year.

G. **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

Below are listed the permanent committees of the Faculty Senate. Their membership, terms of service, reporting relationship to the Senate, and duties are established in the Bylaws.

A. **Executive Council**

Purpose of the Council: The Council will meet to discuss campus issues and conduct business of the Faculty Senate under circumstances in which the full Senate is not scheduled or is unable to meet.

B. **Undergraduate Curriculum Committee**

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.

C. **Graduate Committee**

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.

D. **Faculty Alliance Committee**

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

E. **UAS Faculty Evaluation Committees** (as per UNAC bargaining contract)

Purpose of the Committees: Each Committee provides process and peer review of faculty members for retention, promotion, and tenure decisions and contributes its recommendations to the mandatory process of faculty review in conjunction with UA Board of Regents' Policies and Regulations, the UAS Faculty Handbook and the faculty collective bargaining agreement.

F. **Research and Creative Activity Committee**

Purpose of the Committee: The Committee addresses all issues concerned with faculty research and creative activity.

G. **Sustainability Committee**

Purpose of the Committee: The Committee provides recommendations for and facilitates sustainable practices at the university.

H. **Faculty Handbook Committee**

Purpose of the Committee: The Committee reviews and recommends to the Senate changes, corrections, and additions to the UAS Faculty Handbook.

SECTION 2 ADDITIONAL COMMITTEES

A. Additional committees requiring Faculty Assembly representation

(1) **Regional Teaching, Learning, and Technology Roundtable (TLTR)**
http://www.uas.alaska.edu/tltr/
(2) **Chancellor's Advisory Committee on Equity and Cultural Safety**
https://uas.alaska.edu/chancellor/councils-committees/DEICS/
(3) **Master Plan Implementation Committee (MPIC)**
http://www.uas.alaska.edu/vicechancellor/mpic.html
(4) **Strategic Planning and Budget Advisory Council (SPBAC)**
http://www.uas.alaska.edu/vicechancellor/spbac.html
(5) **Chancellor's Strategic Enrollment Task Force**
http://www.uas.alaska.edu/chancellor/strategic-enrollment-task-force.html

B. Additional committees may be established for specific tasks according to procedures outlined in the Bylaws. Their charges and reporting relationships shall be determined by the Senate. ARTICLE

ARTICLE VI. MEETINGS

SECTION 1 FREQUENCY

A. There will be at least one Faculty Assembly meeting in the Fall of each year 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 with the exception of January.
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 consistent with this Constitution or the Faculty Senate Bylaws, Robert's Rules of Order govern the conduct of business. Suggested link: Rulesonline.com

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

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

Any member of the Faculty Assembly may address the Senate at any meeting on any issue.

SECTION 8 ATTENDANCE

If any Senator fails to attend three, regularly scheduled meetings during an academic year, 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 made available to Senators for editing.
B. Within fourteen working days following a Senate meeting, the revised minutes will be posted electronically to the Faculty Senate shared drive, 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 unfinished business and continuing business, such as curriculum matters, and new business as may be determined via the Faculty Alliance, Chancellor's Cabinet, Provost's Council, Faculty Senators, or Executive Council. 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.
   (1) Agendas will be distributed electronically as early as two weeks prior to a meeting and no later than one week before a meeting.

(2) 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 Provost's office is responsible 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

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

Actions of the Senate shall become effective upon approval of the Chancellor or on the effective date mentioned therein. 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 the Past President shall represent the Senate on the University of Alaska Faculty Alliance. One of these shall also serve on the System Governance Council and the Academic Council.

SECTION 3 The Executive Council shall work with the Chancellor, Provost, and Deans by nominating faculty for appointments to all University committees, whether statewide or internal to UAS.

Revised 5/5/2023

EFFECTIVE: 07/01/23

Jennifer Ward
—873550975EA84C0...

July 17, 2023
_____

President, UAS Faculty Senate   Date

Aparna Palmer
—74DA0733C2A742D...

August 11, 2023
_____

Aparna Palmer, Chancellor   Date

Chapter 2b: BYLAWS FOR FACULTY GOVERNANCE

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 a Chair, Dean or Director. Currently there are seven: Business and Public Administration, Vocational Technical 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 Campus Senator from each campus.

    (3) Faculty academic units will establish their own procedures for filling this post.

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

    (5) Current Chairs, Deans, or Directors 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.

    (2) The incumbent Campus Senator will coordinate the election by a method that members of the Faculty Assembly at each campus shall determine.

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

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

    (1) At the March meeting of the Faculty Senate, the Senate President will open nominations for Senate President-Elect. All tenure track Faculty Assembly members are eligible for nomination. Nominations may be taken from the floor and will remain open until March 31.

    (2) By April 1, the Senate President will notify each nominee of his or her nomination. Those who wish to accept the nomination must communicate this to the Senate President by April 5.

    (3) Should the nomination process not produce any nominees for President-Elect, the following steps (numbers 5 through 9) become null and void. The current President-Elect, upon becoming President, will make the nomination and election of a

President-Elect the first item of business at the Faculty Assembly meeting held during convocation of the current academic year. No further business may be conducted by the Faculty Assembly or the Faculty Senate until at least one nomination has been confirmed by the nominees and a schedule for elections has been agreed upon by members of the Faculty Assembly attending the Fall Convocation meeting (quorum not required).

(4) By April 15, the written list of nominees will be delivered to all members of the Faculty Assembly in the form of an election ballot with a due date for return to the Provost's office. An Assembly member may vote for no more than one of the nominees. The ballot will be constructed in such a way that it can be submitted with anonymity.

(5) On the due date of the election, the Provost's office with the Faculty Senate President will tally the results.

(6) The nominee receiving a simple majority of the votes cast 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.

(7) If no nominee receives a majority of the votes, a runoff election will be held between the two nominees receiving the highest number of votes.

(8) By April 30 (unless a second election is necessary), the Senate President will announce the results of the election to members of the Faculty Assembly.

SECTION 3. OFFICERS OF THE SENATE

A. Senate President
(1) This position is assumed by the President-Elect of the preceding academic year at the first Senate meeting of the new academic year.
(2) Only tenure-track faculty are eligible for the position of Senate President.

B. President-Elect
(1) This position is assumed at the first Senate meeting of the new academic year by the Assembly member who received the largest number of ballot votes in the relevant election for the current year.
(2) Only tenure-track faculty are eligible to serve as President-Elect.

C. Past President
This position is assumed by the out-going Faculty Senate President. If this person is not available to serve, the incoming President, with Faculty Senate approval, will appoint a substitute to serve out the term.

SECTION 4. TERMS OF OFFICE (ARTICLE III. MEMBERSHIP. SECTION 4 TERMS OF OFFICE)

A. Each Senator assumes his/her position on the first day of the Fall term contract and ends at the conclusion of a Spring term contract. Senators may be re-elected for additional terms by the faculty they represent.

B. If special circumstances warrant conducting Faculty Senate business after the conclusion of the Spring term contract, the Faculty Senate President may convene a meeting with the previous year's Senators.

C. Recall of Senators

(1) Each faculty academic unit or campus may recall its Senator provided that a replacement is immediately identified.
(2) Each faculty academic unit or campus will provide for its own procedures for recall.
(3) If a Senator is recalled, the Chair, Dean, 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)

A. Permanent Committees (Article V. Section 1)

(1) Executive Council

    a. Composition of the council
        i. Voting members of the Executive Council are the Faculty Senate President, President-Elect, and Past President.
    b. Selection of council members
        i. Members are selected due to their ex-officio status. If, for any reason, one of these officers is not able to sit on the council, the current President with the concurrence of the Faculty Senate will select another Assembly member to be a member of the Executive Council.
    c. Terms of service
        i. Committee members serve terms commencing on the first day of a Fall term contract and ending after one academic year.
        ii. Each member will serve for 3 consecutive academic years coinciding with their term on the University of Alaska Faculty Alliance.
        iii. Up to one month additional workload for the President may be negotiated each summer.
    d. Duties of the Council
The duties of the Executive Council include but are not limited to:
        i. representing the UAS Faculty Assembly on the University of Alaska Faculty Alliance;
        ii. appointing members of the Assembly to non-Senate University committees requiring faculty representation in the event the full Senate is not available;
        iii. formulating official Faculty Senate responses to administrative queries or actions in the event the full Senate is not available;
        iv. representing Faculty Senate when decisions cannot be made at a scheduled meeting of the Faculty Senate;
        v. reporting any actions taken by the Council to the Faculty Senate at its next meeting.

(2) Undergraduate Curriculum Committee

    a. Composition of the committee
        i. The Undergraduate Curriculum Committee (UGCC) shall be chaired by one Assembly member who will be a non-voting chair to be elected by the full committee at each March meeting.
        ii. Voting members of the Undergraduate Curriculum Committee shall include one Assembly member representing each of the faculty academic units, currently numbering seven: Business and Public

Administration, Career Education, Education, Humanities, Library, Natural Sciences, and Social Sciences

    iii. 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.

    iv. Non-voting campus representatives shall be elected by Faculty Assembly members at the Ketchikan and Sitka campuses.

b. Selection of committee members

    i. 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 provisions for equal distribution of service in this position, if desired.

    ii. The current Chair, Dean, or Director of the faculty academic unit will coordinate the selection and inform the Senate President by March 15 of the representative's name.

    iii. 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

    i. All committee members serve terms commencing on the first day of a Fall term contract and ending at the conclusion of a Spring term contract.

    ii. 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:

    i. developing rules of internal procedure;

    ii. submitting proposed actions to the Faculty Senate for its approval and conveyance to the chancellor;

    iii. in conjunction with the Graduate Committee, jointly developing guidelines for submission of curriculum proposals, including ensuring submissions are made only by current members of the Faculty Assembly;

    iv. reviewing, amending, and recommending approval of new undergraduate courses and changes in number, content, title, and description of existing undergraduate courses;

    v. reviewing, amending, and recommending approval of changes in existing undergraduate degree and certification programs;

    vi. reviewing, amending, and making recommendations on all program proposals referred to the committee by the Senate;

    vii. checking language in the UAS catalog and other publications pertaining to undergraduate programs.

e. Meetings and timelines

    i. The committee will determine its own meeting schedule.

    ii. Timelines for submission of proposals and supporting documents will be set by the committee, publicized, and made available to members of the Faculty Assembly.

f. Actions
  i. The committee's findings, recommendations, and minutes of committee meetings will be submitted to the Senate as directed by the Faculty Senate President, normally at each meeting of the Faculty Senate.
  ii. The Senate will vote on whether to accept the committee's findings and recommendations.

(3) Graduate Committee
  a. Composition of the committee
    i. One Assembly member from each active graduate degree program.
    ii. Three ex-officio, non-voting members: the Senate President, one UAS graduate student, and the Dean of Graduate Studies.
  b. Selection of committee members
    i. Faculty academic units with graduate programs will select their representative from faculty involved with their graduate degree program.
    ii. Units will inform the Faculty Senate President by April 1 with their representative's name.
  c. Terms of service
    i. Committee members serve terms commencing on the first day of a Fall term contract and ending at the conclusion of a Spring term contract.
    ii. 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:
    i. developing rules of internal procedure;
    ii. submitting proposed actions to the Faculty Senate for its approval and conveyance to the Chancellor;
    iii. in conjunction with the Undergraduate Curriculum Committee, jointly developing guidelines for submission of curriculum proposals, including ensuring submissions are made only by current members of the Faculty Assembly;
    iv. reviewing, amending, and recommending approval of new graduate courses and changes in number, content, title, and description of existing graduate courses;
    v. reviewing, amending, and recommending approval of changes in existing graduate degree and certification programs;
    vi. reviewing, amending, and recommending approval of all program proposals referred to the committee by the Senate;
    vii. checking language in the UAS catalog and other publications pertaining to graduate programs.
  e. Meetings and timelines
    i. The committee will determine its own meeting schedule.
    ii. Timelines for submission of proposals and supporting documents will be set by the committee, publicized, and be made available to members of the Faculty Assembly.
  f. Actions

      i. The committee's findings, recommendations, and minutes of committee meetings will be submitted to the Senate as directed by the Faculty Senate President, normally at each Faculty Senate meeting.

      ii. The Senate will vote on whether to accept the committee's findings and recommendations.

(4) Faculty Alliance Committee

a. Composition of the committee

      i. The Faculty Alliance Committee shall be composed of three members: the Faculty Senate President, the Faculty Senate President-Elect, and the Faculty Senate Past President, unless that person is not available in which case the President will select a third member from tenure track members of the Faculty Assembly with the approval of the Faculty Senate.

      ii. The President is required to seek Senate ratification of the third member.

      iii. The current Senate President coordinates this committee.

b. Duties of the committee

      i. Attend the regular meetings of the Faculty Alliance and serve on its committees and task forces as appropriate.

      ii. Communicate to the Faculty Senate whatever issues and concerns are discussed at meetings of the Faculty Alliance.

      iii. Solicit comments and concerns of Senators and members of the Faculty Assembly to convey to the Faculty Alliance.

(5) UAS Faculty Evaluation Committees

a. Composition and selection of the committees.

      i. The relevant committee for UNAC members is the MAU Peer Review Committee. For the compositions and appointment procedures for this committee, see the relevant sections in the UAS Faculty Handbook.

      ii. The composition of each committee is subject to review by the Faculty Senate President.

b. Terms of Service

      i. Committee members are selected to serve for one academic year.

      ii. Committee members may serve for more than one term of service.

c. Duties of the committees

      i. Duties of the committees are specified in the UAS Faculty Handbook.

d. Meetings and timelines

      i. Meetings and timelines are specified for each committee in the UAS Faculty Handbook.

e. Actions

      i. Each committee will submit its recommendations in accordance with the relevant collective bargaining agreements and the UAS Faculty Handbook.

(6) Research and Creative Activity Committee

a. Composition of the committee

      i. Voting members of the Research and Creative Activity Committee shall include one Assembly member representing each faculty

academic unit, one each from Ketchikan and Sitka campuses, and one at-large member.

    ii. Non-voting, ex-officio members of the Research and Creative Activity Committee are: the Vice Provost for Research and Sponsored Programs, the Grant Proposal Coordinator and, on an as-needed basis, at the request of the committee, a representative from the Budget, Grants, and Contracts Office.

b. Selection of committee members

    i. Faculty academic units at each campus will establish their own procedures for selecting a member of the Faculty Assembly to sit on this committee. The at large member will be appointed by the Faculty Senate President.

    ii. At the close of the spring term each year, the committee will choose an incoming chair.

    iii. Once appointed, the Chair in the current academic year will notify the Faculty Senate President of next year's committee members.

c. Terms of service

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

    ii. Committee members may serve more than one term.

d. Duties of the committee

The duties of the Research and Creative Activity Committee include but are not limited to:

    i. aligning research and creative activities (RCA) within the UAS Strategic Plan, and work to ensure accreditation standards are met;

    ii. serving as a means to communicate information about RCA between administration and faculty, faculty and students, and other key components of the university system;

    iii. providing a visible basis for statewide representation and accountability for RCA matters;

    iv. advancing opportunities for students to engage in RCA;

    v. tracking impacts of RCA on students, student success, faculty, and the institution;

    vi. working to serve as a clearinghouse of information about research events, opportunities, and accomplishments of relevance to UAS students and faculty;

    vii. reviewing Undergraduate Research and Creative Activities grant proposals for academic merit. The Chair will serve as liaison between the RCA Committee and the VP for Research and Sponsored Programs.

e. Meetings and timelines

    i. The committee will determine its own meeting schedule.

(7) Sustainability Committee

a. Composition

    i. At least four faculty from the Faculty Assembly. Members should include faculty representing at least three different departments.

        ii. Ex-officio members may include representatives from Facilities, Student Governance, and Administration.

    b. Duties of the committee

       Duties of the committee include but are not limited to:

        i. Proposing measures or actions that the university can take to create a more sustainable campus;

        ii. Reporting any actions or issues to the Faculty Senate at its regular meetings.

        iii. Carrying out outreach and educational activities and events related to sustainability.

(8) Faculty Handbook Committee

    a. Composition

        i. Faculty members of the committee will be the Executive Council and a representative of UNAC.

        ii. In the event the committee generated in a.i. above does not include at least one representative from each of the UAS campuses, one representative from each of the unrepresented UAS campuses will be appointed.

        iii. Ex-officio members will be the Provost and the Provost's Assistant.

    b. Selection of committee members

        i. The faculty bargaining unit will select its representative.

        ii. When applicable from a.ii. above, the relevant campus faculty will be appointed by their Campus Senator.

    c. Terms of service

        i. Terms of service are for one academic year for each faculty member.

        ii. Members may serve for more than one academic year.

    d. Duties of the committee

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

        i. making changes or additions to the Faculty Handbook in order to keep the contents current with the collective bargaining contract and the Regents Policies and Procedures;

        ii. revising language in the Handbook for clearer content and interpretation;

        iii. incorporating new policies or procedures approved by the shared governance process;

        iv. submitting Handbook recommendations for approval by the Faculty Senate.

    e. Meetings and timelines

        i. Meetings will be scheduled as necessary.

        ii. Draft changes to the Handbook need to be submitted to the Senate by its March meeting.

        iii. All changes to the Handbook need to be approved by the Senate by its May meeting.

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.
(3) The Senate President may appoint members of the Faculty Assembly to any ad hoc committee.

C. Non-Faculty Senate UAS Committees

(1) Non-Faculty Senate UAS Committees Requiring Faculty Assembly Representation
    a. Selection of faculty representative for a UAS committee not mentioned elsewhere in these bylaws.
        i. Any University of Alaska Southeast faculty member may serve on a convened committee as a representative of the Faculty Assembly provided the chair of the committee has obtained approval of the appointment from the Faculty Senate or the Faculty Senate Executive Council.

(2) Other Non-Faculty Senate UAS Committees
    b. Selection of faculty representative for a UAS committee not mentioned elsewhere in these bylaws.
        i. Approval of the faculty member's appointment is not required if the faculty member is not representing the Faculty Assembly on the committee. For example, the faculty member's approval is not required if the faculty member is serving on a committee wholly within a single academic unit.
        ii. Approval of the faculty member's appointment is required by the Faculty Senate or the Faculty Senate Executive Council if the faculty member serves on a search committee for a position that affects how faculty members of UAS conduct their contractual duties.

(3) Serving faculty committee members whose membership must be approved by the Faculty Senate or Executive Council will communicate regularly with the Faculty Senate, seek advice and direction, disseminate outcomes and decisions of the committee, and thereby keep the Faculty Senate informed.

D. Committee Chairs

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

A. Amendments to the By-Laws may be proposed only by members of the Senate and copies will be sent to all members of the Senate.
B. 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

  A. Approval of amendments to the By-Laws requires a majority vote of the Senate membership, not just a majority of a quorum at any particular meeting.

  B. Approval cannot occur sooner than 28 calendar days from the date of the meeting at which the amendments 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 5/5/2023

EFFECTIVE: 7/1/2023

Jennifer Ward
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President, UAS Faculty Senate

July 17, 2023

Date

Aparna Palmer
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Aparna Palmer, Chancellor

August 11, 2023

Date

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. https://education.alaska.gov/ptpc/

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 Alaska Statute (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.

C. 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.

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 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 University Regulation subsection R04.10.030.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. Though 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 AND ADVISING RESPONSIBILITIES

ACADEMIC EXPECTATIONS

Academic expectations at UAS are linked in important ways to accreditation standards promulgated by the Northwest Commission on Colleges and Universities (NWCCU). These standards address a variety of topics involving educational resources, including the structure and implementation of degree programs, academic rigor, program alignment with university mission, clarity about expected learning outcomes at the course, program, and degree-levels, centrality of faculty to curricular development and implementation, and others.

Faculty are encouraged to familiarize themselves with these standards which can be found at

http://www.nwccu.org/accreditation/standards-policies/standards/

The NWCCU's standard one- Student Success, and Institutional Mission and Effectiveness requires that UAS *articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.*

LEARNING OUTCOMES

At UAS, Student Learning Outcomes (SLOs) are defined as the course level learning outcomes. Program Learning Outcomes (PLOs) are defined as the learning outcomes achieved upon completion of a degree program.

Program Learning Outcomes are reviewed by program faculty as part of regularly scheduled academic program reviews. Student Learning Outcomes are defined when a new course is proposed and are revised when courses are substantially revised.

University Board of Regents policy states, "A common academic calendar for all university campuses will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days; start and end dates, recesses, and daily schedules (P10.04.100)."

PROFESSIONAL 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. When faculty are unable to meet classes as scheduled or make reasonable alternate accommodations, they must notify a suitable administrator in a timely manner.

TITLE IX AT UAS

All UAS faculty, staff, students, visitors and guests have a right to be free from sex and gender-based discrimination. Title IX is a federal civil rights law that prevents discrimination on the basis of sex. University of Alaska Board of Regents Policy on sex and gender-based discrimination can be located here: https://www.alaska.edu/bor/policy/01-04.pdf

UAS Office of Equity and Compliance Coordinator (Juneau, Ketchikan, Sitka):
Address: 11066 Auke Lake Way, Hendrickson Building Rm. 202, Juneau, AK 99801
Phone: 907-796-6036
Email: uas.title9@alaska.edu Website: www.uas.alaska.edu/titleix

RESPONSIBLE EMPLOYEE STATUS

All employees, with the exception of licensed confidential counselors and health care providers working for UAS within those licenses, are required to report instances of sex or gender–based discrimination to the UAS Office of Equity and Compliance. This is to ensure that university resources are made available to the reporting party and health and safety concerns for the campus or classroom community are considered. The UAS Office of Equity and Compliance Coordinator can be reached at: 907-796-6036 or laklein@alaska.edu. More information about Title IX and specific resources for UAS Faculty can be found at the UAS Title IX website.

TRAINING REQUIREMENTS

All responsible employees are expected to complete Title IX: Sex and Gender-based Discrimination Prevention training annually. New employees are expected to take Title IX training within 30 days of hire. Faculty are expected to take their annual refresher training between July 1 and October 1 each year. Online Title IX training can be found at https://alaska.edu/myua/.

INTERNSHIPS, PRACTICUMS, OVERNIGHTS AND FIELD/CLINICAL EXPERIENCES

Faculty leading classes with an overnight or field component, placing students in clinical programs or other experiential programmatic requirements, or approving credit for learning with outside entities need to provide additional Title IX information. The Title IX Resource Guide is available on the UAS Title IX website. Faculty should add this to their syllabi, embed it in a course or program manual, or distribute it directly to their students in-person or electronically.

ACADEMIC ADVISING

Academic advising is available to all UAS students. Students are assigned an advisor at the point of admissions, and may transition advisors during their course of study at UAS. Most incoming students are assigned to a staff academic advisor and then transition to a faculty advisor at a later date. Staff advisors are embedded in student services (at the Student Resource Center) and within the academic departments. Staff advisors can provide a wide range of support for both students and faculty advisors. Faculty advisors are responsible for guiding students through their degree program and approving their request to graduate.

SIX YEAR COURSE SEQUENCE

As part of the effort to promote UAS student success, faculty and staff have developed an internal, Provost's Council-approved Six Year Course Sequence document which guides administrative planning and scheduling of courses. Revisions and updates to this document go through program coordinators,

department chairs and deans or directors. A copy of the current Sequence is available on the UAS Provost's website. For more details, see https://uas.alaska.edu/provost/academic-affairs/6-yr-course-sequence.html

COURSE OUTLINE

The course outline is a document that outlines course objectives, student learning outcomes, course structure, and course delivery for proposed new courses. This document is required when developing new course proposals.

COURSE SYLLABUS

Course syllabi shall be posted via the designated link on Blackboard (formerly known as UAS-Online) prior to the first day of class. The syllabus serves as a contract between the instructor and student. It should reflect the outcomes that are expected of the student upon completion of the course.

A course syllabus shall be made available to each student at the first class session of a course.

The syllabus is required to contain the following:

1. instructor name and contact information
2. scope of the material to be covered in the course
3. required texts and readings
4. student learning outcomes
5. grading method to be used (pass/fail or letter grade), including whether "+ or -" will be employed
6. the basis for awarding student grades: exams, papers, quizzes, projects, or other assignments along with their due dates and weighting towards calculation of the final grade
7. notification that class evaluation will occur at some point during the last three weeks of class
8. other pertinent information concerning course management and instructor expectations of students
9. Title IX and non discrimination policy description found at www.alaska.edu/nondiscrimination/

Faculty are encouraged to include the following:

A. student conduct policy found at https://uas.alaska.edu/dean-of-students/code-of-conduct/index.html

B. an accessibility statement on your syllabus, examples can be found on the DS Faculty Information webpage. https://uas.alaska.edu/dss/faculty-info/
C. instructor pronouns.
D. the UAS land acknowledgement.

INSTRUCTIONAL MATERIALS

All textbooks, printed materials, and other supplies required for course work are available through the MBS Direct (http://bookstore.mbsdirect.net/ualaska.htm). 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 handled within the appropriate school/campus.

Instructors who plan to use their own instructor-developed course materials, instead of traditionally published textbooks, or make use of others' works must have appropriate 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.

COURSE WEBSITES

UAS Blackboard contains websites for all courses provided during a given semester. Visit the CELT Blackboard help page: https://uas.alaska.edu/celt/blackboard-help-page.html for additional information on developing course sites.

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 posted on the web or at the same offices on campus. 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.

Students may waitlist (online or on campus) for a full class. Wait lists are available to faculty at UA Online. Instructors may 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. Details for student options for add, drop, withdrawal, and refund policies are contained in the academic catalog and on the UAS website.

CONFIDENTIALITY OF RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) 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. A notation for students with FERPA forms may be found in the Banner database. If you have a question regarding the release, contact the Registrar's Office.

Faculty are required to obtain FERPA certification annually. Information for obtaining FERPA training is available on UAOnline, under the Employee Tab, under Employee E-Learning.

STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) requires that all UAS programs, services, and facilities be accessible to individuals with disabilities, except where the

action necessary to achieve accessibility would result in a fundamental alteration of the program or service or would impose an undue burden. Faculty are required to abide by the provisions of Section 504 of the Rehabilitation Act and the ADA, as instructed through the Faculty Notification Letter provided by Disability Services (DS).

DS is committed to providing qualified students with disabilities academic accommodations to ensure equal access to educational opportunities offered at all UAS campuses. DS offers a wide range of academic accommodations for qualified students with disabilities based on appropriate disability documentation provided during the registration meeting with DS staff. For more information, visit the DS Faculty Information webpage. https://uas.alaska.edu/dss/faculty-info/
Faculty are encouraged to include the following information in their syllabi:

If you experience a disability and would like information about accommodations, please contact Disability Services (DS) by phone: 907-796-6000 or e-mail: uas.disabilityservices@alaska.edu. The DS Office serves all UAS students and is physically located on the Juneau campus in the Student Resource Center (the lower level of the Mourant building).
For questions and concerns, DS staff can be contacted by phone: 907-796-6000 or email: uas.disabilityservices@alaska.edu. DS staff is available to provide additional training and resources upon request.

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.

Instructional responsibilities are detailed in the UNAC faculty collective bargaining agreement (CBA).

GRADING INFORMATION

Grade Rosters: Are available at UAOnline.alaska.edu on the Faculty Services tab, Faculty & Advisors Menu. Various options and views are available. Online grading instructions are posted on the Registrar's web site and are easily found by typing "online grading' in the UAS website search box. Paper grade rosters may be generated upon request by academic support staff. Grades are posted at UAOnline.alaska.edu, or in some cases may 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 Wednesday following finals week. Grades for short-term classes are due five

workdays after the last day of class. Faculty must 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).

EARLY ALERT SYSTEM

The Early Alert System is a faculty-initiated referral system that allows instructors to share concerns about students with professional advisors in a confidential environment. Alerts are matched with the advisor best suited to address the student's needs outside the classroom. Staff advisors follow up with the student and report to the initiating faculty within two weeks of the original alert. Early Alert can be found within the Blackboard/UAS-Online course site > Control Panel > UAS Early Alert, just above UAS resources. Contact the Student Resource Center at 796-6000 with any questions regarding this system.

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 performance requirements as specified in the course syllabus or UA policies; however, the faculty member is under no obligation to do so. At the beginning of the semester, faculty may initiate a drop for students who fail to attend class by the 7th calendar day of the semester. Faculty-initiated drops/withdrawals may also be initiated for students or auditors who enroll in courses without the required prerequisites or corequisites. Faculty initiated drop/withdraw deadlines follow the same dates as those 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 academic catalog or 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 polices 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 change form or grade roster.

I (Incomplete) A temporary grade used to indicate that the student has satisfactorily completed (with a C 2.00 or better) the majority of the work in a course but 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 (or a shorter date as stipulated by the instructor), 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:

http://www.uas.alaska.edu/facultyhandbook/forms.html

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, and 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. An assigned grade may be changed only when a legitimate error has been made on the part of the instructor in calculating the grade or when the requirements of an Incomplete or Deferred have been met within the time allowed. Such changes must be approved by the appropriate dean or campus director and the Registrar (or the provost after one year).

Students rights related to Grade Appeal or other academic actions are described in the current academic catalog.

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," lists student rights, student and institutional responsibilities, student conduct regulations, disciplinary action and procedures, judiciary action, and appeal and grievance procedure. The entire code can be found online in the Student Guide: http://www.uas.alaska.edu/students/guide. Faculty and staff are encouraged to read this information in order to assist students in complying with the standards and procedures.

UAS POLICY ON ACADEMIC INTEGRITY

Academic integrity means honesty and responsibility in scholarship. It is central to the academic and research missions of UAS and is a key component within several of our core competencies. Violations of academic integrity constitute serious offenses against the entire academic community. Upholding

academic integrity at UAS is a collaborative effort between University administration, faculty, and students.

The University administration is responsible for working with faculty and students to build a strong institutional culture of academic integrity, for providing clear and accessible policies and procedures for addressing violations of academic integrity as outlined in the University of Alaska Board of Regents policies and university regulations, and for providing resources and information to educate the entire university community about the standards of academic integrity.

UAS faculty have a powerful role in educating students about the importance of academic integrity. Faculty members should set clear expectations about academic integrity and inform students about those expectations through their course syllabi. The faculty is encouraged to utilize resources developed by the administration, to make reasonable efforts to minimize academic dishonesty, and to respond consistently to violations.

Students are responsible for understanding the institutional expectations and standards, their faculty member's expectations, and the consequences for violating academic integrity as outlined in the Student Code of Conduct. Students are also encouraged to help educate their fellow students by sharing information and resources and conducting themselves in such a way that reflects the University of Alaska Southeast's high standards of academic integrity.

OPTIONS FOR FACULTY

When students violate academic integrity they can face both academic and disciplinary consequences. Faculty members decide how to handle instances of academic integrity violations. Below is an overview of the options available for faculty as they relate to academic and disciplinary consequences.

ACADEMIC CONSEQUENCES

Faculty have the authority to assign grades based on their evaluation of a student's work. Once faculty suspect a violation of academic integrity has occurred, there are several options they may take in response.

1. Resolve the matter directly with the student.
2. Give partial credit for assignment.
3. Have the student redo the assignment.
4. Fail the student on the assignment.
5. Fail the student in the course.

No matter which option is selected, faculty are encouraged to address the issue directly with the student. Faculty always have sole discretion regarding academic integrity policies and final grade assignments in their courses. Faculty should clearly define expectations of academic integrity and consequences for violations of academic integrity in their course syllabus and follow those policies when they suspect a violation (later, insert here the link to syllabus examples).

If faculty choose to fail the student in the course, the following steps should be taken:

- Inform the student in writing of intent to assign a failing grade along with a description of the violation, including a reference to the syllabus statement on academic integrity, and of their ability to appeal grading decisions as outlined in the Student Rights and Responsibilities section of the current UAS Academic Catalog. Faculty should advise student they will no longer have access to the UAS Blackboard course site nor are they allowed to participate in face-to-face classes.

- Email the Registrar, requesting that a failing grade be placed on the student's record (note, this communication may occur in advance of the notification to the student but the time between the two communications should be minimal).
- In instances where the student withdraws after being notified in writing of faculty intent to assign a failing grade but prior to the Registrar applying the final grade, the student's Withdrawal status will be overridden by the Registrar, changing the "W" status to an "F."
- Registrar's office informs IT to remove the student from course roster because of failing grade for academic integrity violation. IT removes student's access to course site.

If the withdrawal period is open faculty may, when informing the student of the intent to assign a failing grade, provide the student a period of time in which to withdraw from the course.

Students who believe they have been graded unfairly have recourse through the UAS Resolution of Disputes Regarding Academic Decision or Actions procedures outlined in the Student Handbook.

DISCIPLINARY CONSEQUENCES

Independent of the faculty member's grade determination (which is not a disciplinary action), a referral may be made to the UAS Student Conduct Office (Conduct Office) regarding any matter of academic integrity. There are two options for faculty to file a student code of conduct complaint.

Option 1: Faculty refers the student name to the Conduct Office for tracking purposes only and no investigation occurs. The Conduct Office maintains a conduct database of all referrals. Under this option, three referrals of one student from more than one faculty member will result in an investigation. Assigning an F grade will result in an automatic referral to the Conduct Office. Multiple referrals for tracking purposes only will trigger an investigation by the Conduct Office.

Option 2: Faculty submits an allegation of misconduct to the Conduct Office for investigation. Faculty must provide supporting documentation and will be informed of the results. If the Conduct Administrator determines there has been a violation, he or she assigns and monitors disciplinary sanctions (e.g. warning, probation, discretionary or educational sanctions, suspension, or expulsion).

Chapter 5: INTELLECTUAL PROPERTY

Board of Regents policy on the role of research, scholarship, and creative activity (10.07.010) states:

A. In recognition of the importance of research, scholarship, and creative activity as central to its mission, and as a service to the community, the University of Alaska will require a commitment to research, scholarship, or creative activity as appropriate to each faculty member's performance assignment.

B. The university will foster an environment supportive of conducting research, scholarship, and creative activity and broadly disseminating its results in the tradition of academic freedom and its corresponding responsibilities. Publication and dissemination of the results of research projects will be accomplished without excessive or inappropriate prohibitions. Researchers will conform to established professional ethics pertaining to the rights and welfare of human subjects and the welfare of animals.

C. The allocation of space, facilities, funds, and other resources for these activities will be based on the scholarly and educational merit of a proposal and the appropriateness of the work to the mission of the MAU where it will be conducted.

Specific information about how Intellectual Property (IP) is governed can be found in Board of Regents policy and regulations (10.07).

United Academics CBA adds further definition. Faculty should refer to UNAC CBA Article 14 Intellectual Property for further details. See www.unitedacademics.net.

New technologies and instructional settings raise questions about intellectual property rights and protections, especially in light of changing legislation. The UAF Intellectual Property office shares responsibility for supporting UAS IP development and should be consulted as needed. See the website https://uaf.edu/oipc/ for more information.

FACULTY AS AUTHORS

1. What governs ownership of intellectual property produced at the University?

The UA Board of Regents' Policy and University Regulation R10.07.050 and/or faculty collective bargaining agreement (UNAC CBA) 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. The UAF IP office can facilitate and aid in coordination of patent submission.

FACULTY AS USERS OF COPYRIGHTED MATERIALS

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

Chapter 6: RECRUITMENT & SELECTION OF FACULTY

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.

The following applies to regular recruitment and selection of faculty (both term and tenure track):

OVERVIEW OF PROCESS

> **Requests to fill a vacant or new regular faculty position** may originate through faculty initiative, and are then approved by deans or directors, the Provost, and the Chancellor. Each faculty position request must include written justification. See section below for details.
>
> **The normal recruitment process for regular faculty** begins at the academic unit level where an appropriate search committee is appointed.
>
> **The search committee develops the position description** and position announcement for review and approval by the appropriate dean or director. These are entered into the position requisition and reviewed by Human Resources 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 should include regional faculty representatives for all regular faculty positions. The search committee members will receive training on unconscious bias in addition to process and procedures and authority of the committee from HR at the beginning of the process.
>
> **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 (as appropriate), involvement in public/university service, quality of references, and ability to work with students and colleagues.

REGULAR FACULTY HIRE PROCESS IN DETAIL

Recruitment requests are routed in MyUA and must include a written justification with the following information.

- 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 program reviews and/or the current UAS Strategic & Assessment Plan.

Once the proposed position has been approved by the Chancellor, the dean or director initiates the recruitment process and provides Human Resource (HR) staff with the following information:

- Chancellor's approved /justification
- Search committee membership
- Screening criteria (see committee charge)
- Interview questions (see committee charge)
- 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 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. A majority of the composition of the committee should be faculty members. In addition, whenever possible, the dean or director will create a diverse search committee.

SEARCH COMMITTEE CHAIR

The Search Committee Chair submits screening criteria to the hiring authority and Human Resources for review and approval, 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.

SEARCH COMMITTEE CHARGE

- 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.
- Attend an initial meeting to discuss the search process. At that time, the Search Committee Chair and dean or appropriate director will review the committee members charge, personnel policies and practices, and the projected timeline. HR will provide training on unconscious bias and reinforce the reasons UAS is working to attain a more diverse faculty. HR representation may be a part of the committee as ex-officio and can provide valuable support.
- Review the previously developed position announcement to define the essential characteristics of applicants desired.
- Develop screening documentation with HR. 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.
- Preliminary questions should set minimum job requirements.
- Begin screening applications (set date) from the pool of candidates who meet minimum requirements.

42

- Preliminary and intermediate screening of applicant files can be completed by the Search Committee. Search Committee reviews applications using the agreed to criteria and process, and score the applicants. All search committee members are required to submit original screening forms to Human Resources. The Search Committee consults with HR prior to scheduling on-site interviews. To the extent possible, search committee member participation should be consistent at each phase of the search process.
- Identify viable candidates for phone screening and conduct interviews.
- Identify viable candidates for on campus interviews and submit list to Human Resources.
- With approval from HR, and in consultation with the dean or appropriate director, conduct on campus interviews with finalists and identify all acceptable finalists. (See below for details.)
- Send the dean or appropriate director the recommended finalists and candidate summary comments in writing.

INTERVIEW/ SCREENING PROCESS

- Committee Chair assigns reference checks.
- Committee Chair, or designee, coordinates with hiring authority for travel planning and budgeting.
- Committee conducts on campus interviews.
- Committee Chair provides the appropriate dean or director with the final report of the committee, which includes a ranked list of viable finalists and appropriate justification.
- Recruitment screening summary and all original screening materials submitted to HR Office for approval.
- The dean or appropriate director considers the committee recommendation of candidate strengths and weaknesses, makes a selection of who to offer to, secures salary approval from the Chancellor, and makes an offer to the finalist, and handles all negotiations with the finalist.
- Final offer is routed in MyUA to receive Chancellor approval.
- After the position is accepted, a Job Form is completed and submitted to Human Resources.

ADJUNCT RECRUITMENTS & HIRING

Recruitment and selection for adjunct faculty must be vetted by the relevant department faculty and approved by the dean or director. All adjuncts must apply through MyUA and provide a copy of their CV and transcripts, which will circulate with the adjunct hire evaluation form. When possible, an open recruitment will be on the website and a formal review of 2-3 people will indicate a pool of potential candidates. Criteria will include qualifications, experience, and diversity.

SPECIAL RECRUITMENTS: EMERGENCY HIRE

According to Board of Regents regulation (R04.03.032), special recruitment requests must be made to Human Resources Office. Emergency hires are intended to be an interim arrangement normally made for duration of only one year or until a regular recruitment can be completed.

Contact the HR Consultant 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 of Regents 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:

        a. Equal Pay Act
        b. Title VI and Title VII of the Civil Rights Act of 1964
        c. Executive Order 11246
        d. Age Discrimination in Employment Act
        e. Title IX of the Education Amendments of 1972
        f. Section 504 of the Rehabilitation Act of 1973
        g. Vietnam Era Veterans' Readjustment Assistance Act of 1974
        h. Pregnancy Discrimination Act of 1978
        i. Immigration Reform & Control Act of 1986
        j. Civil Rights Restoration Act of 1987
        k. Americans with Disabilities Act of 1990
        l. Age Discrimination Act of 1975
        m. 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.

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.

E. 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.
   1. Each university will publish and distribute to all employees a statement notifying employees that the violation of such prohibition will subject them to appropriate disciplinary action.
   2. Each university will establish a drug-free awareness program to inform employees about:
      a. The dangers of drug abuse in the workplace;
      b. The university's policy of maintaining a drug-free work-place; and
      c. The availability of drug counseling, rehabilitation and employee assistance programs.
   3. 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.

4. 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:
    a. Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved by the university.
    b. Place the employee on suspension as prescribed by Regents' Policy regarding corrective action.
    c. 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.

- Title IX Response Team, Juneau, (907) 796-6036 uas.title9@alaska.edu
- Human Resources Office, Juneau, (907) 796-6473.
- Student Resource Center, Mourant Building, 1st Floor Juneau, (907) 796-6000
- Vice Chancellor of Enrollment Management, Novatney Building, Juneau, (907) 796-6100.
- Student Services Office, Ketchikan: (907) 228-4528 , Sitka: (907) 747-7705.

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.

BOARD OF REGENTS DISABILITIES SECTION DEFINITIONS (R04.02.032)

In R04.02.030 - 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

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 or online at http://www.alaska.edu/hr/forms/hr_ethicsforms/. Complete information concerning employee ethics is available from the Personnel Office or on-line at: http://www.law.state.ak.us/doclibrary/ethics.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 their 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 Appendix G.

DISPUTE AND GRIEVANCE RESOLUTION: GRIEVANCES ARE COVERED BY FACULTY MEMBERS' COLLECTIVE BARGAINING AGREEMENT (CBA) AND BOARD OF REGENTS POLICY.

Grievances covered by a collective bargaining unit contract must be filed in accordance with the appropriate procedure of that contract. It is important to be attentive to timelines identified in the CBA.

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/.

PERSONNEL FILES: As stated in UNAC CBA Article 12, the university maintains three official personnel files for each faculty member: 1) an employment record file, 2) an academic record file, and 3) a confidential medical record file, when required by law.

> **Employment Record File:** The Human Resources Office maintains each employee's official employment record file. When an employee moves, changes marital status, changes beneficiary, or obtains an additional degree, it is essential that this information be submitted to HR for modification of the appropriate records. It is important that each individual's file be kept up to date.

> **Academic Record File:** The dean or director's office maintains the faculty member's Academic Record File (ARF). The ARF is distinguished from a promotion, tenure, and retention file, which is maintained by the faculty member. See Chapter 10 for details.

> The Academic Record File is located in the dean's or director's office of the faculty member's campus of their primary assignment. Faculty seeking to review their file or seeking copies of materials from their file needed for other purposes (e.g. preparing promotion and tenure file) should contact their dean's or director's office. These offices are expected to abide fully with the provisions in the CBA and applicable UA policy and procedure in maintaining these files. Faculty have a right to examine their file at any time during normal business hours.

> With regard to the content of the academic record, the CBA states that it may include a broad set of material including commendations, awards, correspondence relating to a faculty member's employment, student evaluations, and written documentation of faculty workload. The CBA specifies that the University shall not include material in the file unless "the source is identified and the material contains the date of which the material was placed in the file". The contract is also specific about the removal of content. With the exception of the following, no items may be removed without the expressed written authorization of the faculty member (except for brief inspection or copying). The one exception is material on disciplinary reprimands which shall be removed after two years except for specific formal disciplinary actions.

> The CBA also states that other files – in addition to the official personnel files – containing information regarding unit members may exist. However, this information "may not be kept for longer than one year or contain information not in the official personnel files which is more than one year old."

Medical Record File: When applicable, the medical record file is kept in the Human Resources office, separate from other official personnel files.

RESIGNATION: A faculty member who wishes to resign her/his position should write a letter of resignation to the Provost, dean, or 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: Board of Regents policy on smoking (P05.12.102) is as follows: "The university is committed to providing a safe and healthy environment for its students, employees, and visitors, by prohibiting tobacco use and smoking, including the use of electronic cigarettes and similar products, within its campuses and facilities."

TIME OFF: (Regulation 04.06.000): Faculty members receive time off rather than annual leave, which must be taken in accordance with the collective bargaining agreement.

UNAC Article 16.5 Personnel Benefits Time Off: UNAC members are expected to be on campus for convocation, registration, student advisement, graduation, regularly scheduled faculty meetings and other activities specified in their appointment letter. In addition to the holidays listed in this Article, unit members shall receive fifteen (15) days off during the nine month contract period. These days include three days of winter closure when the university is closed for business. The remaining twelve days off shall be used when classes are not in session or as specifically approved by the dean or director, or designee.

Requests for faculty time off shall not be unreasonably denied as UNAC members are encouraged to take Faculty Time Off for their well-being.

Two (2) days of time off shall be provided for each additional month of full-time appointment each year. Time off for appointments at less than full time shall be pro-rated accordingly. Time off shall not accrue from one contract period to the next if not used, and no payment is made for time off not used when a unit member terminates employment. Provided the other requirements of this article are met, unit members may use time off received in a fiscal year during that same fiscal year, without regard to whether the use occurs during the base or additional assignment. Those Bargaining Unit Members whose professional responsibilities are not instructional or in any other way coincidental with the academic calendar may use time off while classes are in session provided other professional obligations are met, as specifically approved in advance in writing by the dean, director, or designee.
Time off does not accrue from one fiscal year to another.

UNAC faculty who have utilized and reported at least five days (40 hours or its pro-rated equivalent for less than full-time UNAC members) may cash out up to five days (40 hours or its pro-rated equivalent for less than full-time UNAC members) of unused Faculty Time Off during each academic year. The University shall provide an annual Faculty Time Off cash-in form to be completed before the last day of the contract period. The cash out may only be made while the UNAC member is on contract.

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, faculty time off, or to report all hours worked if any part of the individual's contract is funded with grant money. Note that department funds may be alleviated when time off is allocated appropriately.

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 must request from HR that they be 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.

TUTORING BY FACULTY: Tutoring for pay by faculty members outside of their regular workload for individuals or groups of students registered in the University is not permitted by University policy.

WORKER'S COMPENSATION: If a faculty member becomes injured or made ill because of work conditions, the employee should contact their department Administrative Assistant for assistance with filing a workers compensation claim.

Chapter 8: ADMINISTRATIVE PROCEDURES

The following material is intended to provide a basic frame of reference for various administrative matters relevant to faculty. For detailed information, start with your department, school, or campus Administrative Assistant or Administrative Manager.

DEALING WITH ACCIDENTS / INCIDENTS: After addressing any immediate medical concerns in an educational setting, faculty must file an accident/incident report with their dean, director, or their designee prior to the end of the work day or as soon as possible.

Any UA employee or student may report an incident by logging on to our Incident Public Reporting Portal using your UA ID # or UA Username and password. Incidents that must be reported through this system include:

- UA Employee Injuries
- Non-Employee Injuries (Including Students)
- Unsafe Conditions
- Damaged Property
- Damaged Vehicles

For more information about accident and incident reporting, visit the Risk Services website or visit the UAS Safety website.

Examples of Unsafe Condition Reports include:

- ADA: Lack of accessibility/accommodation, disability issues, etc.
- Public Safety: Inadequate lighting in common areas, foot or vehicle traffic safety concerns, fire hazards in dorms, etc.
- General Safety: Damaged walking surfaces, broken handrails, lack of personal protective equipment available for lab operations, indoor air quality concerns, blocked exits, exposed wiring, inoperable emergency eyewash/showers, etc.

IF THIS IS AN EMERGENCY, CALL 911 IMMEDIATELY. DO NOT COMPLETE THIS REPORT AT THIS TIME.

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.

ELECTRONIC ACCESS/KEYS: Faculty members should request electronic access/keys from their immediate supervisor through their administrative assistant. When employees leave University service, they should return their keys to the Facility Services office. Failure to do so will result in a charge to the employee. In some locations ID cards also function as electronic entry cards to some buildings.

GENERAL PRINCIPLES FOR REIMBURSABLE LOCAL TRAVEL:

1. 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.

2. 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.

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.

LOCAL MILEAGE REIMBURSEMENT: Travel expenses incurred between a faculty member's residence and a temporary work location outside of the vicinity of the normal work location will be reimbursed only for mileage that exceed the round trip distance from their residence to their primary work location.

At times it may be expedient for a faculty member to conduct business while travelling to or from their residence. In these cases the faculty member may be reimbursed the extra miles travelled in excess of commuting miles that are travelled to accomplish this task.

Travel expenses incurred between a faculty member's home and normal work location are considered to be commuting expense and will not be reimbursed.

Any claims for local transportation must include the date, itinerary, purpose, and mileage for each individual trip.

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/director (or their designee). 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 $100,000 or more. Competitive quotes, obtained by purchasing staff, are required on all items with an estimated cost of between $10,000 and $100,000. 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 FROM 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 with budget authority must pre-approve the transaction, and reimbursement should be requested within fifteen working days of purchase. Because there are restrictions

regarding the types of purchases that are reimbursable, please 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.

PROCARD PURCHASES: The university commonly uses ProCards (type of credit card) for regular purchases. Typically, these are used by administrative staff and in some cases faculty with grants.

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:

The university completed a comprehensive reexamination of its travel program in 2018 with the goal of streamlining the process, making it more user-friendly and a process that allows access to airfare, lodging, and transportation discounts to save UA money and improve travel reporting capability. Corporate Travel Management powered by Concur was the chosen vendor to assist in these efforts. Concur for Travel is a one-stop shop for all things travel, from submitting the initial planning request and booking your trip to uploading receipts and completing your expense reports. Employee travelers and departmental travel coordinators should view the Concur training resources website at alaska.edu/uatravel.

A travel authorization, now referred to as Request, must be completed and approved by your supervisor (unrestricted fund travel) or cost object approver (restricted fund travel) in Concur. At the completion of travel, a travel expense report must be submitted within fifteen days. Both the Request and Expense Report 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. If a travel advance is requested, it is imperative that the Request be submitted within the Concur system no less than five business days before travel.

University of Alaska Regulation R05.02.06.A.15.k. (1) reads as follows: "Reimbursement of travel expenses will be made to the traveler within 15 business days after receipt of a properly completed and approved travel expense report by the business or travel office." The UAS Travel Office shall attempt to exceed this standard in all cases.

Concur travel regulations can be found at https://alaska.edu/uatravel/rules/index.php

Airline tickets for reimbursable university business travel can only be purchased through the booking tool in Concur via the lodge card on file in the system. 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&IE). Allowable M&IE and lodging per diem rates vary from community to community. The Concur M&IE rates for all travel can be found within Concur when searching for hotels. M&IE rates in Alaska, Hawaii, and U.S. Territories are set by the Department of Defense and can be found at https://www.defensetravel.dod.mil/site/perdiemCalc.cfm. An exception to that is the President sets the M&IE rate for Anchorage, Fairbanks, Juneau, and their surrounding communities within a 50 mile radius. This rate is $70. M&IE rates for travel outside Alaska are the GSA rates found at http://www.gsa.gov/portal/category/21287. M&IE rates can also be obtained by calling the UAS Travel Office at extension 6491 (907-796-6491). . 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.

Chapter 9: CURRICULUM GUIDE

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.

Thoughtful application of the 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. Final authority regarding curricular matters rests in the current UAS academic catalog.

ACADEMIC PROGRAM REVIEWS

The Northwest Commission standard 1.C.5 states, "The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs." Additionally, BOR Policy (BOR P10.06.010) indicates that each university will conduct assessments of all instructional, research, and service programs, with respect to quality, efficiency, and contribution to mission and goals. Furthermore, this policy requires that program reviews take place at least every 7 years. For details about UAS' program review processes and schedule, see the Provost's Office website.

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. See the UAS Catalog for additional definitions.

UNDERGRADUATE PROGRAMS

Academic Credit Offerings:

OCCUPATIONAL ENDORSEMENTS may be issued to students satisfactorily completing a program of instruction of at least 9 credit hours and no more than 29 credit hours, at least 30% of which are UAS residency credits. The credit hours may be applied (where applicable) to degree programs. Approval of occupational endorsements resides with the UA President, per UA Board of Regents policy.

CERTIFICATE PROGRAMS require 30-60 credit hours, including 9 general education credits, of which at least 9 are UAS residency credits. 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. Certificate programs must be approved by the BOR.

ASSOCIATE OF ARTS DEGREE (A.A.): This two-year degree program provides students with a broad general education. A minimum of 60 semester credits at the 100 level or above, including 20 credits at the 200 level, minimum 34 credits of general education requirement course work, and 15 UAS residential credits must be earned to complete the A.A. degree. This degree is designed as a transfer degree for entry into the general range of baccalaureate degree programs offered by a four-year college or university.

ASSOCIATE OF SCIENCE DEGREE (A.S.): This two-year degree program provides students with a broad general education. A minimum of 60 semester credits at the 100 level or above, including 20 credits at the 200 level, minimum 34 credits of general education requirement course work, and 15 UAS residential credits must be earned to complete the A.S. degree. This degree is designed as a transfer degree for entry to baccalaureate degree programs with an emphasis in the sciences.

ASSOCIATE OF APPLIED SCIENCE DEGREE (A.A.S.): The degree requires a minimum of 60 semester credits and 15 of these credits must be UAS resident credit. Specific degrees are listed in the current UAS academic catalog. 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.

BACHELOR'S DEGREE: The bachelor's degree is conferred by the university for satisfactory completion of a prescribed four-year course of study. The bachelor's degree program is made up of general education requirements, major requirements, and electives.

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.

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 commonly 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. Resident requirements may be found in the catalog under "General Requirements.".

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 credits 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: An emphasis falls within a major and allows a student to further develop a particular area of expertise. 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.

Other: 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.

Alaska Native Knowledge Graduation Requirement: All bachelor's degrees also contain a 3-credit graduation requirement in Alaska Native knowledge. See the UAS Catalog for more information.

GENERAL EDUCATION REQUIREMENTS (GERs):

Associate and bachelor's degrees at UAS require a minimum amount of general education requirement courses to be completed. General Education Requirements encompass broad areas of knowledge that support advanced learning in the major and emphasis requirements of each degree. In addition, some degree programs require specific courses be included in the GER. The learning outcomes incorporated by these GERs are given in the list below:

1. Effective Communication: Communicate thoughts and ideas effectively, orally and in writing.
2. Critical Thinking: Demonstrate comprehensive exploration of issues, ideas and/or theories, artifacts, and events before accepting or formulating an opinion, conclusion, or solution.
3. Creative Thinking: Present creative works of expression, innovative approaches to tasks, or solutions to problems.
4. Empirical Reasoning: Articulate the scientific method and pose well-reasoned questions in the search for answers through data.
5. Environmental and Community Engagement: Explore Indigenous and global social perspectives with respect for diversity of people, different perspectives of resource sustainability, and human impact on the environment.

UAS participates as a partner in the WICHE Interstate Passport System of Nationwide General EducationTransfer. UAS General Education Requirements are aligned under the following categories:

Foundational Skills

1. Oral Communication
2. Quantitative Literacy
3. Written Communication

Knowledge of Concepts

4. Creative Expression
5. Human Cultures
6. Human Society and the Individual
7. Natural Sciences

Cross Cutting Skills

8. Critical Thinking
9. Teamwork and Value Systems

CREDIT FOR PRIOR LEARNING (CPL):

CPL is the evaluation of experience based learning for college credit by a UAS faculty member. Experiences relevant to CPL include theoretical and current learning that relates or is equivalent to Student Learning Outcomes (SLO) of a specific UAS course. Please find a link to SLOs at https://uas.alaska.edu/schedule/slo.html

Credit by Exam: UAS offers and accepts a number of credit-by-exam options. These exams are accepted or offered based upon academic policy and accreditation standards. Total of all credit by exam (including CPL-Portfolio) credit may not exceed 25% of total program requirements. A maximum of 30 semester credit hours taken through standardized exams will be accepted by UAS toward a bachelor's degree, 15 semester credit hours will be accepted toward an associate's degree, and 9 semester credit hours will be accepted toward an undergraduate certificate and 3 credits toward Occupational Endorsement Certificates. Credit By Exams include: Advanced Placement Credit through College Entrance Examination Board (CEEB), Placement for ACT (English) or SAT (Verbal), College Level Examination Program (CLEP), and DSST exams. Please refer to UAS Academic catalog for further information regarding credit by exam options.

Credit by Portfolio: Credit for Prior Learning Portfolio-based assessment is another option to earn credits at UAS. The academic advisor assists the student in developing his or her educational plan and documenting that plan on DegreeWorks. The academic advisor will help the student explore alternate ways to earn credit for prior learning. Once all of these options have been exhausted, the academic advisor can help the student identify prior learning experiences that may be equivalent to the student learning outcomes in UAS courses and refer the student to a faculty evaluator in order to determine if a portfolio assessment may be utilized in the applicable school/department/faculty member.

To qualify for CPL Portfolio:

- Students must be admitted to a UAS degree program or occupational endorsement and be currently enrolled at the time of application.
- Students need to meet with an academic advisor to determine if the learning experiences may meet the criteria for CPL Portfolio (refer to the Learning Experience History Worksheet)
- Students need to meet with a faculty member who will act as faculty evaluator (for portfolio).
- Students must have a minimum cumulative 2.0 GPA at time of application for CPL Portfolio or be admitted in good standing.
- CPL Portfolio evaluation is based on Student Learning Outcomes from a specific UAS course: https://uas.alaska.edu/schedule/slo.html
- Department approval is required for the CPL Portfolio option.
- Total of all credit by exam (including CPL-Portfolio) credit may not exceed 25% of total program requirements.

Student Application for CPL Portfolio:

1. **CPL Application** for the portfolio assessment must be signed by the student, advisor, faculty evaluator, and the department chair, program director, or dean and submitted.
2. **CPL Portfolio** (Refer to the appendix for CPL Checklist and Narrative Worksheet) The CPL Portfolio is developed with guidance from the faculty evaluator. It must contain a narrative and may contain:
   - **Direct documentation** including examples of work created by the student such as articles, reports, artwork, papers and proposals, photographs, manuals, computer programs, lesson plans, list of books and periodicals and so on.
   - **Indirect documentation** including creditable third party validation of the student's learning and knowledge such as letters from employers, supervisors, teachers, or colleagues who are qualified to verify the student's learning.
   - **Other suggested documents:** resumes, job description and classifications, other official forms or records (promotions/job evaluations)

After evaluation, if the student's portfolio is recommended for credit, the faculty evaluator will let the student know they must take the CPL portfolio evaluation report form to the Students Account Office and pay for the credits earned. The student will then return the report to the faculty evaluator. The faculty evaluator will assign the pass designation and send to the Registrar.

Additional information on CPL can be found on the Faculty Related Forms page at http://www.uas.alaska.edu/facultyhandbook/forms.html.

NON-CREDIT OFFERINGS:

Non-credit courses are commonly offered at UAS in workforce and community education. This includes continuing education units (CEUs), which are nationally recognized units granted for participation in identified educational experiences. These offerings are not convertible to degree credit. Non-credit courses are approved at the school and campus level; are not reviewed by the Curriculum Committee.

UAS offers non-credit Workforce Credentials for students who complete an industry-identified program of study.

GRADUATE PROGRAMS:

All graduate degrees, certificates, and graduate curricular matters are reviewed and approved by the Faculty Senate, as recommended by the Graduate Committee.

MASTER'S DEGREE (M.A.T., M.ED., M.P.A.):

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., and M.P.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 30 semester hours of credit, per Board of Regents policy. 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 developmental or designed to fulfill prerequisites for admission

GRADUATE CERTIFICATES:

Education graduate certificates provide candidates with eligibility endorsement to an Alaska teaching certificate. Typically, students enrolling in graduate certificate programs do so seeking an endorsement from the State of Alaska. BOR policy requires a minimum of 12 credits for a graduate certificate.

SPECIALIZED PROGRAMS IN THE SCHOOL OF EDUCATION

> **Credential Programs** in the School of Education are non-degree programs of study that prepare students for Type A teaching certificates and are designed to address the needs of elementary and secondary education school teachers, school principals, and school superintendents. The Alaska Department of Education and Early Development grants 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.

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. 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: These 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 the core competencies. Evaluation of student performance at this level tests information, concepts, synthesis, and skills. Lower division courses are numbered 100 and 200. Typically 100 level courses require no prerequisite background in the discipline. Lower division courses 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.

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.

MODALITIES OF COURSE DELIVERY: All courses approved by appropriate academic units should meet standards of accreditation with no distinction being made among the various delivery modes in terms of a course's acceptability for meeting degree program requirements. Student Learning Outcomes are expected to be equivalent, regardless of the delivery modality.

ACADEMIC CREDIT:

The Northwest Commission on Colleges and Universities and federal Department of Education and the Board of Regents require colleges and universities to comply with the definition of credit hour as set forth in U.S. Department of Education regulations. In particular, it specifies that a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester; or
2. Trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;

At least an equivalent amount of work as required in item 1 or 2 of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. The NWCCU guidance underscored the importance for all institutions to regularly review the application of this credit hour policy across the institution to assure that credit hour assignments are accurate and reliable, and to ensure that any

variations in assigning credit hours are done in conformance with commonly accepted practices in higher education.

Compliance with this expectation at UAS will include (but is not limited to) the following: 1) publication of federal requirements about credit hour definition and policy in the UAS Catalog, 2) regular review of credit hour policy and assignments in all courses and programs and at each degree level at least annually by faculty, deans, and directors, 3) careful scrutiny of credit hour policy compliance and implementation as an explicit part of the Program Review process required by Board of Regents policy and regulation, and 4) inclusion of appropriate information about credit hour policy and practice at UAS in accreditation documents prepared for the NWCCU.

- Instruction delivered synchronously or asynchronously is based on academic credit standards of one credit for each 750 minutes (12.5 hrs.) of instruction.
- Instruction in a supervised laboratory setting will be based on academic credit standards of one credit for each 1500 minutes (25 hrs.) of instruction.
- Instruction delivered through supervised or unsupervised laboratory settings, whichever is appropriate to the course objectives, will be based on academic credit standards of one credit for each 2250 minutes (37.5 hrs.) of instructional activity.
- Practica and internships consist of a minimum of 3000 minutes (50 hours) per credit, supervised by a qualified professional.

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:

Lower Division Course Numbers

001-049	Non-credit courses or Continuing Education Units (CEUs)
050-099	Pre-college level or developmental 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)

Upper Division Courses Numbers
Upper division courses require at least junior standing or equivalent experience in addition to any stated prerequisites. The student is expected to have adequate preparation and background to complete courses at this level.

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.)

Graduate Courses
Graduate standing, admission, or equivalent is required for graduate level courses in addition to any stated prerequisites.

600-699   Graduate courses are not open to undergraduate students except by special permission.

SPECIAL OR RESERVED NUMBERS:

-75   Current Issues
-91   Internships (see note below)
-92   Seminar
-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 not 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 their 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 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 faculty sponsor completes a Special Course Contract Form and submits it along with supporting material to the department chair or lacking such, the appropriate dean. The department chair or lacking such, appropriate dean, will respond to the form within 10 working days. When approved and signed, the form, the materials,

and a registration form are submitted to the Registrar or registration office. Faculty may choose to seek workload credit for special courses through the workload approval process. However, the decision to seek workload credit is the choice and responsibility of the faculty member and separate from the special course contract approval process.

To insure compliance with standards for course content and to create a record of the course content, the contract normally accompanies the Special Course Contract 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 and should be completed by the end of the semester in which the course was initiated (Fall, Spring, and Summer). If the student plans to do a study over two or more semesters, it is best to divide the credits into separate semesters of enrollment, so credit and a grade can be earned for each semester.

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 with the designation "DS" for Directed Study. "Independent Study, 'Process'" is followed for development of this category.

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'" is followed for development of this category. Students involved with individual research must comply with university policy, regulation, and procedure. (See Chapter 13 for further guidance.)

Practica are supervised practical applications of a previously studied theory conducted under the supervision of a qualified professional in cooperation with a faculty member and bear the course number ending in "94". Practica require satisfactory completion of a minimum of four hours of supervised experience per week, or 50 hours, 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 with course numbers ending in 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.

Process: 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 (50 hours per credit). 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 their 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. After the contract is agreed upon, to obtain authorization to enroll for an internship, the sponsor completes a Special Course Form and submits it along with the original of an internship contract to (as applicable) the department chair or lacking such, the appropriate dean or director. The student submits this form along with the contract to the appropriate office of admissions.

> To ensure compliance with standards for internship activity and to create a record of the course content, the contract should accompany the Special Course 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 and is available online at http://www.uas.alaska.edu/careerservices/. The Career Services Center performs the following functions:

> 1. Act as a clearinghouse for internships (excluding student teachers). In this role the Career Services Center will aid students in obtaining internships, and will 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.

> Faculty members are encouraged to contact the Center with questions or if they or any of their students can use its services.

Student Academic Exchange: Manages the national and international student exchange and study abroad programs. It acts as the liaison for faculty interested in teaching abroad through AHA and Semester at Sea, and is responsible as the Designated School Official for International Student Advising:

- Ensures the international (F-1) student is in compliance with the laws and regulations of the Bureau of Immigration and Customs Enforcement (ICE) and continues to maintain student's status within the ICE database - SEVIS (Student Exchange and Visitor Information System).
- Assists F-1 student with initial registration and course selection yet after the first semester only assist the F-1 student with the processes associated with completing their academic program, providing them information regarding travel, employment and internships, and offering support and assistance within a US university setting. Does not replace academic advisor.

Faculty involvement may include:

- Completing reference forms and writing letters to accompany study away applications.
- Reviewing course work for equivalency purposes.
- Assistance with curricular practical training (CPT) option.

The Academic Exchange Office is located in the Mourant Building on the Juneau Campus and is available by phone at 796-6455 and online at http://www.uas.alaska.edu/exchanges/. Faculty members are encouraged to contact the AEO with questions.

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.

Professional Development Courses: Courses 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. of 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 and yet have different level of expectations (e.g. 400/600 levels). 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.

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.

Co-Sponsored Courses: UAS may grant credit for university-level courses that are co-sponsored by various organizations with which UAS has an ongoing relationship. A "co-sponsored course" is one in which an external entity bears most or all of the costs, where UAS approves the instructor and ensures that appropriate course objectives are met, and where course outcomes/grades are appropriately entered into the university's BANNER system. Co-sponsored courses must meet UAS academic standards for content, evaluation, and instructor qualifications.

DUAL ENROLLMENT

UAS welcomes students under the age of 18 who are ready for college-level work. UAS dual enrollment policies align with the University of Alaska Dual Enrollment guidance and definitions. For

more specific information visit the UAS dual enrollment website https://uas.alaska.edu/registrar/dual-enrollment/index.html

ACADEMIC CURRICULUM

UA Board of Regents policy and regulation are the basis for review and approval of all academic curricula at UAS. 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, course outlines, and course syllabi.

- **Encouraging** appropriate curriculum modifications.

- **Approving** internal modifications including 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.

SIX YEAR COURSE SEQUENCE

UAS uses a Six Year Course Sequence to guide faculty, staff, and university leadership in planning – ensuring that courses emanating from the Juneau, Ketchikan, and Sitka campuses are available on a regular and predictable basis. 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 the office of their dean or director. The Course Sequence is reviewed at least annually by faculty, department/program chairs, deans, and directors.

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

HTTPS://UAS.ALASKA.EDU/PROVOST/ACADEMIC-AFFAIRS/6-YR-COURSE-SEQUENCE.HTMLCURRICULAR 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 Undergraduate Curriculum Committee recommends all undergraduate curricula and policies. The Faculty Senate Graduate Committee recommends all graduate policy and curricula. The charge of these committees is further described in the Faculty Senate Constitution and Bylaws.

All Category A and B curriculum proposals require approval of the Faculty Senate and the Provost.

CURRICULUM CHANGE PROPOSALS

Curriculum proposals must be submitted via the online CourseLeaf system. Training videos are located under "training" modules in UAS Online. Helpful documents such as the most recent Handbook for the Undergraduate Curriculum Committee are available through a link on the Curriculum Committee Home Page. To propose new courses or to change existing courses, use the course admin link:

https://nextcatalog.uas.alaska.edu/courseadmin

To propose new programs or to modify existing programs, use the program admin link:

https://nextcatalog.uas.alaska.edu/programadmin

The links are also available on the Curriculum Committee website located at:

http://www.uas.alaska.edu/Curriculum/

Curriculum Proposals fall within the categories described below. CourseLeaf requires proposers to select the appropriate category when creating a new proposal, and will initiate the appropriate workflow based on the category that is selected.

Faculty with questions about which category is appropriate should ask their committee representative or the chair.

All degree and certificate programs must be approved by the Board of Regents prior to their being offered with the exception of Occupational Endorsements, Workforce Credentials, and Minors, which are approved by the Chancellor. BOR Policy and University Regulation 10.04.020 require the presentation of proposals to the Board of Regents to add, delete, or make substantial revisions in degree and certificate programs, or to offer existing programs outside the State of Alaska. Following approval by the Board of Regents, these actions must be approved by the Northwest Commission of Colleges & Universities (NWCCU).

Use this form to obtain Board of Regents approval of new academic programs (degrees and certificates), or if the Provost determines that proposed changes to an existing program are significant enough to warrant BOR consideration:

https://www.alaska.edu/research/councils/ac/parforms.php

CATEGORY A PROPOSALS

Category A New Program Proposal: Select this option for new programs or substantial changes to existing programs. These changes must go through Faculty Senate prior to going before either the Curriculum Committee or Graduate Committee.

Category A New Course Proposal: Select this option for new courses as part of a new program, or a new course involving more than one academic unit, including all GER courses. These proposals must go through Faculty Senate prior to going before either the Curriculum Committee or Graduate Committee.

> **Special note:** A complete course syllabus must be attached to all new course proposals.

> In developing new courses, UAA and UAF catalogs should be consulted. In cases where similar courses 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 the UA Banner Student Information Section. Those with access to Banner may consult it directly. Consultation may also be undertaken with the Registrar (UAS Records and Registration).

Category A Curriculum Change Proposal: Select this option for course deletions or significant changes to existing courses (e.g. course credit, syllabus) that meet criteria for Category A. These proposals must go through Faculty Senate prior to going before the appropriate Curriculum Committee.

CATEGORY B PROPOSALS

Category B New Course Proposal: Select this option for new courses that involve a single academic unit.

Category B Curriculum Change Proposal: Select this option for course deletions or significant changes to existing courses (e.g. course credit, syllabus) within a single academic unit.

CATEGORY C PROPOSALS

Category C Minor Curriculum Change Proposal: Select this option for minor changes or corrections in catalog copy (e.g. course description, layout of program information, faculty listings). These forms are submitted directly to the Registrar, without review by the Curriculum Committee.

CURRICULUM CHANGES

Note: all curriculum changes are managed through submission of the proposal in CourseLeaf.

A. Steps for New Degree Proposals

1) Initiating faculty develop a proposal in CourseLeaf and coordinate it with faculty in the appropriate discipline(s) for all campuses. Once faculty within the affected discipline(s) have approved the proposal, the initiating faculty submits the proposal via CourseLeaf and it progresses to the department chair (or chairs, if the proposal involves more than one department). If there is no chair, the proposal goes to the appropriate dean or director for coordination of academic unit review.

2) The new degree proposal will then be sent to the President of the Faculty Senate for Faculty Senate Approval. The attachments and information in CourseLeaf should include:

   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 GERs and new required support courses.
   e. a Category A new proposal form with appropriate workflow approvals.
   f. a Board of Regents Program Action Request (PAR) form.

3) 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 Faculty Senate President approves the proposal in CourseLeaf, which forwards it to the Chair of the Curriculum Committee or Graduate Committee, as appropriate.

4) The appropriate committee will review the specific degree proposal materials and report to the Senate its recommendation.

5) Upon the Senate's acceptance of the recommendation, the Senate recommends to the Chancellor (via a transmittal letter issued within 5 working days of Senate approval) that the proposed degree programs be presented to the Academic Council, University President, and the Board of Regents. This is represented in CourseLeaf by the Faculty Senate President again approving the proposal, and the course being forwarded in the workflow to the Provost.

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

1) Initiating faculty develop a proposal in CourseLeaf and coordinate it with faculty in the appropriate discipline(s) for all campuses. Once faculty within the affected discipline(s) have approved the proposal, the initiating faculty submits the proposal via CourseLeaf and it progresses to the department chair (or chairs, if the proposal involves more than one department). If there is no chair, the proposal goes to the appropriate dean or director for coordination of academic unit review.

2) Category A changes (which involve more than one academic unit) progress to the Faculty Senate prior to submission to the Curriculum/Graduate Committee, while Category B changes move directly to the Curriculum Committee.

> **<u>For graduate curriculum changes:</u>** After Senate approval of Category A and approved Category B forms, the initiating department is responsible for forwarding the proposal to the Graduate Committee.

> **NOTE:** Proposals for **minors and new emphasis** areas follow the procedure for a new degree (Category A new program proposal form), except the process concludes with the Chancellor (and does not go to the Board of Regents).

> **Minors:** 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.

3) The initiating department articulates proposals to Curriculum Committee for 1st readings and follows up on issues prior to 2nd readings.

4) Actions approved by the Curriculum Committee are reported to the Faculty Senate for approval. Category A proposals require explicit Faculty Senate approval.

5) Approved proposals are forwarded to the Provost.

C. Deadlines

Undergraduate curriculum proposals can be submitted at any time via CourseLeaf. Only those that have made it through the workflow to the Undergraduate Curriculum Committee (UGCC) (or Faculty Senate, if required) by 10/1 are guaranteed to be reviewed for the following academic year's catalog.

Course and program proposals must be approved by the UGCC (and Faculty Senate, if required) by the April UGCC meeting in order to appear in the following year's catalog. New

courses (and substantial changes to existing courses) must be approved by December to be offered in the following summer, and by February to be offered in the following fall semester. Most new programs require Board of Regents approval and may take more than one academic year to approve.

Note: Only one proposal per course or program can be "in progress" in CourseLeaf at any given time. Thus, if more than one faculty member wishes to edit a program or course, they must collaborate on a single proposal. A proposal is considered to be "in Progress" if it has been edited or newly proposed, but is not yet in the current catalog. Catalog year rollover will generally occur in June.

SUMMARY OF DEADLINES:

10/1: Proposals that are submitted and through the workflow to UGCC (or Faculty Senate, if required) by 10/1 are guaranteed to be reviewed by UGCC for the following year's catalog.

December UGCC meeting: New courses (or substantial changes to existing courses) that are to be offered in the following summer semester must be approved and through the UGCC level of the workflow by the end of the December UGCC meeting.

February UGCC meeting: New courses (or substantial changes to existing courses) that are to be offered in the following fall semester must be approved and through the UGCC level of the workflow by the end of the February UGCC meeting.

IMPORTANT CONSIDERATIONS

All proposals for **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.

ALASKA NATIVE KNOWLEDGE GRADUATION REQUIREMENT (3 CREDITS TOTAL)

The University of Alaska Southeast is situated upon the ancestral home of the living and vibrant cultures of the Haida, Tlingit, and Tsimshian peoples. In order to fulfill the UAS mission, and to maintain itself as a world-class destination for interdisciplinary research and study for which it bears great potential, the Alaska Native Knowledge Graduation Requirement (ANKGR) has been adopted at the University of Alaska Southeast in order to graduate with a Baccalaureate degree.

The Alaska Native Knowledge Graduation Requirement has been enacted to ensure that all graduates of UAS programs have a basic level of knowledge when it comes to the Indigenous peoples of Alaska. This requirement does not add to the total number of credits required for General Education Requirement (GER) or degree completion. Although the Alaska Native themed course requirement is separate from GERs, some ANKGR courses are also GERs. These courses are marked with an asterisk, and can count towards both a GER and the ANKGR.

Coursework completed at UAA, UAF, and their affiliate campuses that fulfills the Alaska Native Knowledge Graduation Requirement at those institutions is transferable. Students may petition to have coursework from institutions of higher education outside the University of Alaska network to count towards this requirement, provided that it meets the Student Learning Outcomes listed below specific to Alaska Native Knowledge. Course substitution forms will be submitted to the Chancellor's Advisory Committee on Alaska Native Education (CACANE), which meets monthly. Because of the emphasis on Alaska Native Knowledge, however, courses offered outside of Alaska are unlikely to fulfill this requirement.

Adding Courses to the Alaska Native Knowledge Graduation Requirement

Existing courses may be added to the ANKGR list if they include the appropriate Student Learning Outcomes approved by the Alaska Native Studies Council and are approved by the CACANE. Courses submitted should have Alaska Native languages and/or ways of knowing as the intellectual focus of the class and not as one of many subjects that are examined through a non-Indigenous intellectual framework. Faculty members wishing to add a course to the list will submit a course description, SLOs, and syllabus to CACANE by September 1 for consideration for the following academic year. If approved by CACANE, the faculty member can then submit the course through the Curriculum Committee to be added to the list and will include the approval correspondence provided by CACANE.

CURRICULUM COMMITTEE REVIEW PROCESS:

The Curriculum Committee will make every effort to complete the review of proposals received in a timely manner. However, the more complex the proposed change, the more time may be required for review. 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 UGCC keeps a working policy and procedure document with further details of their process and how meetings run, which can be found on the curriculum website (link above) or is available from a department representative.

DELETION OF PROGRAMS: As specified in BOR regulation (P10.04.020), all program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the Board of Regents. The board delegates approval authority of occupational endorsements and workforce credentials to the president." If a program is deleted, the NWCCU must also be notified. Program deletions will be carried out consistent with BOR policy and regulations, and applicable faculty collective bargaining agreement(s).

Chapter 9 (B): Workforce Credential: UAS Approval Process

Workforce Credentials represent non-credit continuing education offerings designed to meet the need for industry-specific workforce training. The UA Board of Regents authorized creation of credentials and delegated approval to Chancellors. In creating credentials, the Board established a means whereby the university can respond quickly to changing workforce needs tied to industry standards and expectations. Credentials provide a completion goal for students seeking non-credit career and technical education. They also allow the university to affirm that the student has completed a meaningful course of study, to appropriately reflect student completion and to accurately reflect work by faculty and staff.

The credential will be compatible with the university's mission and goals by providing courses that meet appropriate university standards of academic quality. Non-credit courses do not appear in the university catalog. However, the university maintains direct responsibility for the academic quality through clearly identified faculty involvement in the planning, evaluation, and assessment of learning outcomes of the credential offered.

A Workforce Credential may be approved once the following information is provided for review:

- Description of the credential and rationale for its creation
- Evidence of industry-related needs and standards
- Participation requirements
- Content and outcomes
- Completion requirements
- Offering modes, sequence and schedules
- Cost for tuition, fees and/or materials
- Other items and issues important to students or collaborating agencies
- A plan for student assessment of student learning outcomes

Creation of a Workforce Credential normally begins at the department/program level by appropriate faculty and coordinated with the Office of Continuing Education for preliminary review. It is then forwarded to the campus director and/or academic dean for review. The proposed credential is then reviewed by the UAS Regional Workforce Coordinating Committee (RWCC) which may provide input about alignment across UAS campuses. With input from the RWCC the proposal will be forwarded to the Provost who will inform Faculty Senate of its content and submit the final proposal to the Chancellor for review and approval.

Students taking courses with the intent of completing a Workforce Credential program are identified in Banner through the creation of a program string such that tracking of enrollment, progress, and completion can occur. Department faculty and staff will be responsible for reporting completers to the Registrar's office for comment on the student transcript.

Chapter 10: FACULTY APPOINTMENT AND EVALUATION

INTRODUCTION

Most faculty members belong to one of two unions:

A. United Academics (UNAC), or
B. United Academics Adjuncts (UNAC-Adjuncts).

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

The UAS Faculty Senate, in collaboration with the Provost, has 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, development of workloads, 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 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 may 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 by the Chancellor 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, or tenure.

GRADUATE FACULTY: Regular or special faculty may apply to the Graduate Faculty for graduate faculty status. Graduate faculty has 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, this faculty may not participate in matters related to faculty evaluation, appointment, retention, promotion, or tenure.

ADJUNCT FACULTY: are part-time faculty who may be appointed to teach specific courses as adjunct professor, adjunct associate professor, adjunct assistant professor, or adjunct instructor. They are appointed by the dean or director upon recommendation by Faculty Chairs. Adjunct faculty members will have academic/professional credentials appropriate to their appointment.

AFFILIATE FACULTY: are voluntary faculty, not employed by the university. They may be appointed with rank. They are appointed by the Provost upon recommendation by the dean and unit faculty. Affiliate faculty members will have academic/professional credentials appropriate to their appointment.

TERM FACULTY (NON-TENURE TRACK AND/OR VISITING): are employed as faculty for a specific length of time. 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 Provost upon recommendation by the dean or director and unit faculty. Non-tenure-track and visiting faculty will have academic/professional credentials appropriate to the appointment. Unless otherwise stated in the letter of appointment, all term appointments end at the end of the contract period. Term faculty appointments may be offered multi-year contracts.

RESEARCH FACULTY: participate in the university's academic programs, but their primary professional efforts are devoted to grant-funded research projects and may be appointed to the rank of research professor, research associate professor, or research assistant professor. They are appointed by the Provost upon recommendation by the dean or director and unit faculty. Unless otherwise stated in the letter of appointment, all research appointments end at the end of the contract period. To be appointed as a research faculty member, an individual must have a record of excellence as a researcher.

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.

Nominations for Professor Emeritus/Emerita status may come from faculty or Dean, are reviewed by the appropriate promotion committee and the Provost, and approved by the Chancellor. To comply with UA BOR Regulation R04.04.070, the dean should recommend the status be granted. A faculty nomination must be initiated by any three full-time faculty members, one of whom must belong to the retiree's school or campus. A nomination packet should include the nominee's vita, the recommendations and rationale for making the nomination, and other supporting documents. While length of service is a determining factor in the decision of who should be awarded the title of Professor Emeritus/Emerita, it is not the sole factor. In addition to the length of service, the decision includes individual distinction,

exceptional and distinguished academic service, and outstanding contributions to their field of study, the University, and the broader community. The nomination packet shall be sent first to the Provost's office at uas.provost@alaska.edu. It shall be submitted no later than five working days prior to the convening of UNAC UAS University Review Committee (January 3).

The committee shall forward its recommendation to the Provost no later than March 1. The Provost may also provide a recommendation to the Chancellor no later than March 10. The Chancellor shall make a final decision as to whether or not to confer the status of emeritus on the recipient on or before March 15. Notification to nominees will be made by the Chancellor's Office.

In exceptional circumstances, the Chancellor, or in the case of statewide administration employees, the President, may confer emeritus status on 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.

WORKLOAD DEVELOPMENT & APPROVAL

A faculty member's workload will be determined by the appropriate university administrator in collaboration with the faculty member and department, campus, and/or program leadership. Workloads are revised, as needed, to reflect any changes throughout the academic year.

Faculty should review the relevant details for workload development in their collective bargaining unit (UNAC Article 13.3 Workload).

CONFIDENTIALITY OF EVALUATION MATERIALS

All reviewers have an ethical responsibility to maintain the confidentiality of evaluation materials.

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. **Teaching:** Demonstrated by such things as evaluation by peers, student ratings, 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 and student success. Refer to the Teaching Guideline in appendix C.

Library faculty members are evaluated on their performance of primary assignment. 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 and creative activities. Refer to the Research and Creative Activity Guidelines in appendix E.

D. **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. Refer to the Service Guidelines in appendix D.

E. **University service:** Demonstrated by such things as work on university committees and task forces, participation in faculty governance, collegial assistance, administrative work, and work with students beyond formal teacher-student relationships. Refer to the Service Guidelines in appendix D.

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.

FACULTY EVALUATION PROCEDURE

Article 9 of the United Academics collective bargaining agreement (CBA) includes information about the evaluation procedures, timelines, and appeal process and specifies the faculty evaluation procedures for:

- Evaluation of non-tenure track unit members
- Evaluation of tenure-track unit members for progression towards tenure, including:
  - Annual review
  - Fourth-year comprehensive review
- Evaluation of tenure-track and tenured unit members for promotion
- Evaluation of tenure-track unit members for tenure
- Post-tenure review
- Appeals

NOTE: Be sure to pay special attention to the evaluation deadlines and dates associated with all the items listed above as found in the current United Academics CBA.

The United Academic CBA is located on the Web at the following location:

https://www.alaska.edu/hr/labor/labor-relations/unac.php or http://unitedacademics.net/

If a date falls on a Saturday or 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.

Should a physical evaluation file need to be transported between Sitka, Ketchikan, and/or Juneau, the provost's office will coordinate Priority Mail with tracking between campuses. A backup copy will be made in this case.

COMPREHENSIVE FACULTY EVALUATION FILE

SOLE SOURCE UPON WHICH EVALUATIONS ARE BASED:
The responsibility for preparation and contents of the comprehensive faculty evaluation file rests with the faculty member. It is incumbent on the faculty member to explicitly articulate how they meet and/or exceed the performance standard in each evaluation category.

Faculty members are strongly urged to review and update their file on an annual basis and keep copies on hand of all original documents. The faculty evaluation file 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 Human Resources and contains such employment information as a faculty member's salary and benefit records. It is also distinct from the Academic Record File housed in the dean's or director's office.

Knowledge or perceptions of reviewers not reflected in the evaluation file concerning performance is not admissible and must not influence evaluation decisions. All decisions must be based solely and specifically on the information contained within the faculty-submitted evaluation file.

It is imperative for faculty under review to provide a complete evaluation file (see Appendix H and Organization of the Comprehensive Evaluation File). Failure to provide a complete file leaves evaluators with insufficient information upon which to base their conclusions and recommendations, and could result in unsatisfactory review. Missing required material may not be added after initial submission.

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 evaluation 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, or record of an audio or visual presentation, performance, or rendition). 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.

ELECTRONIC EVALUATION FILES

Faculty subject to evaluation for fourth year comprehensive review, promotion to Associate Professor and award of tenure, promotion to full professor and post-tenure review in AY 2023-2024 and AY 2024-2025 will have the option of submitting their evaluation as a physical, paper evaluation file (typically a three-ring binder), or as an electronic file. In AY 2025-2026 and after, electronic evaluation files will replace paper files and paper files will no longer be accepted. Processes for handling of electronic files will be mutually agreed upon by the Provost's office and Faculty Senate and will be consistent with language in the UNAC CBA.

The Provost's office will designate a staff member to control access to electronic and physical evaluation files. Faculty Senate will designate two faculty members to provide assistance for other faculty assembling evaluation files.

Provost's office staff and Faculty Senate-designated faculty will jointly organize a training for faculty seeking promotion, tenure, and post-tenure review on the preparation of evaluation files and the tenure, promotion, and evaluation process.

During the evaluation process for electronic files, access to evaluation file materials will be carefully controlled and limited to individuals preparing files (prior to the submission deadlines), Provost's office staff, and individuals responsible for evaluating faculty files (at the appropriate times, per the UNAC CBA-designated timeline).

At the conclusion of the year-long evaluation process, faculty will be given adequate time to retrieve electronic evaluation materials. Remaining electronic materials will be deleted by the Provost's office, per the UNAC CBA.

ORGANIZATION OF EVALUATION FILE

The Evaluation File has three types of content: 1) Content required by the CBA, 2) university (UAS) required material, and 3) optional material at the discretion of the faculty member. The included material should be relevant to the period under review. The period under review is not necessarily the period since the faculty member's last comprehensive review. For promotion, the period under review is the entire period since the last promotion regardless of whether post-tenure reviews have occurred. For post-tenure review, the period under review is the time since the last comprehensive evaluation.

Article 9 of the CBA specifies what content *must* be included in a faculty evaluation file. Also see Appendix H for a file preparation checklist.

In addition to the required material listed in the CBA (Article 9), the faculty member is required to submit the following *university-required material*, for the period under review: (Items noted with an asterisk (*) can be found in the faculty member's Academic Record File, located in the appropriate dean or director's office.)

1. Table of Contents.
2. Cover letter stating explicitly how the faculty member meets the criteria of the action at hand.
3. Dean or director evaluations and faculty member responses to them, to the extent they exist.
4. 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.
5. Reports from sabbatical or other academic leave.

Keeping in mind the Evaluation Criteria below, it is recommended that the faculty member include supporting documentation of the following, consistent with their workload/primary assignment and the review at hand:

1. **Teaching:** Evidence in support of teaching performance (e.g. materials such as course syllabi, sample tests, awards received by students).

2. **Service:** Evidence in support of public and university service (e.g. materials such as letters of assessment and/or acknowledgment regarding committee and/or work team service, professional organization activities, community contributions).

3. **Research/Creative Activity (if applicable):** Evidence in support of research/creative activity (e.g. publications, papers presented, contracts for publication, research progress reports, exhibit awards, performance programs).

4. **Professional Development:** Evidence in support of professional development (e.g. commentary on workshops, conferences, and activities with professional associations).

5. **Recommendation Letters:** Letters of peer recommendation both internal and external, to be solicited by the faculty member.

6. **Other materials** faculty members consider pertinent to this review.

See Appendix H for a detailed Faculty Evaluation File Preparation Checklist.

STANDING DEANS' DESIGNATION

The CBA calls for peer review committees to submit their faculty reviews to the "dean, director, or designee with a copy to the unit member". In Fall 2015, the UAS deans gave the Provost's office their standing authorization to serve as their designee; allowing the Provost's office to serve as a central repository for the review process. Consequently, faculty members should submit their Faculty Evaluation files to the Provost's office.

FACULTY EVALUATION COMMITTEES – UNITED ACADEMICS

Article 9 of the CBA specifies the composition of peer review committees. There is a Peer Review Committee representing a department/cluster/academic unit and an MAU Peer Review Committee, representing all faculty at UAS.

PEER REVIEW COMMITTEE: At UAS, the Peer Review Committee consists of at least four tenured faculty including two full professors. The dean, director, or designee recommends tenured committee members at the appropriate rank, with the consent of members from that department/cluster/academic unit and in accordance with the procedures established at each MAU.

MAU PEER REVIEW COMMITTEE: The UAS MAU Peer Review committee shall be appointed by the Provost in consultation with the Faculty Senate President and the United Academics Organizational Vice President.

Review Committees may determine whether discussions will be open or closed to the public and/or the candidate. The vote of the Peer Review Committees, however, shall be closed to the public and the candidate.

For review of non-tenure track members, the Peer Review Committee and MAU Peer Review Committee will be constituted as above with the addition of a non-tenure track UNAC member at equal or higher rank.

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. Evaluation Criteria

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

1. Mastery of Subject Area
2. Teaching/Primary assignment*
3. Public Service & University Service
4. Research/Creative Activity, if applicable
5. 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.

1. **1. MASTERY OF SUBJECT**
   (MINIMUM ELIGIBILITY CRITERIA FOR APPOINTMENT AND PROMOTION)

Instructor: Master's degree or equivalent in an appropriate field or in vocational/technical trades[1], <u>two years' outstanding documented professional experience beyond the apprentice level and either an associate degree or an appropriate competency-based occupational credential.</u>[2]

Assistant Professor: Earned doctorate or master's degree in an appropriate discipline or in vocational/technical trades, <u>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.</u>[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 <u>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.</u>[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 <u>vocational/technical trades, a master's degree in vocational education or other appropriate field and six years' experience beyond the apprentice level.</u>[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.

Note: Exceptions 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." It is incumbent on the applicant to explicitly articulate how they meet the criteria for outstanding performance.

[1]Vocational/Technical Education: trade and industry areas.

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

2. TEACHING/PRIMARY RESPONSIBILITY

Faculty should refer to the UAS Teaching Guidelines and Scholarship of Teaching & Learning (SOTL) Matrix (in **Appendix C**) for details about Teaching and Learning evaluation criteria. Faculty should refer to the cumulative nature of the expectations at the various ranks, and should explicitly address how their activities are commensurate with the rank under consideration across all three itemized categories.

3. PUBLIC & UNIVERSITY SERVICE

Faculty should refer to the UAS Service Guidelines in **Appendix D** for details about Service Evaluation Criteria. It is expected that faculty members will provide narrative explaining the relevance of each service activity to the faculty member's discipline or professional expertise.

4. RESEARCH & CREATIVE ACTIVITY

Faculty should refer to the Research & Creative Activity Guidelines in **Appendix E** 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;
9. Public performance (art shows, concerts, recitals, readings, dramatic productions).

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 their field. The candidate is able to supervise the research of others or foster their creative ability. The candidate should be a recognized authority in their 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."

5. OVERALL PROFESSIONAL DEVELOPMENT

"Professional development" is an expectation of faculty members, and involves the acquisition or enhancement of knowledge, skills, and abilities related to a component of a faculty member's obligations. Although not a part of formal workloads, professional development activities are to be included in annual activity reports and Evaluation Files, as appropriate.

Teaching, service, and/or research are components of what the faculty member is obligated to provide students, the university, and community, and the faculty member's discipline or academic field. One engages in activities of professional development, in contrast, for the purpose of increasing one's capacity for fulfilling the workload requirements of teaching, service, and/or research. Such activities may be to increase knowledge of one's discipline, a related discipline, or among disciplines; to learn about advances in pedagogy; or to keep abreast of current high-impact teaching and learning practices, including curricular diversification and cultural inclusion within the classroom. Depending on one's academic field, professional development may also be used to perfect artistic skills, refine research skills, sharpen performance skills, gain experience in administrative skills, develop culturally responsive teaching behaviors and practices, or develop the faculty member's ability to use technology to enhance teaching and scholarship.

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

AWARD OF TENURE

Article 9 of the CBA specifies eligibility requirements for award of tenure.

However, please note that it is recommended that faculty establish at least a three-year record of performance at UAS prior to applying for tenure. A successful application for tenure is based on an exceptional and substantive record of performance at the appropriate level. 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. (UNAC CBA Art. 9.3.3)

EVALUATION CRITERIA FOR TENURE

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 their discipline. The candidate should be a strong, independent representative of their discipline.

FURTHER GUIDANCE is supplied by BOR Policy 04.04.045. "Tenure":

A. Tenure is established to assure the academic community an environment that will nurture academic freedom by providing employment security.

B. The responsibilities, rights, and privileges of tenure are:

   1. Performance: A tenured faculty member has a responsibility to maintain high standards of professional performance and conduct.

   2. 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.

   3. Locus of tenure: Faculty are tenured within an academic unit or units of a university of the University of Alaska system.

C. 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 chapter 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.

D. Eligibility for consideration for award of tenure:

   1. Criteria. Tenure may be awarded to faculty appointed to a tenure track position at any academic rank. Tenure is not awarded to faculty members holding special academic rank.

2. 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:

   a. 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.

   b. 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.

   c. 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.

   d. 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.

3. Years of Service

   a. Toward 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.

   b. Partial year of service. A partial year of service which includes at least one semester of full-time faculty service, 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.

E. Failure to receive tenure. A faculty member must stand for tenure in the mandatory review year as defined in D.2 of this section. 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 continue to serve as a tenure track UNAC member, but may not stand again for tenure prior to the mandatory year of review.

F. 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.

Chapter 10 (A-2): United Academics Library Faculty

(Based upon the current United Academics 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 has prepared the following statement of standards and criteria for use in the evaluation process.

Excellence in performance of one's primary assignment 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 their 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 assignment, the specific performance standards addressing primary assignment will be applied.

UNAC LIBRARY FACULTY PRIMARY ASSIGNMENT

A high quality of performance in the library faculty member's assigned area of primary assignment 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".

Chapter 10 (B): Adjunct Faculty

The current Adjunct Faculty Handbook can be found at:
http://www.uas.alaska.edu/provost/adjunct_faculty.html

All adjunct faculty at UAS are covered by a collective bargaining agreement with United Academics – Adjuncts. UAS relies on adjunct instructors to increase both the breadth and depth of educational opportunities available to students. Adjunct instructors play a critical role in strengthening UAS courses and programs.

ANNUAL SELF-ASSESSMENT

While voluntary, adjunct instructors are asked to complete an annual adjunct faculty self-assessment prior to the end of their current teaching year. The completed self-assessments are reviewed by the appropriate program coordinator or department chair that then provides a response to the adjunct instructor.

The adjunct faculty self-assessment form is an electronic document and located on the Provost's Office webpage.

The following article is drawn from the current collective bargaining 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.

Bargaining unit members interested in further assignments are encouraged to share those desires with their deans, directors, or designees. Methods of recording interest will be developed by the Labor Management Committee.

9.2 EVALUATION

Bargaining unit members' performance may be evaluated at the sole discretion of the University. Any written evaluation of a bargaining unit member's performance shall be made available to the affected unit member in a timely manner. The bargaining 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 3.1 Recognition.

9.4 TERMINATION OF APPOINTMENT

Appointments end at the expiration of the term of the appointment period. A decision not to rehire a bargaining 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 their employment is in retaliation for union activities or actions taken to seek compliance with this Agreement, they may request the reason(s) for the severance of their 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 bargaining 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 bargaining 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; or
- Any other ground that does not involve the bargaining 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 APPOINTMENT LETTERS

When possible, letters of appointment for full-term Fall and Spring semesters shall be presented to bargaining unit members at least thirty days prior to the day the class is scheduled to begin. All letters of appointment for full-term Fall and Spring semesters will be presented to bargaining unit members no later than the first meeting with the class. All other letters of appointment, however, will be presented to the bargaining unit member no later than the tenth working day following the bargaining unit member's first meeting with the class.

9.6 CANCELLATION OF CLASSES

The University shall provide written notice of class cancellation, in addition to any verbal notice that may be provided, to both the bargaining unit member and United Academic-adjuncts. Failure to provide written notice does not result in continuation of appointment.

If a full-term Fall or Spring semester class is cancelled within ten working days prior to the first meeting, a bargaining unit member who has signed and returned a written appointment letter, and completed all required training, shall receive compensation equal to the compensation that would have been received in one pay period for the cancelled class. If a full-term Fall or Spring semester class is cancelled earlier than ten working days no compensation for cancellation is due.

Unit members may petition their Dean/Director or designee for compensation of preparation work that was performed for a class cancelled prior to ten working days before the class was scheduled to begin.

If a class is cancelled at or after the first meeting, the bargaining unit member will receive pro rata compensation based on the number of classes taught out of the total number of classes scheduled. In addition, the bargaining unit member shall receive the compensation that would have been received in one pay period for the cancelled class. If a bargaining unit member who has not been issued an appointment letter is requested to and meets the first class and the class is subsequently cancelled, the bargaining unit member will be provided compensation according to this paragraph.

If compensation is due under these provisions for an accelerated course, compensation will be limited as follows; if cancelled before the second meeting, one-seventh of the compensation due for the full course; if cancelled at or after the second meeting, pro rata compensation for the number of classes taught. An accelerated course is defined as a course compressed into a time period of less than a full academic year semester.

These amounts shall be considered liquidated damages and the bargaining unit member shall have no further claim against the university, nor shall the cancellation be subject to the dispute resolution provisions of this agreement.

If a bargaining unit member is notified that a class is being cancelled as a result of low enrollment, the bargaining unit member in their discretion may agree to teach the class for reduced compensation, provided the compensation is at least $100 per student per credit. The University may either proceed with or may cancel the class at its discretion, subject to the cancellation provisions of the Article. If there is an offer to the bargaining unit member to teach a low enrollment class for reduced compensation, they shall have up to two days to decide whether to accept the offer.

Chapter 11: SABBATICAL LEAVE

UNIVERSITY OF ALASKA BOARD OF REGENTS SABBATICAL LEAVE POLICY (P04.04.060)

A. 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.

B. 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. Faculty holding academic rank that 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.

D. 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.

E. 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 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 will address the following items. Faculty members are encouraged to submit their sabbatical proposals electronically to the dean/director (with a copy to the provost's office).

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:
    a. Current vita.
    b. Letters indicating support from collaborating institutions (where applicable), investigators, or individuals.
    c. Other materials that support the proposal.
7. How the faculty member's normal workload obligations will be addressed during the sabbatical.

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 the dean/director and those recommendations will be forwarded to the Provost. Files will be shared electronically with committee members for evaluation. 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.

Applicants will be provided copies of all written recommendations relating to sabbatical approval and may offer written comments to the Provost's Office at any point in the sabbatical review process.

DUE DATES FOR APPLICATION PROPOSALS

October 1: Sabbatical applications due to the dean/director (who serves as the chancellor's designee) with a copy to the Provost's Office at uas.provost@alaska.edu.

October 22: Dean/director submits sabbatical leave recommendation to the Provost's Office; a copy will be provided to the applicant.

October 29: Faculty member may submit written comments to the Provost's Office in response to the dean/director's recommendation

November 14: The Provost submits recommendation to Chancellor; a copy will be provided to the applicant.

November 21: Faculty member has 5 business days to submit to the Chancellor written comments in response to the provost's recommendation.

December 21: Chancellor issues a Final Decision (with a copy to the Provost's Office).

NOTE: Sabbatical Leave requirements can be found in the collective bargaining agreement.

See Article 16.6:

http://www.alaska.edu/labor/

Chapter 12: ACADEMIC SUPPORT SERVICES

CENTER FOR EXCELLENCE IN LEARNING AND TEACHING (CELT)

The Center for Excellence in Learning and Teaching (CELT) provides regional peer-to-peer and professional support for UAS faculty in instructional design, educational technology innovation, and professional development. CELT has offices and representatives on all three UAS campuses to assist faculty.

CELT supports faculty in the design and development of quality courses as well as the integration of technology into courses. Instructional designers provide training and consultation in the use of all UAS technologies. Contact your campus instructional designer to set up an appointment for a consultation. The CELT team conducts regular training events in the use of UAS educational technologies, researches and demonstrates new technology tools, and hosts periodic intensive instructional workshops.

CELT's professional development programs provide peer-to-peer opportunities for faculty professional development through exploring and sharing effective, evidence-based teaching and learning methods. Faculty are encouraged to participate in workshops and collegial learning spaces and to get involved by designing and leading sessions in their areas of interest.

The CELT website provides professional development opportunities and resources available to UAS faculty, including faculty-developed programming around pedagogy and instructional practice, workshops conducted by campus instructional designers, and online opportunities provided by external networks. The website also contains how-to information for UAS educational technologies, suggestions for helpful technology tools, and accessibility guidance.

The position of CELT Faculty Liaison was created in collaboration with the Egan Library, Provost, and Faculty Senate to assist in identifying and facilitating professional development opportunities for faculty in collaboration with CELT at UAS and its counterparts at UAA and UAF. The faculty liaison to CELT will also serve as a member of Regional TLTR. Please visit the CELT website for contact information of the current faculty liaison.

Contact CELT

Email: uas.celt@alaska.edu
Juneau - 907-796-6557, Egan Library Room 103
Sitka - 907-747-7725, Room 122
Ketchikan - 907-228-4507, Paul Building Room 104

INFORMATION TECHNOLOGY SERVICES

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.

UAS has incorporated a number of strategies related to use of technology in the UAS Strategic & Assessment Plan:

- Provide technology and services which support and enhance learning.
- Expand access to written and electronic information resources.
- 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.
- Design of systems to maximize student interactivity and program and faculty control.

COURSE PROVISIONING

1. Course sites are created for every UAS course section within the UA Blackboard Learn system.
2. Course sites are available two weeks before the schedule is available to students.
3. Course sites are maintained indefinitely for institutional users, accrediting bodies and the general public.
4. 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.
5. Faculty can create test course sites on their own through the UAS Online portal https://online.uas.alaska.edu/online .
6. Other long-term non-Banner course sites can be created by contacting the Helpdesk.

COURSE ACCESS

1. All course sites are visible to the general Internet.
2. Faculty may restrict course resources and activities.
3. Faculty may add individuals to the class roster/gradebook.
4. The official UAS student course rating system is entirely online and is integrated into the UAS Online portal. Only officially registered students may submit course rating forms.
5. All faculty designated in Banner as "instructors of record" are automatically added to the associated course. UAS does not enforce storage limits on course sites or ePortfolios.
6. 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.

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.

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 at https://uas.alaska.edu/helpdesk/ .

REGIONAL EQUIPMENT AND CLASSROOMS

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 on the Juneau campus. Video or web conferencing is available for faculty for classes and meetings with staff or students at other campuses. Computers are available in Juneau, Sitka, and Ketchikan for students to complete homework assignments. Contact local support to see what is available on your campus.

Juneau Information	907-796-6400	877-465-6400
Sitka Information	907-747-7700	800-478-6653
Ketchikan Information	907-228-4511	888-550-6177

CLASSROOM SUPPORT

Classroom Support in Juneau provides general information and technical support for classroom technology. They offer support over the phone and provide walk-up assistance from the Classroom Support Desk, which is located in the entrance of the Juneau Egan Library. Their primary purpose is to collaborate with Staff and Faculty to create an exceptional learning environment for students. Please visit their website at http://uas.alaska.edu/juneau/classroomsupport/.

MEDIA SERVICES

Media Services assists the UAS campus community with audio and video needs. Services include: sound reinforcement, live multi-camera video productions, media transfers, distance, and instructional technology support. Please visit their website at http://uas.alaska.edu/media/.

> *To report broken University equipment:*
> Juneau Campus, Computers & Telephones - ITS Helpdesk - 796-6400
> Juneau Campus, Classroom Technology - Classroom Support - 796-6521
> Ketchikan Campus, Computers & Telephones - Campus Technician - 228-4531
> Sitka Campus, Computers - Campus Technician - 747-7757
> Sitka Campus, Telephones - Facilities Services - 747-7757

LEARNING CENTERS

JUNEAU CAMPUS

The Learning Center, an integral part of the UAS learning community, provides tutoring and testing services empowering students to achieve their educational and professional goals while supporting student engagement within the UAS community and beyond. The Learning Center also contributes to local and regional community workforce development by providing testing services for business, industry, and government agencies.

> **Services:** Math tutoring, hosting tutors in subject areas, testing (local, distance, placement, and standardized), computer use, study space and more. For further information including hours,

please visit us at http://www.uas.alaska.edu/juneau/tlc/index.html, give us a call at 907-796-6348, or stop by.

The Writing Center, located downstairs in the Egan Library, Room 105, advises students from all disciplines on writing projects. The Writing Center team's aim is to help your students master the writing process through attentive, supportive assistance and a genuine interest in what they have to say. Tutors can assist with any stage of an assignment, from understanding a prompt and brainstorming to the final revision. For further information including hours, please visit us at: http://www.uas.alaska.edu/juneau/writing-center/, contact us at 796-6187 or 796-6188 or email uas.writingcenter@alaska.edu

KETCHIKAN CAMPUS

The Ketchikan Campus Student Center is located upstairs in the Ziegler Building. Conveniently adjacent to the Student Advisor offices, it is a place where students can collaborate on school projects and homework, socialize, and relax.

Tutoring is also available on the Ketchikan Campus, primarily by appointment. For more information on tutoring, please visit our website at https://uas.alaska.edu/ketchikan/student-services/ketchikan-tutoring.html.

The Ketchikan Campus Testing Center, located on the first floor of the Paul Building, provides services for proctoring including placement, academic and professional testing. For more information, please contact the Testing Center at 907-228-4524, or visit our website at https://uas.alaska.edu/ketchikan/student-services/computer-lab-and-testing-services-ketchikan.html.

The Ketchikan Campus Computer Lab, located on the first floor of the Paul Building, is a place for students to study, complete assignments, and log into online classes. The computers are equipped with headphones, video cameras and the software necessary for most classes. For more information, please visit our website at https://uas.alaska.edu/ketchikan/student-services/computer-lab-and-testing-services-ketchikan.html.

SITKA CAMPUS

Sitka Campus Student Success Center

The Student Success Center is the primary source for Sitka students to find academic advising, personalized student support, testing and proctoring, career services, academic tutoring, disabilities services, and financial aid/scholarship information. The full range of student services is available to both local and distance students; advising and tutoring can be provided by web conference, email, video chat, or telephone.

Please visit https://uas.alaska.edu/life/student-services.html or https://uas.alaska.edu/sitka/student-resources.html for Sitka Student Support Services or call 907-747-7717.

Sitka Campus Student Success Center

(907) 747-7717

(907) 747-7793 Fax

sitka.ssc@alaska.edu

Academic Advising
(907) 747-7777 or email sitka.advising@alaska.edu.

Academic Tutoring
Academic tutoring is provided at no cost to Sitka students, primarily in the areas of math, writing, and sciences. Students can receive assistance in subject tutoring as it relates to specific courses or placement test preparation. To make an appointment call (907) 747-7717 or email sitka.ssc@alaska.edu.

Counseling Services
To make an appointment or to inquire about counseling services, call (907) 796-6000.

Disability Services
To make an appointment or to inquire about Disability Services, call (907) 796-6000 or email uas.disabilityservices@alaska.edu.

Sitka Campus Testing Services
Testing: The Sitka Campus Testing Center serves as a professional testing center and support for local, distance, and specialized exams.
          For additional information, contact 907-747-7717.

WILLIAM A. EGAN LIBRARY – JUNEAU CAMPUS

https://www.uas.alaska.edu/library

Mission Statement

Egan Library supports scholarship, research, and creative activities at the University of Alaska Southeast by providing relevant, diverse, and well-maintained collections, by helping individuals evaluate and efficiently use those resources, and creating a welcoming environment for all.

Services for Faculty

https://uas.alaska.edu/library/faculty-services.html

Egan Library Contacts

- Elise Tomlinson - Regional Library Dean
  elise.tomlinson@alaska.edu
- David Cox II – Assistant Professor of Library Science, Technical Services Librarian –
  dbcoxii@alaska.edu
- Jonas Lamb - Associate Professor of Library Science, Public Services Librarian –
  j.lamb@alaska.edu
  Liaison Areas – School of Career Education and Natural Sciences Department
- Jennifer Ward -- Associate Professor of Library Science, Outreach Services Librarian -
  jdbrown@alaska.edu

Liaison Area – School of Education, Business and Public Administration Department, Sitka Campus, Ketchikan Campus

- Kaia Henrickson – Assistant Professor of Library and Information Science, Information Literacy Librarian
  kbhenrickson@alaska.edu
  Liaison Area – Humanities and Social Sciences Department

Your Librarian Liaison can provide:

- Course-integrated instruction sessions, delivered in the classroom or online by videoconference.
- Collaboration on research assignments, instructional handouts, instructional videos, and assessments.
- Support for the discovery, adoption, and creation of open educational resources (OER) or other affordable educational resources (AER) to use in your courses as alternatives to commercial textbooks
- Instructional online research guides and print materials.
- Class library visits and tours.
- On-demand research help in-person, email, phone, and chat, as well as personal research consultations by appointment.
- Support putting course materials on reserve for your students
- Assistance borrowing materials from a network of libraries nationwide as well as abroad
- Purchases of new library materials (books, journals, DVDs, etc.) in your field

NEW RESEARCH COLLECTIONS AND TOOLS IN YOUR AREA OF EXPERTISEDEPARTMENT PHONE NUMBERS

Circulation Desk - 907-796-6300

Reference Desk 907-796-6502

Reserves - 907-796-6264

Interlibrary Loan - 907-796-6470

Acquisitions - 907-796-6345

Toll Free - 877-796-6502

EGAN LIBRARY HOURS

Check the library website for details https://www.uas.alaska.edu/library

LIBRARY CATALOG

The Egan Library is a member library of the Alaska Library Catalog (ALC) a consortium of 87 public, academic, special, and K-12 libraries (including UAA Consortium Library and UAF Rasmuson Library) who serve 92% of the population of Alaska. The shared catalog has 3.2 million titles. Egan Library users may borrow materials from any ALC library and library cards issued at any participating ALC Library can be used at the Egan Library. You may find the library catalog at: https://jlc-web.uaa.alaska.edu/client/en_US/uas/

UAS KETCHIKAN CAMPUS LIBRARY

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 that are unique to the region.

Contact the Campus Library to place items on reserve, to request interlibrary loan materials, to schedule a library instruction session for your students, or for other library services, call 907-228-4567 or email libket@alaska.edu

Ketchikan Campus Library Hours

The UAS Ketchikan Campus Library is open Monday through Friday. Hours are typically 9AM to 5PM, but vary during Intersession, Spring Break, and Summer Session; check the UAS Ketchikan campus library website for details. http://www.uas.alaska.edu/ketchikan/library/

Library Catalog

The UAS Ketchikan Campus Library is a member of the Alaska Library Catalog (ALC) a consortium of 87 public, academic, special, and K-12 libraries (including UAA Consortium Library and UAF Rasmuson Library) who serve 92% of the population of Alaska. The shared catalog has 3.2 million titles. Ketchikan Campus Library users may borrow materials from any ALC library and library cards issued at any participating ALC Library can be used at the Ketchikan Campus Library.

You may find the library catalog at   https://jlc-web.uaa.alaska.edu/client/en_US/uasketchikan/

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 jdbrown@alaska.edu is your liaison to the Egan Library.

Chapter 13: SUPPORT FOR FACULTY RESEARCH

The UAS mission and core themes support faculty research, scholarship, and creative expression. Support for faculty research is provided through the Office of the Vice Provost for Research & Sponsored Programs. The Faculty Senate also supports research through its Research & Creative Activities Committee. Information on procedures and policies with respect to research is available at the following website: http://www.uas.alaska.edu/research/

Additional resources include:

- UAS Grant Proposal Coordinator: 907-796-6280
- UAS Office of Grants and Contracts: http://www.uas.alaska.edu/grants/index.html

INSTITUTIONAL REVIEW BOARD (IRB)

Effective July1, 2016, review of all proposed human subjects research (HSR) is conducted by the Office of Research Integrity (ORI) at the University of Alaska Fairbanks. All questions, submissions, and approvals from UAS faculty, staff, and students regarding human subjects research are handled by ORI. The UAF ORI can be contacted at uaf-ori@alaska.edu or 907-474-7800.

INSTITUTIONAL ANIMAL CARE & USE COMMITTEE (IACUC)

The University's goal is to foster a supportive environment for high quality research, education, and service while ensuring that all use of live vertebrates is adequately justified and conducted by knowledgeable people using the most appropriate methodology. Adherence to basic ethical principles is not only morally correct; it is the only means to ensure quality results.

To further this goal, UAS, through cooperation with UAF, has established a comprehensive animal care program addressing all uses of all live vertebrates regardless of purpose or funding source. New protocols must be approved prior to the start of research or courses. Therefore, faculty unfamiliar with IACUC need to plan well ahead.

The UAF Animal Care Program consists of three administrative components: the Institutional Animal Care and Use Committee (IACUC), Veterinary Services, and the Animal Facilities. Briefly, the IACUC is responsible for oversight of the animal care program and for review/approval of all uses of animals at UAF or by UAF personnel; Veterinary Services is responsible for ensuring that adequate veterinary care is provided to all live vertebrates used in research and teaching at UAF; and the Animal Facilities staff maintain the facilities and typically provide daily care for all of the animals housed within the facility under the oversight of the IACUC and Veterinary Services.

At the core of this program is the Institutional Animal Care and Use Committee (IACUC) with support provided through the UAF Office of Research Integrity (ORI), the UAF Animal Facilities, Veterinary Services, Facilities Services, and the Department of Environmental Health, Safety and Risk Management. The committee is Most of the members of the UAF IACUC hold faculty positions in units that regularly conduct research, teaching, and testing activities using live vertebrates. The committee also includes at least one community representative and the UAF Attending Veterinarian. UAS has two members: Jan Straley, scientist- UAS School of Arts and Sciences, Marine Biology and Carolyn Bergstrom, scientist- UAS School of Arts and Sciences, Marine Biology

All questions, submissions, and approvals from UAS faculty, staff, and students regarding use of live vertebrates begin by contacting UAS committee members, staff at ORI. The UAF ORI can be contacted at uaf-ori@alaska.edu or 907-474-7800.

Appendix A: 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.

PURPOSE

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 require 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. Those term faculty who have worked in their positions three or more consecutive years with a faculty appointment of 50% FTE or greater.

3. Visiting faculty members who have had a continuous sixty-percent or greater appointment for two years or more.

4. Faculty may not apply for funds during a sabbatical.

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 budgeted for Wilson Fund faculty awards is limited by the spendable amount in the University of Alaska Foundation Endowment account. The Foundation provides ongoing access regarding the amount of spendable funds to the Provost's Office. The Provost determines the amount to be budgeted for awards each fiscal year. Generally, the budgeted amount will not exceed one third of the spendable funds available. This helps to ensure that the funds are not depleted in any one year. The Provost may elect to budget additional General Funds if the spendable portion of the endowment funds is insufficient.Availability of Funds, Application Details, & Release of Funds

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.

ONLINE APPLICATION FORM & SUPPORTING DOCUMENTATION: To be considered for Wilson Fund support, applications are submitted to the Office of the Provost via the online application located on the Provost's website:

http://www.uas.alaska.edu/provost/wilson-fund.html

(The CBA faculty development fund guidelines are also available at this website.)

All supporting documentation must be attached to the application (e.g. invitation letter, panel schedule, brochure, paper to be presented, etc.). Applications must be complete and contain proof of the faculty member's participation in the event. (See section below for additional information on the application procedures.)

APPLICATION DEADLINES: 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 business 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 President, may then confer with the Office of the Provost with regard to approving or denying the application.

Applications considered incomplete (lacking supporting documentation) will be returned to the faculty member for completion. Only complete application packets will be recorded in the queue.

MULTIPLE 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 and complete 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.

If an approved Wilson Fund activity is canceled or otherwise does not take place, the faculty member must apply for any new activities with complete applications. Canceled funds may not be "saved" for future travel. Each Wilson Fund disbursement must have a corresponding complete application.

Additionally, should a faculty member who receives a $1,500 Wilson Fund approval underspend this amount and wish to apply the remaining funds toward another Fund-eligible travel, they must first submit a new application request to the Provost for the additional activity.

RELEASE OF FUNDS: Wilson Funds are reimbursed to the department after a faculty member's travel is complete. The department's administrative staff will submit a request for reimbursement via Journal Voucher (JV). JVs must be submitted within 60 days after the conclusion of travel.

APPLICATION, REIMBURSEMENT, & REPORTING PROCEDURES:

1. **Online Application**
   a. Fill out the online application by using the form found at:

      http://www.uas.alaska.edu/provost/wilson-fund.html.

   b. All fields must be populated for the application to submit properly. Attach all supporting documentation showing proof of participation in the activity (e.g. invitation letter, program/schedule, paper to be presented, etc.).
   c. Permission from the Dean or Director for travel must be included in application.
   d. Applications submitted without attachments and/or supervisory approval, will be considered incomplete and returned to the faculty member.

2. **Approval**
   a. Once the application is submitted, it will be sent to the provost's e-mail. The provost will send an official decision about use of Wilson Funds via e-mail within 10 business days to the faculty member. If approved, the e-mail will include confirmation of the dollar amount approved.
   b. Once approved, the faculty member can proceed with travel arrangements through the administrative staff in their department.
   c. All travel will initially be paid by the department and reimbursed after travel via Journal Voucher (JV). Journal Vouchers are not processed until the required Wilson Fund Report is received.

3. **Activity Report**

   Within 15 days of completion of travel, the faculty member must submit a Wilson Fund Activity Report to the provost's office outlining and evaluating 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). All submissions should be sent to uas.provost@alaska.edu.

4. **Reimbursement**
   a. Once faculty travel is completed, the department's administrative staff will submit a request for reimbursement via Journal Voucher (JV) to the provost's office. Expenses will then be reimbursed from the Wilson Fund. JVs must be submitted within 60 days after the conclusion of travel.

SCHEDULE

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. Budget is built for a July 1 fiscal year. The amounts are not final until the UAS fiscal year budget is approved.

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 departmental administrative assistant submits Journal Voucher. (By July 15 of any year, all JVs for June travel must be submitted.)

Appendix B: Open Access Policy*

*"University of Alaska Southeast Open Access Policy" by University of Alaska Southeast is licensed under a Creative Commons Attribution 4.0 International License and is a derivative from the original work by the University of California Office of Scholarly Communication, licensed under a Creative Commons Attribution 4.0 International License.

PREAMBLE

The Faculty of the University of Alaska Southeast is committed to disseminating its research, scholarship, and creative works as widely as possible. In particular, as part of a public university system, the Faculty is dedicated to making its creative and scholarly output available to the people of Alaska and the world. Furthermore, the Faculty recognizes the benefits that accrue to themselves as individual scholars and to the scholarly enterprise from such wide dissemination, including greater recognition, more thorough review, consideration and critique, and a general increase in scientific, scholarly, and critical knowledge. In keeping with these considerations, and for the primary purpose of making our scholarly articles widely and freely accessible, the Faculty adopts the following policy:

GRANT OF LICENSE AND LIMITATIONS

Each faculty member grants to the University of Alaska Southeast a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles and creative works, in any medium for the purpose of making their articles widely and freely available in an open access repository. Any other uses of the licensed materials by the University of Alaska Southeast must be approved by the original author. This policy does not transfer copyright ownership, which remains with faculty authors.

SCOPE AND WAIVER (OPT-OUT)

The policy applies to all scholarly articles and creative works authored or co-authored while the person is a member of the UAS faculty except for any works published before the adoption of this policy (March 1, 2019) and any articles for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. Upon express direction by a faculty member, the University of Alaska Southeast will waive the license for a particular work or delay access to the article for a specified period of time.

SHARING CITATIONS AND DEPOSIT OF ARTICLES AND OTHER CREATIVE WORKS

To assist the University in disseminating and archiving the articles and other creative works, the Faculty commit to sharing their latest publications and helping the University obtain copies of the articles. Specifically, each faculty member who does not opt out of the license above will provide an electronic copy of his or her final or allowable pre-publication version of the article or work to the University of Alaska Southeast by the date of its publication, for inclusion in an open access repository.

Faculty members who have opted out of the license may nonetheless deposit a copy with the University of Alaska Southeast institutional repository or elsewhere for archival

purposes. Notwithstanding the above, this policy does not in any way prescribe or limit the venue of publication. Compliance with this policy does not require authors to pay article processing charges or other costs charged by publishers to permit open access.

Faculty can self-submit publications for inclusion in the institutional repository online at https://scholarworks.alaska.edu/ or by sending relevant citations and/or publication documents to jdbrown@alaska.edu

OVERSIGHT OF POLICY

The Faculty Senate Research and Creative Activities Committee will be responsible for implementing this policy, resolving disputes concerning its interpretation and application, and recommending any changes to the Faculty. Any changes to the text of this policy will require approval by both the Faculty Senate and the Research and Creative Activities Committee. The Faculty Senate will review the policy within three years, and present a report to the Faculty and the University of Alaska Southeast Provost.

The faculty calls upon the Faculty Senate and UAS to develop and monitor mechanisms that would render implementation and compliance with the policy as convenient for the faculty as possible.

Policy approved by UAS Faculty Senate on March 1, 2019

Appendix C: Faculty Evaluation – Teaching Guidelines

TEACHING

The following are guidelines for evaluation of faculty efforts toward promotion. The guidelines are cumulative for each higher level of rank. These guidelines describe the skills and knowledge sufficient for advancement to the identified rank. Demonstrate a movement from one rank to another; thresholds; advanced degree of expectation.

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 qualifications should 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 a general understanding of the philosophy and purpose of the curriculum of the discipline, and the knowledge and skills to identify courses aligned with the curriculum. The candidate should also 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 teaching, as described above for Assistant Professor. The candidate should demonstrate increased responsibility in this area such as coordinating program offerings, developing new courses and degree programs, and/or evaluating existing programs. Particular attention should be devoted to the breadth of the candidate's teaching performance and program leadership.

Professor: The candidate must have demonstrated an exceptional degree of competency in teaching, curriculum, and program development, as described above for Associate Professor. The candidate should be distinguished among faculty for the breadth and/or depth of instructional activities, and should have a history of instructional success. 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 (SOTL) 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:

1. Assist in acquiring and sustaining a faculty member's expertise

2. 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:

1. Affirm the work of faculty members;

2. Identify areas for improvement in performance;

3. Recommend new ways of engaging in teaching and learning activities;

4. 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 emphasize the quality of performance in categories outlined in the Scholarship of Teaching and Learning SOTL 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: SOTL MATRIX

The SOTL 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 three 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.

Faculty members will annually demonstrate involvement in activities from each of the three categories.

The Matrix has three columns indicating the level of suggested performance. The three levels are:

1. **Instructor/Assistant Professor** – all faculty will perform at this minimum level of activity and demonstrate proficiency regardless of rank or tenure status.

2. **Associate Professor** –additional activities that would be expected at the rank of Associate Professor or contribute to promotion to that rank.

3. **Professor** –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 Matrix when developing teaching goals.

Workloads are initiated by the faculty member in consultation with their department head/chair to develop a workload that addresses all applicable categories at the level of their current rank and that enables each faculty member to progress toward the appropriate goal of retention, promotion and/or tenure. Workloads are submitted to the Department Head/Chair with a copy to the Dean/Director or designee by March 1. 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.

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 their 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 Matrix.

Teaching Criteria:

Scholarship of Teaching & Learning (SOTL)
Matrix

Categories		Instructor/Assistant Professor	Associate Professor	Professor
1. Instruction/ Pedagogy	*Instructional strategies*	**Activities:** • Demonstrates the use of culturally relevant, inclusive, and diverse teaching strategies that recognize differences in information processing *and* • Includes a variety of learning assessments and active learning activities in syllabi. **Sample evidence/Indicators:** Syllabi, course assignments and assessments.	**Activities** • Participates in conferences, discussions, or workshops addressing pedagogy, especially culturally inclusive pedagogies *or* • Reads research literature about teaching, learning and curricular diversification. **Sample evidence/indicators** Reflections on personal relevance or significance to accompany programs *or* bibliography.	**Activities:** • Pilots new delivery strategies to accommodate diverse learners *or* • Shares knowledge of instructional design or delivery methods, especially those that leverage culturally inclusive teaching and learning practices. **Sample evidence/Indicators:** Articles, presentations to peers, visual displays, etc.
	Effectiveness of teaching	**Activities:** • Course evaluation questionnaires. **Sample evidence/Indicators:** UAS-administered student evaluations; self-administered formative evaluations of teaching.		
		Activities: • Recognition for teaching excellence. **Sample evidence/Indicators:** Letters of appreciation from students or colleagues for teaching efforts.		**Activities:** • Recognition for teaching excellence. **Sample evidence/Indicators:** Institutional, regional, or national award or citation for excellence in the scholarship of teaching and learning.
	Self-evaluation	**Activities:** • Invites colleagues to appraise course syllabi, assignments, assessments, or delivery and offer suggestions for improvement. **Sample evidence/indicators:** Appraisals written by colleagues.	**Activities:** • Uses course evaluations, student feedback, and quality of student work to reflect and try new approaches or methods *and* • Assesses their degree of success. **Sample evidence/indicators:** Appropriate formative assessment measures to gauge the success of new methods or approaches; student work samples	**Activities:** • Makes significant changes in approach or methods *and* • Uses ongoing assessment to gauge effectiveness. **Sample evidence/indicators:** Evidence for significant changes, assessment, and implementation of further changes.
		Activities: • Reflects on personal objectives and performance in teaching. **Sample evidence/indicators:** Written reflection with annual activity report.		

Categories		Instructor/Assistant Professor	Associate Professor	Professor
2. Mentoring/ Collaborating	***Academic supervision***	**Activities:** • As assigned, advises students within a discipline regarding program requirements and course choices. **Sample evidence/indicators:** Records indicating numbers of advisees and meetings with advisees; letters of recommendation written.	**Activities:** • Encourages students to undertake research projects or scholarly inquiry *or* • Assists students in finding employment, internships, or graduate fellowships *or* • Recruits new majors. **Sample evidence/indicators:** Letters of recommendation or support	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.
			Activities: • Serves as project, practicum, or internship advisor for students *or* • Supervises and trains teaching or laboratory assistants. **Sample evidence/indicators:** Reports from projects, practicum, or internship; training manuals.	**Activities:** • Serves on undergraduate or graduate thesis or dissertation advisory committee *or* • Serves on examination or portfolio review committee. **Sample evidence/indicators:** Thesis or dissertation; examination or portfolio review forms.
				Hosts faculty from other campuses for visits to lecture or read from their works in the classroom and discuss their creative process with students. Sample evidence/indicators: letters of thanks/appreciation from colleagues.
	Mentoring colleagues		**Activities:** • Hosts colleagues in course lectures, laboratories, or sessions to observe how subject matter or situations may be handled *or* • Co-teaches with a colleague. **Sample evidence/indicators:** Summary of interaction with colleague and issues raised, with response from colleague.	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.
			Activities: • Shares knowledge of the institution, pedagogy, or technologies with UAS colleagues in presentations, workshops, tutorials, panel discussions, or similar campus forum. **Sample evidence/indicators:** Program for presentation; letter of appreciation.	Coordinates cross-campus events at which students present papers, attend performances, attend workshops etc. Sample evidence/indicators: Letters of thanks, appreciation from supervisors and or colleagues, programs for presentation.
			Activities: • Provides colleagues with appraisal of their course syllabi, assignments, assessments, or delivery and offers suggestions for improvement. **Sample evidence/indicators:** Appraisals written for colleagues.	**Activities:** • Serves as a mentor for members of a professional organization or association. **Sample evidence/indicators:** Record of mentoring activities; letter of appreciation.

Categories		Instructor/Assistant Professor	Associate Professor	Professor
3. Program Contribution & Development	*Curriculum & Outcomes*	**Activities:** • Complies with a program's goals and objectives, contributing to program outcomes *and* • Provides program assessment evidence as requested **Sample evidence/Indicators:** Syllabi reflect appropriate curriculum guidelines; assessment evidence.	**Activities:** • Initiates assessment and revision of own courses based on program needs *or* • Develops course proposals to enhance program or make interdisciplinary connections. **Sample evidence/indicators** Syllabi and assessment evidence respond to program needs; course proposals.	**Activities:** • Provides leadership for curriculum development, accreditation, or institutional assessment efforts. **Sample evidence/indicators** Curriculum proposals and approvals; documentation of participation in curriculum development, accreditation, or assessment efforts.
			Activities: • Develops and teaches new courses *or* • Substantially revises existing courses. **Sample evidence/Indicators:** Course proposals; syllabi; assignments; learning assessments.	**Activities:** • Develops new programs *or* • Substantially revises existing programs. **Sample evidence/Indicators:** Curriculum proposals; curriculum and course outlines and objectives.
	Instruction	**Activities:** • Fulfills program needs by teaching or supporting student learning. **Sample evidence/Indicators** Workload agreements; syllabi; assignments; learning assessments.	**Activities:** • 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. **Sample evidence/Indicators:** Syllabi; assignments; learning assessments; course proposals.	

Appendix D: Faculty Evaluation – Service Guidelines

PUBLIC & PROFESSIONAL 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. It is subdivided into five service categories: professional organizations, business/civic groups, K-12 schools/organizations, government groups, and general public.

See the "Service Criteria" matrix below for examples.

UNIVERSITY SERVICE

University service includes all activities involving administrative relationships with the university and consists of non-teaching activities at six possible levels: statewide, university, campus, school, department/program, and student.

See the "Service Criteria" matrix below for examples.

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 during the evaluation period. 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

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.

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 the same number 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.

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.

Service Criteria
Sample Service Activities

Service Categories		Instructor/Assistant Professor	Associate Professor	Professor
University Service	UA Statewide		serve on Statewide task force, committee, or search committee	serve on various committees or task forces, represent UAS on the UA Alliance
	University/ Campus	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	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	President Faculty Senate, chair university task force, coordinate Faculty Development Seminar, serve on faculty evaluation committee(s)
	School level	serve as guest speaker in other classes, assist with web page design/implementation	design interdisciplinary courses, represent school on accreditation committee, coordinate surveys of graduates, compile assessment data	represent department at school-level events
	Department or Program level	attend and contribute at faculty meetings, represent department at cross-campus events/meetings, mentor new faculty, provide colleagues with teaching assessments, review manuscripts	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	serve as Department Chair, advocate/articulate arguments for new faculty positions, chair search committee, coordinate program review
	Work with students	conduct out-of-class workshops for students, write letters of recommendation, attend various student events, and other activities not listed as teaching in Article 13.1.3a of the CBA	design interdisciplinary courses, represent school on accreditation committee, coordinate surveys of graduates, compile assessment data	direct student research, organize discipline-related volunteer opportunities for students,

Most faculty members will perform activities across all columns and in several rows.

Service Categories		Instructor/Assistant Professor	Associate Professor	Professor
Public Service	**Professional organizations**	participate as member in professional societies, attend professional meetings, serve as union representative	present papers at professional meetings, serve as officer in professional organizations, organize sessions at meetings, peer review journal articles, review proposals for organizations	serve as member of union negotiating team, serve on advisory board for professional organizations, serve as editor for a professional journal
	Business/ Civic Groups	serve as paid or unpaid consultant	publish relevant papers for practicing managers	serve on governance boards
	K-12 schools or organizations	collaborate with K-12 teachers, serve as consultant for schools or teachers	make presentations to K-12 students, organize events for K-12 students, serve on K-12 school site councils	design/present workshops for in-service teachers, serve as school board member
	Government groups	collaborate with colleagues at government agencies, consult with government agencies/groups	serve on advisory boards, review proposals for agencies	design/promote collaborative institutes
	General Public	work in various non-profit or volunteer organizations, consult with individuals in the community, write newspaper articles, make television or radio appearances	make public performances, artistic exhibits and/or presentations at the local level, host radio shows, write a regular newspaper column	make public performances, artistic exhibits and/or presentations at the state or national level, serve as an elected official

Appendix E: Faculty Evaluation – Research & Creative Activity Guidelines

CONTENTS

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 Items 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 their 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 Items 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 their 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.

Item A, supplemented by Items 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.

Item B, supplemented by Items 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.

Item C, supplemented by Items 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 3, 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 they 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 4, 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 their workload. Additional research performance can be required of faculty who receive more than 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 their original contract is signed or as part of their 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 their 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 their file 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. 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 items, 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:

1. 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 their workload.

2. To define publication and scholarship broadly and, for the most part, but not to specify a hierarchy of journals, publishers, other publication outlets, conferences, or venues to exhibit or perform. 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 appendix to the Faculty Handbook to provide general guidelines for evaluating faculty across disciplines and to minimize exceptions, the need to make some special provisions for certain disciplines is apparent. Accordingly, these general guidelines are supplemented with information in Items D though K, which set out the special circumstances and, in some cases, specific unit values, for publications and scholarship for some disciplines. Specific Items explain in their introductory statement the extent to which these general guidelines and Items A, B, and C (setting out unit values) do or do not apply to that discipline.

Evaluators should consult the appropriate item for those being evaluated in the following disciplines:

Library Science	Item D
Education	Item E
Natural Science	Item F
Creative Writing	Item G
The Visual Arts	Item H
Music	Item I
Theater and Dance	Item J
Psychology	Item K

Demonstrating an On-going and Serious Commitment to Research and Scholarship and the Clear Expectation of Future Productivity

1. A faculty member must demonstrate an on-going and serious commitment to publication and scholarship throughout the period for which they are 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.
2. 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 they 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.

3. 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 their 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 they 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 they 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. 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) that 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, they 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.

Bipartite Faculty Research

Research/Scholarship/Creative Activity by bipartite faculty is not normally required. However, bipartite faculty that choose to be involved in conducting research or related creative activity can document their research on their faculty workload report under Research/Scholarship/Creative Activity. If, however, research is included in the workload of a bipartite faculty member in this way, that research will be included in evaluations of that faculty member.

RESPONSIBILITIES AND RIGHTS OF FACULTY BEING EVALUATED

1. 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 their 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.
2. It is important that faculty bear in mind when putting together an evaluation file 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 their research component.

Responsibilities

1. 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.
2. 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.
3. 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.
4. The faculty member should provide a short statement about their 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.

5. The faculty member is responsible for securing written confirmation from their 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

1. The faculty member has the right to provide information to show that they deserve more units for a publication or piece of scholarship than assigned by Items 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.

2. 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.

3. 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.

4. 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 they will continue this beyond the granting of tenure and promotion to Associate Professor.

5. 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.

6. 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.

    a. 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; and (2) Promotion to Full Professor is evidence of outstanding performance and should be granted only to those who are outstanding.

    b. 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, "A Faculty Member with Existing Publications When Hired at UAS".

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 they will continue this beyond the granting of promotion to Full Professor.

5. 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.

6. Meeting these minimum criteria alone does not guarantee the awarding of promotion to Full Professor.

SECTION 5. RESEARCH CRITERIA FOR DETERMINING PROGRESS TOWARDS TENURE OF TRIPARTITE FACULTY

The purpose of the three-year review of progress towards tenure for faculty with regard to their research component is twofold:

1. To evaluate whether the faculty member's progress warrants their being retained as a tripartite faculty member. If not, to determine if it should be recommended that they be placed on a bipartite track or that they be terminated.

2. To make specific recommendations regarding the faculty member's progress as to what is required in their 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 they 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 they have 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 their 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 they are likely to achieve the requirement for tenure.

Ways to evaluate this include, but are not limited to:

1. Submitting articles, research reports, attempting to show artwork or give performances as evidenced by letters of submission, rejection, or "revise and re-submit" letters.

2. Attempting to publish all or part of a dissertation or publish a book as evidenced in book contracts, correspondence with publishers, etc.

3. Editing books, special issues of journals, or annual review publications.

4. Attempting to write book reviews, reviewing book manuscripts, or journal articles.

5. Submitting proposals for papers and poster sessions at academic conferences.

6. Other scholarly conference participation such as acting as a panel discussant, member of a round-table, etc.

7. 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.

8. 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 review of progress towards tenure 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.

ITEM 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 are encouraged and will count equivalently to single-authored publications if the faculty member was a principal contributor or whose authorship responsibilities were on par with his or her co-authors or collaborators.

In cases of multiple authors in which the faculty member's contribution was significantly less than that of lead or principal authors, evaluation committees may decide to value the publication at a lower, nonzero number of units. (In such cases it will often make sense to divide the total number of units by the number of authors.)

Faculty members are encouraged to clearly define their role in, and contribution to, co-authored, or collaboratively written articles, books, or chapters.

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 item below.

ITEM 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 <u>national and international</u> 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 <u>accepted form of conference presentation within a discipline</u>, such as in library science and education (see Items D and F for the practice in these disciplines). The paper itself cannot be counted separately in this case (see above). Where a paper is not required at a poster session—0.75 units.

Papers and poster sessions presented at <u>regional and local</u> 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.

Acting as a discussant or respondent on a conference panel —0.5 units.

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:

1. 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).
2. 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).
3. 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 Item 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 their 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 item, below.

ITEM 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:

1. *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.

2. *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 (e.g., as a presentation of a paper, and as a paper). 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.

3. *Books, articles, works of creative writing, and collections unrelated to the faculty's discipline which are not peer reviewed or juried.*

4. *Self-published books*, articles, reports, etc.

5. *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 their 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 their discipline.

6. *Newspaper articles* which are not commissioned and/or not based on the faculty member's discipline and expertise.

7. *Letters to the editor.*

8. *Chairing conference panels.*

9. *Supervising students on research projects or mentoring faculty on research and scholarly projects.*

10. *Presenting seminars, delivering speeches, etc.*

11. *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 Items A or B.

NOTE: For other items not considered publication or scholarship in the disciplines with special provision, see the appropriate item.

ITEM 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 Chapter 10 of the Faculty Handbook. 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 Item 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 vary and should be dealt with on a case-by-case basis by consulting faculty at UAA or UAF, or at other institutions.

ITEM 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 Item 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 Item 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 they are 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.

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:

	Under $50,000	Over $50,000
Basic research	0.5 units	1.0 unit
Applied research	0.25	0.5
Hybrid	0.25-0.5	0.5-1.0

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.

ITEM F: SUPPLEMENT FOR ASSESSING EDUCATION FACULTY

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 Item receives the same number of units of scholarship as a conference paper in other disciplines.

ITEM 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 item.

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 Items 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.

ITEM 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 their 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 their 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 their 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 an office building, a shopping mall or other venue, that has not been commissioned or placed there by invitation.

ITEM I: SUPPLEMENT FOR ASSESSING FACULTY IN THE PERFORMING ARTS: (I) MUSIC

Although there are currently no tenure track faculty in music at UAS, in consultation with Music Director of the Juneau Symphony, Kyle Wiley Pickett, UAS developed a separate item for the evaluation of music faculty Director, for guidance and recommendations to the UAS administration should a music faculty member be 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 be 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.

ITEM 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 item 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.

ITEM 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 Item 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 Item 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.

Appendix F: Student Rating of Faculty

Students' rating of a faculty members' teaching effectiveness is an important element in the faculty evaluation process.

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, under the direction of the provost's office and in coordination with various administrative units, manages students' rating questionnaire. The questionnaire is delivered online through the UAS course management system 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 rating 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 academic and support systems such as the instructional technology and the Library.

ONLINE STUDENT RATINGS FORMAT

All courses use a standard multi-section format questionnaire. Each section is distinct and clearly labeled:

1. The *Student Course Ratings* section measures teaching effectiveness and student success in a particular course. This section is always presented first to students. These questions are consistent across all courses, and any changes must be approved by the Faculty Senate and provost.
2. The *Academic and Support System Rating* section measures effectiveness of support systems such as technology, equipment, and library resources used in a particular course. Instructors may suppress any question in this section if they feel it is not relevant to their course.
3. An optional *Faculty Added Ratings* section allows faculty or programs to use the questionnaire to collect ratings specific to the class or program. If supplementary questions are provided, this section will be presented after the *Student Course Ratings* section.

Any modifications to the questionnaire must be made prior to the start of the rating period. Questions offer a five-point evaluation scale (ranging from Strongly disagree to Strongly agree, with numerical equivalents of 1-5), with 'Not Applicable' being an additional option where appropriate. For each section, students have an opportunity to electronically submit written comments.

ADMINISTRATION OF STUDENT RATINGS 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 tools within the UAS web course management system to:

1. add additional customized course questions to the Faculty Added Ratings section;

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.

4. Set the beginning and end dates for submission of questionnaires. 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":

Course Length	>10 weeks	8-10 Weeks	≤ 7 Weeks
Default Start	@ 3 weeks before end of course	@ 2 weeks before end of course	@ 1 week before end of course
Earliest Start	@ 4 weeks	@ 3 weeks	@ 2nd Day
Default End	Start of evaluation + 8 days		
Latest End	Course end date		
Shortest Duration	5 days		

After the evaluation has started, the ending date may be extended (up to the course ending date) but no other changes can be made.

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:

1. student ratings are only administered in an online (electronic) format;

2. reasons why feedback and comments provided in the evaluations are important to the University and to the instructor. An example statement taken from student ratings is as follows:

   a. Student course ratings play an important role in enhancing the quality of instruction at the University of Alaska Southeast. The ratings are made available to the instructor (after grades are turned in) and to the chairperson/Dean of the school. Please give your responses careful attention, and note that your name will in no way be associated with your answers;

3. evaluation period for this course is between < date > and < date >;

4. UAS IT 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;

5. 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;

6. locations where students may find computers on campus to complete and submit questionnaires.

7. when needed, and if available, mobile classroom computers can be scheduled for students to complete the ratings in class. If done this way, the instructor must not be present in the room during the evaluation in compliance with ethical standards of coercion and anonymity.

AUTOMATED STUDENT NOTIFICATION

Students will be sent personalized notification to their UAS e-mail address, or to their preferred personal e-mail address 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 the message will 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 ending date, students who have not completed a rating questionnaire will be sent a second reminder message.

ACCESS TO RATING RESULTS

ACCESS TO RESULTS THROUGH COURSE WEB SITES:

The rating system automatically generates a summary report for each course. This report includes frequency distribution, mode, standard deviation, bar chart, mean and median scores along with a compilation of any comments. Access to these results is blocked until two weeks after the ending date for the specific course. Once the report is available, anyone with instructor-level access to the course web site may view or download the full summary information. In addition, these individuals may download the raw-data in Excel format.

Before the start date for administration of the questionnaire, the instructor may choose who else may access the numerical results through the course web site. Options include students enrolled in the course (the default), individuals with active UA computer accounts, or anyone visiting the course web site. If the instructor makes the rating results available to a wider

audience, only the statistical summaries will be provided through the course web site. Access to student comments is restricted to those with instructor-level access only.

MANUAL DISTRIBUTION OF ACADEMIC AND SUPPORT SYSTEMS RATINGS RAW-DATA

Limited rating data are provided to the department responsible for the specific support system (Library, IT, etc.). The information is provided in raw-data format (generally, MS Excel). Departments are only provided data pertaining to their specific area.

ARCHIVING AND ONGOING ACCESS TO QUESTIONNAIRE RESULTS

The provost's office and its administrative units have responsibility for continuing archival access to questionnaire results through course web sites by the instructor and their supervisor.

Appendix G: Board of Regents Conflict of Interest Policy & Regulations

UNIVERSITY POLICY

CHAPTER 04.10 - ETHICS AND CONDUCT

P04.10.010. SCOPE AND CONDUCT OF OUTSIDE ACTIVITIES; COMPLIANCE WITH STATE LAW.

A. In this section, "outside activities" means work or activities that are not within the scope of the regular employment duties of the university employee.

B. Outside activities that will increase the effectiveness and broaden the experience of employees in relation to their functions at the university or that will be of service to the community or the state, are encouraged, provided the outside activities do not interfere with the performance of the employee's regular university duties; and provided the outside activities do not involve the appropriation of university property facilities, equipment, or services.

C. Employees of the university must comply with the applicable provisions of AS 39.52 (Alaska Executive Branch Ethics Act). To the extent that applicable law is more restrictive than regents' policy or university regulation, the law governs. Among other things, AS 39.52 prohibits official action when personal or financial interests are affected, misuse of official position, abuse of subordinates, misuse of university resources, and misuse of information. It also restricts gifts, outside employment, and interests in university grants, contracts, leases or loans. Employees should contact the university's designated ethics supervisor for additional information.

P04.10.020. ABUSE OF OFFICE FOR POLITICAL PURPOSES

A. No university employee may assert or imply that the employee is officially representing the university or its policies, unless expressly authorized to do so by the president.

B. An employee who acquires a state, federal, or local public office that may not legally be simultaneously held by a university employee will resign from university employment. Where there is no legal prohibition on simultaneous office holding, the employee need not resign, but will remain subject to the university regulations that apply to outside activities.

C. Any employee who wishes to campaign for or hold any political office or to serve as a registered state or federal lobbyist will come under the university regulation that applies to outside activities.

D. University funds or resources may not be used to support partisan political activity. Letters constituting partisan political activity may not be written on university stationery unless expressly authorized by the president.

P04.10.030. CONFLICT OF INTEREST

A. Any action, without actual authority to do so granted specifically by the board or the university president, by an officer or employee of the university that either: (1) has allowed any person, firm, or company to derive an advantage or benefit which has not been made

available to all persons, firms, or companies on the same or equal basis; or (2) exposes the university to contractual obligation or public liability, will be considered improper and in conflict with the proper discharge of official duties in behalf of the university.

B. An officer or employee of the university may not, directly or indirectly, do any of the following:

1. engage in or accept employment from or render services for any public or private interest when such employment or service may reasonably be expected to give rise to conflict with the proper discharge of official duties on behalf of the university;

2. in behalf of the officer or employee or another, solicit, negotiate for, or agree to accept employment or anything of substantial value from, any person, firm or company with which the officer or employee and the officer or employee's budget request unit is engaged in the transaction of business on behalf of the university, or that may be affected by the officer or employee's official action;

3. hold any investment or engage in any financial, business, commercial, or private transaction that creates a conflict with the proper discharge of official duties;

4. use information peculiarly within the officer or employee's knowledge or purview concerning the students, employees, property, government, or affairs of the university to advance the financial or other private interest of the officer or employee or another;

5. accept any form of gift, loan, consideration, or any gratuity for the performance of the officer or employee's duties other than that afforded by the university, unless the gift, loan, consideration, or gratuity is received for the exclusive benefit of the university;

6. receive payment or other consideration for activities, or the products of activities, created or performed while acting as a university employee, other than that provided by the university;

7. be a party to the purchase or sale of, or influence the purchase or sale of, goods or services for the use of the university by any person, firm, company, or business in which the officer or employee has substantial financial interest unless approved in advance by the president of the university; the transaction will be approved only if the president finds it to be in the best interests of the university; the approval will be in written form and be open to inspection by the public at the Office of the President;

8. engage in any business or transaction, or own a financial or other private interest, that is in conflict with the proper discharge of official duties.

C. A university officer or employee will be considered to have done "indirectly" the things prohibited by subsection B. of this section whenever any part of the prohibited acts are accomplished by or through "an immediate family member," which includes the spouse, cohabitant, child, parent, sibling, grandparent, aunt, and uncle of the university officer or employee, and parent or sibling of the officer or employee's spouse, or by an association, trust, or corporation in which the officer or employee or an "immediate family member" has a substantial interest; or through any device or artifice intended to evade the effect of the regents' policy.

D. In cases in which a faculty member produces a published work or an invention as a part of the faculty member's paid research or public service assignment for the university, and such published work or invention is not a "commissioned work" as defined in P10.07.050 (a), the fact that the faculty member may receive payment for royalties or similar remuneration will not alone constitute a violation of this policy.

E. If an officer or employee is uncertain whether a conflict of interest exists in an actual situation, the officer or employee may:

1. through appropriate channels, fully and fairly inform the president in writing of the specific facts surrounding the possible conflict of interest; and

2. request a determination of whether the situation as presented constitutes a conflict of interest.

In such instances, the president may rule on the question of whether the situation as presented constitutes a conflict of interest. If the president decides whether the situation as presented constitutes a conflict of interest, the decision will be conclusive as to the situation as presented. The officer or employee who requests the decision will have a continuing duty to inform the president in writing fully, fairly, and in good faith, in advance of changes in circumstances that might alter the situation so as to cause the president to change the decision. The president may reconsider a decision at any time.

F. Additional restrictions and exceptions may be provided by university regulation.

P04.10.040. NEPOTISM

A. Candidates will not be prohibited from appointment on the basis of their relationship with current employees of the university. However, no employee of the university may supervise or participate in employment, grievance, retention, promotion, salary, leave, or other personnel decisions concerning members of the employee's immediate family.

B. "Immediate family" includes an employee's spouse, child or stepchild, parent, sibling or immediate in-laws.

C. It is not a violation of this policy for a faculty member to have an immediate family member as a student enrolled in the faculty member's class, provided that the chancellor has approved an alternative means of evaluating the student's academic performance. The faculty member may not be directly involved in the alternative form of evaluation.

D. Any exception to this policy requires the prior written approval of the president. The president will advise the board of all granted exceptions.

UNIVERSITY REGULATION

CHAPTER 04.10 – ETHICS AND CONDUCT

R04.10.010. SCOPE AND CONDUCT OF OUTSIDE ACTIVITIES; COMPLIANCE WITH STATE LAW

A. Scope

1. Serving on advisory bodies and university governance groups, teaching, research, application of research findings, preparation and publication of articles and books (whether for royalty or not), preparation and delivery of lectures, memberships and

activities in professional societies, participation in artistic performances or activities, when said activities are related to staff members' professional fields and no compensation or honorarium (other than royalties from publication) is received, are considered to be within the regular work duties of university employees and are supported by the university.

Examples of activities considered to be outside the regular work or duties are: consulting for or providing other services to individuals or firms, serving on boards of directors, or as officers of business organizations, and engaging in commercial operations and practice except as noted above.

2. Outside activities may be of a one-time nature, intermittent or occasional, or regularly recurring. They may involve little or considerable amounts of compensation.

3. For purposes of this regulation, "employee" is intended to include all personnel of the university, including both staff and faculty enrolled on the university payroll records and receiving compensation from the University of Alaska, no matter what the basic fund source, for the performance of regular staff or academic duties. It includes part-time as well as full-time employees. Nothing contained herein will be considered applicable to any outside activities of employees during the period of time for which they are compensated as university employees, except insofar as the use of university name, property, equipment, etc., is concerned.

B. Conduct of Outside Activities

1. Prior to engaging in any outside activity as defined herein, the employee concerned will secure approval of their immediate supervisor. Department heads, deans, and directors or equivalent level are designated as representatives of the university to grant such approval for employees under their jurisdiction. If the approval is denied, the individual will have the right to appeal the decision as set forth below. I

   a. In making these determinations, the chief consideration will be whether the employee's current or proposed outside activities, taken individually or cumulatively, would substantially interfere with the performance of their regular duties. The fact that the outside activity involved compensation or the amount of such compensation will not be a reason for a refusal.

   b. In some cases the outside activity of an employee may be in the interest of the university or contribute to a significant enhancement of the employee professional standing or competence, even though engaging in the outside activity would substantially interfere with the employee's performance of their regular duties. In some cases the university may, upon consideration, determine that a re-allocation of the employee's duties is justified. Heads of departments and offices must process such cases through regular channels for approval.

2. Review

Heads of offices, departments, deans, and other supervisors may, from time to time, review a case if, in their judgment, reasonable evidence suggests that:

      a. The outside activity or activities, individually or cumulatively constitutes in fact a substantial interference with the satisfactory accomplishment of the employee's regular university duties; or

      b. The employee may otherwise be violating the provisions of this policy.

3. Community, State and Governmental Service

Community, state and governmental service is encouraged by the university as a function of citizenship, provided it does not constitute detrimental interference with the employee's discharge of their regular work duties. If community, state or governmental service duties, whether compensated or not, in fact substantially interferes with the employee's discharge of their regular work duties, it then becomes an outside activity.

4. Use of the University Name

      a. In conducting outside activities for compensation, the employee will make it clear to their employers or associates that they are serving in an individual capacity and that the university accepts no responsibility in connection with the outside activities.

      b. Official stationery of the university will not be used in connection with consultant's reports, bills for services or correspondence relating to the fulfillment of the staff member's performance of the outside activity.

      c. Employees whose names are included in commercial listings or other public documents, the purpose of which is to draw attention to the employee's availability for compensated services, will not list university buildings as an address, or list a university telephone number.

5. Purchases Through the University for Private Purposes

Individuals are not permitted to purchase supplies or equipment for personal use through institutional channels.

6. Use of University Property, Equipment, Facilities, or Services

The use of university property, equipment, facilities, or services by employees for purposes not directly related to university duties is prohibited. Exception will be made for the use of specialized equipment not available to industry or individuals through any private source within the state for which a pre-determined fee or rate has been established. The individual staff member may use such equipment on the same basis as other members of the public.

R04.10.020. ABUSE OF OFFICE FOR POLITICAL PURPOSES

Any employee seeking an elected public office will campaign completely on their own time, without adversely affecting their duties at the university; and be subject to any general university procedures governing appearances and activities of political candidates on the campus.

Any employee who acquires a state or federal public office or a full-time local government office which is legally not permitted to be held by a university employee will resign from university employment. Such resignation will be without prejudice if adequate notice has been given by the

employee and mutually satisfactory arrangements have been made concerning possible replacement of the employee.

R04.10.030. CONFLICT OF INTEREST

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 their primary professional loyalty and to arrange outside obligations, financial interests and activities so as not to conflict or interfere with this overriding 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 or 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 their 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 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 their 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 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 10.07.050.

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.

Appendix H: UNAC Faculty Evaluation File Preparation Checklist

The responsibility for preparation, contents, and submittal of the faculty evaluation file for comprehensive evaluation reviews rests exclusively with the faculty member. The Faculty Evaluation File is distinct from the Academic Record File (which is permanently housed in the dean's or director's office and does not accompany the evaluation file). Faculty evaluation file contents are the sole resource upon which comprehensive faculty evaluation reviews are based. It is imperative for faculty under review to provide a complete evaluation file. Failure to provide a complete file leaves evaluators with insufficient information upon which to base their conclusions and recommendations, and could result in unsatisfactory review. Missing required material may not be added after initial submission.

For more detailed information and explanations see Chapter 10 of this Faculty Handbook.

REQUIRED MATERIALS:

The faculty member is required to include the following material in their evaluation file, for the period under review. (Faculty going up for full professor the "period under review" includes the period from the last review for tenure and promotion) Items noted with an asterisk (*) can be found in the faculty member's Academic Record File, located in the appropriate dean or director's office.

- [ ] Table of contents
- [ ] Cover letter stating how the faculty member meets the criteria of the action at hand
- [ ] Current curriculum vitae
- [ ] Cumulative activity report (source material: * Annual Activity Reports)
- [ ] * Dean, director, or designee feedback in response to Annual Activity Reports [annual evaluations]
- [ ] * Dean or director evaluations and faculty member responses
- [ ] * Faculty workload agreements
- [ ] * Mastery of subject area documentation.
- [ ] * Summaries of teaching evaluations (Student Ratings), including individual comments
- [ ] Self-evaluation summarizing scholarly contributions and accomplishments in other areas included in workload agreements. (If the dean, director, or designee's feedback to previous evaluations noted areas for improvements, then the self-evaluation shall include a summary of progress made to address those areas.)
- [ ] External review letters [applicable only to United Academics faculty undergoing promotion and tenure reviews]
- [ ] * Reports from Sabbatical or Other Academic Leave

RECOMMENDED MATERIALS:

- [ ] **Teaching**: Evidence in support of teaching performance (see appendix C).
- [ ] **Service**: Evidence in support of public and university service (see appendix D).
- [ ] **Research/Creative Activity** (if applicable): Evidence in support of research/creative activity (see appendix E).
- [ ] **Professional Development**: Evidence in support of professional development.
- [ ] Other material faculty members consider pertinent to this review. This could include material presented in conventional academic writing or in an alternative "specific identifying reference," such as a record of an audio or visual presentation , performance, or rendition.