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AGENDA
 UAF FACULTY SENATE MEETING #204
 Monday, February 2, 2015
 1:00 p.m. – 3:00 p.m.
 Wood Center Carol Brown Ballroom

1:00	I	Call to Order – Cécile Lardon A. Roll Call B. Approval of Minutes to Meetings #203 C. Adoption of Agenda	4 Min.
1:04	II	Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to approve a new Minor in Forest Management B. Motions Pending: None	1 Min.
1:05	III	A. President's Remarks – Cécile Lardon B. President-Elect's Remarks – Debu Misra	10 Min.
1:15	IV	A. Chancellor's Remarks – Brian Rogers B. Provost's Remarks – Susan Henrichs C. Interim VC for Research – Dan White	15 Min.
1:30	V	Guest Speaker UA President Patrick Gamble Topic: Legislative and Budget Update	25 Min.
1:55	VI	Governance Reports A. Staff Council – Chris Beks B. ASUAF – Mathew Carrick C. UNAC – Tim Wilson UAFT – Jane Weber D. Athletics – Dani Sheppard	5 Min.
2:00	BREAK		
2:10	VII	New Business A. Motion to approve a new Minor in Teaching English to Speakers of Other Languages (TESOL), submitted by the Curricular Affairs Committee (Attachment 204/1) B. Motion to approve a new Master's of Security and Disaster Management, submitted by the Graduate Academic and Advisory Committee (Attachment 204/2)	25 Min.

2:35	VIII	Public Comment*	5 Min.
2:40	IX	Members' Comments/Questions/Announcements A. General Comments/Announcements B. Committee Chair Comments Curricular Affairs – Rainer Newberry, Chair (Attachment 204/3) Faculty Affairs – Chris Fallen, Chair (Attachment 204/4) Unit Criteria – Chris Coffman, Chair (Attachment 204/5) Committee on the Status of Women – Jane Weber, Chair (Attachment 204/6) Core Review Committee – Leah Berman, Chair (Attachment 204/7) Curriculum Review – Rainer Newberry, Chair Student Academic Development & Achievement – Cindy Hardy, Chair (Attachment 204/8) Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 204/9) Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair Research Advisory Committee – Orion Lawlor, Chair Information Technology Committee – Rorik Peterson, Convener	20 Min.
3:00	X	Adjournment	

*Comments from the public are welcomed. Any subsequent assignment of an issue arising from public comment to a Senate committee is made by the Faculty Senate President.

MOTION:

The UAF Faculty Senate moves to approve a new minor in Teaching English to Speakers of Other Languages (TESOL), housed in the CLA Department of Linguistics.

Effective: Fall 2015

Rationale: This new minor will effectively prepare students for careers in English as a second language (ESL) teaching in the U.S. and abroad. See the program proposal #18-UNP on file in the Governance Office, 312B Signers' Hall.

Overview:

The Minor in Teaching English to Speakers of Other Languages (TESOL) prepares students for short- and long-term careers in English as a second language (ESL) teaching in the U.S. and abroad. In the minor, coursework in the fundamentals of language, theories of second language learning, and teaching methodology are combined with practical tutoring and instructional work with ESL learners to provide a broad yet practical foundation for future teaching.

Proposed Minor Requirements:

Teaching English to Speakers of Other Languages Minor

The minor in Teaching English to Speakers of Other Languages (TESOL) will provide students with a theoretical and practical foundation for the teaching of English as second language in the United States or as a foreign language in other countries. The curriculum will benefit students in Foreign Languages, Linguistics, English, Education, and other fields of study who are interested in short- or long-term employment in the field TESOL.

1. Complete the following*:

- LING F101 – Nature of Language – 3 credits
- LING F200 – The Field of Teaching English to Speakers of Other Languages – 1 credit
- LING F302 – Second Language Acquisition – 3 credits
- LING F315 – The English Language for Second Language Teaching – 3 credits
- LING F410 – Theory and Methods of Second Language Teaching – 3 credits
- LING F451 – English Second Language Teaching Practicum – 3 credits

2. Minimum credits required—16 credits

Note: 400-level courses require junior standing or instructor permission.

*Students must earn a C- grade or better in every course except for LING F200, which is offered on a pass-fail basis.

Relationship to Purposes of the University:

The proposed minor will help UAF meet its mission to enrich the lives of Alaskan students by preparing them for practical short- and long-term career opportunities in English second language teaching that will help them engage with and learn from English language learners around the world.

Projected enrollments & public demand for the minor:

We estimate that ten to fifteen UAF undergraduates will be enrolled in the minor during each of the first two to three years of its offering. These enrollments are expected to climb in subsequent years through word of mouth and adviser recommendations.

Estimated enrollment figures are based on two sources of information from students: 1) the large number of UAF graduates who pursue short- or long-term positions teaching English as a second language overseas or in the U.S., and 2) the results of written surveys of UAF undergraduates taking upper-division courses in Linguistics, Education, and English during the spring 2014 semester. Details of this student interest are as follows:

- 1) The UAF Department of Foreign Languages reports that since 2005, 43 of its graduates have taught English as a foreign language (EFL) overseas shortly after graduation. The majority of these graduates majored in Japanese or Spanish.
- 2) A survey of UAF students (N=63) in several upper-division Linguistics, Education, and English courses reported a strong interest in the field of teaching English to speakers of other languages (TESOL) and the proposed minor.

	<u>Yes</u>	<u>No</u>	<u>Maybe</u>
<i>Interest in TESOL</i>	28	10	25
<i>Would consider minor</i>	24	15	21

Although UAF has a strong record of placing its graduates in EFL teaching situations, the increasingly professionalized field of TESOL has put a premium on theoretical, methodological, and practical training for new instructors. Students graduating with the Minor in TESOL will have a competitive advantage on the job market for this reason. In addition, the training they receive in the minor will provide them with the confidence and practical resources they will need to succeed during their challenging first few years of teaching.

Support of other programs by the minor's creation:

The minor's creation would most directly support the Linguistics Program through increased undergraduate enrollments in its courses. In addition, students majoring in Linguistics, Foreign Languages and Literatures, Education, and English would receive support through the creation of a minor that enhances their future job prospects in the field of English second language teaching.

MOTION:

The UAF Faculty Senate moves to approve a new Master of Security and Disaster Management, housed in the School of Management (Department of Homeland Security and Emergency Management).

Effective: Fall 2015

Rationale: This program would allow qualified individuals to enter the Emergency Management and Homeland Security enterprise and associated fields, here in Alaska and elsewhere, who have the training and ability to lead and make management decisions in emergency situations and settings. Leaders and managers in agencies at all levels of government must have the ability to effectively implement policy and manage regulatory systems. This on-line program meets an Alaska state need, in that many individuals who work in emergency management and homeland security are based in rural Alaska, where opportunities for education and career advancement are not readily available. Existing programs such as EMT and fire science are career tracks in practical fields. The new Master's in Security and Disaster Management extends that practical education by building higher-level skills that are required for leadership and management decisions. This program will recruit a new class of students, whose needs will be met by faculty resources already in place. There are no negative financial implications for the institution.

See the program proposal #31-GNP on file in the Governance Office, 312B Signers' Hall.

Brief Statement of Program:

The online Master of Security and Disaster Management program is designed to serve both aspiring and existing homeland defense/security and emergency management practitioners. The program builds upon the experience and education of those within this highly interdisciplinary enterprise, providing graduate level education which focuses on supporting the operational to strategic needs of those leading and managing in today's highly complex world. Leveraging the education provided in the bachelor of emergency management degree, the master's degree requires an extended degree of synthesis and integration of the critical thinking and analysis skills required for managers and leaders in homeland defense/security and emergency management and associated fields.

The primary objectives of the program are:

- To develop individuals to serve in leadership and management roles within the Homeland Security and Emergency Management (HSEM) enterprise.
- To expose individuals to the best practices for integrating community planning, security and aspects of prevention and mitigation when preparing communities and regions for a disaster.
- To underscore the need to adopt and manage an "All Hazards" approach to preparing for and managing disasters at the tactical, operational and strategic levels of the HSEM enterprise.
- To enable individuals to develop the critical thinking skills, analytical abilities and leadership/management capacity to serve at the executive level within public and private sector organizations.

Career opportunities resulting from the MSDM include:

Promotion, resulting from an advanced degree for those who lead and manage first responders or others who serve in HSEM organizations. These organizations include the fire service, various branches of law enforcement and governmental agencies such as the TSA, FEMA, DHS regional commands, various state and executive agencies including for example, Alaska Dept. of Public Safety, Dept. of Natural Resources. Advanced degrees are not common in these fields and, therefore, there is strong demand for graduates.

Proposed Requirements and Catalog Layout:

Master of Security and Disaster Management

In a post-9/11 environment, the challenges faced by emergency management and homeland security professionals have reached unprecedented levels. As the frequency, complexity and severity of manmade, natural and technological disasters increase, ever-increasing demands have been placed on emergency professionals and the skill sets they require to succeed. Today, more than ever before, the integration of federal, state and local resources has become the norm. Issues of terrorism, critical infrastructure protection/management, risk, business continuity, fire, hazardous materials, law enforcement, public health and safety are no longer domains unto themselves but part of the new fabric of this highly integrated, collaborative and complex environment. Consequently, more is now required of our traditional first responders and of those charged with the leadership and management of these individuals and organizations.

Complete the admission process including:

1. a) Applications will be reviewed on a continuous basis
b) Applicants must submit a score from the Watson-Glaser Critical Thinking exam
2. Complete the general university requirements
3. Complete the master's degree requirements
4. If a student earns grades of two C's, one D, or one F in courses that are part of his/her HSEM program, the student will no longer be in good standing in the HSEM program even if his/her cumulative GPA remains at or above 3.0. HSEM students who are not in good standing will be subject to review and may be dismissed by the HSEM committee. Students may not use more than two F600-level courses with C grades on their Advancement to Candidacy application. An A or B grade must be earned in F400-level courses.
5. Students without a background in HSEM will be required to take HSEM F301, Principles of Emergency Management & Homeland Security. This course will not count toward the MSDM program. In addition, students without a UAF BEM degree will be required to take HSEM F412 prior to HSEM F605, Community Planning. In this case, F412 may be counted as an elective in the MSDM program.
6. Complete the following HSEM courses:
HSEM F601 Legal Aspects of Homeland Security & Emergency Mgmt.....3
HSEM F603 Disaster Management Policy.....3

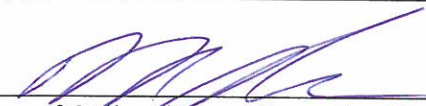
HSEM F605	Community Planning in Emergency Management.....	3
HSEM F607	Vulnerability and Protection.....	3
HSEM F609	Human Security.....	3
HSEM F632	Project Management.....	3
HSEM F665	Strategic Collaboration.....	3
7.	Complete 6 credits from the following:.....	6
	HSEM F613 International Disaster Management.....	3
	HSEM F692 MSDM Seminar (may be repeated when topic changes).....	3
	Any 400-level HSEM course not previously taken as an undergraduate.....	3
8.	Up to 6 graduate level credits may be transferred from: The National Fire Academy, FBI National Academy or Command and General Staff College or similar approved ACE graduate credit. These may substitute for 6 credits from (7) above.	
9.	Complete HSEM F690 Security and Disaster Management Capstone	3
10.	Total credits for degree.....	30

Resources Impact Statement, additional financial information, BOR Program Action Request and Summary are included on the following pages.

**RESOURCE COMMITMENT TO THE
Masters in Security and Disaster Management DEGREE PROGRAM**

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty FTE = 1	\$92,769	\$42,075	0	\$116,233
Adjunct Faculty FTE = 1	\$38,360	\$16,440	0	\$54,800
Teaching Assistants (3 starting in FY16)	0	\$44,460	0	\$44,460
Instructional Facilities: Bunn 222 (seminar room) Bunn 208D (smart classroom)	631 SF	0	0	631 SF
Office Space: Bunn 222B Bunn 218C (will use existing SOM space for new hires)	284 SF	280 SF (approx.)	0	564 SF
Lab Space (Sq. Footage)	0	0	0	0
Computer & Networking (in dollars)	\$35,000	0	\$40,000	\$75,000
Research/ Instructional/ office Equipment (in dollars)	\$3,000	0	\$10,000	\$13,000
Support Staff FT = .5 in FY15 FTE = 1 in FY16	\$41,977	\$41,977	0	\$83,954
Supplies (in dollars)	\$5,500	0	0	\$5,500
Travel (in dollars)	\$16,000	0	0	\$16,000

Signature


Dean of College/School Proposing New Degree Program

Date

0-2-14

Budget Support Documentation for Prospectus and Format 3 Proposal

E. Budget:

1. The budget projections (revenue and expenditures) for each of the first three years of operation:

MSDM Projected Revenues:				MSDM Projected Expenses:			
	FY16	FY17	FY18		FY16	FY17	FY18
	Year 1	Year 2	Year 3		Year 1	Year 2	Year 3
Unrestricted:				Salaries and Benefits:			
General Fund (includes \$145k strategic reallocation and \$145k match from SOM)	\$290,000	\$290,000	\$290,000	MSDM Director .4 FTE	\$72,516	\$73,966	\$75,446
Student Tuition*	\$105,975	\$247,275	\$209,115	MSDM Term Faculty .2 FTE	\$22,109	\$22,551	\$23,002
Indirect Cost Recovery	\$0	\$0	\$0	MSDM New Term Faculty .2 FTE	\$21,675	\$22,109	\$22,551
TVEP or Other	\$0	\$0	\$0	MSDM New Tenure-Track Faculty .2 FTE	\$0	\$21,675	\$22,109
Total Unrestricted Revenue	\$395,975	\$537,275	\$499,115	MSDM Adjunct Faculty 1 FTE	\$54,800	\$55,896	\$57,014
Restricted:				Graduate Teaching Assistants 1.5 FTE	\$44,460	\$45,349	\$46,256
Federal Receipts	\$0	\$0	\$0	Support Staff 1 FTE	\$83,954	\$85,633	\$87,346
Corporate Donation	\$20,000	\$10,000	\$0	Relocation Allowance for new hire	\$5,000	\$5,000	\$0
Total Restricted Revenue	\$20,000	\$10,000	\$0	Total Salaries and Benefits	\$304,513	\$332,179	\$333,722
				Computers and Online Technology	\$75,000	\$35,000	\$35,000
				Office and Classroom furniture	\$13,000	\$3,000	\$3,000
				Supplies/Services	\$5,500	\$5,500	\$5,500
				Travel (recruiting/elearn training/etc	\$16,000	\$16,000	\$16,000
				Total Other Expenses	\$109,500	\$59,500	\$59,500
Total Annual Revenues	\$415,975	\$547,275	\$499,115	Total Annual Expenditures	\$414,013	\$391,679	\$393,222

Student Tuition Projections*	Year 1	Year 2	Year 3*
Number of students	15	35	45
Number of credit hrs per student per year	15	15	15
Total # of credit hours generated	225	525	675
Graduate Tuition (FY15 rate)	\$403	\$403	\$403
Total Tuition	\$90,675	\$211,575	\$272,025
Percent of Tuition accruing to SOM	100%	100%	60%
UAF Central Tuition	\$0	\$0	\$108,810
SOM Tuition	\$90,675	\$211,575	\$163,215
SOM Tuition Surcharge (100% to SOM)	\$15,300	\$35,700	\$45,900
Total SOM Tuition + Surcharge	\$105,975	\$247,275	\$209,115
In year 3 the total amount of tuition accruing to SOM for the HSEM will go back down to 60%.			

2. Revenue and expenditures associated with the change itself:

MSDM Projected Revenues:		MSDM Projected Expenses:	
	FY15		FY15
Unrestricted:			
General Fund (includes \$75k strategic reallocation and \$75k match from SOM)	\$150,000	Salaries and Benefits:	
Student Tuition (no tuition in FY15)	\$0	MSDM Director .4 FTE	\$71,094
Indirect Cost Recovery	\$0	MSDM Term Faculty .2 FTE	\$21,675
TVEP or Other	\$0	MSDM Adjunct Faculty .7 FTE	\$38,360
Total Unrestricted Revenue	\$150,000	Support Staff .5 FTE	\$41,977
		Total Salaries and Benefits	\$173,106
Restricted:			
Federal Receipts	\$0		
Corporate Donation	\$20,000	Computers and Online Technology	\$35,000
Total Restricted Revenue	\$20,000	Office and Classroom furniture	\$3,000
		Supplies/Services	\$5,500
		Travel (recruiting/elearn training/etc	\$16,000
		Total Other Expenses	\$59,500
Total FY15 Revenue	\$170,000	Total FY15 Expenditures	\$232,606
Note: Strategic Reallocation provides \$75,000 in FY15 and an additional \$70,000 in FY16.		Note: FY15 salaries include program coordination and online course development.	

3. Institutional financial support to be reallocated to accommodate the change:

The School of Management received a permanent Strategic Reallocation of \$75,000 in FY15 and an additional \$70,000 in FY16 (for a total of \$145,000) for the online MSDM program. The SOM will match the reallocation with existing resources and increased tuition revenue. No additional resources outside of the SOM will be required.

4. The budgetary and financial implication of the change for the entire institution:

Initial costs are covered by student tuition. There is negative budgetary or financial implication for the entire institution.



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

1a. UA University (choose one) UAF	1b. School or College School of Management	1c. Department or Program Masters in Security and Disaster Management
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2. Complete Program Title

3. Type of Program

<input type="checkbox"/> Undergraduate Certificate	<input type="checkbox"/> Associate	<input type="checkbox"/> Baccalaureate	<input type="checkbox"/> Post-Baccalaureate Certificate
<input checked="" type="checkbox"/> Master's	<input type="checkbox"/> Graduate Certificate	<input type="checkbox"/> Doctorate	

4. Type of Action <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	5. Implementation date (semester, year) <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year 2015
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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 18		Projected Annual Expenditures in FY 18	
Unrestricted		Salaries & benefits (faculty and staff)	\$334,474
General Fund	\$290,000	Other (commodities, services, etc.)	\$ 59,500
Student Tuition & Fees	\$163,215	TOTAL EXPENDITURES	\$393,974
Indirect Cost Recovery	\$0	One-time Expenditures to Initiate Program (if >\$250,000)	
TVEP or Other (specify):	\$0	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	\$
Federal Receipts	\$0	Year 2	\$
TVEP or Other (specify): Corporate donation	\$ 0	Year 3	\$
TOTAL REVENUES	\$453,215	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	\$0	\$0
b. Additional appropriation required	\$0	\$0
c. Funded through new internal MAU redistribution	\$290,000	\$0
d. Funds already committed to the program by the MAU ¹	\$0	\$27,718
e. Funded all or in part by external funds, expiration date	\$0	\$0
f. Other funding source Specify Type:	\$0	\$0

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

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

¹Sometimes 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.

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

Year 1: 15	Year 2: 35	Year 3: 45	Year 4: 50
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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	1.5 FTE (3@ .5FTE)
Adjunct	1 FTE (10@ .1 FTE)
Term	1 FTE
Tenure track	1 FTE

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

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page _____ of the attached summary.

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

Program Affected	Anticipated Effect

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

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':

14. Aligns with University or campus mission, goals, core themes, and objectives (list):

Page in attached summary where alignment is discussed:

15. Aligns with Shaping Alaska's Future themes:

16. Aligns with Academic Master Plan goals:

Page in attached summary where alignment is discussed:

Page in attached summary where alignment is discussed:

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

Page in the attached summary where the state needs to be met are discussed:

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

- Available to students attending classes at campus(es).
- Available to students via e-learning.
- Partially available students via e-learning.

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

Submitted by the _____ with the concurrence of its Faculty Senate.
(choose one above)

_____/_____
Provost Date

_____/_____
Chancellor Date

- Recommend Approval
- Recommend Disapproval

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

Revised: 07/10/2014

MSDM Program Summary for Board of Regents

1. Program goals and evaluation

- To develop individuals to serve in leadership and management roles....encourage....understanding of policy and implementation...
 - Evaluated through HSEM and HSEM F601 Legal Aspects of HS and EM
- To expose individuals to the best practices for integrating community planning, security and aspects of prevention and mitigation
 - Evaluated through HSEM F605, Community Planning in Emergency Management
- To manage an “All Hazards” approach to preparing for and managing disasters
 - Evaluated through HSEM F611, Security and Disaster Management Capstone. HSEM F607, Vulnerability and Protection and HSEM F609 Human Security....
- To ... develop the critical thinking skills, analytical abilities and leadership/management capacity ...
 - All courses are focused on thinking critically and analytically about situations, policy etc. This will be assessed at the time of admission and again in HSEM F611 to assess the growth in critical thinking skills as a result of the program.

2. Faculty

Cameron Carlson, HSEM program Director, C-SSHRP Director, Instructor
Duties include oversight of C-SSHRP (make the connection here), oversight of undergraduate Bachelor of Emergency Management program, teaching various courses within the BEM program. CV included in proposal packet.

Sean McGee, Instructor, HSEM Outreach Coordinator
Duties include teaching various courses within the BEM program, teaching courses for TSA contracts, HSEM program outreach and recruiting. Resume included in proposal packet.

Various adjuncts who are leaders and managers in the field of Homeland Security and Emergency Management

3. Enrollment information

a) Projected:

Current enrollment: Bachelor of Emergency Management: 139. 30% are projected to move on to the graduate level. Interest has been received from outside of the BEM graduates. We project enrollment to be: years 1 (15 students), 2 (20 students), 3, (25 students) 4, (25

students) and 5 (25 students)

- b) Minimum enrollment to sustain the program: years 1 (15 students), 2 (15 students), 3, (15 students) 4, (15 students) and 5 (15 students)
- c) Maximum enrollment: up to 25 students per semester for a total of 50 incoming students annually

4. Need for Program

Most BEM students are currently employed in Emergency Management fields. This program will draw those similarly employed. The program provides promotional opportunities in agencies where there is little alternative as no other program like this exists.

In addition, the emergency management field is growing and projections are that growth will continue.

The career outlook for emergency management directors is expected to remain stable, growing at a moderate pace. The BLS projects that positions among these professionals will grow by 13 percent between 2010 and 2020.

<http://www.schools.com/news/emergency-management-directors-salary-career-outlook.html>

US New and World Report (Money) Emergency Management Specialist “As one of the 50 Best jobs of 2011, should have strong growth over the decade.”

<http://money.usnews.com/money/careers/articles/2010/12/06/best-jobs-2011-emergency-management-specialist>

5. Resource Impact

See the Resource Commitment Form, included.

Curricular Affairs Committee
Minutes for December 10, 2014 3-4 pm Reich 300

Present: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Joan Hornig, Ken Abramowicz, Rainer Newberry, Rob Duke, Doug Goering, Jayne Harvie, Alex Fitts, Carol Gering, Caty Oehring, Libby Eddy, Linda Hapsmith, Stacey Howdeshell

- I. Minutes of 26 November meeting approved
- II. Agreed: (a) to meet Monday, Jan 12, 10 am and to meet thereafter 1 pm Mondays
- III. Old business

A. Update from GERC concerning 'C' requirement. They're close.

B. motion for consideration—update

the motion below was discussed and left on hold. (change 13 → 15??)

MOTION: The UAF Faculty Senate moves to revise the catalog statements on academic probation and disqualification as indicated below:

Probation

Undergraduate students – **Students with a semester GPA below 2.3 or who have received more than one I, W or NB grade in a semester will receive a warning.** Students ~~with a~~ whose semester and/or cumulative GPA falls below 2.0 after any semester, including the summer session, will be put on academic probation. Students on probation may not enroll in more than ~~43~~ **15** credits a semester unless an exception is granted by the appropriate dean. Probation may include additional conditions as determined by the dean of the college or school in which the student's major is located. ~~Students on probation will be referred for developmental advising/education and/or to an advising or support counseling center.~~ The student should work with an academic advisor to prepare an academic plan for achieving a higher GPA. Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0.

Potential change: keep maximum credits at 13. Alex is pursuing 'best' upper limit.

Committee voted to leave this alone, and to not add the underlined statement

Academic Disqualification

Undergraduate students -- Undergraduate students on probation whose semester and cumulative GPA fall below a 2.0 for two consecutive regular (fall/spring or spring/fall) semesters will be placed on academic disqualification. Academically disqualified students may continue their enrollment at UAF only as non-degree students, are limited to 10 credits per semester and are ineligible for most types of financial aid. **Students may appeal academic disqualification based on serious illness or life disruption.**

Committee recognized that there isn't a good process to appeal academic disqualification, but didn't want to create one.

Current appeals process: the paragraph below is the official policy statement by the Fac Senate

"The following procedures are designed to provide a means for students to seek review of academic decisions alleged to be arbitrary and capricious. These academic decisions may involve non-admission to or dismissal from any UAF program that were made by a department or program through the department chair, or involve pass/fail decisions by a committee of faculty on non-course examinations (such as qualifying, comprehensive or thesis examinations) or satisfactory/unsatisfactory evaluations on student reviews (such as the annual review of graduate student performance). Before taking formal action, a student must attempt to resolve the issue informally. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university."

Catalog statement:

"ACADEMIC DECISIONS OTHER THAN GRADES

Students who want to appeal an academic decision such as denial of admission, faculty-initiated withdrawal, dismissal from program or pass/fail decisions of a faculty committee on non-course examinations (such as qualifying, comprehensive or thesis examinations) must submit an appeal within 30 class days after the beginning of the next regular semester.

To appeal academic decisions, the student should first address the person who made the decision. Often problems can be resolved and misunderstandings cleared up through this step. If the student does not find the informal review decision acceptable, the student may initiate a formal appeal procedure. Formal appeals must be made in writing and must be received by the provost no later than 10 days after the student has learned the outcome of the informal review. The offices of the provost, university registrar, vice chancellor of students or dean of the graduate school (for graduate student issues) can give you advice and answers to questions about the process.

By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the decision, and that the university's administration can not influence or affect the outcome of the review. For the detailed "Appeals Policy For Academic Decisions" go to www.uaf.edu/uafgov/faculty-senate/policies-procedures/appeals-policy-for-academ/."

IV. New business

“The Core Review Committee recommends that AP, CLEP and IB courses be treated like transfer courses in terms of determining whether they satisfy Perspectives on the Human Condition requirements for the core” (passed on to CAC by Core Review Committee)

Committee agreed to above, and felt that a motion to Fac Senate should be created. Rainer agreed to draft something for next meeting.

Excerpts from the UAF catalog 2014-2015 (pp 33-36): “Transferring Credits

Credit accepted at UAF that has been earned from other regionally accredited institutions, through military educational experiences, or credit accepted by special approval is considered transfer credit. Where possible, transfer credit is equated with UAF courses. See [a list of substitutions within the University of Alaska System](#) and [for substitutions from non-UA institutions](#).

Alternate Ways to Earn Credit

CREDIT FOR NATIONAL EXAMS

There are several ways to earn college credit by receiving a passing score on a national exam. For any of the following exam options, grades are not computed in the UAF GPA. Credit received for exams is not considered UAF residence credit and is not considered to be part of the semester course load for classification as a full-time student. Credit is awarded to current or previously enrolled degree students at UAF. The credit for national exam options are briefly outlined here.

College-Level Examination Program

CLEP is a national testing program that awards college credit for some introductory courses. The exams cost \$105 each (costs subject to change) and are administered daily.

College Board Advanced Placement Exams

UAF grants advanced credit, with waiver of fees, for exam results of three or higher on the College Board (CEEB) Advanced Placement Tests (see [Table 6](#)). These exams are normally taken during the junior or senior year in high school.”

Current table of substitutions with regards to ‘Perspectives’ courses UAF course qualifying substituting transfer course

Perspectives on the Human Condition	
HIST F100X--Modern World History	introductory courses in different social sciences
ECON/PS F100X--Political Economy	
ANTH/SOC F100X--Individual, Society and Culture	
ENGL/FL F200X--World Literatures	an introductory course in the humanities
ART/MUS/THR F200X, HUM F201X, ANS F202X--Aesthetic Appreciation	an introductory course in the arts which does not stress skills acquisition

Faculty Affairs Committee

Minutes: Monday, November 17, 2014 3:30 PM, IAB Library, Room 311-C Irving Building, UAF

Present: Elizabeth Allman, Chris Fallen, Galen Johnson (called in), Leslie McCartney, Walter Skya, David Valentine

Absent: Bella Gerlich (Ex officio)

Meeting called to Order.

Minutes of October 20, 2014 approved and accepted.

First order of business to review the Department Chair Policy; red comments were what was agreed to in the last meeting, Chris has since added comments in blue. Comments, decisions today are to be tracked in orange. The committee decided:

A - Academic Programs

3. ... quality, including program assessment. (Chris made change in orange)

B – Personnel

1. Facilitate, coordinate ... Agree to all deletes.
2. Agree to deletes.
3. Agree to addition,
4. Take leading (delete lead) role ...

C – Students

1. Administer the departmental student advising program.

III. Election and Terms of Service by the Department Chair

- B. Agreed to delete visiting faculty ... to vote.
 1. Agreed to entirely delete.
 2. Agreed to deletion and addition.
- C. Agreed – Only in exceptional circumstances should be there a deviation from this policy. Demonstration of the exceptional circumstances must be approved by the faculty senate faculty affairs committee.
- D. Approved all changes.
- E. Agreed on deletion.
- F.
 2. full-time, put dash in and full-time and add at end of sentence full-time tenured faculty member that is eligible to serve as a department chair as defined by this policy.
 2. Add .. absent from the department and unavailable to carry out chair duties. The chair shall notify department members ...
 4. three fourths (not 3/4) accept deletion

Chris will tidy up the document. Next meeting, (December) we will go through suggestions submitted from current Chairs.

Faculty Affairs Committee

Minutes: Monday, December 8, 2014 3:30 PM, Runcorn Room (330 Reichardt), UAF

Present: Elizabeth Allman, Chris Fallen, Bella Gerlich (Ex officio), Galen Johnson (called in), Leslie McCartney, Walter Skya, David Valentine

Absent: none

Meeting called to order.

Minutes of November 17, 2014 meeting approved and accepted.

Agenda approved.

Resumption of reviewing department chair comments about the Department Chair Policy. Chris made changes as we went. The committee decided:

Comments from Debra Jones – Part 2, B1. Decided to leave as is.

Comments from Cecile Lardon – her comments are now irrelevant as document has changed since the comments were made.

Comments from John Rhodes - grammar in various clauses amended.

Chris to forward to Administrative Committee.

We have been assigned to revise the by-laws for the committee; reorganize them and separate out the purpose of committee from organizational issues. Chris will share on google his initial attempt to revise, please review draft during holidays. Main changes in language, track changes on word document. Vote on this in January. Doodlepoll to be done in January. Next Ad Com is Friday, 23 Jan. Try to meet on Monday January 19 or 20, 2015.

We need to work on Joint Appointment procedures.

Review the Student Code of Conduct over the holidays. Board of Regents wants it unified across all campuses.

Dean policy resolution was discussed. Should this be taken to the Administrative Committee?

Meeting adjourned.

ATTACHMENT 204/5
UAF Faculty Senate #204, February 2, 2015
Submitted by the Unit Criteria Committee

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
Meeting Minutes for October 28, 2014

Attendees: Chris Coffman, David Maxwell, Chris Hartman, Ping Lan in person, and Sarah Hardy, Sunny Rice, Cathy Winfree calling in.

Meeting started at 10:00am

I. Housekeeping

A. Approval of Agenda

Approved unanimously.

B. Approval of Minutes from 9/9/14 Meeting

Approved unanimously.

C. Approval of Minutes from 9/23/14 Meeting

Approved unanimously.

D. Approval of Schedule of Remaining Meetings for Fall 2014:

T 11/11 10-11 AM and T 11/25 10-11 AM

Approved unanimously. Two remaining meetings are both scheduled in Chancellor's Conference Room

II. Approval of "Advice for Units Submitting Criteria"

Approved unanimously

III. IARC Proposed Unit Criteria

Approved unanimously after discussion on consulting and wording change.

IV. Discussion of Committee Bylaws

(1) Adding "including chair" at the end of the sentence "The Unit Criteria Committee will decide all matters by a simple majority vote (>50% carries a motion) of all committee members."

(2) Chris Coffman will explore how Ex officio is generated regarding "Ex officio members will be available to provide information but will not vote."

(3) Committee is ready to vote by email if the Ex officio generation is clarified.

Meeting adjourned at 10:26 am

Committee on the Status of Women
Minutes Wednesday, Dec 3, 2014; 10:30 - 11:30 am, Library Kayak room

Members Present: Jane Weber, Kayt Sunwood, Derek Sikes, Megan McPhee, Ellen Lopez, Diana Di Stefano

Members absent: Michelle Bartlett, Mary Ehrlander, Erin Pettit
Members on sabbatical: Amy Barnsley, Jenny Liu

1. Promotion/Tenure workshop: Friday April 24th, Springfest day. Panelists were discussed. Break-out sessions after panelist talk – idea to poll attendees at start, how many are preparing for 4th year review, going up for tenure, or post-tenure? Perhaps a 4th table with union representatives. Megan suggested we ask Ginny Eckert who is a full professor at UAS; Kayt suggested we ask Diana Wolf. Diana Di Stefano and Ellen Lopez agreed to sit on the panel. Idea to balance STEM & humanities panelists / table leaders – 6 total, 2 of each. Three tables, each with one STEM and one humanities leader. Kayt suggested that we ask someone who can speak about the merger of School of Natural Resources and Cooperative Extension – perhaps Roxie could talk to this? Megan suggested each table have a laptop with Google Hangouts going so distance attendees can better participate. Perhaps Erin Pettit or Mary Ehrlander?

2. Spring Conversation Café: Ellen is happy to run this with the same prior committee (Kayt, Erin, & Mary). Will come up with a date.

3. Spring meetings: First meeting: Wed, Jan 14, 9-10am, School of Ed Conference Room - Gruening 718; remaining Spring meetings to be scheduled then.

Respectfully Submitted, Derek Sikes, These minutes are archived on the CSW website:
<http://www.uaf.edu/uafgov/faculty-senate/committees/14-15-csw/>

Committee on the Status of Women
Minutes Wednesday, Jan 14, 2015; 9-10am, School of Ed Conference Room - Gruening 718

Members Present: Jane Weber, Derek Sikes, Megan McPhee, Diana Di Stefano, Mary Ehrlander, Kayt Sunwood

Members absent: Michelle Bartlett, Erin Pettit, Jenny Liu, Ellen Lopez
Members on sabbatical: Amy Barnsley

1. Spring meetings: Wednesdays, 2:15-3:15, Feb 4, March 11, April 8.

2. Spring Conversation Café: Ellen and the committee (Kayt, Erin, & Mary) have not yet met to plan this, but will soon.

3. Promotion/Tenure workshop: Friday April 24th 10am-12pm (-1pm), Springfest day, place TBD probably Regents Conference Room in Butrovitch. Discussion of plan to try a new idea to have 3 breakout tables, preparing for 4th year review, going up for tenure, and post tenure. Discussion of difficult logistics of running 3 tables for the remote audience (which is a large audience for this event normally). Idea to do break outs is in response to past experiences when attendees asked very specific

questions that weren't of much general interest/value. Discussion returned to idea of original design which has worked so well in the past, with the addition of adding an initial comment that attendees are encouraged to ask questions during the Q&A but given the limited time, we will encourage them to focus on questions of general interest and to save very specific questions for one-on-one after the event (and extend event to 1pm if we can get the room for that long). Also – keep the focus on *planning strategically* for one's academic career. 5-7 minutes per panelist with a notice given to speakers at the 5 minute mark. Kayt will manage the flier preparation and distribution. Add idea to poll attendees at start, how many are preparing for 4th year review, going up for tenure, or post-tenure?

Panelists were discussed: Ginny Eckert (full), Mary Ehrlander (full), Diana Di Stefano, Ellen Lopez. Derek will ask Diana Wolf. Jane will try to find someone in CRCD (College of Rural and Community Development).

Respectfully Submitted, Derek Sikes, These minutes are archived on the CSW website:
<http://www.uaf.edu/uafgov/faculty-senate/committees/14-15-csw/>

**Core Review Committee –
Meeting Minutes for Tuesday 11/18/14**

CLA:

Jennifer Schell, English (15)
Brian Kassof, Social Sciences (16)
Yelena Matusevich, Humanities (16)
Kevin Sager, Communication (CLA 16)

CNSM:

Leah Berman, Math (16) - Chair
Larry Duffy, Science (16)

LIBRARY:

Tyson Rinio (LIB 15)

At-Large:

Andrew Seitz, SFOS

Unit Core Assessment:

Tony Rickard, CNSM
Kevin Berry, SOM

Ex Officio:

Dean's Council Rep - Allan Morotti
OAR: Caty Oehring
Academic Advising Ctr.: Ginny Kinne

1. Discussed one petition, for a student to use a first-year seminar from 1997-8 with claimed 4 individual presentations and one group presentation to satisfy the COMM 121/31/41 requirement. No syllabus was forwarded to Core Review. **Tabled** until we get further information.
2. Continued discussion of whether the table of how transfer courses are interpreted vis a vis satisfying Core requirements should apply to Advanced Placement/CLEP/International Baccalaureate courses as well. This table was extensively revised last year by Faculty Senate (meeting #197) (from a motion from Core Review) to allow transfer students more flexibility.

Recommendation: The Core Review Committee recommends that AP, CLEP and IB courses be treated like transfer courses in terms of determining whether they satisfy Perspectives on the Human Condition requirements for the core.

Commentary: In particular, this would allow students who took the US History AP exam to get core credit (instead of it transferring as HIST 131/132 which does not satisfy the requirements of the current Core). Note that this is more in line with UAA.

Meta-commentary: This is also in line with GERC's new GER proposal, which is currently stalled because of GER complications.

Comment: Caty is working on tables of what will substitute for what, a la the current tables of substitutions for UA and non-UA transfer courses.

3. We are still in discussion on the ED 486W proposal. **Still tabled.**

4. DANSRD had submitted a proposal which after communication with them turned out to be that they wanted to use ANS 101 to satisfy one of the Perspectives on the Human Condition requirements. Core Review briefly discussed this and thought that perhaps revising the PHC requirements of the current core significantly was beyond the scope of the committee's work. Leah will communicate this to DANSRD. [Update: they're not happy.]
-

**Core Review Committee –
Meeting Minutes for Tuesday 12/2/14**

CLA:

Jennifer Schell, English (15)
Brian Kassof, Social Sciences (16)
Kevin Sager, Communication (CLA 16)

CNSM:

Leah Berman, Math (16) - Chair
Larry Duffy, Science (16)

LIBRARY:

Tyson Rinio (LIB 15)

At-Large:

Andrew Seitz, SFOS

Unit Core Assessment:

Tony Rickard, CNSM
Kevin Berry, SOM

Ex Officio:

OAR: Caty Oehring

Rural Student Services: Gabrielle Russell

Lots of petitions discussed, including several for students trying to graduate right now.

Petition #1: Student was advised to take Math 103X to complete the math requirement for her BA. Unfortunately, she had taken Math 131X 18 years ago (which satisfied her core math requirement), and Math 131 and Math 103 are the same course (same title, same content, only there was a renumbering). Advisor had communicated that it was an advising error.

After some discussion regarding who, exactly, is in charge of the degree requirements (no one seems to know—it's not "core", though), request was **denied**, but we forwarded a recommendation to the provost that the student be allowed to use the second time of Math 103X to satisfy her BA requirements. (We didn't want to just say the requirement should be waived, in case the student doesn't pass it...)

Petition #2: student wants to use a course taken as part of a foreign exchange to serve as his O course in biology. Some weirdness with the documentation that we were provided, and it seemed like the course should have transferred differently anyway since it was part of an approved foreign exchange. Caty will follow up.

Tabled.

Petition #3: Student petitioned to use a 3-credit course from elsewhere that included a lot of library science to satisfy the LS 101 course. **Approved.**

Petition #4: Use a course on “Political Geography” to satisfy the Political Economy PHC requirement.
Approved.

Petition #5: Use a freshman seminar course from 1997 from another university to satisfy the Comm requirement. (Revisited from 11/18) No syllabus was available. No documentation other than “we gave a bunch of talks”. Concern that the Comm courses here really focus on the theory and practice of public speaking, rather than focussing on, e.g., “Great Books”. **Denied.**

Petition #6: Student petitioned to use a Music Appreciation course form elsewhere for Art/Mus/Thea 200. The course should have transferred as being ok for that automatically; the confusion may be that the current title of the course is “Introduction to Music” but the student provided a syllabus indicating the course was called “Music Appreciation” at least in 2007 (student took it in 2006). Caty will follow up on why it didn’t transfer as expected. **Tabled.**

Petition #7: Use a D in Chem 103X from 2011 to satisfy core despite being now on the 2012-3 catalog.
Approved.

Courses:

ED 486OW request: discussed the second version of the revised syllabus. After much discussion, **Approved** the O and W. Also **Approved** the request for changing **ED 412W** (to remove the W).

Maymester compression of SOC 100X. **Tabled** (we ran out of time.)

Calling a special meeting Dec 9 to discuss handful of petitions for December graduation (!) and the SOC 100X compression.

**Core Review Committee
Meeting Minutes for Tuesday 12/9/14**

CLA:

Jennifer Schell, English (15)
Brian Kassof, Social Sciences (16)
Yelena Matusevich, Humanities (16)
Kevin Sager, Communication (CLA 16)

CNSM:

Leah Berman, Math (16) - Chair
Larry Duffy, Science (16)

LIBRARY:

Tyson Rinio (LIB 15)

At-Large:

Andrew Seitz, SFOS

Unit Core Assessment:

Tony Rickard, CNSM
Kevin Berry, SOM

Ex Officio:

Dean's Council Rep - Allan Morotti
OAR: Caty Oehring, Holly Sherouse *
Academic Advising Ctr.: Ginny Kinne
Rural Student Services: Gabrielle Russell

Revisited Neurobiology petition from earlier in the semester. Lengthy discussion. Denied—syllabus did not demonstrate adequate writing. Professor discussed lengthily over email. Email discussion seemed to indicate willingness to overturn the denial.

Approved blanket petition for GEOS 309W in the fall, which was given a W last year by Core Review too late to make it into the catalog.

Discussed Maymester compression of SOC 100. A lot of concern over whether (1) it's really the same course; (2) is it realistic to be able to do, adequately, 3 credits of material over 10 days. (You can fit in the in-class hours, but what about the out-of-class expectation?) To be continued in January.

Approved dropping W from CHEM 455.

**Core Review Committee
Meeting Minutes for Thursday 01/22/15**

CLA:

Jennifer Schell, English (15)
Brian Kassof, Social Sciences (16)
Kevin Sager, Communication (CLA 16)

CNSM:

Leah Berman, Math (16) - Chair
Larry Duffy, Science (16)

LIBRARY:

Tyson Rinio (LIB 15)

At-Large:

Andrew Seitz, SFOS

Unit Core Assessment:

Tony Rickard, CNSM

Ex Officio:

Dean's Council Rep - Allan Morotti
OAR: Caty Oehring,
Academic Advising Ctr.: Ginny Kinne
Rural Student Services: Gabrielle Russell

Petitions:

- 1) We had denied a petition in December for a student who effectively was doing a W overlay on a non-W course and then petitioning for the W credit after the fact. The instructor provided more information. There was discussion by email and the committee agreed to overturn the previous denial, with the understanding that this should not be construed to be setting a precedent.
Approved.

Commentary: the issue that caused all the problems with this particular submission, that the student was petitioning for W credit after the fact, should have been taken care of, since the Registrar's Office now has new directed and individual study forms that will route such requests to Core Review before they are approved for W status, and we will not consider them after-the-fact.

- 2) Student continued petition for a study-abroad course in Namibia to receive O credit; we had more information from the coordinator of ISE. **Approved.**
- 3) Same student wanted W credit for a different course. **Approved.**
- 4) Student trying to complete a degree after a long time and lots of credits; she's missing an O/2. She no longer lives in Fairbanks, and of the 4 distance O-bearing courses, one she'd taken and the other three had prerequisites. **Denied, but recommends provost waive the requirement.**
- 5) Student wanted core natural science credit for RAHI BIO 195. **Approved.**

Courses:

Continued the discussion of compressing SOC 100X to 10 days. There is a lot of concern about doing this. Technically, it's possible to compress the class minutes into the 10 days. It's not possible to compress the out-of-class time in 10 days without, say, not sleeping ever. Discussion that Winter/Maymester courses can work fantastically for certain courses, and it's absurd for other courses. It was pointed out that ANTH 100X is *already* approved for Wintermester compression (!). SHouldn't we give deference to the department's notions about whether or not they can do a good job at such a compressed course? (Neither English nor Math is willing to offer their 3-credit core courses compressed to such a time period.)

Vote: 4 in favor, 2 against, one abstain, chair abstained as chair.

Approved.

**Student Academic Development and Achievement Committee (SADA)
Meeting Minutes for December 12, 2014**

Attending: Cindy Hardy, Libby Eddy, Alex Fitts, Jennifer Tilbury, Curt Szuberla, Ben Kuntz, Colleen Angiak, Sandra Wildfeuer

The committee met and discussed the following items:

Meeting times: We discussed possible meeting times for next semester. At least for the group gathered, it seems like Thursday or Friday afternoons will work best. Cindy or Jayne will send out a Doodle poll to find a regular monthly time for Spring semester. We may meet the week before classes start

Regional Educational Labs Northwest: We discussed a presentation on a report presented by REL on Developmental Ed in the UA system. REL was contacted by the AK State Board of Education and the Board of Regents and asked to do this study. Members of SADA went to the presentation and agreed to write up a response to the data presented. The committee had the following comments:

The data presented suggested that a combination of HS GPA and Accuplacer gave slightly better course placement than either GPA or Accuplacer alone. However, we noted that there may be some assumptions in the data that need to be clarified. For example, if they are comparing our DEVM data to national data, they need to note that our DEVM 105 (Intermediate Algebra) is considered part of the Math sequence at other universities.

We also noted that the data is only looking at students who recent AK high school graduates. However, one member reported a statistic Dana Thomas related that 70% of developmental ed students are not recent HS grads, so using HS GPA is not the primary placement tool.

We also noted that the study only looks at students intending to get a bachelor's degree. This means that students who are taking Certificate or Associate programs were not included. Along these lines we wondered if students who were in AA or AS programs were included or if students in the "Bachelors-intended" or premajor programs were included. We discussed the definition of "Bachelor's Intended": students who don't have the core preparation for admission to a degree program. These students are not considered bachelors and not considered associates students, but are in their own category. Since the report is state-wide, we wondered if UAA or UAS have a similar system. We noted that UAF policy in English and Math involves placement by test scores, with a little wiggle room in English. Starting this semester, however, all math placement is done through ALEKS scores.

This led to a discussion of placement and advising in Math and English overall, including differences in placement for rural and urban Native students, advising work-arounds to current placement policies, and questions about whether the assessments for DEVE cover what students will be covering in their classes. We noted that UAF, UAA, and UAS are three different schools with different student populations. We questioned why, with our departments looking at data and analyzing it, outside researchers were called in to generate this report. We also asked why ACT and SAT scores were used in the study, when they are not designed as placement tools and are poor predictors of success in particular classes. We noted that the ACT, SAT, and WorkKeys are now taking the place of the HS Qualifying exam; however, only the ACT and SAT are used for College admission.

Statewide Alignment: Sandra reported that the statewide committee to align Math/DEVM courses met and agreed to some alignment of courses. The committee is made up of the chairs of Math departments and

developmental math departments or programs at all three Universities. They have agreed on a system of common numbering, based on UAA's current numbering. They are still discussing a common designator; however, both UAA and UAS currently use MATH as their developmental math designator, so the designator change only needs to be resolved at UAF. These changes still need to be approved by the campuses. They anticipate these changes being ready for the Fall 2015 catalog

Cindy reported that the alignment committee for ENGL/DEVE has not yet met, but has exchanged e-mail. The committee consists of the chairs and program heads of ENGL, DEVE, and Composition from all three Universities. The committee will take up the work of the Community of Practice, which resulted in placement changes and alignment in ENGL and DEVE across the UA system. Cindy noted that, for ENGL 111, 211, 213, there is already alignment of course numbering and designator. The difficulty will be in aligning developmental courses: UAF uses DEVE, UAA uses PRPE, and UAS uses ENGL. UAF also has reading classes under a separate (DEVS) designator. Cindy notes that she is leaning toward proposing a new designator that would encompass all academic writing and reading classes, such as WRTG.

We also noted that the GERC process is on hold, waiting for a statewide group to be appointed by Faculty Alliance to reach agreement on alignment of general education requirements.

Survey of obstacles to student success: This is an idea that we have been putting on the back burner for a while. We discussed how to develop a survey to get at what happens to the students that disappear, or that do not do well.

In general, the committee is interested in going forward with this project. Alex suggested using Survey Monkey and suggested that we develop questions by starting with what information we want types of questions. She noted that using Survey Monkey won't cost anything because UA has an account, but that we might need incentives help to get students to complete the survey. We agreed that we should include rural students. Cindy noted that the Nontraditional Student Club on campus has done a similar questionnaire of their members. Alex suggested that we target students that have had academic difficulty, rather than asking all students to participate. We discussed possible groupings, such as if a student has an F, or W, or NB on their transcript, they would get the survey.

Alex noted that students will get a warning when their GPA drops below 2.3 or they have more than one I, W, NB in a semester. We could tie the survey in with this warning. We also agreed to try to make this contact helpful and encouraging after they get a warning: "UAF really cares, what troubles did you have, what can we do about it?" If we can do this, without a great cost to university, it can have positive impact on students.

Next meeting: January 22, 2-3:30 pm

ATTACHMENT 204/9

UAF Faculty Senate #204, February 2, 2015

Submitted by the Faculty Development, Assessment and Improvement Committee

**UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for December 8, 2014**

I. Franz Meyer called the meeting to order at 3:02 pm.

II. Roll call

Present: Bill Barnes, Diana DiStefano, Cindy Fabbri, Andrea Ferrante, Brian Himelbloom, Kelly Houlton, Duff Johnston, Franz Meyer, Channon Price, Amy Vinlove

Excused: Chris Lott, Trina Mamoon, Joy Morrison, Leslie Shallcross

Absent: Mark Herrmann

III. Report by UAF eLearning & Distance Education on recent faculty development activities (Chris was out sick but emailed his report to Franz.)

There are two iTeach Clinics being offered (March 6, 9, 11, 13 and May 18 – 22). Applications can be found at <http://iteach.uaf.edu/about/>

The next Teaching Tip Live can be attended online on December 11 from 1 – 2 pm, titled “Research Enriched Classrooms”. The link for this is <http://elearning.uaf.edu/go/ttl-fieldresearch>

Chris reports that there were 14 attendees at the last Third Thursday (OIT and eLearning collaboration) session on “Citation/Plagiarism – How to Catch a Cheater and Set Them Straight”. The next Third Thursday event will be February 19 at noon in Bunnell 319B. The topic will be “Presence & Participation – the Zen of Teaching: Being Present With (and for) Your Students”. We wondered if this might be available remotely for those who cannot attend in person.

Chris provided some FY 14 faculty development information that was reported to the BOR:

- iTeach/Intensive clinics: 57 participants
- Online Workshops/Seminars: 301 participants
- Workshops: 185 participants
- Facilitated Discussions: 51 participants
- Consultation/Individual Training: 41 participants

He notes a total of 2,941.5 “person hours” of faculty development, but we were unsure of what that meant. Are these the total hours spent by participants or the total hours spent by eLearning facilitating these activities? Chris also noted that 48 Teaching Tips were distributed to the Faculty Listserv and through the Cornerstone, 8 Tech Fest sessions were offered, 365 hours of instructional design time were spent working individually with Chancellor’s Innovators in Technology & E-Learning (CITE) fellows, and that the iTeachU Self-Help site had 24,096 unique visitors, a 50% increase over last year. Chris notes that he will share these reports when they are become officially public.

CP noted that there is not a good way to catch plagiarism in upper division science courses. Most textbook exercises have solutions posted online and students do not submit their work electronically, so it is different than what English professors (and professors of other writing-intensive courses) can use to catch plagiarism. Duff wondered if Chris has any ideas on this.

IV. News on Electronic Course Assessment Implementation Committee (ECAI)

Andrea reported that the ECAI Committee has met four times now and is creating a set of new core questions as well as defining a cohort of students for the initial trial this spring. He noted that ECAI will need to have a draft list of questions prepared by mid-February so that eXplorance can have them ready by April. He shared information he got from Alex Fitts indicating that the core questions are all that are absolutely necessary for spring, and then we can have more complete surveys for Summer Sessions with a list of questions departments can choose from to add to the core questions.

Andrea has requested data to help ECAI define the first cohort. He also noted that the committee is comparing the literature and using it to guide us on what we think will be best for UAF. Duff noted that we should set deadlines for each part since the overall timeline is rather compressed. CP opined that in reality UAF will not have just one pilot but several semesters' worth of them. Duff noted that the committee has discussed the need for a student focus group to garner feedback on the core questions before implementation, and suggested that the 4 – 6 dimensions ECAI focuses on from the suggested 9 (in one of the documents ECAI is using as a guide) be split up between two ECAI members each to delve into, create questions from, and then bring back to the committee in order to make the most of the time available to us. Franz encouraged interested members of the FDAI committee to come to our next meeting and/or follow our work from a distance via Google Docs.

V. Continuation of Discussion on the state of UAF's faculty development culture

- a. Should the faculty development at UAF be extended to better address the needs of the diverse faculty types on campus?
- b. Planning of a potential meeting with Paul Reichardt

After some discussion we decided to let Provost Henrichs know that we would like to invite former Provost Paul Reichardt to one of our meetings in January or February in order to ask him for some insights on how we can help create a desire amongst faculty at UAF for faculty development and to raise consciousness regarding faculty development in general. Diana suggested that we also work with the Committee on the Status of Women since they have been looking into the issue of faculty development via their Conversation Cafes (Mentoring in spring 2014, Challenges Encountered by Women Faculty in fall 2014, and their annual Promotion and Tenure Workshop).

Franz noted that another thing to focus on is that not all faculty development is about teaching. CP suggested a one-question survey to help us determine faculty needs. Franz suggested that maybe the survey could come from each of the FDAI committee members to the peers in our respective colleges in order to garner more (and more meaningful) responses.

VI. Other Business

- a. Faculty 180 comments/actions? We had no time to discuss this.
- b. Scheduling FDAI meetings for Spring Semester – Franz will send out a Doodle Poll so we can more easily coordinate our schedules.

VII. Upcoming Events

- a. Next FDAI meeting: stay tuned
- b. Next Administrative Committee meeting: 1-23-15
- c. Next Faculty Senate meeting: 2-2-15

VIII. Adjourned at 4:02 pm (Respectfully submitted by Kelly Houlton.)