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A G E N D A

UAF FACULTY SENATE MEETING #194
Monday, November 4, 2013
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

1:00	I	Call to Order – David Valentine A. Roll Call B. Approval of Minutes to Meetings #192 and #193 C. Adoption of Agenda	4 Min.
1:04	II	Status of Chancellor's Office Actions A. Motions Approved: *None required Chancellor's approval* B. Motions Pending: None	1 Min.
1:05	III	A. President's Remarks – David Valentine B. President-Elect's Remarks – Cecile Lardon	10 Min.
1:15	IV	A. Chancellor's Remarks – Brian Rogers B. Provost's Remarks – Susan Henrichs	15 Min.
1:30	V	Discussion Items A. Proposal to remove "or instructor permission" (treat as understood) where used in the prerequisites for undergraduate courses – Rainer Newberry	10 Min.
1:40	VI	Old Business A. Resolution opposing adoption of a tobacco-free policy across the University of Alaska System (Tabled at #193) - David Valentine (Attachment 194/1)	5 Min.
1:45	VII	New Business A. Motion to approve Department of Communication Unit Criteria, submitted by the Unit Criteria Committee (Attachment 194/2) B. Motion to approve Department of Anthropology Unit Criteria, submitted by the Unit Criteria Committee (Attachment 194/3) C. Motion to approve the new program of Master of Music – Performance, submitted by the Graduate Academic and Advisory Committee (Attachment 194/4) D. Motion to approve the program deletion of the MA – Music, submitted by the Graduate Academic and Advisory Committee (Attachment 194/5)	15 Min.

2:00 BREAK

2:10 VII New Business – continued 20 Min.

E. Motion to amend the Faculty Senate Bylaws for the Graduate Academic and Advisory Committee, submitted by GAAC (Attachment 194/6)
F. Motion to amend Math Placement Policy, submitted by Student Academic Development and Achievement Committee / Curricular Affairs Committee (Attachment 194/7)

2:30 VIII Governance Reports 10 Min.

A. Staff Council – Brad Krick
B. ASUAF – Ayla O'Scannel
C. Athletics – Dani Sheppard
D. UNAC – Falk Huettmann
UAFT – Jane Weber

2:40 IX Public Comment 5 Min.

2:45 X Members' Comments/Questions/Announcements 15 Min.

A. General Comments/Announcements
B. Committee Chair Comments
Curricular Affairs – Rainer Newberry, Chair (Attachment 194/8)
Faculty Affairs – Knut Kielland, Convener
Unit Criteria – Chris Coffman, Chair (Attachment 194/9)
Committee on the Status of Women – Jane Weber, Chair (Attachment 194/10)
Core Review Committee – Miho Aoki, Chair (Attachment 194/11)
Curriculum Review – Rainer Newberry, Chair
Student Academic Development & Achievement – Cindy Hardy, Chair (Attachment 194/12)
Faculty Development, Assessment & Improvement – Franz Meyer, Chair
Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 194/13)
Research Advisory Committee – Peter Winsor, Chair

3:00 XI Adjournment

ATTACHMENT 194/1
UAF Faculty Senate #194, November 4, 2013
Submitted by the Administrative Committee

The original resolution was tabled at Meeting #193. The following is revised:

RESOLUTION:

The UAF Faculty Senate affirms its support in principle of efforts to reduce harm from tobacco use, including enforcement of existing policies governing tobacco use. However, the UAF Faculty Senate opposes adoption of a one-size-fits all, zero-tolerance, smoke-free/tobacco-free policy throughout the University of Alaska System.

> RATIONALE: At the September 23, 2013 meeting of the UA System Governance Council, one of the discussion items was a potential proposal to ban all use of tobacco on all University of Alaska property across the entire state. The proposal was the initiative of a student group at the University of Alaska Anchorage, who had proposed the ban to the Board of Regents during public comments at a recent meeting.
>
> The adverse effects of tobacco use on the health of users and of health insurance systems are manifold and increasing. Efforts to address these problems are to be commended and encouraged. Nevertheless, a zero-tolerance policy applied across all 3 universities comprising the UA system, including their many branch campuses, should not be undertaken without a careful evaluation of its impacts on the members of the UA community and the public we serve.
>
> We acknowledge that the recent UAF Staff Council survey showed a generally mixed attitude of UAF staff to the proposed tobacco free campus proposal.
>
> We join with the Statewide Administrative Assembly in opposing a zero-tolerance, smoke-free/tobacco-free campuses throughout the UA system, and encouraging the UA System Governance Council to consider ways of reducing the adverse impacts of tobacco use that consider all the dimensions of impacts to UA stakeholders.
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Original version for reference:

The UAF Faculty Senate **OPPOSES** adoption of a tobacco-free policy across the University of Alaska System.

> RATIONALE: At the September 23, 2013 meeting of the UA System Governance Council, one of the discussion items was a potential proposal to ban all use of tobacco on all University of Alaska property across the entire state. The proposal apparently is being offered by the Union of Students at the University of Alaska Anchorage (USUAA), who intend to bring the proposal to the Board of Regents.
>
> The adverse effects of tobacco use on the health of users and of health insurance systems are manifold and increasing. And the efforts of USUAA to address these problems are to be

commended and encouraged. Nevertheless, a zero-tolerance policy applied across all three universities comprising the UA system, including their many branch campuses, should not be undertaken without a careful evaluation of its impacts on the members of the UA community and the public we serve.

The UAF Faculty Senate encourages the UA System Governance Council to consider ways of reducing the adverse impacts of tobacco use that consider all the dimensions of impacts—including extent and mechanisms of enforcement—to UA stakeholders.

ATTACHMENT 194/2
UAF Faculty Senate #194, November 4, 2013
Submitted by the Unit Criteria Committee

MOTION:

The UAF Faculty Senate moves to reaffirm the Department of Communication Unit Criteria.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted with no changes by the Department of Communication. They were found to still be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF COMMUNICATION UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE COMMUNICATION DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

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

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. UTILIZE AND DEMONSTRATE THEIR KNOWLEDGE OF WHAT CONSTITUTES EFFECTIVE ORAL COMMUNICATION IN THEIR TEACHING METHODS.

i. DEMONSTRATE CONSISTENT ATTENTION TO STUDENTS IN THE ROLE OF AN ADVISOR REGARDING UAF AND DISCIPLINE RELATED MATTERS.

j. DEVELOP AND REVISE INSTRUCTIONAL MATERIALS FOR USE IN SUPPORT OF THEIR TEACHING.

k. ACTIVELY PARTICIPATE IN AND CONTRIBUTE TO THE WORK OF THE FACULTY OR THE DISCIPLINE IN CURRICULUM MATTERS.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

   ACHIEVEMENT IN RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY INVOLVES:

   1. ***IDENTIFYING AND EXPLORING NEW RESEARCH PROBLEMS IN THE DISCIPLINE, AND/OR CRITICALLY EXAMINING EXISTING RESEARCH PROBLEMS TO PROVIDE NEW INSIGHTS.***

   2. ***DEVELOPING NEW METHODS, THEORIES, OR APPROACHES TO RESEARCH PROBLEMS IN THE DISCIPLINE.***

   3. ***DEVELOPING AND MAINTAINING A FOCUSED PROGRAM OR PROGRAMS OF RESEARCH.***

   4. ***DEMONSTRATING GROWTH IN KNOWLEDGE OF THE DISCIPLINE, OR GROWTH IN EMPIRICAL AND/OR CRITICAL RESEARCH ABILITIES.***

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

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.

D. Criteria for Public and University Service

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

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

EFFECTIVENESS IN PUBLIC SERVICE INVOLVES:

1. ***ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF PUBLIC AND/OR GOVERNMENTAL BODIES.***

2. ***SUMMARIZING AND PRESENTING KNOWLEDGE IN THE DISCIPLINE FOR THOSE OUTSIDE OF UAF.***

3. ***APPLYING THEORIES OR FINDINGS OF THE DISCIPLINE IN PUBLIC SERVICE.***

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations.

EFFECTIVENESS IN UNIVERSITY SERVICE INCLUDES:

1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF COLLEGE, UAF, AND STATEWIDE COMMITTEES, PANELS, TASK FORCES, ETC.

2. EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS IN POSITION IN THE DEPARTMENT, COLLEGE, UNIVERSITY OF ALASKA FAIRBANKS, AND STATEWIDE.

Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations, ***OR ORGANIZATIONS CLOSELY RELATED TO THE DISCIPLINE. .***

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ATTACHMENT 194/3
UAF Faculty Senate #194, November 4, 2013
Submitted by the Unit Criteria Committee

MOTION:

The UAF Faculty Senate moves to reaffirm the Department of Anthropology Unit Criteria.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted with no changes by the Department of Anthropology. They were found to still be consistent with UAF guidelines.

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REGULATIONS FOR THE APPOINTMENT AND EVALUATION OF FACULTY
AND DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT OF ANTHROPOLOGY FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA, STANDARDS AND INDICES,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. 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. may receive prizes and awards for excellence in teaching.

h. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT OF ANTHROPOLOGY WILL EVALUATE THE CURATOR'S TEACHING RECORD.***

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations.

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.

n. ***ALL PEER-REVIEWED PUBLICATIONS SHALL BE CONSIDERED SIGNIFICANT. THIS INCLUDES NOT ONLY THE WRITING OF JOURNAL ARTICLES AND BOOK CHAPTERS BUT THE EDITING OF BOOK AND JOURNAL VOLUMES.***

o. ***MULTIPLE-AUTHORED, PEER-REVIEWED PUBLICATIONS SHALL BE EVALUATED IN TERMS OF THE AUTHOR'S CONTRIBUTION, TO BE DELINEATED IN THE NARRATIVE STATEMENT OF THE PROMOTION AND TENURE FILE.***

p. ***RESEARCH CONTRIBUTIONS AS EDITOR OF VOLUMES OF THE APUA (ANTHROPOLOGY PAPERS OF THE UNIVERSITY OF ALASKA) SHALL BE CONSIDERED COMPARABLE TO RESEARCH CONTRIBUTIONS AS EDITOR OF OTHER PEER REVIEWED BOOKS AND JOURNAL VOLUMES.***

q. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF RESEARCH.***

D. Criteria for Public and University Service

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

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***APPLIED ANTHROPOLOGICAL WORK WITH COMMUNITIES AND ORGANIZATIONS.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR TIME ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF SERVICE TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UNIVERSITY OF ALASKA MUSEUM COMMITTEE (SEE BELOW).

CURATION

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH AND SERVICE.

1. ***CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:***

    a. ***MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);***

    b. ***INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;***

    c. ***FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;***

    d. ***MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);***

    e. ***SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;***

    f. ***WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;***

g. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE; AND

h. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS.

i. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS THAT PERTAIN TO THE COLLECTION.

2. <u>SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:</u>

<u>ASSISTANT PROFESSOR AND CURATOR</u>

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

a. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA AND THE CIRCUMPOLAR NORTH AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

b. CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

c. CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

d. CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.

e. CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CAUTION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.

f. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF SMALL

EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.

g. CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

<u>ASSOCIATE PROFESSOR AND CURATOR</u>

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH MUST BE EVIDENT.

<u>PROFESSOR AND CURATOR</u>

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. THEY MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

3. EVALUATION OF CURATION

A COMMITTEE COMPOSED OF THE TENURED CURATORS AT THE MUSEUM WILL PROVIDE AN EVALUATION TO THE UNIT PEER COMMITTEE. IN FORMULATING CRITERIA, STANDARDS AND INDICES FOR EVALUATION, PROMOTION, AND TENURE, THE MUSEUM SHOULD INCLUDE EXAMPLES OF CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

ATTACHMENT 194/4
UAF Faculty Senate #194, November 4, 2013
Submitted by the Graduate Academic and Advisory Committee

MOTION:

The UAF Faculty Senate moves to approve the new Master's of Music in Performance.

EFFECTIVE: Fall 2014, with Board of Regents approval.

RATIONALE: Given the profession-wide shift in the last two decades towards performance based degrees, the proposed Master's of Music in Performance (M.M.) will provide better preparation for students applying to doctoral programs in music than the current Master of Arts in Music (M.A.) program does. It will be more suitable for those students who seek performance-based careers. In addition, it better reflects the training and strength of faculty in the UAF Department of Music. The National Association of Schools of Music (NASM), the accrediting agency for UAF's music programs, noted in its last review (2010) that UAF's current M.A. in Music program does not accurately reflect what current graduate students in music at UAF do, nor what an M.A. program should be. Establishment of the M.M. in Performance will bring UAF into compliance with the NASM accreditation standards, and better enable students applying for graduate school in Music at UAF to meet their goals in music performance. Students who wish to obtain a Master of Arts degree with a focus in music can still apply to the Interdisciplinary Master of Arts program at UAF.

Because the Music Department is restructuring its graduate program to eliminate the M.A. in Music program, no new resources will be required, if the current M.A. program is deleted. The M.M. in Performance program will be offered using existing faculty and current resources.

Brief Statement of Program:

The UAF Department of Music proposes restructuring our graduate degree program from a Master of Arts (M.A.) to a Master's of Music in Performance (M.M.) degree program. The proposed M.M. degree will replace our Master of Arts (M.A.) degree. Whereas the M.A. degree emphasizes broad-based experience in music history, theory, analysis, and literature through concentration in academic courses, the M.M. more specifically addresses specialization in music performance.

Our accrediting agency, the National Association of Schools of Music (NASM), noted in our last review (2010) that our M.A. degree does not accurately reflect either what an M.A. degree should be or what our graduate students do. Largely, our proposal rests on complying with the NASM accreditation request for continued accreditation. By implementing an M.M. program, we are adjusting the focus of the degree to more accurately align with objectives within our current departmental capabilities. Major objectives follow:

At degree completion, students will be able to:

- speak extemporaneously about their performance area;

- demonstrate application and synthesis of knowledge in music history and music theory;
- perform competitively at an industry standard for world-wide audition levels
- communicate professionalism on all levels.

Given the profession-wide shift over the last two decades, as evidenced by our peer institutions and aspirational institutions, the M.M. degree seems better suited for students applying to doctoral programs, and it better reflects and utilizes the strengths and training of the faculty in the UAF Department of Music. Finally, career opportunities aligned with acceptance into doctoral programs increase with the M.M. Additionally, specialization in performance through advanced study at UAF provides networking opportunities, international travel and performances, and exposure needed to secure further work in the industry.

Program Goals:

1. To further develop instrumental and vocal performance skills from the Bachelor of Music level to that of a Master's degree. Students will attain and demonstrate superior skills in instrumental or vocal music performance, knowledge of topics in music history and music theory, and demonstrate effective skills in research methods in both written and oral communications. Students will be evaluated with end of semester juries, pre-recital hearings, and degree recitals. Students will also perform in both large and small ensembles and complete a comprehensive oral examination, and write and defend their research project paper.

2. The University of Alaska Fairbanks is the nation's northernmost Land, Sea and Space Grant university and international research center. It is committed to advancing and disseminating knowledge through teaching, research and public service and promotes academic excellence, student success and lifelong learning. As the flagship university of the State of Alaska, UAF offers the only graduate music degree within the UA System. An M.M. in performance upholds UAF's commitment to teaching, research, and service. Students enrolled in the M.M. program have access to world-class faculty, excellent departmental resources, and performance opportunities locally, statewide, nationally, and internationally.

3. Further to the program requirements for the M.M. in performance, students will achieve a thorough understanding of their craft, gain the ability to plan for continued musical and intellectual development, and ultimately meet professional demands in music teaching and performance. Additionally, the benefit for creation of an M.M. in performance is that this program has higher professional status and recognition than does the M.A. for the same area of specialization. Additionally, this degree program change aligns us more closely with the offerings of our peer and aspirational institutions.

4. In order for students to attain a high level of instrumental and vocal performance expertise, the majority of course work in the M.M. performance degree is focused in performance areas including private lessons, large and small performance ensemble participation, and degree recital preparation. Students are also required to take the Topics in Music History (MUS 625) and Topics in Music Theory (MUS 632) courses to better prepare them for their required oral comprehensive examination. Introduction to Graduate Studies (MUS 601) serves to better prepare students to write and defend their project paper requirement.

Proposed Catalog Layout:

Music- College of Liberal Arts
Department of Music, 907-474-7555
www .uaf.edu/music/

MM Degree

Minimum Requirements for Master of Music in Performance Degree: 36 credits minimum

The academic progression of a student's graduate program is determined by the student in coordination with the student's graduate advisory committee. Each graduate student's program is designed to meet the student's individual professional interests and aspirations, consistent with program requirements. The program of study emphasizes both academic achievement and the development of superior musicianship through music performance. Recitals and concerts provide students with a variety of musical experiences that expand upon the curricular offerings. The UAF Department of Music is accredited in good standing through the National Association of Schools of Music (NASM).

Graduate Program – Master of Music in Performance Degree (M.M.)

1. Complete the following Department admission requirements:
   a. Diagnostic examinations in music theory and music history.*
   b. Performance audition, demonstrating knowledge and ability in solo literature of various historical periods and styles. Auditions may be live performances or by performances recorded and submitted on an unedited video disc (DVD).
2. Complete the general university requirements
3. Complete the master's degree requirements.**
4. MUS F601 Introduction to Graduate Study--2 credits
5. MUS F625 Topics in Music History--3 credits
6. MUS F632 Topics in Music Theory—3 credits
7. No more than 12 credits of MUS F697 allowed.
8. MUS F698: Research (6 credits).
9. Complete at least 22 credits in a primary area of specialization, including large ensembles, small ensembles, and private lessons.
10. Students with specialization in vocal performance must demonstrate proficiency in languages appropriate to their area of concentration. Proficiency will be determined by the student's graduate advisory committee in conjunction with the Department of Foreign Languages. Graduate students studying applied music and/or presenting recitals are governed by the same regulations concerning recital preparation, recital jury pre-hearings, and jury examinations as those which apply to undergraduate students. These regulations are described in the Music Handbook.
11. Successfully complete a comprehensive oral examination in music history and theory.
12. Successfully complete an oral defense of a research project paper.

* This preliminary exam, to help determine the areas of strength and deficiency, will cover the following areas: a) music theory, and b) music history and literature. Applicants will be accepted from any accredited institution; before admission to a degree program, however, all students (including UAF graduates) must take these preliminary examinations.

** After completing about one semester of the program, students will meet with their advisory committee to define precisely the student's major area of specialization and course work. Each student will pass a comprehensive oral examination given by their advisory committee. Each student, with the approval of the advisory committee, shall develop an appropriate final research project, write a project paper and successfully defend that paper under the supervision of their advisory committee. Each student will prepare and satisfactorily perform a graduate recital.

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	1.1 FTE $108,650			1.1 FTE $108,650
Adjunct Faculty (FTE's & dollars)	N/A			N/A
Teaching Assistants (Headcount)	5			5
Instructional Facilities (in dollars and/or sq. footage)	11,358 Sq. ft			11,358 Sq. ft.
Office Space (Sq. footage)	3106 Sq. ft.			3106 Sq. ft.
Lab Space (Sq. Footage)	1369 Sq. ft.			1369 Sq. ft.
Computer & Networking (in dollars)	$3000			$3000
Research/ Instructional/ office Equipment (in dollars)	$6000			$6000
Support Staff (FTE's & dollars)	0.15 $5,755			0.15 $5755
Supplies (in dollars)	$2400			$2400
Travel (in dollars)	$1000			$1000

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAF	1b. School or College CLA	1c. Department MUSIC

2. Complete Program Title: Master of Music in Performance

3. Type of Program

☐ Undergraduate Certificate ☐ AA/AAS ☐ Baccalaureate ☐ Post-Baccalaureate Certificate

X☐ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action	5. Implementation date (semester, year)
X☐ Add ☐ Change ☐ Delete	Fall, 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY 16		Projected Annual Expenditures in FY 16	
Unrestricted		Salaries & benefits (faculty and staff)	$114,405
General Fund	$158,553	Other (commodities, services, etc.) Grad TAships (5 each) Grad TA Tuition Waivers	 $69,264 $40,860 (nine credits/semester, resident tuition, 5 students (includes 5% tuition increase each AY), plus $250/student per semester for private lessons
Student Tuition & Fees	$9,376	TOTAL EXPENDITURES	$227,929
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$	Year 2	$
TVEP or Other (specify):	$	Year 3	$
TOTAL REVENUES	$227,929	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$	$
b. Additional appropriation required	$	$
c. Funded through new internal MAU redistribution	$	$
d. Funds already committed to the program by the MAU[1]	$	$
e. Funded all or in part by external funds, expiration date	$	$
f. Other funding source Specify Type:	$	$

[1]Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes X☐ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 7	Year 2: 9	Year 3: 11	Year 4: 13

Page number of attached summary where demand for this program is discussed:

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	7
Adjunct	0
Term	0
Tenure track	11

Former assignment of any reassigned faculty: 0
For more information see page 8, IVd of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
Master of Arts in Music	No longer offered		

Page number of attached summary where effects on other programs are discussed: Page 9, V

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': **YES – National Association of Schools of Music (NASM)**

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Please see attached Format 3, Section V

Page in attached summary where alignment is discussed: **Page 9**

15. State needs met by this program (list):

Page in the attached summary where the state needs to be met are discussed: **Page 6, II-B-1**

16. Program is initially planned to be: (check all that apply)

X☐ Available to students attending classes at UAF Main campus.
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

_____/_____ _____/_____
Provost Date Chancellor Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
Chair, Academic and Student Affairs Committee Date

☐ Recommend Approval ☐ Recommend Disapproval	_____	_____
	UA President	Date
☐ Approved ☐ Disapproved	_____	_____
	Chair, Board of Regents	Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

ATTACHMENT 194/5
UAF Faculty Senate #194, November 4, 2013
Submitted by the Graduate Academic and Advisory Committee

MOTION:

The UAF Faculty Senate agrees to the discontinuation of the Master of Arts program in Music (housed in the College of Liberal Arts, Music Department).

EFFECTIVE: Fall 2014

RATIONALE: The National Association of Schools of Music (NASM), the accrediting agency for UAF's music programs, noted in its last review (2010) that UAF's current Master of Arts in Music program does not accurately reflect what current graduate students in music at UAF do, nor what an M.A. program should be. The Department of Music does not have the faculty resources necessary to offer an M.A. in Music under current accreditation standards. In addition, most graduate students in Music at UAF are seeking performance-based degrees, and will be better accommodated by the proposed Master of Music in Performance (see accompanying motion). Students who wish to obtain a Master of Arts degree with a focus in music can still apply to the Interdisciplinary Master of Arts program at UAF.

Because the Music Department is restructuring its graduate program to establish a Master's of Music in Performance (M.M.) in place of the M.A. in music, there will be no impact of deleting the M.A. in music program. Existing faculty and resources will offer the M.M. in Performance program, instead of the M.A. in music.

Background and Information:

The UAF Department of Music has proposed restructuring its current graduate degree program as a Master of Music in Performance (M.M.) degree program (Format 3 proposal currently under review). The M.M. degree would replace the current Master of Arts (M.A.) degree. The Department's accrediting agency, the National Association of Schools of Music (NASM), noted in its most recent degree program review (AY2010-2011) that the Department's M.A. degree does not accurately reflect either what an M.A. degree should be or what its graduate music students actually do in their course of study. By implementing the M.M. program, the Department will provide graduate students with the appropriate degree they seek. By replacing the M.A. degree with the M.M. degree, the Department will delete a program for which neither the required curriculum or the required number of faculty positions are in place to properly offer concentrations in Music Theory, Music History, Composition, Conducting, and Music Education.

The UAF Department of Music and its faculty are willing to advise or instruct qualified graduate students enrolling in music classes as part of an M. A. or M. S. in Interdisciplinary Studies program through the Office of the Graduate School.

No faculty or workload displacements will be incurred by deleting the Master of Arts degree program. The proposed Master of Music in Performance degree will require the same faculty and administrative personnel currently involved with the M.A. program.

There are no effects on the Department of Music's budget through deletion of the Master of Arts program, given its replacement with the proposed Master of Music program.

There are currently five students enrolled in the graduate music program. All are in the Music Performance concentration. Two of these students will be graduating in Spring 2014. Another three students are full-time first-year students on track for graduation in Spring 2015. The Department plans to award these students the M.M. degree, subject to its approval and implementation as proposed for AY2014-2015. The Department will provide a teach-out period for one current part-time graduate student who will be allowed to graduate under the current M.A. requirements. With approval of the proposed M.M. degree program, the Department of Music will no longer enroll new students under the current M.A. degree program.

ATTACHMENT 194/6
UAF Faculty Senate #194, November 4, 2013
Submitted by the Graduate Academic and Advisory Committee

MOTION:

The UAF Faculty Senate moves to revise the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, subsection E.1, to revise the bylaws for the Graduate Academic and Advisory Committee, a permanent committee of the UAF Faculty Senate.

EFFECTIVE: Immediately

RATIONALE: The Graduate Academic and Advisory Committee (GAAC) has reviewed the bylaws pertaining to GAAC and recommends allowing graduate student representatives to vote; and, deleting tax-related issues from the responsibilities of the committee. The reasons for these changes are as follows:

1. Graduate students who serve on this committee already participate in curriculum review and provide input to other issues discussed by the committee. This motion will allow them to participate fully and acknowledge their contribution.
2. Most members of the committee do not have the expertise to comment on tax-related issues.

****

BOLD CAPS = Addition
[[ ]] = Deletion

Faculty Senate Bylaws, Section 3, Article 5: Committees, subsection E.1:

E. The standing and permanent committees of the Senate are:

. . .

PERMANENT

1. The Graduate Academic **[[**&**]] AND** Advisory Committee will include ten faculty members **AND UP TO TWO GRADUATE STUDENTS**. The Dean of the Graduate School, Director of the Library, **AND** the University Registrar **[[**, and two graduate students**]]** are non-voting ex-officio members. The committee will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related to instruction and mentoring of graduate students. The committee will also have responsibility for oversight, review and approval of all professional degree courses and programs including 500-level courses. The committee will advise the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial **[[**and-tax-related**]]** issues and dealings with other universities.

ATTACHMENT 194/7
UAF Faculty Senate #194, November 4, 2013
Submitted by the Student Academic Development and Achievement Committee

MOTION

The Faculty Senate moves to amend the 2014-15 Catalog to reflect a new Mathematics and Developmental Mathematics placement policy, as indicated below:

EFFECTIVE: Fall 2014

RATIONALE:

This motion is brought to the Senate by the Department of Mathematics, the Department of Developmental Education, the Student Academic Development and Achievement Committee, and the Curricular Affairs Committee.

The Mathematics and Developmental Education Departments are moving to a new UAF Math Placement Test administered by ALEKS PPL (Assessment & Learning in Knowledge Spaces--Preparation, Placement, & Learning) for placement into all core Math and DEVM classes. In order for students to be placed into a DEVM or core MATH course, students who do not meet the prerequisite (either by having taken a prerequisite course at UAF or as a transfer course, or by having AP credit) will be required to take the UAF Math Placement Test, regardless of their SAT/ACT scores. That is, this new UAF Math Placement Test will replace ACT/SAT/ACCUPLACER/COMPASS for placement into Math or DEVM courses. With ALEKS PPL, a student's initial assessment can be done via the internet. Students who are dissatisfied with their initial placement or who want to review material in preparation for their course will have access to a six-week learning module that can be used to study and improve the test score. An additional four re-tests are available to the student at no extra charge, and the total cost of the five placement attempts and the six weeks of targeted individual study is $25.

The Math and Developmental Math faculty believe that the new placement test system provides a clear mechanism for students to challenge a placement and provides a means for students to refresh their memory of prerequisite material in order to place into a higher level math course than they might with a one-time, high-stakes test. ALEKS PPL is specifically designed to address placement into mathematics courses and is a low stakes test. This is in marked contrast to the current assessments: SAT and ACT are both high stakes tests and not designed for placement purposes; ACCUPLACER, while a low stakes test, is insufficiently refined for our placement needs.

Currently ALEKS is being used by DEVM students as a homework tool that tracks improvement through their DEVM class and beyond, and the Math Bridge Program uses ALEKS modules to help prepare students for core math courses. Integrating a teaching tool into a placement tool will make for more appropriate placement of students and will allow them to begin their math classes at UAF using a tool that will support their learning throughout their math sequence. Even though many rural students have limited internet access, ALEKS is a useful tool. It is more than a placement test, and has the potential to support students by filling in gaps in their content

knowledge. Furthermore, rural advisors and faculty can offer a non-internet based assessment in special cases. Students who have limited access to technology or who have disabilities will be provided with extra support or their instructor can provide alternative placement strategies.

The Mathematics Placement Committee is working with the bursar's office, the registrar's office, and the Provost's office to address mechanisms by which this $25 fee will be paid. Currently it is expected that the cost will be added as a one-time course fee to the student's initial DEVM or Math class. If the new placement policy works as expected, fewer students will repeat courses or be placed in courses that are inappropriate to their skill level, reducing their very real cost in tuition expenses and opportunity cost.

The Mathematics and Developmental Education faculty, SADA, and CAC will arrange meetings with rural and Fairbanks advisors and registrars to inform them of the advantages of ALEKS for students and will work together to plan implementation so that all students can have access to ALEKS for placement.

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CAPS and **Bolded** - Addition
[[ ]] – Deletion

Pages 33-34 of current 2013-14 Catalog:

PLACEMENT [[BY TEST]] **REQUIREMENTS**

[[Students need to have UAF-approved placement test scores prior to registering for their first-semester classes. Students place into classes in the following ways: standardized test scores (ACT Plus Writing, SAT, ASSET, or ACCUPLACER), advanced placement credits, transfer credits or prerequisite coursework. Placement tests and are available at every UAF community campus as well as Testing Services, the Academic Advising Center, Community and Technical College, Rural Student Services, e-Learning and Distance Education, and Northern Military Programs at Fort Wainwright, Eielson Air Force Base and Delta Career Advancement Center.]]

MANY UAF COURSES REQUIRE PLACEMENT. ALL STUDENTS PLANNING TO TAKE COURSES WITH SPECIFIC PLACEMENT REQUIREMENTS MUST MEET THOSE REQUIREMENTS PRIOR TO REGISTERING FOR THOSE COURSES. Students who meet basic skills standards in reading, writing and mathematics [[may]] **SHOULD** enroll in the appropriate 100-level or above courses. Those whose scores place below these standards [[are required to]] **MUST** enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100-level courses. **SPECIFIC WRITING, READING, AND MATH PLACEMENT REQUIREMENTS ARE LISTED IN THE SECTION BELOW. HOWEVER, MANY COURSES HAVE ADDITIONAL PREREQUISITE REQUIREMENTS THAT ARE LISTED IN THE CATALOG COURSE DESCRIPTION.**

COURSE PREREQUISITES

COURSE PREREQUISITES INDICATE WHAT PREVIOUS PREPARATION IS NEEDED TO ENROLL IN A COURSE. AN INSTRUCTOR HAS THE RIGHT TO DROP ANY STUDENT FROM THE COURSE IF HE OR SHE DOES NOT MEET THE PREREQUISITE OR HAS

NOT RECEIVED A GRADE OF C- OR BETTER IN ALL PREREQUISITE COURSES. AN INSTRUCTOR ALSO HAS THE RIGHT TO WAIVE A COURSE PREREQUISITE IF THE INSTRUCTOR PROVIDES DOCUMENTATION THAT THE STUDENT POSSESSES BACKGROUND REQUIRED TO SUCCEED IN THE CLASS.

Students need English placement at ENGL F111X or above (including reading) in order to enroll in Perspectives on the Human Condition core courses. Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement (including reading), to register for science courses.

READING AND WRITING placement exams must be taken within two calendar years prior to the start of a course; mathematics placement exams must be taken within one calendar year prior. Students enrolling in developmental or lower division core courses must have completed any prerequisite courses within two calendar years of their enrollment. Academic advisors will assist with proper course placement for incoming and continuing students.

Students who enroll in a developmental or core course without meeting placement or prerequisite requirements may be withdrawn from the course through the faculty-initiated withdrawal process.

[[ENGLISH]] **WRITING/READING**

(We will address changes to English (Writing/Reading) placement in a later motion.)
. . .

MATHEMATICS

Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (See the degree program requirements for more detail.) [[ACT Plus Writing, SAT, ACCUPLACER, ASSET, or COMPASS test scores are]] **THE UAF MATHEMATICS PLACEMENT TEST IS** used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

STUDENTS WHO HAVE LIMITED ACCESS OR LIMITED EXPERIENCE WITH THE INTERNET SHOULD CONTACT THE DEPARTMENT OF MATHEMATICS AND STATISTICS OR THE DEPARTMENT OF DEVELOPMENTAL EDUCATION FOR ASSISTANCE.

[TABLE 2 TO BE CHANGED TO REFLECT POLICY CHANGE.]

Page 44 of the 2013-14 Catalog:

PLACEMENT TESTS

Test results are required for first-time degree or certificate students, transfer students with fewer than 30 acceptable credits, or students planning to take 100-level English, reading, mathematics, natural sciences core and perspectives on the human condition core courses. **UAF MATHEMATICS PLACEMENT**

TEST RESULTS MUST BE ON FILE WITH THE OFFICE OF ADMISSIONS AND THE REGISTRAR OR THE LOCAL REGIONAL CAMPUS REGISTRATION OFFICE BEFORE YOU CAN REGISTER FOR DEVM, MATH, STATISTICS, OR CORE SCIENCE CLASSES. Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. Your ability to register **MAY BE BLOCKED** if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than one year old **FROM THE PLACEMENT TEST DATE**.

Note: Registrar's Office will also need to update applicable sections including (for example): "Applying for Admission: Certificate or Associate Degree Programs"; "Applying for Admission: Bachelor's Degree Programs."

ATTACHMENT 194/8
UAF Faculty Senate #194, November 4, 2013
Submitted by the Curricular Affairs Committee

Curricular Affairs Committee
Meeting Minutes for 23 Sept. 2013

Voting Members present: Rainer Newberry, Chair; Rob Duke; Karen Gustafson; Sarah Hardy; Dennis Moser; Todd Radenbaugh (audio); Margaret Short.

Non-voting Members present: Libby Eddy; Alex Fitts; Doug Goering; Cindy Hardy; Holly Sherouse. (Jayne Harvie present)

1. Approved Minutes of last meeting
2. Approved Meeting days/times for the semester:

October 14, 1-2 PM at the Reich 300 October 28, 1:15-2:15 PM Kayak Room (408 RAS)
November 11, 1:15-2:15 PMa Kayak Room (408 RAS) November 25, 1:15-2:15 PM Kayak Room (408 RAS)
December 9, 1:15-2:15 PM Kayak Room (408 RAS)

2. Approved Academic calendar for 2014-2016 ONLY

Nothing outrageous in the calendar. Wintermester is tight, but possible with Saturday class.. SEE LAST PAGE FOR DETAILS

HOWEVER, 2016-2017 IS UGLY BECAUSE (DEPENDING ON HOLIDAYS YET TO BE ANNOUNCED) THERE MIGHT ONLY BE 8 DAYS BETWEEN END OF WINTER HARD CLOSURE AND START OF SPRING SEMESTER—NOT ENOUGH TIME FOR THE REQUIRED 9 DAYS OF WINTERMESTER (FOR 3 CREDIT CLASS).

➔Libby agreed to withdraw 2016-2017 from discussion for now and find out about holidays for that winter.

4. Draft MOTION: Changes in the placement exams and associated measures…

The basic issues: (a) current math placement tests are inadequate.
(b) a better math placement test exists but (1) it will cost $25/student and (2) requires decent internet access.

AFTER CONSIDERABLE DISCUSSION:
Agreed to (a) have the powers-that-be look into ways to fund or at least pay for without student using personal credit card
(b) look into internet-free options.

SADA will reconsider with these in mind and present revised motion for 14 October meeting.

Adjourned.

ATTACHMENT 194/9
UAF Faculty Senate #194, November 4, 2013
Submitted by the Unit Criteria Committee

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
MINUTES: Tuesday, September 10, 2013—1:30-2:30 PM

Chris Coffman, CLA (English), Steve Sparrow – Interim Dean of School of Natural Resources, Mark Conde, CNSM, Javier Fochesatto, CNSM, Christine Cook, SOE Counseling, Torie Baker, School of Fisheries (Cordova), Cathy Winfree, Allied Health CNA program at CTC, Leif Albertson, Co-Op Extension – added (Bethel), Debus Misra, CEM is absent

I. ELECTION OF COMMITTEE CHAIR – Chris Coffman volunteered to chair and no one else volunteered for the role – everyone agreed to have Chris be the chair; Mark Conde will report in Faculty Senate if Chris cannot be present at 3pm (she has a standing commitment at 3:30 on Mondays); Christine Cook will take note

II. DISCUSSION OF STANDING MEETING TIME – continue same time for regular meetings (1:30-2:30); hold every two weeks, but can cancel as necessary if there is nothing to review; first Tuesday after Faculty Senate each month and then 2 weeks after; October 8th, October 22nd, November 5th, November 19th, December 3rd, start again in February on the 4th; will decide the Friday before the meeting whether or not we will cancel; Mark will be absent for the next meeting

III. REVIEW AND DISCUSSION OF LAST YEAR'S COMMITTEE MINUTES – Javier, Cathy, and Christine served on the committee next year; Javier will be the liaison to joint appointment committee – first meeting next week;

IV. UPDATE ON BLUE BOOK REVISION PROJECT – Karen and Jun had been the main participants from the group; some provost meetings, progress had been made, then stalled, but then agreed that it did not need to go through the board of regents and progress was continued; Chris spoke with Cecile Larden and she is hoping to continue the work on the Blue Book – Chris and Cecile will work on the Blue Book and bring it to the committee for review; last year we started with recommendations from the Provost, then we reviewed those proposals and made a draft of the changes to the Blue Book– we will begin this year from the end of the past draft; last year a lot was stalled due to the joint appointments and research faculty – those elements still need to be straightened out

Questions: When we review a criteria, will you be meeting with the chair/representative of that department to discuss and answer questions? Agree that it was done in the past, and Steve believed it was valuable in the past – representative of the department to answer questions; Chris will recommend to Jayne that when departments send the unit criteria changes that she invite the department to send a representative to the Unit Criteria meeting; In past the group asked the departments to create a document to describe the requirements for the committee, but this year the group will invite a member to come in person to the meeting and respond to questions or concerns

No Other Business; currently have no revisions of unit criteria
Move to Adjourn at 2:10pm– Mark and seconded by Javier

ATTACHMENT 194/10
UAF Faculty Senate #194, November 4, 2013
Submitted by the Committee on the Status of Women

Committee on the Status of Women
Minutes Wed, October 16, 2013; 9:15-10:15 am, Gruening 718

Members Present: Megan McPhee, Derek Sikes, Kayt Sunwood, Jane Weber, Jenny Liu, Shawn Russell
Guests present: Xiaoqi Han

Members absent: Michelle Bartlett, Mary Ehrlander, Amy Barnsley, Diana Di Stefano, Ellen Lopez, Nilima Hullavarad

1. Women Faculty Luncheon Recap.

Great feedback, everyone loved it. 90 attendees. Kayt commented that the new video recording system is excellent. Need to determine how many attended/watched remotely – Kayt will try to get these numbers. 2014 speaker ideas –May Marsh, Alex Fitts, Jessica Cherry (IARC) – finalist for NASA astronaut, more ideas? Margaret Thayer at the Field Museum (Derek can investigate)? Ideally a speaker will be finalized by January. Some suggested that the luncheon date was too close to the annual activity report deadline but we feel this wasn't a big issue. Next year the CSW will do more to help prepare the name tags for attendees. Eileen Pollack – suggested by Megan as a possible speaker, Pollack wrote a recent NY Times piece on why there are so few women in science.

2. Conversation Cafes.

One yesterday on "Advocating for what we need to achieve our goals" – only 2 attendees (Kayt & Jane). No email reminder went out – likely cause of low attendance? Discussion on repeat attempt with same topic, perhaps end of Nov / early Dec? Would be nice to have 2 per semester. Subcommittee will meet to focus on this. Another potential topic – 'surviving within peer units.' Café "on steroids" will happen in the Spring (with food, tea, etc.) date TBD.

3. Ex officio representative

Michelle Bartlett. Derek asked Michelle if she wants to continue on this committee. She replied 'yes' and dates of the upcoming meetings were supplied. She's on the email announcement list also.

4. Women's Center Advisory Board

Met on Oct 3rd. Ellen & Jane on the board. Woman's Center has been realigned. New members were added:, Josh Hovis, Carrie Dufseth, Deborah Corso, Hannah Hill. Next steps are to try to get coordinator (Kayt) 10-12 month on salary, a higher level position. Cody Rogers, supervisor, is working to get job descriptions from other universities. Now with the WC under the Wood center there is greater concern that faculty will be less associated. Having Ellen and Jane on the board & the CSW connection helps address this.

5. Sun Star Issue Followup

President of the faculty senate met with the Sun Star editor and had a 'nice talk' – the senate is not intending to take further action unless something comes out of the lawsuit(s). The attention given by the Faculty Senate has been helpful in making these issues of concern not go unattended / ignored. Apologies were made to Kayt which she appreciated.

6. Upcoming Meeting Dates

Upcoming CSW meetings:
Wednesday, November 13, 2013, 9:15-10:15 am
Wednesday, December 11, 2013, 9:15-10:15 am

Meeting was adjourned at 10:00 am

Respectfully Submitted, Derek Sikes

These minutes are archived on the CSW website:
http://www.uaf.edu/uafgov/faculty-senate/committees/committee-on-the-status-o/

ATTACHMENT 194/11
UAF Faculty Senate #194, November 4, 2013
Submitted by the Core Review Committee

Core Review Committee
Minutes from October 11th, 2013 Meeting

Voting members:
Miho Aoki (Chair), Jean Richey, Jennifer Schell, Walter Skya, Tyson Rinio, Andrew Seitz, Xiangdong Zhang

Non-voting members:
Kevin Berry, Holly Sherouse, Andrea Schmidt, Allan Morotti, Carol Murphrey

1. Meeting minutes from September 27th meeting
   Miho will share the meeting minutes from the September 27th meeting on Google drive with the committee members.

2. Core course petitions and a trial course proposal

The committee reviewed two petitions and one new trial course proposal. The committee approved the new MATH trial course proposal.

3. Oral and Writing intensive course assessment

Miho assigned three Oral intensive and Writing intensive courses to each voting member of the committee to review their syllabi. The assignments are posted on the committee website. The deadline for the review is November 28th.

4. Core waiver policy

The committee continued to discuss the UAF core waiver policy. Kevin brought a preliminary draft of a letter to propose a more flexible policy. Some members of the committee feel that the current degree-based policy doesn't accommodate many transfer students' needs. The committee also discussed a potential fee for evaluating core course transfer.

5. Next meeting: October 25th, 2013

ATTACHMENT 194/12
UAF Faculty Senate #194, November 4, 2013
Submitted by the Student Academic Development and Achievement Committee

Student Academic Development and Achievement Committee (SADA)
Meeting Minutes for September 13, 2013

Attending: Cindy Hardy, Alex Fitts, Sarah Stanley, Joe Mason, Gordon Williams, Colleen Angiak, Curt Szuberla, Libby Eddy

Not attending: Bradley Uzzel, John Creed
Still need committee members from: Student Support Services,
Kuskokwim Campus, CTC

Committee elections: We reviewed the committee definition from the Faculty Senate handbook. We are considering adding an additional CLA representative who is not from English. We reviewed the committee actions from last year: we had philosophical/pedagogical discussions about curriculum changes and placement levels, had conversations with the provost, with the registrar, and with visiting Writing Program Administrators. A number of us have made curriculum changes or designed trial courses based on those conversations.

We elected Cindy Hardy and Sandra Wildfeur as co-chairs, with 7 people voting.

Cindy will continue to sit on Curricular Affairs as SADA chair. Sarah, Cindy, Alex and Sandra serve on the GERC committee.

Placement: Last year we were tracking statewide English and math alignment, after several statewide meetings last year.

English and DEVE faculty agreed to align ACCUPLACER entry points for all three campuses for DEVE and ENGL 111X courses. This is scheduled to be implemented in January (note: since this meeting it has become clear that this change will need to happen in Fall 14).

We touched on the idea of a new statewide admission alignment for the baccalaureate. The proposed alignment wouldn't change much for UAF. (Note: we will be discussing the SAC proposal at the 10/11 meeting).

Math placement—Gordon brought a draft motion to change the math placement method. He noted that there have been problems with success rates in core math courses and that part of the problem is placement. The Math and DEVM faculty propose replacing all currently used math placement tests (ACT, SAT, Accuplacer, COMPASS and ASSET) with ALEX PPL. This would not impact course descriptions but will impact placement. The MATH/DEVM faculty plan starting a trial of this in spring and have it in place for all MATH/DEVM placement in the fall. They report that other universities who have used this method see improvements in student success in Math.

With ALEKS PPL, students signing up for a course, will pay $25 for the placement test, and will take it online. If they don't do as well as they want, they can work in modules to practice their skills before they retake the test. They can retake the test up to 4 times.

We discussed several concerns with this proposal. We agree that the Registrar, Admissions, and Advising need to work on this proposal. Some other concerns include whether the $25 fee will be a disincentive to students to enroll at UAF. Gordon noted that UAF will be the first campus to pilot this, but the others plan to follow. We asked if students must take the refresher modules before they retest. The faculty and registrar are still working on when the test would need to be taken—May would be best, but many students don't enroll till August. Tech support needs to be sorted out. The Math/DEVM faculty will meet with Admissions and OIT to address these questions. Gordon also noted that ALEKS, unlike other placement tests, gives a student information on specific areas they need to work on.

We also discussed issues of access for rural students with limited connectivity. We also noted that students can be admitted to a class through instructor permission.

We noted that we are committed to Accuplacer as an institution, but that there may be some savings from students not taking the Math placement. Perhaps that savings could defray some of the cost of ALEKS?

We discussed whether this is a minor catalog change or if it needs a motion to change the original Faculty Senate placement motion. We decided that the original motion and catalog language do list other tests specifically, so we will need a motion. This will need to happen quickly since the faculty working on this hope to have a pilot ready for students in January. They plan a massive information campaign to inform students and advisors.

Student Satisfaction Survey: Alex noted that the BOR want a system-wide student satisfaction survey, and she is on the task force. This will be similar to NSSE but not identical. She invited members of the committee to submit three questions we would like to see on the survey.

Cindy noted that this fits in with our interest in developing a survey on obstacles to student success. We noted that there is institutional data on success, but no institutional data on failure. We recognize that there are many reasons why a student fails beyond prerequisites and course content but we don't know what impacts students and to what extent.

Times for meetings: 2nd Friday of the month 10-11:30pm.

SADA Discussion Meeting
Math placement (summary of table notes)
October 4, 2013

Attending: *SADA*—Gordon Williams, Cindy Hardy, Sandra Wildfeuer, Sarah Stanley, Joe Mason, Colleen Angiak, Alex Fitts,
MATH/DEVM committee--Jane Weber, Amy Barnsley, Jill Faudree,

Guests--Patty White (Testing Services), Holly Sherouse (for Libby Eddy, Registrar), Linda Hapsmith (for Brad Uzzel, AAC), Rainer Newberry (Curricular Affairs).

Cindy opened the discussion, noting that this is a discussion meeting only, a work session in hopes of coming to an agreement on the language of a motion. The motion will be introduced as a discussion item at the faculty senate meeting, October 7, then will be brought to the SADA meeting Oct. 11 for approval. After that, the motion will go to Curricular Affairs, then to the Faculty Senate Administrative Committee, then to the November Senate meeting for a formal vote.

We started by reviewing the language of the actual motion. Cindy noted that there will be a change to language in the English section of the catalog in a later motion.

We discussed whether disability language should be added or if this is covered in another statement in the catalog. We noted that if a student has a documented disability it would have been documented in the high school where they would be tested. If they take the test on campus, Disabilities Services will arrange for the student to take the test. We discussed the situation of returning students with disabilities and how they will be able to take the test.

Jill noted that rural student services let the committee working on this know of some issues they hadn't thought of, and stressed the importance of instructor permission as an option.

We noted that some students don't take the standard pathway to admission and that some special populations may still need access to ASSET, a paper test. We also noted that rural campuses are closed in the summer, limiting online access to students in those regions, which also suggests that we need to keep the paper test available as an option. Linda noted that it is often difficult to contact faculty for permissions in the summer.

An alternative would be to have students take ALEKS placement in the spring; then if they need the ALEKS 6 week study module before retesting, they could do this instead of a math class. We also discussed the time between testing and taking the first Math class and whether doing this would impact that time period.

We discussed the cost of ALEKS. Patty asked whether, if students place appropriately, they would still need to pay the $25. She suggested students might not be charged for initial testing, but pay only for the study module. Could UAF pick up the initial fee? Math faculty noted that 70% of students who use the module improve placement and that the student would save $400 on a class that they might not need to take by paying the $25 ALEKS fee.

We noted that returning students unfamiliar with computers can get IT support to navigate software, and that in the math department has funds. Holly said that she will ask if Libby and Mike if they can include this and instructor permission under "alternate arrangements" in the catalog.

This led to a discussion of instructor permissions for courses. Rainer noted that there is an inconsistency in the catalogue: under prerequisites, some courses list "or by instructor permission" and some don't. Leah Berman suggested is to filing 30 catalogue changes so that all the math courses list "instructor permission" as a prerequisite. This will be discussed further in

Curricular Affairs to see what the catalog policy seems to be and to determine if changes need to be made.

Holly suggested asking the rural campuses how many students take ASSET so the registrar's office knows how many students are impacted.

We also discussed funding for ALEKS testing. Jill noted that the $25 fee per student, for about 1300 students, is about $32,000. We discussed whether there are funds available at UAF to pick up this cost.
The Math/DEVM committee suggested that the $25 fee be rolled into student semester fees and would show up on a student's bill as part of tuition. This would have to be approved at the Faculty Senate under the cost section of the catalog. Linda noted that UAF currently picks up the cost of Accuplacer, since we require placement tests. The Math /DEVM committee is meeting today with Libby Eddy to discuss ways to work out fee payment through the bursar's office.

Alex noted that the Provost is not opposed to looking for funding, but no one has submitted a proposal. We all agreed that dealing with the cost to students is the biggest obstacle to implementing ALEKS. Jill noted that other institutions who have adopted ALEKS have found it to be a money saver to students who do not need to repeat classes or take unnecessary classes.

We agreed to communicate by e-mail on the motion in order to amend it for the October 11 SADA meeting.

ATTACHMENT 194/13
UAF Faculty Senate #194, November 4, 2013
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee
Meeting Minutes for Sept. 30, 2013

Donie Bret-Harte, Amy Lovecraft, Vince Cee, Lara Horstmann, Mike Daku, Laura Bender, Wayne Marr, John Eichelberger, Christina Chu, Sophie Gilbert, Mike Earnest, Holly Sherouse

The minutes from the last meeting were approved.

There was a discussion of the proposed Master's of Music program, and accompanying motion to delete the current Master's of Arts in Music. All were impressed that the Music Department was able to reach a unanimous decision on these programs. There was some discussion of whether there would be problems identifying an academic home for students doing an interdisciplinary M.A. with a focus in music. Dean Eichelberger noted that all interdisciplinary degrees have academic homes, and this one would be in the Music Department. The folks in the Music Department are aware of the hurdles of identifying a graduate advisor and committee members in advance. GAAC approved the program to establish a Master's of Music Program and approved the deletion of the Master's of Arts in Music Program.

Most of the rest of the meeting was devoted to discussion of a new policy for graduate students to walk-through graduation, brought forward by the graduate school. While GAAC members were generally in favor of clarifying the process for students, various problems with the wording in the draft resolution were identified. The graduate school will revise their proposal for a future meeting, in accordance with the suggestions that GAAC members made.

One course proposal was passed: **1-Trial: COUN F694 - Ethnicity and Family Studies**. Some new assignments for review of program and course changes were made.

Graduate Academic and Advisory Committee
Meeting Minutes for Oct. 14, 2013

Attending: Donie Bret-Harte, Mike Earnest, Lara Horstmann, Holly Sherouse, Amy Lovecraft, Vince Cee, Sophie Gilbert, Mike Daku, Laura Bender, Jayne Harvie, John Eichelberger, Christina Chu, John Yarie, Wayne Marr

I. Minutes from 9/30/13 were passed, with one correction.

II. GAAC discussed a revised version of the form for students who wish to walk through graduation. It was felt that the new version is now clear, and GAAC approved it.

III. GAAC discussed the graduate schools formulation of a policy for dealing with errors in theses. The graduate school reviews all theses for errors. They will return the thesis to the student if more than 15 errors have to be corrected. The need for this arose because most of the time is spent on just a few

theses. GAAC recommended changing the term “fatal error” to “excessive errors.” GAAC is not required to approve this policy, but felt that it was reasonable.

IV. GAAC discussed the request from Peter Webley (via Dave Valentine) to reconsider the thesis completion date for international students, which has recently been changed to 60 days post defense from two weeks post-defense. It was suggested that we ask both Peter and Carol Holz from international programs to address the committee.

V. New assignments were made. The next meeting will be October 21st at 3:30 pm, because Donie will be out of town on October 28. After that, there will be no meetings until November 11.

John Eichelberger noted that on November 19 there will be a workshop for younger faculty on “Best practices in mentoring graduate students”, featuring Sophie and Christina.