Draft MINUTES

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

I Call to Order – Cécile Lardon

A. Roll Call

Faculty Senate Members Present:	Present – continued:
ABRAMOWICZ, Ken (16)	MOSER, Dennis (16)
ALLMAN, Elizabeth (16)	NEWBERRY, Rainer (15)
BARNES, Bill (15) - audio	PETERSON, Rorik (15)
BERGE, Anna (15)	RICE, Sunny (16) - audio
BRET-HARTE, Donie (15)	SHALLCROSS, Leslie (15) - audio
CASCIO, Julie (16)	SKYA, Walter (16)
CHERRY, Jessica (15)	VALENTINE, Dave (16)
CONDE, Mark (15) – **Sabbatical**	WEBER, Jane (16)
COOK, Brian (16)	WILDFEUER, Sandra (16)
DEHN, Jonathan (15)	WINFREE, Cathy (15)
DISTEFANO, Diana (16)	
DUKE, Rob (15)	Members Absent:
FALLEN, Chris (15)	COFFMAN, Christine (15)
HANKS, Cathy (16)	GIBSON, Georgina (16)
HARDY, Sarah (15)	LAN, Ping (15)
HARTMAN, Chris (16)	RADENBAUGH, Todd (15) - audio
HEALY, Joanne (15)	
HORNIG, Joan (16)	Others Present:
HORSTMANN, Lara (15)	Provost Henrichs
JOHNSON, Galen (15)	Chancellor Rogers
JOLY, Julie (15)	Dean Paul Layer
LARDON, Cécile (15)	Alex Fitts
LAWLOR, Orion (16)	Libby Eddy
LOVECRAFT, Amy (15)	UA President Patrick Gamble (audio)
MAHONEY, Andrew (16)	Cindy Hardy, Tim Wilson
MAXWELL, David (16)	Chris Beks
MCCARTNEY, Leslie (15)	Linda Hapsmith, Carol Gering, Joy Morrison
MCDONNELL, Andrew (16) - audio	Duff Johnston, Patrick Marlow; Colleen Angaiak
MEYER, Franz (15)	Mark Herrmann, Cam Carlson, Martha Mason
MISRA, Debu (15)	

B. Approval of Minutes to Meetings #203

The minutes for December 1, 2014, Meeting #203, were approved as submitted.

C. Adoption of Agenda

The agenda was adopted as submitted.

II Status of Chancellor's Office Actions

A. Motions Approved:

1. Motion to approve a new Minor in Forest Management

B. Motions Pending: None

III A. President's Remarks – Cécile Lardon

Cécile reminded everyone that Faculty Senate elections are coming up. She asked those rotating off the Senate to please encourage their colleagues to run for election, particularly senior faculty to help balance out the mix of new and seasoned faculty. She encouraged those remaining on the Senate to consider chairing a committee next year and thereby become involved with the Administrative Committee. Nominations open soon for next year's president-elect, and she encouraged senators to consider running. Personal statements of president-elect candidates are due on March 23 to Jayne Harvie for inclusion in the April agenda. The election will be held at the April meeting.

Outstanding Senator of the Year nominations will open at the March meeting. The selection committee will be chaired by President-elect Debu Misra.

David V. emphasized that this is a key time and an opportunity for faculty to be involved with Faculty Senate and to help shape the changes to the university that are coming with the difficult budget situation.

B. President-Elect's Remarks – Debu Misra

Debu passed on making any comments, noting all the points had been covered.

IV A. Chancellor's Remarks – Brian Rogers

Chancellor Rogers talked about the state's 60% budget gap. He was in Juneau last week meeting with legislators. They're still dealing with the shock over the size of the budget hole. He expects that President Gamble will want to talk about the presentation he made to the House Finance Committee last Thursday. Given the size of the enormous state budget gap, the Chancellor is relatively pleased with the priority the Governor has placed on K-12 and higher education by giving them the smallest cuts among all the parts of state government. The Governor has stated the priority for state agencies to first come to the university concerning state research needs. He recognizes the large budget cuts the university has already taken in prior years. He noted that the Governor has a persuasive OMB manager (former VC Pat Pitney). The scope of the challenge is great, but not as bad as it was in the mid-1980s. We made it through that time and we're stronger – so, it's possible to make it through the present situation. In the past 2013-14 year, 160 positions were lost. It's bound to be a larger number in 2014-15. About a third of those lost positions were regular, the rest being term, student, and part-time. We won't be able to fill all the vacant positions and may have some lay-offs. Ultimately, we're going to end up doing less as a university providing a people-oriented service. They continue to look for more revenue sources. Looking at tuition revenue sources has to be balanced with concerns about debt-load on students. On the research side, faculty are doing all that they can. It will be hard to expand a lot in that area. He hopes that those who are willing to engage in helping to find solutions will do so.

Brian C. asked for an estimated timeline for announcing program changes and cuts this year. The Chancellor responded that the overall budget level from the state will depend upon the decisions made by the Governor and the Legislature. The Governor's deadline is February 17 for any amendments to the budget. His fixed numbers are likely a ceiling for the university. The Legislature is likely to reduce from those numbers. They have until April 20 in their regular session, but the Chancellor expects the House Finance Committee to do its closeout of the university budget on February 24. That will give a good idea of the range between the Governor and the House as to where things come out. The Senate then adopts its budget in March, with final legislative action due April 20. The university will make some decisions over the course of February regarding the academic program review. The earlier they make decisions particularly as they affect positions, the more they will get in savings in the coming year. He hopes to get through the majority of non-academic program review decisions during the month of March. The Provost commented that the faculty committee working on special academic review will submit its recommendations on the academic program review about mid-February. Then the program review administrative committee will work on those recommendations, taking about a month. The final decision process on special program review will take place at Chancellor's Cabinet.

Elizabeth A. asked if faculty will have opportunity for input at the various levels of the reviews. Provost Henrichs responded that initially faculty have had opportunity for input at their respective programs if they are undergoing special review. Then, there is the faculty review committee which will look at the reports submitted by those programs. There also will be a google form set up to take people's general comments. Those comments will be made available to the faculty committee, the administrative review committee, and Chancellor's Cabinet.

Cécile commented that Faculty Senate will have a really important role during all the changes over the next several years. Members have the responsibility to help distribute accurate information about the processes of the reviews, as well as other information, and to forestall gossip that always spread very quickly across campus. She asked members to please stay as informed as possible and talk with their colleagues. Another responsibility of faculty involved in the Senate is to help maintain some morale among faculty. She came to UAF in 1999, at the end of the desert years and felt the fall-out of an institution that had scraped bottom. It took a long time to climb out of that situation and the strong climate of competitiveness for scarce resources. So, it's really important for faculty leaders to help others understand what is happening, why it's happening and how it's happening – to help work through these difficult times.

B. Provost's Remarks – Susan Henrichs

Provost Henrichs noted that information will soon be released by various means about the special program review process.

The newly appointed members of the Board of Regents will be very good additions. All of them in one way or another have a track record of interest in and knowing the value of higher education. She believes they will be looking out for best interests of the university.

The Governor's budget came out last week, and it was more favorable to the university than to the majority of other state agencies in terms of funding. It illustrates the Governor has placed a priority on higher education. We must wait to see if the legislature shares that priority with the Governor.

C. Interim VC for Research – Dan White

Cécile introduced Dan and asked him what items are on his radar concerning research. He mentioned the ongoing research program review which Orion Lawlor is co-chairing with Rich Collins. He also

mentioned that next Monday he'll be in Juneau talking to the Chair of the House Finance Committee, particularly Tammie Wilson who is in charge of the university budget on the House Finance subcommittee side. He will answer her questions about research conducted by the university and how the money essentially comes from the state and federal agencies to fund that research.

David V. asked if Representative Wilson has given any indication of not being serious about cutting university support by 20% or so. Provost Henrichs noted that Representative Wilson is a strong fiscal conservative. She thinks her suggestion was serious, but she does not represent the majority of legislators. Representative Wilson is eager to learn more about the university as illustrated by the meeting planned with Dan White. She doesn't have as much information about the university as legislators we've worked closely with in past years, and the Provost has been working hard to provide her with the university information she is requesting.

Brian C. mentioned that CLA faculty have been holding some forums about issues they are facing. One issue that affects all faculty is the new evaluation forms for faculty yearly reviews. He knows there is a potential meeting being planned with the Provost to talk about those concerns which mainly revolve around how those forms will be viewed as opposed to previous reviews when faculty come up for 4th-year and promotion and tenure reviews. Provost Henrichs confirmed that she will be meeting with a group of faculty about the new annual evaluation process. She understands that everyone is not satisfied with it which is not unexpected because of its newness. There is usually a period of time needed to work into new processes. Normally, the longer term reviews like the 4th-year review or the cumulative post-tenure review at the 3rd and 6th year are the most important ones and are the most closely reviewed. However, she expects the annual evaluations will also be considered going forward. Brian C. asked if there will be guidance coming out about the new rankings (unsatisfactory, satisfactory, and good) in the annual reviews. The Provost responded that she will look to the discussion with faculty to help develop an appropriate communication about that.

V Guest Speaker
UA President Patrick Gamble
Topic: Legislative and Budget Update

President Gamble called in to the meeting from Juneau, where he had recently met with the full House Finance Committee and was going to be meeting with the Governor's Chief of Staff and then brief the House Finance subcommittee.

He talked about a legislative initiative that has gone forward to administratively place a requirement into the contracting process with the state so that when there is a research need, the university is asked if they have done such research or have the expertise to so. If the answer is yes, the university will be able to compete for those dollars with a slight competitive edge.

President Gamble also reported about a conference call from the week before which included the Chancellors and the Lt. Governor. It was a brainstorming session where they talked about using the intellectual capacity residing at the universities to help come to grips with the nature of the kinds of problems the state has in various elements of economic development. These run the gamut from internal political and organizational workings, to research and development, fisheries, workforce development, mining, what should be invested in or divested, and so on. What is the right size budget for Alaska? Are there comparisons with other states available, or a formulaic basis? Where are the analytics? When people have ideas about the economy, is there data to back it up? How can we help the public focus on the macro-economic problems of the state? What is the right size of government for Alaska? President Gamble noted that the university is a microsystem of what the state is going through right now; there are

strong parallels. The Lt. Governor asked if we could put together a menu of what should be looked at regarding the economy for the short and long term (in this case, long term only means five years out).

President Gamble shared comments made by the Lt. Governor which included the following: A university helps a society grow and develop. UA should not be afraid to take risks and stepping out on issues. The governor and lieutenant governor will have your back when you do. You've got to back it up with data, it can't be colored red and blue if we're going to be honest brokers and maintain our credibility. It's got to be data and it's got to make sense, not necessarily to the entire constituency because an informed constituency is an assumption we can't make. We can inform the constituency through our data and research. The state would benefit and people could then better begin to try to work with the state to look at their own future.

At the end of the hour-long discussion, formation of a working group was suggested to the Lt. Governor. The university needs to have an organizational touchstone that he can come back to and use. It needs to be a working group of people from the appropriate fields such as macro-economics, to address large issues that move the state forward.

Communication is going to be key as things begin to happen very quickly in terms of budget decisions. February 27 is the budget completion deadline for the House Finance Committee. We have an opportunity to provide both data and input. The UA President's Office has been put on the Governor's cabinet to help advise him. He sees that as an opportunity to take advice from the governance system at the macro level and pass it on to the state. The Governor doesn't mind if his advisors disagree with him; he wants to listen and be informed. He emphasized that he really wants to use his cabinet to inform him in order to make decisions.

President Gamble will brief the House Subcommittee on Education which is chaired by Representative Tammie Wilson. (She is the only one on that subcommittee who is a member of the full committee.) Unlike past years when incremental budgeting discussions took place during briefings, this year he will explain the university strategy for dealing with the projected deficits. For example, in past years the university could ask for extra money to deal with rising energy costs, but this year the university will have to foot the entire bill. Saving on energy is really important this year especially for that reason. There are no programmatic increments on the academic side, and there is no money for capital.

In order to balance the budget for FY16, money has to be taken out of the budget right now. Both "fast money" (which is taken out right away, for example, by ending contracts) vs. "slow money" (reductions that take longer to realize savings, for example, by ending a program which has to be taught out) were described. Balancing the declining budgets over the next three years will take both fast and slow money approaches. The FY16 reduction is $43 million dollars, from operating funds. Last year we dealt with a reduction of $24-26 million dollars. The immediate reductions also have to be balanced with where we want to be in three years and in the face of additional reductions over consecutive years. He stressed that the core of the recovery is the strength of the faculty and the research being done.

The magnitude of the financial problem needs to be understood. Furloughs by themselves won't come close to helping the problem because of its scope and size. We won't get any more money from the legislature, but we have to show them what will have to be done to meet the reductions. We have to use strategy and planning to preserve our reputation and quality and to stay strong until we come through to better times. The job of university administration in Juneau is to make these points both individually to legislators and collectively to the committees.

He will advocate strongly for the $8 million for deferred maintenance and $8 million for the engineering building that were added in the Governor's budget. But, it may be shaky as there is almost no capital money for the state.

Donie asked where the number "25% over three years" came from and how firm it is. The president responded that it came from the Office of Management and Budget.

Cécile asked about the strategy for cuts for the UA system, and where the president sees UAF fitting into the larger UA strategic plan. President Gamble responded that the Summit Team was formed to look at initiatives that seemed to make better sense if accomplished across the entire system. It's a good tool to use instead of just making cuts across the system. Instead, they can look at more selective choices to reduce the burden on the universities. For example, applying furloughs across the system has been looked at to see if it's a viable financial solution. It's worth looking at as a short-term money solution to address a situation of immediate need such as covering increased utility costs, as opposed to cutting a program which is a longer-term cost-savings possibility.

President Gamble described the percentages applied to three universities and statewide which are proportionally used (based upon student tuition dollars) to apply revenues and cuts. More recently the situation has been rougher on UAF to the degree it's been encumbered by the new power plant financing. Compromises had to be made to get the needed power plant. The project financing for it is very complicated. Being the PhD granting and research institution as well as having the oldest buildings puts the bigger load on UAF. But, as far as the future goes, there are new buildings going up here at UAF and he feels bullish on UAF's future. He emphasized the importance of the research component at UAF and its role as the Arctic university. While UAA is growing, it will take them a long time to get to the volume of research where UAF is now.

Debu shared a thought about how the budget cuts are being made proportionately. He asked why the same model used for revenues should be used to make the cuts. The President commented that the knife cuts both ways in this situation of three competing separately-accredited universities. The BOR would not be able to deal with the backlash if cuts were not proportionately applied. It would poison the system and draw ire from Anchorage and the rural campuses.

A comment was made concerning how research faculty are leaving, but are not being replaced. President Gamble noted the roles and responsibility of the chancellors and provosts in shaping research at the universities. He stressed there is a real opportunity to grab research and put ourselves at the forefront in a very competitive environment. UAF has the credentials and reputation to be very successful. Its efforts must redouble and be as aggressive as possible. The research vessel, Sikuliaq, is showing up in February. There is the legislation coming up to have the State look to the University of Alaska first for its research needs. We can't just sit back and take it on the chin; we have to stand up and fight back where we can make a difference and earn additional revenue.

President Gamble closed by saying that while times will be challenging, we can come out a better and more efficient university in the end. The rate of decision making is going to pick up tempo very fast due to pressures from outside the university, but he's confident that coming out stronger and better is within our means. Mentally preparing for this is very important, and UAF did a very fine job preparing for FY15. It has a good head start. He noted that Carla Beam and her staff will help get updates to the budget situation out at a faster pace.

A (late) short break was taken at this point during the meeting.

VI Governance Reports

A. Staff Council – Chris Beks

Chris reported that last November they had elections which were very successful and there are only three seats open right now. They've never had so many people vote.

They have moved Staff Council meetings to Monday mornings which is a cost savings to the Governance Office which pays for Wood Center labor costs for room set-up and tear down.

Two items which generated much discussion at their meeting this morning were: proposed regulations for the furlough policy; and the proposed security policy for mobile devices.

B. ASUAF – Mathew Carrick

No report was available.

C. UNAC – Tim Wilson
UAFT – Jane Weber

Sine Anahita filled in for Tim who could not be present. Health plan changes for FY16 will be implemented this July 2015. The changes include increases to the deductibles: $1,300 for individuals and $2,600 for families. (Jane noted later that these changes were just made to the Consumer Directed Plan.) Certain name brand drugs will no longer be covered. Co-pays will also change on July 1.

She shared a statement from UNAC President Abel Bult-Ito: United Academics is advocating for preserving the mission of the university as much as possible during these challenging budgetary times. Any administrative functions that are not directly related to the mission need to be reviewed and realigned or reallocated as appropriate. United Academics encourages all faculty to lead the way in addressing the budgetary shortfalls. That is, we feel that all faculty need to be involved in the process of budget reductions and make sure that the administration also gets its fair share of cuts.

A question was asked what dollar amounts were expected to be saved from the changes to the deductible amounts. Jane W. said that the JHCC did not hear about the dollar amounts and suggested the question be asked of Erika Van Flein at the System Benefits office.

Jane also reported that UAFT has a new three year CBA and is now just waiting on legislative approval. The next JHCC meeting will be on February 25.

D. Athletics – Dani Sheppard

No report was available.

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)

Brian Cook, who is chairing CAC during Spring 2015 while Rainer serves on the system GERs committee, brought the motion to the floor and described the program. Patrick Marlow (Linguistics), Duff Johnston and one more person were present to speak to the motion. CAC supports the proposal because of high student interest and support for it.

Rainer commented that the costs are practically nil and the benefits are significant.

The motion to approve the new minor in TESOL was passed unanimously.

B. Motion to approve a new Master's of Security and Disaster Management, submitted by the Graduate Academic and Advisory Committee (Attachment 204/2)

Donie Bret-Harte, GAAC chair, brought the motion to the floor. She invited Cameron Carlson (Cam) to speak to the need for the new program, and SOM Dean Mark Herrmann to address the financing.

Cam described the growth of similar programs in homeland security over the last decade. UAF's homeland security and emergency management (HSEM) program has grown from four students to over 140 now, and is still growing. Providing a graduate degree in this field will be a quantifiable leap for employment of their graduates. These higher ed programs have strong national endorsement, and student interest is growing by the week.

Amy L. asked about how many faculty there are in the HSEM. Cam responded that there are two now, and the remaining members are adjuncts from the public and private sectors. Four full-time faculty are planned and will replace some of the adjuncts. Asked about the online nature of the program, Cam mentioned the courses are hybrid -- combining both lecture in classroom and a group logged in online. They're also using Adobe Connect web conferencing in conjunction with Blackboard. Both undergraduate and graduate courses will be taught by the program faculty.

Dean Herrmann responded to a question about finances for the new program. They have received initiative funds of $145,000 through the reallocation initiative program, and have matched it with another $145,000 from their BEM program which has 140 students. They just received a $50,000 donation from Pogo Mines. And, they do all the TSA training in the state which brings in about $60,000 a year. They're estimating 50-75 students entering the program in two to three years. They will get to keep the all of the tuition for three years because it's a new program before it goes back to the 60/40 split. It's a money generator for the School. He does not wish to lay off any faculty and this program will help that goal. Tuition revenues and projected growth from this program will help the School get through the next five years and solve their budget problems.

It was noted that the program is not Alaska specific. It does cover Alaskan topics, but is also more broad-based. Many of the students work in Alaska, and many go outside the state for employment. It's possible for students to complete the program without being in Alaska.

Cécile asked the Provost for comments about presenting this program at the system level. She responded that while the BOR is skeptical of new proposals at this time, this one is strong because they've carefully thought through the costs and the revenue needed to carry it out. It will not be a drain on any other area of the university. Last year, SOM got a tuition surcharge approved for their programs. So, bringing in more students has an added benefit in terms of the additional tuition revenues. She mentioned that this is an unfamiliar kind of program for many because it's a professional master's program (and not research related). It prepares graduates specifically for higher level jobs in management and leadership positions. Because it doesn't have a research emphasis, the faculty in the program are focused on teaching which shifts the costs and revenue basis of the program considerably.

David V. asked how the proposed program fits in with the other two universities, noting the BOR will ask about this. The Provost responded that it is definitely not redundant and there is no other emergency management program at the baccalaureate or master's level in the state. There has been no build-up in this area at the other two universities.

Julie C. asked about adding new faculty in this budget atmosphere. Dean Herrmann explained that the School has not filled four positions. They are reallocating resources for the two positions, and still have a net loss of two positions.

Rainer asked for clarification about reallocation within the School for the two new positions. Dean Herrmann clarified that positions come from the initiative funds and the funding match. He is focused on a five-year plan to bring the School's budget out of the red. The revenues brought in by the BEM program are helping accomplish that goal. The Provost noted that the net number of faculty in the SOM has been decreasing over several years, as it has over the system because of reduced funding from the legislature. However the SOM has done a lot of work to very specifically project the costs and revenues of this program to ensure making ends meet.

Orion L. asked about the current and projected student enrollment. What happens if the enrollment just isn't there? Dean Herrmann remarked on the current growth of the BEM program, increasing from 4 to 140 students in four years, many of whom want to pursue the master's program. Their students are excited about doing so. Cam responded that one-third of the current undergraduates want to pursue the graduate degree here because it's so cost effective (some of the graduates from the undergraduate level are already working in the state). Provost Henrichs added that the UAF BEM program is ranked as number two at the national level. This national reputation will stand us in good stead to attract students. The current program hires term faculty right now. If it doesn't make money, those term faculty will be laid off – not those in tenure lines. Dean Herrmann noted their new students come from 28 states – they are not taking them from other programs; and, that 40% of the revenues will go to support student services across campus. The program will not take away from anyone else's resources. It's a risk worth taking.

The motion to approve the new master's in security and disaster management was passed without objection.

VIII Public Comment*

Patrick Marlow, Linguistics department head, shared a statement (copied below) at the request of his faculty about the changes to the questions and processes for annual performance evaluations.

> Following the most recent faculty annual performance review, the faculty of the Linguistics Program had the following concerns:
>
> The previous system relied largely on a narrative commentary and set of recommendations from the dean. This system was recognized as necessarily subjective, but allowed for meaningful dialogue between the faculty member and his/her dean. While the new system has an appearance of greater "objectivity," in reality it remains highly subjective and is now less transparent.
>
> Some of the specific questions of concern to the Linguistics faculty include:

1. How is "satisfactory" vs. "good/better" determined in the new system?
2. How does this new system correspond to existing 5-tier (E, VG, G, S, U) evaluations for promotion and tenure?
3. Are there specific requirements for promotion and tenure under the new system? [A letter circulated within CLA stated that faculty hoping to go up for tenure and promotion should receive "good" in all categories. Does this mean as an overall average for the

years between hiring/last promotion and the year during which a case is being considered, or does it mean every year?]

4. Does "satisfactory" vs. "good/better" differ based on where a faculty member is in their career--assistant, associate and full?
5. Is there a direct correlation between the checked boxes on the evaluation and the faculty member's agreed upon workload?
6. How will the new system factor into program reviews prompted by budget concerns (must a department have an overall average of "good" across faculty members in order to remain viable)?

The statement is posted on the Faculty Senate meetings page for FS #204 at:
http://www.uaf.edu/uafgov/faculty-senate/meetings/2014-15-fs-meetings/#204

Anna B. commented that faculty from various departments have said the ratings of "satisfactory" and "good" seem to be applied differently from person to person. The original informal system made communication from deans much more clear to faculty that progress was being made towards tenure. This tiered system is not clear and the criteria are not clear.

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, Chair

X Adjournment

The meeting was adjourned just shortly after 3 pm.

*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.

ATTACHMENT 204/1
UAF Faculty Senate #204, February 2, 2015
Submitted by the Curricular Affairs Committee

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.

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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.

	Yes	No	Maybe
Interest in TESOL	28	10	25
Would consider minor	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.

ATTACHMENT 204/2
UAF Faculty Senate #204, February 2, 2015
Submitted by the Graduate Academic and Advisory Committee

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.

ATTACHMENT 204/3
UAF Faculty Senate #204, February 2, 2015
Submitted by the Curricular Affairs Committee

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 ~~13~~ **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

ATTACHMENT 204/4
UAF Faculty Senate #204, February 2, 2015
Submitted by the Faculty Affairs Committee

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 Cécile 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 "<u>The Unit Criteria Committee will decide all matters by a simple majority vote (>50% carries a motion) of all committee members."</u>
(2) Chris Coffman will explore how Ex officio is generated regarding "<u>Ex officio members will be available to provide information but will not vote."</u>
(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/

ATTACHMENT 204/7
UAF Faculty Senate #204, February 2, 2015
Submitted by the Core Review Committee

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 Neurobioligy 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.

ATTACHMENT 204/8
UAF Faculty Senate #204, February 2, 2015
Submitted by the Student Academic Development and Achievement Committee

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 wil 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
what 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

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.)