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AGENDA

UAF FACULTY SENATE MEETING #155

Monday, December 8, 2008

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

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|------|------|--------------------------------------------------------------------------|---------|
| 1:00 | I | Call to Order – Marsha Sousa | 5 Min. |
| | | A. Roll Call | |
| | | B. Approval of Minutes to Meeting #154 | |
| | | C. Adoption of Agenda | |
| 1:05 | II | Status of Chancellor's Office Actions | 5 Min. |
| | | A. Motions Approved: | |
| | | 1. Motion to affirm the Unit Criteria for the Department of Anthropology | |
| | | B. Motions Disapproved: none | |
| 1:10 | III | Public Comments/Questions | 5 Min. |
| 1:15 | IV | A. President's Comments – Marsha Sousa | 10 Min. |
| | | B. President-Elect's Report – Jonathan Dehn | 5 Min. |
| 1:30 | V | A. Remarks by Interim Chancellor Brian Rogers | 10 Min. |
| | | B. Remarks by Provost Susan Henrichs | 10 Min. |
| 1:50 | VI | Governance Reports | 10 Min. |
| | | A. Staff Council – Juella Sparks | |
| | | B. ASUAF – Brandon Meston | |
| | | C. UAFT/UNAC | |
| 2:00 | | BREAK | |
| 2:10 | VII | Guest Speakers | |
| | | A. Pat Pitney, Vice Chancellor for Administrative Services | 15 Min. |
| 2:25 | VIII | New Business | 10 Min. |
| | | A. Resolution of Remembrance for Dr. Heinz Wiechen (Attachment 155/1) | |

- B. Motion to Approve a Master’s of Education in Special Education submitted by the Graduate Academic & Advisory Committee (Attachment 155/2)
 - C. Motion to Approve a Graduate Certificate in K-12 Special Education, submitted by the Graduate Academic & Advisory Committee (Attachment 155/3)
 - D. Motion to Amend the Mandatory Placement Policy, submitted by the Student Academic Development and Advisory Committee (Attachment 155/4)
- 2:35 IX Discussion Item 10 Min.
- A. Electronic Research Proposal Process
 - B. Revised Charge for the Academic Master Plan (Attachment 155/5)
- 2:45 X Committee Reports 10 Min.
- A. Curricular Affairs – Amber Thomas / Falk Huettmann
 - B. Faculty Affairs – Cathy Cahill (Attachment 155/6)
 - C. Unit Criteria - Brenda Konar (Attachment 155/7)
 - D. Committee on the Status of Women – Alex Fitts / Jane Weber (Attachment 155/8)
 - E. Core Review - Michael Harris / Latrice Bowman (Attachment 155/9)
 - F. Curriculum Review - Rainer Newberry
 - G. Faculty Appeals & Oversight – James Bicigo
 - H. Faculty Development, Assessment & Improvement – Dana Greci / Julie Lurman Joly (Attachment 155/10)
 - I. Graduate Academic & Advisory Committee – Ron Barry
 - J. Student Academic Development & Achievement - Cindy Hardy / Joe Mason (Attachment 155/11)
- 2:55 XI Members' Comments/Questions 5 Min.
- 3:00 XII Adjournment

ATTACHMENT 155/1
UAF Faculty Senate #155, December 8, 2008

RESOLUTION OF REMEMBRANCE FOR PROFESSOR HEINZ M. WIECHEN

WHEREAS, the UAF Faculty Senate mourns the loss of our colleague Dr. Heinz M. Wiechen, Associate Professor of Space Physics and Aeronomy. His passing leaves us bereft of his wealth of experience, teaching and insight; and

WHEREAS, the UAF Faculty Senate wishes to express its sincere condolences and sympathy to the family and friends of Dr. Wiechen; and

WHEREAS, the UAF Faculty Senate honors Dr. Wiechen's contributions to the Faculty Senate and his service on the Graduate Academic and Advisory Committee, and

WHEREAS, The UAF Faculty Senate acknowledges, appreciates, and will miss Dr. Wiechen's contributions to the State of Alaska, University of Alaska Fairbanks, the College of Natural Science and Mathematics, and the Geophysical Institute; now

THEREFORE, BE IT RESOLVED THAT, as a token of our respect and our desire to honor his memory, the Faculty Senate dedicates a moment of silence to our friend and colleague, Dr. Heinz M. Wiechen, as we to reflect on the importance of our colleagues in the community of scholars in our lives.

MOTION:

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The UAF Faculty Senate moves to approve a Master's of Education in Special Education (pending approval of the new special education courses).

EFFECTIVE: Fall 2009 and/or
 Upon Board of Regents approval.

RATIONALE: See the full program proposal #14-GNP from the Fall 2008 review
 cycle on file in the Governance Office, 314 Signers' Hall.

Brief statement of the proposed program, its objectives and career opportunities.

The primary purpose of the Master of Education in Special Education is to provide individuals who already possess (or are eligible for) a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers, which the National Council for the Accreditation of Teacher Education (NCATE) approved. The ten standards are: Foundations in Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice.

According to the most recent Special Education Directors Conference (September 2008) there is a continuing need for the training of special education teachers throughout the state of Alaska. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill. The Teacher Education Group for the FY10 operating Budget Request lists Special Education as the number one priority need for the next three to five years. In addition, to make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Completion of this program meets requirements for Alaska Licensure as a special education teacher. The program shares a strong

common core with the Special education Licensure programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The Masters program consists of 36 units.

Proposed General Catalog Layout

The primary purpose of the Master of Education in Special Education is to provide individuals who already possess, or are eligible for, a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers.

Master of Education In Special Education

Minimum requirements for M.Ed.: 36 credits

The primary purpose of this program is to prepare Special Educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law, and implementation of programs including development of legally defensible federal IDEA documents. Completion of this program meets requirements for Alaska Licensure as a Special Education Teacher. Students will have mastery of the Council for Exceptional Children (CEC) standards for special education teachers which are: Foundations in Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice.

The program, which shares a strong common core with the Special Education Master of Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The Master of Education program consists of 36 credits.

Program Requirements

1. Complete the general University requirements (**page XXX**).
2. Complete the M.Ed. degree requirements (**page XXX**).
3. Complete the admissions requirements for the Master of Education Degree.
4. Complete the following admission requirements:
 - a. Admission requires a current teaching certificate and to be eligible for a current Alaskan teacher certificate.
5. Complete the following course requirements:
 - a. Complete all of the following courses:
 - EDSE F605 Early Childhood Special Education (3 credits)
 - EDSE F610 Assessment of Students with Disabilities (3 credits)
 - EDSE F612 Curriculum and Strategies I: Low Incidence (3 credits)
 - EDSE F622 Curriculum and Strategies II: High Incidence (3 credits)
 - EDSE F677 Reading Assessment, Curriculum, and Strategies (3 credits)
 - EDSE F632 Special Education Law: Principles and Practices (3 credits)

b. Complete one of the following:

EDSE F625 Teaching Mathematics to Special Learners (3 credits)

OR

EDSE F640 Collaboration and Consultative Methods (3 credits)

c. Complete one of the following:

EDSE F633 Autism: Communication and Social Disorders (3 credits)

OR

EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (3 credits)

OR

EDSE F624 Social/Emotional Development Assessment, and Intervention (3 credits)

d. Complete:

EDSE F694 Special Education Practicum (3 credits)*+

EDSE F696 Special Education Portfolio (3 credits) +

ED F601 Introduction to Applied Social Science Research

ED F603 Field Study Research Methods

Total credits: 36

*Additional fee required. Charges are added to fee statements each semester.

+ Students pursuing a Master of Education in special education must complete a Practicum and Portfolio in a school setting.

VII. Resource Impact

VII A. Budget

The UAF School of Education has submitted recruitment request for an additional faculty member to teach Special Education courses contingent on funding. There is also a need for additional support staff, which will be internally funded by the SOE.

VII B. Facilities/space needs

Space exists on the Fairbanks campus for our current faculty and staff, but if our programs grow, we will experience immediate challenges finding office space. Our biggest space needs relate to classroom space and to having classrooms with sufficient technology resources for delivery of audio and face-to-face simultaneously. Office space for faculty and staff will be needed.

VII C. Credit hour production

A typical student in the Master of Education in Special Education completes 36 credits. Given that the typical year enrollment is 15-20 students, a total of 540-720 credit hours will be generated annually.

VII D. Faculty

Currently the Master of Education in Special Education includes the one full time faculty and two adjunct faculty. There is a need for a tenure track faculty. To make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF.

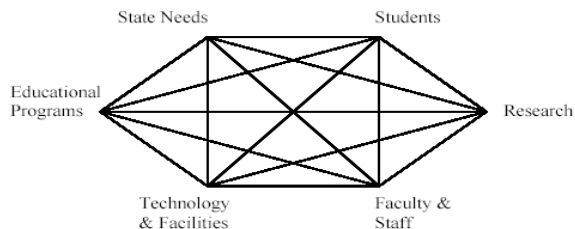
VII E Library/Media

Impact anticipated in the area of new acquisitions of books and journals. Rheba Dupras was contacted on 10/8/08 and 10/10/08 to discuss needs and request materials. Currently the library has over 300 book titles related to special education and over 50 professional journals related to special education. A list of fifteen additional book titles was submitted to determine if books needed to be ordered. Once student interest is determined additional titles and journals may be requested; however, the library currently has an excellent selection of materials.

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks
Title and Brief Description:
Master of Education in Special Education

Target date: Fall 2009



How does the program relate to the Education mission of the University of Alaska and the MAU?

There is substantial evidence that indicates a chronic shortage of fully certified professional Special Education Teachers in Alaska, and throughout the United States. The Master of Education in Special Education allows students throughout the state, including those in rural areas, to complete the necessary professional training to become certificated as K-12 Special Education Teachers. The proposed certificate program with its well-defined set of courses will allow the university to recognize the professional training students have completed to receive this Licensure. It will be useful for job applicants, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their potential employees. In addition, the School of Education, UAF, and UA statewide will be able to gather and analyze data on post-bachelor's or post-Master's Licensure candidates in a far more accurate manner than is currently possible.

As a public institution the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the State's higher education system are essential for the social and economic well being of our state. The Master of Education in Special Education is a direct response to the stated mission of the University of Alaska, which is to "address the needs of the North and its diverse peoples". There most certainly is a need in Alaska for professional Special Education Teachers and for Special Education Teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska's diverse peoples. We would serve as a model to demonstrate how gender, racial and cultural diversity can strengthen a university and society.

In addition to supporting the Mission of the University of Alaska, the Master of Education in Special Education at UAF directly supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: providing high quality graduate education for traditional and non-traditional students; forming active collaborations with school districts and communities throughout the state by requiring on-going fieldwork in those arenas; actively recruiting Alaska Native students; and providing professional development opportunities for practicing special education teachers in rural and urban areas.

What state needs met by this program:

The proposed Master of Education in Special Education will help meet the critical shortage for special education teachers, In addition, anecdotal evidence from the Fairbanks community, Alaska State Special Education Directors' meeting supports the chronic shortage of certificated K-12 Special Education Teachers in the state. Supporting data is also available from each of the 54 Alaska School Districts, the Alaska Department of Education and Early Development, and the Alaska Teacher Placement Service's annual comprehensive report Statewide Educator Supply and Demand. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. The comment that has been repeated numerous

times is “It’s about time, Fairbanks needs it. We’ve needed it for a long time.” Followed by, “When can I enroll?”

What are the student opportunities and outcomes? Enrollment projections?

The continued shortage of Special Education teachers statewide will ensure job placement. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill.

Describe research opportunities:

The Master of Education in special education assures the ongoing involvement of the UAF education faculty in K-12 education throughout the state. The many fieldwork requirements and the intensive Practicum/Portfolio internship are dependent upon the continuing close working partnerships with schools, districts, and communities. Faculty may research success of students receiving instruction from highly qualified special educators, the impact of having a qualified special educator in the community versus itinerant, retention of qualified teachers, effects on response to intervention or a myriad of other topics.

Describe Fiscal Plan for development and implementation:

The Master of Education in Special Education anticipates a need for additional funding for adding the proposed Masters program. The Teacher Education Group for the FY10 operating Budget Request lists Special Education and the number one priority need for the next three to five years. In addition, to make an across-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Additional support staff will also be needed which will be funded internally.

MOTION:
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The UAF Faculty Senate moves to approve a Graduate Certificate in K-12 Special Education (pending approval of the new special education courses).

EFFECTIVE: Fall 2009 and/or
 Upon Board of Regents approval.

RATIONALE: See the full program proposal #15-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Brief statement of the proposed program, its objectives and career opportunities.

The primary purpose of the K-12 Special Education Certificate is to provide individuals who already possess (or are eligible for) a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers, which the National Council for the Accreditation of Teacher Education (NCATE) approved. The ten standards are: Foundations in special education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice.

According to the most recent Special Education Directors Conference (September 2008) there is a continuing need for the training of special education teachers throughout the state of Alaska. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill. The Teacher Education Group for the FY10 operating Budget Request lists Special Education as the number one priority need for the next three to five years. In addition, to make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Completion of this program meets the

State of Alaska requirements for a K-12 special education endorsement. The program shares a strong common core with the Special Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The program consists of 30 credits.

Proposed General Catalog Layout

The primary purpose of the K-12 Special Education Certificate is to provide individuals who already possess, or are eligible for, a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers.

Certificate for Special Education

Minimum requirements for: 30 credits

The primary purpose of this program is to prepare Special Educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law, and implementation of programs including development of legally defensible federal IDEA documents. Completion of this program meets requirements for Alaska as a special education teacher K-12. Students will have mastery of the Council for Exceptional Children (CEC) standards for Special Education teachers which are: Foundations in Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice

The program shares a strong common core with the Special Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The program consists of 30 credits.

Special Education Requirements

1. Complete the following admission requirements:
 - a. Applications to the K-12 Special Education certificate program follow the same admission requirements and procedures as the M. Ed. in Special Education. It will be reviewed on March 1 and Oct. 1 for admission for the following semester.
 - b. Admission requires a current teaching certificate or to be eligible for a current Alaska teacher certificate.
2. Complete the general university requirements (**pages xxx**).
3. Complete the following course requirements:
 - a. Complete all of the following courses:
 - EDSE F605 Early Childhood Special Education (3 credits)
 - EDSE F610 Assessment of Students with Disabilities (3 credits)
 - EDSE F612 Curriculum and Strategies I: Low Incidence (3 credits)
 - EDSE F622 Curriculum and Strategies II: High Incidence (3 credits)
 - EDSE F677 Reading Assessment, Curriculum, and Strategies (3 credits)

EDSE F632 Special Education Law: Principles and Practices (3 credits)

b. Complete one of the following:

EDSE F625 Teaching Mathematics to Special Learners (3 credits)

OR

EDSE F640 Collaboration and Consultative Methods (3 credits)

c. Complete one of the following:

EDSE F633 Autism: Communication and Social Disorders (3 credits)

OR

EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (3 credits)

OR

EDSE F624 Social/Emotional Development Assessment, and Intervention (3 credits)

d. Complete:

EDSE F694 Special Education Practicum (3 credits)*+

EDSE F696 Special Education Portfolio (3 credits) +

Total credits: 30

*Additional fee required. Charges are added to fee statements each semester.

+ Students pursuing a K-12 Special Education certificate must complete a Practicum and Portfolio in a school setting.

VII. Resource Impact

VII A. Budget

The UAF School of Education has submitted a recruitment request for an additional faculty member to teach Special Education courses contingent on funding. There is also a need for additional support staff, which will be internally funded by the SOE.

VII B. Facilities/space needs

Space exists on the Fairbanks campus for our current faculty and staff, but if our programs grow, we will experience immediate challenges finding office space. Our biggest space needs relate to classroom space and to having classrooms with sufficient technology resources for delivery of audio and face-to-face simultaneously. Office space for faculty and staff will be needed.

VII C. Credit hour production

A typical student in the K-12 Special Education Certificate completes 30 credits. Given that the typical year enrollment is 15 students, a total of 450 credit hours will be generated annually.

VII D. Faculty

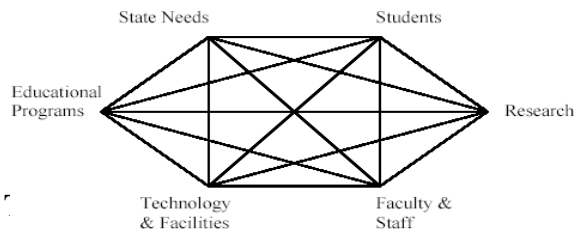
Currently the K-12 Special Education Certificate includes the one full time faculty and two adjunct faculty. There is a need for a tenure track faculty. To make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF.

VII E Library/Media

Impact anticipated in the area of new acquisitions of books and journals. Rheba Dupras was contacted on 10/8/08 and 10/10/08 to discuss needs and request materials. Currently the library has over 300 book titles related to special education and over 50 professional journals related to special education. A list of fifteen additional book titles was submitted to determine if books needed to be ordered. Once student interest is determined additional titles and journals may be requested; however, the library currently has an excellent selection of materials.

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks
Title and Brief Description:
Graduate Certificate for K-12 Special Education



Target date: Fall 2009

How does the program relate to the Education mission of the University of Alaska and the MAU?

There is substantial evidence that indicates a chronic shortage of fully certified professional Special Education Teachers in Alaska, and throughout the United States. The K-12 Special Education Certificate allows students throughout the state, including those in rural areas, to complete the necessary professional training to become certificated as K-12 Special Education Teachers. The proposed certificate program with its well-defined set of courses will allow the university to recognize the professional training students have completed to receive this. It will be useful for job applicants, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their potential employees. In addition, the School of Education, UAF, and UA statewide will be able to gather and analyze data on post-bachelor's or post-master's candidates in a far more accurate manner than is currently possible.

As a public institution the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the State's higher education system are essential for the social and economic well being of our state. The K-12 Special Education Certificate is a direct response to the stated mission of the University of Alaska, which is to "address the needs of the North and its diverse peoples". There most certainly is a need in Alaska for professional Special Education Teachers and for Special Education Teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska's diverse peoples. We would serve as a model to demonstrate how gender, racial and cultural diversity can strengthen a university and society.

In addition to supporting the Mission of the University of Alaska, the K-12 Special Education Certificate at UAF directly supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: providing high quality graduate education for traditional and non-traditional students; forming active collaborations with school districts and communities throughout the state by requiring on-going fieldwork in those arenas; actively recruiting Alaska Native students; and providing professional development opportunities for practicing school counselors in rural and urban areas.

What state needs met by this program:

The proposed program for Special Education Teachers will help meet the critical shortage for special education teachers. In addition, anecdotal evidence from the Fairbanks community, Alaska State Special Education Directors' meeting supports the chronic shortage of certificated K-12 Special Education Teachers in the state. Supporting data is also available from each of the 54 Alaska School Districts, the Alaska Department of Education and Early Development, and the Alaska Teacher Placement Service's annual comprehensive report Statewide Educator Supply and Demand. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. The comment that has been repeated numerous

times is “It’s about time, we need it. We’ve needed it for a long time.” Followed by, “When can I enroll?”

What are the student opportunities and outcomes? Enrollment projections?

The continued shortage of Special Education teachers statewide will ensure job placement. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill.

Describe research opportunities:

The K-12 Special Education Certificate assures the ongoing involvement of the UAF education faculty in K-12 education throughout the state. The many fieldwork requirements and the intensive Practicum/Portfolio internship is dependent upon the continuing close working partnerships with schools, districts, and communities.

Describe Fiscal Plan for development and implementation:

The K-12 Special Education Certificate anticipates a need for additional funding for The Teacher Education Group for the FY10 operating Budget Request lists Special Education and the number one priority need for the next three to five years. In addition, to make an across-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Additional support staff will also be needed which will be funded internally.

ATTACHMENT 155/4
UAF Faculty Senate #155, December 8, 2008

MOTION:

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The Student Academic Development and Achievement Committee of the Faculty Senate moves to amend the Mandatory Placement Policy (passed at Senate meeting #137 on May 1, 2006) to read:

CAPS - Addition

[[]] – Deletion

Mandatory Placement

Students who do not meet basic skills standards in reading, writing, and mathematics must complete appropriate Developmental Education course instruction. Such students may not enroll in 100-level or above courses that depend on these skills until they have satisfactorily met the exit criteria of the appropriate Developmental Education course(s).

Students without appropriate standardized test scores (ACT/SAT/COMPASS/ASSET), Advanced Placement credits, transfer credits, or prerequisite coursework must have UAF-approved placement test scores prior to registering for classes their first semester at UAF. Students may not enroll in classes unless they meet the placement requirements. Placement into appropriate developmental or core classes must be done with the help of an advisor. Students who enroll in a course without meeting the requirements will be withdrawn from the course by faculty initiated withdrawal.

For placement into any developmental math course, or any course satisfying core math requirements, prerequisite courses and/or placement exams must be taken within one calendar year prior to commencement of the course.

FOR PLACEMENT INTO ENGLISH 111X OR ANY DEVELOPMENTAL ENGLISH COURSE, STUDENTS MUST ALSO HAVE A SCORED WRITING SAMPLE SUCH AS AN SAT OR ACT WRITING SAMPLE, OR A UAF-GENERATED WRITING SAMPLE GIVEN ALONG WITH ASSET, COMPASS, OR ACCUPLACER OR OTHER PLACEMENT TESTS.

Students may not enroll in Perspectives on the Human Condition courses unless they meet the placement requirements for English 111X (including reading). Students may not enroll in core science classes unless they have placement at DEVM 105 or above and placement into English 111X.

The UAF Faculty Senate reiterates its requirement that financial support for academic resources to assist mandatory placement of students at UAF be increased to an adequate level prior to implementation.

EFFECTIVE: Fall 2009

RATIONALE: There is agreement across the English/ DEVE faculty that the best, most

fine-tuned method for placement into freshman-level writing classes must involve trained evaluation of a writing sample. While student placement into English 111X or DEVE classes based on ACT, SAT, Compass, or Accuplacer scores will allow for more accurate placement of students than no placement, it leaves out the writing sample, a significant measure of student ability. For the last twenty years, the rural campuses have used a faculty-designed writing sample and rubric to place their students into English or DEVE classes. That this is a more effective placement, combining a standardized test with a writing sample, is supported by the higher success rate of rural students placed with this method compared to Fairbanks students placed by test scores alone or (until this fall semester) self-placed.

We are proposing adopting the writing sample and rubric used on the rural campuses for evaluation of entering freshmen who don't take ACT or SAT to provide more accurate evaluation of their writing skills and more effective placement into English 111X or DEVE classes.

We further recommend using the writing portion of the SAT or ACT (both of which are hand scored, not computer scored) for writing placement of students who take those tests. Students who place below the English 111X cutoff range can further test using the writing sample.

Students who don't have ACT or SAT scores (see attached placement chart) will be notified that they need to submit a proctored writing sample.

Students will be asked to write for 20 minutes on a standard question without computer support (so that a student's spelling and sentence style will be unaffected by spell-check or grammar-check). This can be done at the Fairbanks campus Testing Services or can be submitted electronically, scanned or faxed from a proctored location such as a library or a school.

Writing samples will be scored by experienced faculty. Scored samples will be added to the student's placement file and scores will be added to the student's record. Students whose writing sample score indicates placement into English 111X will be placed in that class, after consultation with an advisor. Students may also be referred to DEV support classes such as DEVE 068 or DEVS 105 (Reading).

The Student Academic Development and Achievement committee will work with the Department of Developmental Education, the English Department, and other affected departments and committees to develop guidelines for enforcement of placement.

Academic Master Plan (AMP) Charge
(Agreement reached by Statewide Academic Council (SAC), Research Advisory Council (RAC),
and Faculty Alliance on November 20, 2008)

I. Purpose

The SAC/RAC of the University of Alaska is charged with developing an academic master plan (AMP) that will provide a strategic vision for the continuing development of the University of Alaska's academic programs. The plan will guide decisions that enhance collaboration between MAUs, build on the intellectual capital of the faculty and staff at each MAU, and provide expanding opportunities for students. The plan is a document that will enhance the University's strategic management of both public and private resources.

II. Rationale

The University of Alaska has expanded significantly in the past 10 years. Many new programs have been developed at each MAU; a significant number of cross-MAU programs collaborations also exist. There are numerous challenges to the development of additional academic programs in the state: large geographic areas, relatively small numbers of students, limited access to community resources that would support some programs, limited funding, and inability of student populations to commute from one campus to another. It is in the best interest of the University, its faculty and students, and the state to develop a mechanism for making decisions regarding the development and location of current/future academic programs and spending wisely the resources that are apportioned to the university. In addition, the plan will provide an integrated academic vision, based on academic capacity, to define the respective roles of the three university's and Community and Branch campuses. Lastly, the AMP will be used to assign current/future resources which reflect programmatic needs.

III. Plan for Development

A. Process

- SAC and RAC will meet jointly for purposes of developing the AMP.
- SAC /RAC will collaborate with faculty alliance, and faculty alliance will collaborate with each faculty senate to provide input to SAC during development.
- The process of developing the AMP will be open, collaborative, transparent and inclusive.
- All ideas and proposals brought to SAC/RAC through the Faculty Alliance or other councils and committees will be considered.
- Existing resource materials will be utilized in development of the AMP. Those resources include, but are not limited to, mission statements; vision statements, strategic plans, and academic plans that already exist at each MAU.
- SAC/RAC will seek guidance and input from other SW councils and other MAU committees and councils as appropriate.
- Additional ad hoc committees may be convened by SAC/RAC in the interest of efficiency as development of the AMP proceeds.

- Final approval of the AMP will be by consensus of the SAC/RAC. Faculty Alliance representatives to SAC/RAC will be voting members of the committee for development and approval of the AMP.
- The final plan will be presented to each faculty senate for their consideration prior to being forwarded by SAC to the President's Cabinet and Board of Regents.

B. Time line

- Dec 15: Charge approved by Faculty Alliance, SAC/RAC, VP for Academic Affairs
- Dec 15 – Mar 31: SAC/RAC meets to develop plan. Meetings will be held frequently (every 2 weeks), ad hoc committees may be formed, additional input from SW Councils and Faculty Senates will be sought
- Mar 31: Draft AMP will be presented to all three Faculty Senates
- April : Faculty senates will respond through their formal representatives to SAC/RAC
- May 1: Final changes will be presented to all three Faculty Senates and Faculty Alliance for their consideration.
- May 15: AMP presented to President's Cabinet
- June 1: AMP presented to BOR

IV. Expected Outcomes

- Clear and attainable goals for higher education in the state
- Strategies for achieving those goals that may include assigning formal responsibility and authority to respective MAUs.
- Specific criteria that guide decisions regarding placement of programs at a particular MAU. Those criteria should include, but are not limited to, economies of scale, academic capacity and infrastructure, demonstrated faculty expertise, enrollment demand, and availability of funding.
- Broad academic direction for future generations of students, faculty and staff, which will result in the effective use of resources, service to the state, excellent academic programs and educational opportunity
- An integrated academic vision and implementation strategy for the investment and management of public and private resources
- A plan which provides direction for future leaders of UA and the BOR for the assignment of programmatic resources

ATTACHMENT 155/6
UAF Faculty Senate #155, December 8, 2008

**Faculty Affairs Committee
Minutes of Meeting on November 7, 2008**

Committee Members Present: Marion Bret-Harte, Cathy Cahill, Anne Christie, Kenan Hazirbaba, Maureen Hogan (via phone), Diane McEachern (via phone), and Jennifer Reynolds. Roger Smith was present via phone for part of the meeting.

Guest speaker: Brandon Meston – ASUAF President

Brandon Meston discussed the legislative affairs efforts of ASUAF, including the Legislative Affairs Conference UA students will hold in Juneau February 21-24, 2009. During the Legislative Affairs Conference the students learn how to talk with legislators and then spend two days talking with legislators from their districts. The major messages the students are taking to the legislature are: 1) please support the BOR budget for UA (entire budget as-is, not individual MAUs or specific items); and 2) please support the proposed Alaska Achievers Incentive Program, which would provide need-based scholarships for students. The students are very organized in their efforts and willing to work with us. The first, and most important, thing we can do for them is to recruit students from a wide variety of disciplinary backgrounds to participate in the conference. The deadline for student applications is November 21, 2008, at 5 PM AKST. The applications are available in the ASUAF office. Faculty can also assist students in legislative workshops of campus, postcard campaigns, POMs, etc. One other thing the students are probably going to raise this year is that 4 of 5 dorms on lower campus are not handicapped accessible. The Board of Regents prefers that students visit the legislature on their own, not together with faculty etc.

EFARs – UAA has developed an in-house version of electronic faculty activity reports (EFAR) software that uses Microsoft products. Faculty Affairs is going to try to get a version of the program so we can see if it meets our EFAR needs for ease of use, security, cross-platform compatibility, etc.

ORP – The committee discussed the memo that went to all UNAC faculty about what UNAC is doing about ORP underfunding. This raised the questions: 1) how this issue impacts AFCT faculty and 2) how many AFCT vs. UNAC faculty there are at UAF? Cahill will ask Ron Illingworth, the AFCT union representative, for clarification. Also, the committee recommends that representatives from both faculty unions speak about this issue at the December 8th Faculty Senate meeting.

Faculty Senate Membership Reapportionment – The committee received the data for reapportionment from the Provost. The committee is checking to see if the data, as presented, is in a form that can be used for the reapportionment. The committee is also checking to make sure that the reapportionment follows the Faculty Senate Bylaws.

The next meeting will be, November 21, 2008, at 2:15 PM in the Runcorn Room in the Reichardt Building.



Statewide Office
PO Box 755895
Fairbanks, AK 99775-5895
Carl Shepro, President
afces1@uaa.alaska.edu

October 27, 2008

Re: Optional Retirement Program Under-Funding

Dear United Academics Member:

United Academics believes that the University has been under-funding the retirement accounts of Tier I members of the Optional University Retirement Program (ORP). When Tier I members of ORP were hired, the University promised that it would contribute the same amount to their retirement whether they elected to participate in ORP or the Teachers Retirement System (TRS). This amount was set by Alaska law – the University had to cover the full cost of providing benefits to TRS participants. Accordingly, Tier I members of ORP were promised they would receive an amount that was sufficient to fully fund benefits under TRS. The only difference was that, under ORP, they could invest that amount in whatever manner they chose.

However, “beginning in at least the early 1990s, [the State’s actuaries] erroneously calculated – and thus materially undervalued – the TRS’ and PERS’ plan liabilities [by at least \$1.8 billion] causing the boards to adopt insufficient contribution rates.”¹ This resulted in the under-funding of TRS and ORP. Neither program received contributions that were adequate to cover the full cost of providing benefits to TRS members.

The State addressed the under-funding of TRS by covering a portion of the University’s contributions to TRS. This did not diminish the retirement of TRS participants – the State simply covers a portion of their retirement and the University covers the other.

But Tier I members of ORP never had their accounts reimbursed for the under-funding. And they are now only receiving the University’s portion of the contributions – an amount that, factoring in the under-funding, is actuarially insufficient to fully fund benefits under TRS. We believe this violates the Alaska constitution’s prohibition against reducing the benefits of public employees.

We are helping several ORP members file a claim as representatives of all ORP members. If you would like to participate in the claim or have any questions, please let me know.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Carl Shepro', written over a horizontal line.

Carl Shepro
President, United Academics

¹ *AK Retirement Mgmt Board et al. v. Mercer (US), Inc.*, Case No. 1JU-07-974CI, Complaint at 12-13, 20.

ATTACHMENT 155/7
UAF Faculty Senate #155, December 8, 2008

Unit Criteria Meeting Minutes
17 November 2008 1-2pm 214 ONL

Attending:
Brenda Konar, chair
Sonja Koukel
John Heaton
Ray RaLonde
Mark Herrmann

Next meeting was chosen as Dec 1 from 1-2

Criteria reviewed:

Mathematics and Statistics Unit Criteria

In general, much of the added bold statements are descriptive and need to be shortened and added to the appropriate descriptive sections. These are not means to evaluate and measure, which is where they have been added.

As written, Associate and Full have a time based value. According to the CBU, this may not be time based

-In the beginning section, “normal” needs to be defined. What is not normal and what are the exceptions?

-For the associate level, what does “under normal conditions” mean?

-For associate level, how is “quality” of instruction and research measured?

-For professor, “with no are lower than satisfactory..”. Does this mean ever? If you get one “needs improvement” you can never become a full professor?

Teaching:

Effectiveness in Teaching:

-H should be deleted, it is redundant to regular criteria and not needed

-I is redundant to B. I is not a measure of effectiveness, it is more of a description

-J needs clarification. If the textbook is a large book for public consumption, then it should be under publication/research. If it is more along the lines of lab manual that is particular for a class, then it is already covered under curriculum development.

-Components of Evaluation:

-2c. See comments above regarding the work “ normal”

-The paragraph that starts “The department expects faculty with a 30%”... This passage is problematic. The comments in this section are fairly specific but are actually very vague and hard to use for evaluation.

-Please clarify research expectations and evaluation criteria. The paragraphs that follow this are also hard to follow. We do not think that these will help anyone understand what is needed for tenure/promotion. We suggest dropping everything under the first paragraph. Some of this might be included in B, where it is described what the department does. This part needs to be evaluation statements.

-Please check grammar in the first paragraph ex “As such, no consideration will be given research”

D. Service

-Section D had added “or at rates below a candidate’s salary”. The addition of this changes the meaning of University Service and as such needs to be deleted.

-The part under 1. Public Service is redundant. Please delete.

-University Service: L. Delete “This appeared in the previous....”. This does not belong here.

-Last paragraph under Evaluation of Service 3, should be deleted. We don’t understand what it means. It does not add anything.

Unit Criteria Meeting Minutes 1 December 2008 1-2pm 214 ONL

Attending:
Brenda Konar, chair
John Heaton
Ray RaLonde
Mark Herrmann

Criteria reviewed:
Natural Sciences Unit Criteria

In general: The specific criteria that have been added for evaluation at the various levels are not helpful and cannot be easily be judged based on the components of evaluations. One suggestion is that your additions follow the same style as the template, using bullet statements for both criteria and evaluation methods. Writing in a narrative style with sentences covering multiple topics is less clear than concise bullet statements. See specific comments below.

Teaching

Specific criteria are not helpful. Some of the terms that are used are vague and are not easily measured. As example: “high quality classroom teaching” and “major improvement”, etc... What is “high” and what is “major”?

Some of the specific criteria also need specific components in order to measure them. As example, for Professor, how is exemplary training and success of graduate students measured? There are no components that relate to this. At the Associate level, there are no real components that can be used for many of the measures listed.

Why are graduate students not included at the Associate level?

Specific Criteria should come after Components of Evaluations

Research

The Specific Criteria are not specific enough to be helpful. There are too many vague terms for each of the various levels. As example, what is a sufficient number of publications? If the criteria are going to be this vague, then why not stick to the template.

Service

j. eliminate the added word “AND” before INTERVIEW

3. Professional Service criteria cannot be changed, they can only be added to. As such, a-e needs to be changed back to a-f. If Natural Sciences want to add clarification, they can but the original format must stay as it is written.

4. Evaluation of Service. AND needs to be bold before PROFESSIONAL.

Specific Criteria for the various levels are poorly worded and very vague. There is not enough specific information so that someone knows what is expected of them and how they should be judged.

Measures of Effective Performance should be added to the examples given for each of the previous sections (Public, University, and Professional) where they belong.

Curation

Everything that comes after #1 in Curation is contradictory to the last sentence of the proceeding paragraph. If curator’s are evaluated based on teaching, research, and service, then why is there a separate Curator section? The committee is confused. It seems that there is mention of museum activities under Service. Perhaps these activities should be included under service. If Curators are also judged under a separate Curator/Museum criteria, then this should be explained. It would be easier and clearer if there were separate criteria for curators.

Next meeting. Jan 16 2009 from 1-2

ATTACHMENT 155/8
UAF Faculty Senate #155, December 8, 2008

Committee on the Status of Women (final minutes 12 Nov 2008)

Tuesday November 11, 2008

1-2PM 718 Gruening - School of Ed Conference Room

Present: Elizabeth Allman, Diane Wagner, Renate Wackerbauer, Steffi Ickert-Bond, Cindy Hardy, Carol Gold, Jane Weber, Alex Fitts, and Uma Bhatt

1) Brown Bag Lunches Debrief

- Balancing Act 10/21
- lightly attended – mostly by people from the committee,
- Mentors & Mentees, Tues 11/25/08 1-2 501 IARC
- Put up more fliers
- Send link to Nov flier to everyone on committee
- Renate asked the subcommittee (Alex, Kayt, Renate, Uma) to meet to come up with some questions. Come up with a list of questions that will be emailed to all faculty. Send it to all faculty and then ask Jayne in Governance to send out with flier.

- Questions:

- What do you do with a bad mentor?
- What should you do as a mentor?
- What do you do if you don't like your mentor
- How do you get a mentor?

2) Promotion and Tenure workshop in spring

- 24th of April 2009
- 10-12 in the morning since there is a conflict in afternoon
- Think about the panel members

3) Discussion of meeting with Interim Chancellor Rogers

- He wanted to talk to us. His focus was the family friendly policies.
- Debrief on meeting
- He did invite us to keep in touch with him.
- Follow up on this meeting.
- He showed real interest in outreach particularly on days when there are parent-teacher conferences. This would match well with the university goals of improving K-12 outreach.
- Stopping the tenure clock and the relation to parental/family leave. Some clarity needed on this topic. The chancellor and provost were interested in this being clarified.
- Cindy and Carol will take a first stab at this letter to follow up with Chancellor.

4) Action Plan

- What is the status of the “survey monkey” survey? Check with Sine Anahita about the status of the survey about decision-making about when you go up for promotion and tenure.
- Susan Henrichs has additional information on women faculty which she mentioned at the meeting with Chancellor Rogers.
- Think about our voting procedure for getting new members for this committee. We had some discussion of this last year but did not have time to take care of it before last year's voting. Revisit it so that we can deal with that issue.

5) UAF Family Friendly Task Force

- Diane gave update. They have not met yet but will meet on Nov 18th. So we will get an update next time.

6) AWHE

- Alex will follow up and get more information to the committee on this.

7) Next meeting 12/9 1-2PM

- Bring spring schedule to the next meeting so we can set up the meetings.

Core Review Committee
Minutes for the Meeting of 2-3:15 p.m. Tuesday Nov 4

present: (members) Lawrence Duffy, Jim Gladden, Karen Gustafson, Suzan Hahn, Mike Harris, Latrice Laughlin, *(guests)* Melissa McGinty, Ginny Schanz

I. Welcome new members

II. Petitions for review

- A. Alexandra Packa: Tabled (sent for transcript reevaluation)
Student wanted to have GEOG 205(UAF), GEOG 205L(UAA), BIOL 102(UAA) and BIOL 103L(UAF) meet the two semester Natural Science with lab requirements.
- B. Joel Vonnahme: Tabled (need copies of syllabi and need to find if any of the courses are 300-level or above).
Student wanted to substitute 3 credits of “Institutional Equivalent PHILosophy Electives” (transfer credits-most of which were 100-200 level courses) for the UAF course PHIL411W/O
- C. Nanae Ito: Denied
Student wanted to substitute ECON 200 (4cr UAF) for ECON 100x (3cr UAF)
- D. Kimberley Dullen: Approved
Student wanted to have BIOL 497 to apply as both a writing and oral intensive course.
Instructor made necessary changes to curriculum to meet O and W standards.
- E. Pascal Erickson: Approved
Student wanted to have ECON F1 (PHILipines) substitute for ECON 100x.
- F. Katie Davis: Tabled (need copy of course syllabus)
Student wanted to have ANTH 405 apply as a writing intensive course. (The course is currently in the process of getting the W designation.
- G. Saber Ebadpour: Tabled (return to graduation and made some suggestions to the student- take compass test and ask for UAF advance placement credit without ACT/SAT requirement)
Student asked to waive the ENGL 111x requirement based on completion of ENGL 213x with a B.
- H. Lucy Boyd: Approved
Student wanted PHIL 2306 (Univ of Texas) to substitute for PHIL 322x.
- I. Jennifer Kapla (#1): Approved
To have ENGL F1H (Michigan State) to substitute for ENGL 111x.
- J. Jennifer Kapla (#2): Denied

To waive ENGL 211x based on completion of 2 writing intensive courses with grades of A.

III. Core Course Requests

- A. BIOL 459/WLF 460: Approved for O/2 designator
- B. BA 323x: Approved for Wintermester
- C. NRM 410: 4 credit course approved as a core natural science with lab
- D. BIOL 493: Approved for O designator
- E. ENGL 371: Approved to remove O designator
- F. NRM 440: Approved to remove W designator

IV. Next meeting: 2-3 p.m. Tuesday Nov 18 Rasmuson 341

Report for the Senate Minutes. The committee met on Nov 4 with six members present. Also present were Melissa McGinty and Ginny Schanz. The committee reviewed ten petitions, and six course revisions. The next committee meeting is on Tuesday Nov 18.

ATTACHMENT 155/10
UAF Faculty Senate #155, December 8, 2008

UAF Faculty Development & Assessment Committee November 4, 2008 Meeting Minutes

Dana called the meeting to order at 8:15 am.

Attending: Larry Roberts, Link Olson, Josef Glowa, Layne Smith, Joy Morrison, Channon Price, Michael Daku, Julie Joly, Marji Illingworth, Dana Greci, Christie Cooper, Susan Herman, Xiyu (Thomas) Zhou, and Provost Susan Henrichs.

Upcoming Meetings

The FDAI Committee will meet from 8:15-9:15 a.m. on December 2 and January 27, 2009.

Provost Susan Henrichs' visit to the FDAI

The Provost's report and feedback on the state of faculty development took up almost all of the committee meeting. Dana skillfully led the discussion with the provost through a series of topics relevant to the work of the FDAI committee.

- **Role of the Faculty Advisory Board**

Provost Henrichs pointed out that the Faculty Advisory Board, created under Paul Reichardt, does not exist at the moment due to the fact that a distinct role for the board has still to be identified. In addition, it had been difficult from the start to get the board to work because of scheduling difficulties.

- **Faculty Mentors**

Joy observed that she has not been totally satisfied with the level of involvement of senior faculty mentors, though the program generally has had a positive impact on helping new faculty adjust to teaching at UAF. The faculty development luncheons are a great success. Almost 60 faculty attended the last one. The question was raised whether it would be a good idea to give credit points for mentoring. For example, the School of Natural Resources and Agricultural Science awards credits points for mentoring on the faculty's workload. According to the Provost, there is no university wide policy on this issue, and at this moment it is left to the discretion of the deans, whether they should or shouldn't award points for mentoring. It was also observed that there are no assessment procedures in place for the junior faculty mentoring program, and one way to establish guidelines might be to survey more advanced faculty to get feedback from them.

- **Faculty Orientation**

Susan Herman asked why faculty orientation was optional. In response the Provost and Joy emphasized that most faculty, in fact, do attend the two-day faculty orientation at the end of August. Participation in this orientation is highly encouraged but not always possible. Inevitably some new faculty members arrive later on campus and thus miss out on some crucial information. It is important to reach out to those colleagues to make sure they also benefit from the useful sessions during orientation.

- **Workshops**

It was noted that not all workshops are well attended, but Provost Henrichs pointed out that different kinds of workshops meet different kinds of needs. For example, a new faculty member with several years of teaching experience might not be very interested in attending a workshop on syllabus writing. She reported, however, that there is a strong interest in more grant-writing workshops.

- **Miscellaneous points regarding recent faculty development activities**

Provost Henrichs reiterated that most feedback from first year faculty was positive. However, faculty who had missed the August orientation felt lost. To help remedy this, there will be a mini-orientation in January to catch up on issues relevant to new faculty. Social activities were very well received, though one has to keep in mind that we have a huge range of different faculty with often very divergent interests. Margie stressed the importance of social activities and of a faculty club that would provide an opportunity for contacts between new and old faculty. Provost Henrichs also reported that many new faculty wished there would be a quicker introduction to campus electronic resources.

Michael asked about suggestions for the next Faculty Forum, such as the use of electronic media, active learning, instruction of Distance Ed, and grant writing.

Dana asked the Provost about her future plans regarding the work of the Faculty Development Committee. Henrichs said that she had short-term goals that include assessing faculty development activities by next spring and making decisions about funding priorities. Channon wondered if faculty development should be limited to first year faculty or whether it should include senior faculty, as well. In response, the Provost reminded the committee members that the Advisory Board had been criticized for engaging in too many projects involving too many people. It might be better to limit faculty development to the first year faculty. Last but not least, everyone agreed that there should be more training for teaching assistants.

Old & New Business

As there was no time left for other business, Dana asked the committee members to update everyone on the work of sub-committees through emails.

In closing, Joy suggested inviting Karl Kowalski from OIT to the FDAI meeting in January. There was no time for Joy's report on the EDUCAUSE 2008 Annual Conference and on the POD conference in Reno, but we all congratulate her on the election to the Core Committee, the National Board of Directors of POD.

Joy also pointed out that our institution is lagging behind national standards in IT.

Next Meeting

The next FDAI meeting will be December 2 from 8:15-9:15 a.m.

The meeting was adjourned at 9:15 a.m.

Josef Glowa, Recorder

ATTACHMENT 155/11
UAF Faculty Senate #155, December 8, 2008

Minutes of SADA Committee Meeting Nov 20, 2008

Attending: Ron Illingworth, Marji Illingworth, Joe Hickman, Dana Greci, Cindy Hardy, Joe Dupras, Joe Mason

Reading course approvals: The committee suggested changes to course approval language, deleting the word “supplemental” from the course description and substituting “supporting”. With current need, these courses should have no budget impact. They can be absorbed into current faculty workload; we are not expecting sciences to request additional reading sections at first. We anticipate that, if this partnership between reading instruction and math/sciences is effective, there may be future need for more faculty, but not yet.

Writing sample motion rationale (see attachment): The English Dept is in support of using a writing sample for English F111X placement. At the previous administrative committee meeting, we were asked to rewrite the rationale and make it more specific—adding implementation language. We dropped language referring to paid compensation and left in the phrase, “experienced faculty.” We discussed an e-mail from Dana Thomas questioning how this policy would be implemented. While we agree that compensation is an important part of how this policy is implemented, the committee feels that we should focus mostly on pedagogical policy.

We also discussed adding writing sample scores to the current placement chart. We will ask the Developmental Education Curriculum committee and the English Department Composition director and committee to collaborate on a rubric and scoring cutoffs for the writing sample as compared to the ACT/SAT writing sample scoring. This can come back through the SADA committee then go on to Dana Thomas and the Advising center.

Accuplacer issues: Testing of Accuplacer will be up and running at UAF by Friday. Linda Hapsmith indicated that rural campuses would be trained starting next week. Some rural campuses still have ASSET tests on hand that they would like to use up. Most sites will be using both tests for the time being, and, in the villages, it is not anticipated that we will be able to get away from the paper/pencil based ASSET tests.

Reading placement: Marji will work with Rich Carr and Sarah Doetschman in English to create a reading placement baseline. She will then work with other Core departments to determine reading placement cutoffs that are appropriate for each. She will keep us posted on this.

Committee mandate: Ron Illingworth is currently on the Core Curriculum Review committee (Chancellor’s committee, not Faculty Senate Committee). He noted that, since our committee mandate changed two years ago, we should be working toward developing “freshman experience” classes or having oversight of these as they are developed in departments. He noted that these are being discussed in the Core committee he’s attending and that we may have work in that area in the future.

Chair for Spring Semester: With Cindy going on Sabbatical leave in the Spring semester and Joe Mason having time conflicts, we will need to choose interim co-chairs for the spring. Marji is willing to chair in Fairbanks, but we need a co-chair from a rural site. Cindy discussed the working relationship between co-chairs—one conducts meetings; the other takes minutes; both determine the agenda; and each works in consultation with the other. One co-chair needs to attend Administrative committee meetings. We noted that we have been focused on writing/reading issues this semester and suggested that one co-chair could be from math or science next semester.

SSSP film: Joe Hickman reported that SSSP has gotten a grant to make a documentary on low income rural Alaskan kids going to college. We look forward to seeing it.

Next meeting: December 5, 2:15-3:30pm