

The UAF Faculty Senate passed the following at its Meeting #92 on February 7, 2000:

NOTION:
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The UAF Faculty Senate moves to approve the 2001-2002 Academic Calendar as presented by the Registrar prepared in accordance with Senate policy and Board of Regents' policies and forward it to the Governance Coordinating Committee for action.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee has reviewed the draft 2001-2001 Academic Calendar for compliance with Senate policy and recommends approval of the calendar.

DRAFT
UNIVERSITY OF ALASKA FAIRBANKS - Fairbanks Campus
ACADEMIC CALENDAR 2001-2002
Classes begin after Labor Day for Fall Semester and
after Civil Rights Day for Spring Semester.

FALL SEMESTER-2001

- Registration and fee payment for the 2001 fall semester begins Mon., Apr. 9, 2001
- Application for admission deadline for fall semester Wed., Aug. 1
- Orientation for new students Sun.-Wed., Sept. 2-5
- Labor Day (no registration or fees) AQA

Late registration begins	Thurs., Jan. 17
Late registration and fee payment end	Fri., Jan. 25
Last day for 100% refund of tuition and material fees	Fri., Jan. 25
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Feb. 1
Last day for 50% refund of tuition (only)	Fri., Feb. 1
Last day to apply for 2002 spring graduation	Fri., Feb. 15
Low grade reports for freshmen due not later than	Fri., Feb. 22
Spring recess	Mon. - Sun., Mar. 11-17
Last day for student-initiated and faculty-initiated withdrawals (W grade given for course)	Fri., Mar. 22
Registration and fee payment for the 2002 fall semester begin	Mon., Apr. 8
All Campus Day (no classes)	Fri., Apr. 26
Last day of instruction	Fri., May 3
Final examinations	Mon. - Thurs., May 6-9
Residence halls close, noon	Fri., May 10
Commencement**	Sun., May 12
Grades due to the Registrar's Office	Wed., May 15

**Saturday, May 11 may be an alternate date for Commencement (to coordinate with other MAU's).

Proposed by Ann Tremarello, January 25, 2000.

The UAF Faculty Senate passed the following at its Meeting #92 on February 7, 2000:

MOTION:

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The UAF Faculty Senate moves to approve the Unit Criteria for Alaska Native Language Center (ANLC).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by Alaska Native Language Center (ANLC). With some minor changes, agreed upon by the department, the UAF committee's criteria were found to be consistent with UAF guidelines.

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,
PROMOTION, TENURE, AND SABBATICAL LEAVE

AND

ALASKA NATIVE LANGUAGE CENTER

may vary with each work year

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

Effective teachers

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.
- G. OFTEN DEAL WITH STUDENTS IN SMALLER GROUPS. BECAUSE OF THE DEMOGRAPHY OF ALASKA NATIVES AND THE ENDANGERED STATUS OF ALL ALASKA NATIVE LANGUAGES, INDIVIDUAL STUDY CLASSES ARE OFTEN THE ONLY MEANS OF PROVIDING CRUCIAL INSTRUCTION TO MEMBERS OF SMALL NATIVE GROUPS WHO HAVE THE POTENTIAL TO BECOME LINGUISTS AND LANGUAGE SPECIALISTS.
- H. ARE REQUIRED TO MAKE THEIR OWN CLASSROOM MATERIALS TO A MUCH GREATER EXTENT THAN IN MOST OTHER DISCIPLINES, SINCE PUBLISHED INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES ARE LIMITED.
- i. Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum materials, recruiting and advising, training/guiding graduate students, etc., provided by:
 - a. systematic student ratings (required source of data)

and at least two of the following:

 - b. self-evaluation
 - c. peer/head classroom observation(s)
 - d. peer/head evaluation of course materials

2. Achievement in Research, Scholarly, and Creative Activity.

Inquiry and originality are central functions of a land grant/

- g. Scholarly reviews of publications, art works and performance of the candidate.
 - h. Citations of research in scholarly publications.
 - i. Published abstracts of research papers.
 - j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline.
 - k. Prizes and awards for excellence of scholarship.
 - l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
 - m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
- F
- N. OTHER MEANS OF DISSEMINATING INFORMATION ABOUT ALASKA NATIVE LANGUAGES, SUCH AS MAPS, CD'S, AUDIO TAPES, VIDEO TAPES, AND WEB PAGES.
 - O. INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES.

NOTE: GIVEN THE MISSION OF ANLC, THERE IS OFTEN AN OVERLAP BETWEEN RESEARCH AND PUBLIC SERVICE, SO THAT RESULTS OF RESEARCH ARE MOST OFTEN OF DIRECT BENEFIT TO THE ALASKAN PUBLIC AS WELL AS THE SCHOLARLY COMMUNITY. SINCE PUBLICATIONS ARE INTENDED FOR THE PUBLIC AND ESPECIALLY THE NATIVE COMMUNITY, THEY VERY OFTEN TAKE A DIFFERENT FORM FROM OTHER SCHOLARLY RESEARCH.

3. Effectiveness of Service

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

a. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constitu^{es} outside the University of E

basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units; such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- (1) Providing information services to adults or youth.
- (2) Service on or to government or public committees.
- (3) Service on accrediting bodies.
- (4) Active participation in professional organizations.
- (5) Active participation in discipline-oriented service organizations.
- (6) Editing or refereeing articles or proposals for professional journals or organizations.
- (7) Consulting.
- (8)

- (5) Service in support of student organizations and activities.
- (6) Academic support services such as library and museum programs.
- (7) Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

c. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements and performance evaluations. In formulating standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities appropriate for that unit, and measures for evaluation. Effectiveness of public service is "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, 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. Effectiveness of university service is demonstrated by such things as work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work, and work with students beyond formal teacher-student relationships.