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Toll-free #: 1-800-893-8850
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Chair PIN: 1109371
This meeting will be audio conferenced.

A G E N D A

UAF FACULTY SENATE MEETING #158
Monday, April 6, 2009
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

1:00	I	Call to Order – Marsha Sousa		5 Min.
		A.	Roll Call	
		B.	Approval of Minutes to Meeting #157	
		C.	Adoption of Agenda	
1:05	II	Status of Chancellor's Office Actions		5 Min.
		A.	Motions Approved:	
			1. Motion to Approve a B.A. in Film	
			2. Motion to Amend the Academic Appeals Policy	
		B.	Motions under Discussion:	
			1. Motion to Amend the Mandatory Placement Policy (writing sample)	
		C.	Motions Disapproved: none	
1:10	III	Public Comments/Questions		5 Min.
1:15	IV	A.	President's Comments – Marsha Sousa	5 Min.
		B.	President-Elect's Report – Jonathan Dehn	5 Min.
1:25	V	A.	Remarks by Interim Chancellor Brian Rogers	10 Min.
		B.	Remarks by Provost Susan Henrichs	5 Min.
1:40	VI	Governance Reports		5 Min.
		A.	Staff Council – Juella Sparks	
		B.	ASUAF – Brandon Meston	
		C.	UAFT/UNAC	
1:45	VII	Guest Speaker		15 Min.
		A.	Kris Racina, Director, UAF Human Resources	
2:00	BREAK			

2:10	VIII	Discussion Items	15 Min.
		A. Distance Education Issues – John Monahan	
		B. ORP Update from Union Representatives	
2:25	IX	New Business	25 Min.
		A. Motion to Reaffirm the Marine Advisory Program Unit Criteria, submitted by the Unit Criteria Committee (Attachment 158/1)	
		B. Motion to Reaffirm the SNRAS/AFES Unit Criteria, submitted by the Unit Criteria Committee (Attachment 158/2)	
		C. Motion to Reaffirm the Communications Department Unit Criteria, submitted by the Unit Criteria Committee (Attachment 158/3)	
		D. Resolution of Confirmation for Outstanding Senator of the Year Award (Attachment 158/4)	
		E. Resolution to Ratify Election of Faculty Senate President-Elect (Attachment 158/5)	
		F. Motion to Approve a Certificate in Ethnobotany, submitted by Curricular Affairs (Attachment 158/6)	
		G. Motion to Approve an integrated BS/MS Degree Program for Mechanical Engineering, submitted by Curricular Affairs (Attachment 158/7)	
2:50	X	Committee Reports	10 Min.
		A. Curricular Affairs – Amber Thomas / Falk Huettmann	
		B. Faculty Affairs – Cathy Cahill (Attachment 158/8)	
		C. Unit Criteria - Brenda Konar (Attachment 158/9)	
		D. Committee on the Status of Women – Alex Fitts / Jane Weber (Attachment 158/10)	
		E. Core Review - Latrice Laughlin / Michael Harris	
		F. Curriculum Review - Rainer Newberry	
		G. Faculty Appeals & Oversight – James Bicigo	
		H Faculty Development, Assessment & Improvement – Dana Greci / Julie Lurman Joly (Attachment 158/11)	
		I. Graduate Academic & Advisory Committee – Ron Barry	
		J. Student Academic Development & Achievement – Marjorie Illingworth / Jane Allen (Attachment 158/12)	
3:00	XI	Members' Comments/Questions	5 Min.
3:05	XII	Adjournment	

ATTACHMENT 158/1
UAF Faculty Senate #158, April 6, 2009

MOTION:
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The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Marine Advisory Program.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the Marine Advisory Program. The unit criteria were found to be consistent with UAF guidelines.

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NOTE: Standard print is the original university criteria, **bold sentence font is the first 2004 unit criteria revision** and **ALL CAPS BOLD UNDERLINED TEXT WAS PROPOSED REVISIONS SENT TO THE UNIT CRITERIA COMMITTEE ON 3/20/09 AND ITEMS IN RED CAPS ARE REVISIONS SUGGESTED BY THE UNIT CRITERIA COMMITTEE AS CONDITIONS FOR APPROVAL ON 3/23/09.**

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE AND MARINE ADVISORY PROGRAM (MAP) UNIT CRITERIA STANDARDS AND INDICES

The following is an adaptation of UAF and Board of Regents (BOR) criteria for promotion and tenure, specifically developed for use in evaluating faculty in the Marine Advisory Program (MAP). Items in boldface are those specifically added or emphasized because of their relevance to MAP faculty, and because they are additions and clarifications to UAF regulations. These unit criteria are for use in the annual evaluation of faculty as well.

CHAPTER I

Purview

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

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

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

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

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

In accordance with the BOR policy on promotion and tenure, MAP agents and specialists have bipartite appointments. Bipartite responsibilities are to be clearly stated at the time of hire and can be any combination of two of the three tripartite missions, i.e., teaching, research, or service. A MAP faculty member can request a tripartite appointment in their employment contract if such a status is consistent with the goals of the Marine Advisory Program.

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

MAP faculty members are designated at the time of hiring as either agents or specialists. AN AGENT IS A GENERALIST THAT DOES NOT REQUIRE CONCENTRATION OF THEIR WORKLOAD TO A SPECIFIC ACADEMIC, RESEARCH, OR SERVICE DISCIPLINE. SPECIALISTS CONCENTRATE THEIR WORKLOAD TOWARD A SPECIFIC ACADEMIC, RESEARCH, OR SERVICE DISCIPLINE AS DESIGNATED IN THEIR LETTER OF APPOINTMENT (EXAMPLES ARE: BUSINESS SPECIALIST AND FISHERIES SPECIALIST). Workloads and evaluations are to be based on which of those two assignments the individual holds. A MAP faculty member may be granted a change of assignment based on his/her request and the needs of the program.

CHAPTER III

Periodic Evaluation of Faculty

1. General Criteria

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

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

Bipartite Faculty

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

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty. Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

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

MAP faculty may participate in formal teaching when the opportunity arises, however, standard academic teaching is not a common form of information delivery by the Marine Advisory Program. Instruction may include community-based or distance-delivered noncredit and/or credit courses, workshops, seminars, trainings and public presentations to adults or K-12 students. Instructional activities primarily deliver information relevant to community needs.

Development and preparation of instructional materials such as workshop outlines, training syllabuses or lesson plans, handouts, slide presentations, displays, lecture materials etc. are also components of MAP teaching activities. Educational videos and/or other media produced for public education are also included.

Marine Advisory Program agents usually function as generalists by contributing breadth and diversity in their teaching efforts. Rurally located agents usually respond to requests to develop and/or teach discrete sessions, workshops, or short-term courses on subjects not available to rural Alaskans.

Specialists have a depth of topical knowledge and primarily focus on teaching technical information in their specialty area to clientele.

1. Effectiveness in Teaching

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

TEACHING IN THE CONTEXT OF A MAP ACTIVITY IS GENERALLY DEFINED AS PROACTIVELY PLANNED AND DELIVERED INSTRUCTION AND NOT A

SERVICE RESPONSE TO AN IMMEDIATE PUBLIC NEED. OFTEN IN MAP, A TEACHING PROGRAM MAY BEGIN AS A SERVICE ACTIVITY, BUT WITH CONTINUED REPLICATION WILL EVOLVE INTO A REGULARLY OFFERED INSTRUCTIONAL PROGRAM. Map education differs from resident education in that the instruction is designed to deliver information relevant to specific clientele and public needs. CLIENTELE MAY RANGE FROM K TO ADULTS AND THE GENERAL PUBLIC TO PROFESSIONALS.

Effective teaching must enable the learner to gain knowledge and /or skills that can result in changes to attitudes/behavior.

EFFECTIVE TEACHERS WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR.

EFFECTIVE TEACHERS:

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

b. express positive regard for students, **become familiar with their public,** develop good rapport with students **and clientele,** show interest/enthusiasm for the subject;

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

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

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

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

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

2. Components of Evaluation

EFFECTIVENESS IN TEACHING WILL BE EVALUATED THROUGH ASSESSMENT OF INFORMATION PERTAINING TO FORMAL AND INFORMAL TEACHING , COURSE AND CURRICULUM MATERIAL, INSTRUCTIONAL PUBLICATIONS, RECRUITING AND ADVISING, TRAINING/GUIDING STUDENTS, ETC., VALIDATED BY:

a. systematic student ratings i.e. student opinion of instruction summary forms, and at least two of the following:

b. narrative self-evaluation,

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

d. peer/ department chair evaluation of course materials.

EVALUATION OF TEACHING FOR MAP FACULTY:

Systematic university approved student evaluations are not usually available or appropriately designed to evaluate MAP teaching activities. In addition, instruction by MAP faculty is often conducted in rural locations where evaluation by peers or department chair is not available. However, a means of evaluation appropriate to the instructional content should be administered by the principal instructor whenever possible.

Additional indices for documenting effective teaching for MAP faculty SEEKING PROMOTION AND/OR TENURE TO ASSOCIATE PROFESSOR may include:

A. Evidence that teaching addresses client-centered needs, as expressed by requests for courses and by client/student participation in those courses;

B. Evidence that the teaching is meeting specific, quantifiable instructional objectives THROUGH STUDENT EVALUATIONS;

C. Demonstration of changes in knowledge, skills and/or attitudes/behavior resulting from MAP information TRANSFER THROUGH POST INSTRUCTIONAL EVALUATIONS, SURVEYS, AND TESTIMONIALS;

D. Clientele evaluations of both the instructional program and the instructor COMPETENCE AND EFFECTIVENESS;

E. Testimonials and/or repeated invitations to teach;

F. Documentation of contact hours with clientele as an assessment of response effort;

G. Successful application of distance delivery of educational programming; and

H. EVIDENCE OF SUCCESSFUL TEACHING BY DEVELOPMENT AND APPLICATION OF INNOVATIVE ORIGINAL TEACHING METHODS.

In addition to the indices of effective teaching, additional criteria that qualify a MAP faculty for promotion to the rank of professor may include:

1. Development and/or adaptation of new methods and approaches in the discipline, such as:

A. Creative use of media and/or distance- delivery methods of instruction which extends the bounds of the discipline and improves educational outreach;

B. New curriculum or program development that improves the information transfer in the faculty member's area of expertise;

2. Regional, national and/or international recognition as an expert as illustrated through invitations to and presentations at conferences, meetings, workshops, and trainings;

3. Receipt of state or national awards in recognition of outstanding teaching;

4. Clientele/student reviews and/or evaluations that show continued quality performance as a teacher; and

5. Recognition through invitational teaching opportunities.

C. Criteria for Research, Scholarly, and Creative Activity

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

Many MAP faculty have limited opportunities to conduct traditional research and limited or no access to laboratories and graduate students.

For MAP faculty, research, scholarly, and creative activities may consist of:

1. **Applied research designed to address specific client needs;**
2. **Production of peer reviewed informational media; and**
3. **Publication of peer reviewed publications.**

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

1. They must occur in a public forum.
2. They must be evaluated by appropriate peers.
3. They must be evaluated by peers external to this institution so as to allow an objective judgment.
4. They must be judged to make a contribution.

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

Additional indices for documenting effective teaching for MAP faculty SEEKING PROMOTION AND/OR TENURE TO ASSOCIATE PROFESSOR may include:

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

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

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

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

E. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

F. Editing or refereeing articles or proposals for professional journals or organizations **and MAP or Sea Grant publications.**

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

H. Citations of research in scholarly publications.

I. Published abstracts of research papers.

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

K. Prizes and awards for excellence of scholarship.

L. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

M. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

N. New and unique adaptations of existing research-based technology or knowledge in order to solve problems relevant to Alaska.

Excellence in the areas of research or scholarly activity by MAP faculty which qualifies him/her for promotion to professor may include:

1. **Authorship of a book or major reference in the faculty member's area of scholarly activity;**

2. **Receipt of a national research fellowship;**

3. **Continuous performance in research with a corresponding publication record; and**

4. **Introduction of a new technology, product, or idea which demonstrably improves the quality of life for Alaskans, and is a clear result of a MAP faculty member's activity.**

D. Criteria for Public and University Service

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

For MAP faculty, a significant portion of each workload will consist of service. In general, this will be higher than that found in traditional faculty workloads and reflect the community or specific client needs approach of Marine Advisory Program educational activities.

1. Public Service

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

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in constituency organizations.
f. Active participation in discipline-oriented service organizations.

g. Consulting **in the faculty member's area of expertise and the discipline consistent with the obligation for public service**.
h. Prizes and awards for excellence in public service.
i. Leadership of or presentations at workshops, conferences, or public meetings.
j. Training and facilitating.
k. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
l. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
m. Participation in K-12 educational programs
n. Assessing the research needs of clientele and communicating those needs to the research community.
o. Developing and managing effective community and agency partnerships which extend MAP resources and/ or develop leadership skills.
p. Representing and answering questions at public events.
q. Site visits for problems solving and consultation
o. Rapidly responding to urgent client needs in a timely, flexible, and appropriate manner.
p. Other service activities consistent with the School of Fisheries and Oceans Sciences to contribute to Alaska's coastal economy.

2. University Service

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

a. Service on university, college, school, institute, departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, **or program.**
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees or elected office.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

3. Evaluation of Service

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

INDICES FOR PUBLIC AND UNIVERSITY SERVICE

In addition to university regulations on the evaluation of UNIVERSITY AND public service, **Additional indices for documenting effective** SERVICE **for MAP faculty** SEEKING PROMOTION AND/OR TENURE TO ASSOCIATE PROFESSOR **may include** the following activities:

A. Documentation of the quality and distribution of publishing popular press articles and newsletters;

B. Presentation of applied research results to user groups such as public agencies, governmental bodies, private businesses, constituent groups, and lay public, both in published and oral forms;

C. Quality and distribution of media presentations and public interviews, e.g., TV, radio, film, newspapers and videotapes;

D. Evidence of response to new knowledge and developments in the discipline by rapidly raising public understanding and awareness through available educational media and methods;

E. Results of individual consultations;

F. Role and effort involved in the development and planning of conferences and workshops;

G. Writing and distribution of MAP, School of Fisheries and Ocean Sciences, and Sea Grant publications;

H. Documentation of service activities conducted on a continuing basis;

I. Testimonials demonstrating effectiveness of service activities or other documentation which demonstrates the impacts of MAP faculty's public service;

J. Documentation of public needs and response;

K. Appropriateness of the response effort toward urgent clientele issues;

L. Development and maintenance of partnership relationships;

M. <u>APPOINTMENTS TO PUBLIC, UNIVERSITY, AND PROFESSIONAL</u> committees and any leadership role in committee assignments;

N. <u>EVIDENCE OF SUPPORT PROVIDED TO UNIVERSITY FACULTY IN THEIR TEACHING, RESEARCH, AND SERVICE ACTIVITIES;</u>

O. <u>EVIDENCE OF APPLICATION OF APPLIED RESEARCH OR PROJECT RESULTS BY THE PUBLIC;</u>

Evidence of leadership in service which qualifies a MAP faculty member for promotion to professor may include, but is not limited to:

1. **Invitation to serve on national or international boards, review committees, award commissions or scholarship commissions;**

2. **Appointment or election to a leadership position on local, state, national, and international public service committees or organizations;**

3. **<u>ENGAGED IN PROFESSION AND SCHOLARLY ACTIVITIES ON A NATIONAL AND INTERNATIONAL LEVEL;</u>**

4. **National leadership in a professional organization;**

5. **Recognition through invitational speaking engagements on topics which constitute public service;**

6. **Evidence of effective application of professional expertise to professional or public processes and organizations;**

7. **Service as committee chair. Session organizer, or officer of professional organizations;**

8. **Evidence of important contributions to the development of school, departmental, and/or university programs;**

9. **Recognition through receipt of public service awards, or awards for service to the university;**

10. **Receipt of a national association, government, or professional society service award; and**

11. **Participation in a voluntary mentoring relationship with junior faculty to facilitate their progress toward promotion and tenure.**

Revised March 23, 2009

ATTACHMENT 158/2
UAF Faculty Senate #158, April 6, 2009

MOTION:
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The UAF Faculty Senate moves to moves to reaffirm the Unit Criteria for the School of Natural Resources and Agricultural Sciences, and Agricultural Forestry and Experiment Station.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the SNRAS/AFES. The unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY: ANNUAL REVIEW, PRE-AND POST-TENURE, PROMOTION, TENURE REVIEW

AND

SCHOOL OF NATURAL RESOURCES AND AGRICULTURAL SCIENCES/AGRICULTRAL AND FORESTRY EXPERIMENT STATION UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE SCHOOL OF NATURAL RESOURCES AND AGRICULTURAL SCIENCES (SNRAS)/AGRICULTURAL AND FORESTRY EXPERIMENT STATION (AFES). ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO SNRAS/AFES FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS.

I. Purview.

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of

Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

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

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

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

II. EVALUATION OF FACULTY

A. General Criteria

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

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. **EVALUATIONS SHOULD BE CONSISTENT WITH AN INDIVIDUAL FACULTY MEMBER'S JOB DESCRIPTION AND WORKLOAD ASSIGNMENT. THIS APPLIES TO TENURED AND TENURE-TRACK FACULTY AND TO NON-TENURE TRACK FACULTY SUCH AS RESEARCH FACULTY.**

B. Criteria for Instruction

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

1. Effectiveness in Teaching

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

WILL DEMONSTRATE THE FOLLOWING CHARACTERISTICS PERTINENT TO THEIR WORKLOAD ASSIGNMENT:

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

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

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity, **CREATE AN ATMOSPHERE OF OPENNESS IN THE CLASSROOM THAT ENCOURAGES STUDENTS TO FREELY EXPRESS THEIR OWN IDEAS AND VIEWPOINTS**;

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

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

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, **INCLUDING WEB-BASED MATERIALS AND DISTANCE-DELIVERY TEACHING**;

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

h. **DEMONSTRATE THOROUGH UNDERSTANDING OF UAF AND SNRAS ACADEMIC REQUIREMENTS IN ORDER TO FACILITATE EFFECTIVE ADVISING AND MENTORING OF INDIVIDUAL STUDENTS DURING THE TERM OF THEIR DEGREE PROGRAM. EVALUATIONS WILL BE BASED ON RESPONSES FROM STUDENTS AT EXIT INTERVIEWS OR TO SURVEY QUESTIONS.**

i. **DEMONSTRATE EFFECTIVE SERVICE AS MAJOR ADVISOR OR MEMBER OF SENIOR THESIS AND GRADUATE COMMITTEES**;

j. **PROMOTE UNDERGRADUATE STUDENT INVOLVEMENT IN FACULTY SCHOLARLY PROJECTS.**

SPECIFIC SNRAS/AFES CRITERIA FOR TEACHING PERFORMANCE:

<u>ASSISTANT PROFESSOR</u>: EVIDENCE OF HIGH QUALITY TEACHING AND A COMMITMENT TO A QUALITY TEACHING PROGRAM IN THE DEPARTMENT AS DEMONSTRATED THROUGH PEER, DEPARTMENT, AND/OR STUDENT TEACHING EVALUATION.

<u>ASSOCIATE PROFESSOR</u>: EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT IS NOT LIMITED TO)

SUPERIOR CLASSROOM TEACHING AS DEMONSTRATED BY TEACHING EVALUATIONS, COURSE AND/OR CURRICULUM DEVELOPMENT INCLUDING CONTEMPORARY AND RELEVANT MATERIAL THAT STIMULATES THE LEARNING PROCESS, NOVEL APPROACHES TO INSTRUCTION AND USE OF ASSIGNMENTS, AND EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS.

PROFESSOR: MAJOR CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE (BUT ARE NOT LIMITED TO) EXCELLENT CLASSROOM TEACHING AS DEMONSTRATED BY TEACHING EVALUATIONS, MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL TECHNIQUES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS. MUST PROVIDE EVIDENCE OF EXCELLENCE IN TRAINING AND MENTORING OF GRADUATE STUDENTS FOR FACULTY IN PROGRAMS THAT GRANT GRADUATE DEGREES.

2. Components of Evaluation

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

a. systematic student ratings, i.e. student opinion of instruction summary forms, *and clientele response for extension of educational materials to constituents outside the University (if available),* **and** at least two of the following:

b. narrative self-evaluation.

c. peer/department chair classroom observations.

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

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

RESEARCHERS WHO RECEIVE FEDERAL AND STATE FORMULA FUNDS (SUCH AS HATCH AND MACINTIRE-STENNIS FUNDS) THROUGH THE AGRICULTURAL AND FORESTRY EXPERIMENT STATION (AFES) HAVE A SPECIAL MISSION TO CONDUCT RESEARCH WITH DIRECT APPLICATION TO GOVERNMENT AGENCIES, PRIVATE BUSINESSES, AGRICULTURAL AND FORESTRY PRODUCERS, NATURAL RESOURCE MANAGERS, EDUCATORS, AND OTHER RESEARCHERS IN ALASKA. THIS IS A FUNDAMENTAL OBLIGATION OF THE AFES TO THE PEOPLE OF ALASKA. EACH FACULTY MEMBER SO FUNDED IS EXPECTED TO DISSEMINATE THE RESULTS OF

THEIR RESEARCH IN ACTIVITIES SUCH AS AFES PEER REVIEWED PUBLICATIONS, WORKSHOPS, SEMINARS, CONFERENCES, NEWSLETTERS, AND FORUMS DIRECTED SPECIFICALLY AT END USERS, AS WELL AS IN APPROPRIATE JOURNALS, CONFERENCES, AND REPORTS TO THE FUNDING AGENCIES.

1. Achievement in Research, Scholarly, and Creative Activity

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

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

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

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

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

a. Books, reviews, monographs, bulletins, articles, proceedings, **ELECTRONIC JOURNALS, INTERACTIVE ELECTRONIC PUBLICATIONS, MAPS**, PHOTOGRAPHS and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline AND EXTERNAL TO UAF.

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

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

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

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

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

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

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

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

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs, **SOPHISTICATED COMPUTER MODELS THAT HELP IN THE UNDERSTANDING OF COMPLEX SYSTEMS,** and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. **PEER-REVIEWED PUBLICATIONS INTERNAL TO UAF, PUBLISHED BY AFES OR CES, INCLUDING CIRCULARS, BULLETINS, RESEARCH PROGRESS REPORTS, AND MISCELLANEOUS PUBLICATIONS**.

SPECIFIC SNRAS/AFES CRITERIA FOR RESEARCH PERFORMANCE:

<u>ASSISTANT PROFESSOR</u>: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION AND SHOW CREATIVITY AND PRODUCTIVITY IN RESEARCH.

<u>ASSOCIATE PROFESSOR</u>: MUST HAVE ESTABLISHED A RESEARCH PROGRAM THAT PRODUCES ORIGINAL PUBLICATIONS IN THE PEER-REVIEWED OR EDITORIAL BOARD REVIEWED, LITERATURE. DEMONSTRATED RECORD OF PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, SUBMISSION OF RESEARCH PROPOSALS, AND ACQUISITION OF EXTERNAL RESEARCH FUNDING.

<u>PROFESSOR</u>: DEMONSTRATE CONTINUED EXCELLENT RECORD OF PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, SUBMISSION OF RESEARCH PROPOSALS, AND ACQUISITION OF EXTERNAL RESEARCH FUNDING. THE RESEARCH PROGRAM SHOULD HAVE PRODUCED HIGH IMPACT, ORIGINAL PUBLICATIONS IN THE PROFESSIONAL LITERATURE. THERE SHOULD BE A RECORD OF GRADUATE INVOLVEMENT FOR FACULTY IN PROGRAMS THAT GRANT GRADUATE DEGREES.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

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

1. Public Service

Public service is the application of teaching, research, and other scholarly activity and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. **PUBLIC SERVICE INCLUDES COOPERATION WITH AGENCIES ADMINISTERING NATURAL RESOURCE POLICIES, PUBLIC EDUCATION, AND RESPONSE TO THE PROBLEMS OF LOCAL INDUSTRY, AGRICULTURAL AND FORESTRY PRODUCERS, AND THE ALASKAN PUBLIC.**

Examples include, but are not limited to:

a. Providing information services to adults and youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations**.**

e. Active participation in discipline-oriented service organizations**.**

f. **UNPAID** Consulting, **ONE ON ONE CONSULTATION WITH CLIENTELE, SITE VISITATIONS TO AGENCIES, FARMS, AND PRODUCTION FACILITIES FOR PROBLEM-SOLVING CONSULTATION.**

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at **CLIENTELE-ORIENTED** workshops, conferences, or public meetings, FIELD DAYS, CONFERENCES, AND TOURS.

i. Training and facilitating **IN ONE'S DISCIPLINE IN WAYS TO BENEFIT CLIENTELE OR THE GENERAL PUBLIC**.

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

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

l. **ACTIVE PARTICIPATION IN CONSTITUENCY ORGANIZATIONS**.

m. **USER ORIENTED PRESENTATIONS AT WORKSHOPS, FIELD DAYS, CONFERENCES, AND TOURS,**.

n. **PRODUCTION OF FACT SHEETS AND EXTENSION PUBLICATIONS FOR GENERAL INFORMATION.**

o. **PARTICIPATION IN K-12 OUTREACH PROGRAMS SUCH AS GLOBE, MAP TEACH, MATH IN A CULTURAL CONTEXT, SCHOOL-YARD LTER , ALASKA RURAL RESEARCH PARTNERSHIPS, AND RELATED PROGRAMS.**.

p. **PRESENTATIONS OUTSIDE ONE'S SPECIALTY BUT OF A PROFESSIONAL NATURE IN PUBLIC FORUMS SUCH AS COMMUNITY GROUPS, PROFESSIONAL GROUPS, GOVERNMENT BODIES, AND RELATED FORUMS, SUCH AS MEETINGS OF CIVIC ORGANIZATIONS.**

2. University Service

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

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

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

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

d. Participation in accrediting reviews.

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

f. Service in support of student organizations and activities.

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

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

i. Mentoring **NEW FACULTY**.

j. Prizes and awards for excellence in university service.

3. Professional Service

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

b. Active participation in professional organizations **AND PROFESSIONAL MEETINGS, INCLUDING COMMITTEE CHAIR OR OFFICER OF PROFESSIONAL ORGANIZATIONS, SESSION ORGANIZER OR MODERATOR FOR PROFESSIONAL MEETINGS, AND RELATED ACTIVITIES**

c. Active participation in discipline-oriented service organizations.

4. Evaluation of Service

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

<u>ASSISTANT PROFESSOR</u>: SHOULD EMPHASIZE PUBLIC SERVICE, LIMITED UNIVERSITY SERVICE, AND PROFESSIONAL SERVICE IN ACCORDANCE WITH DISCIPLINE STANDARDS AND INDIVIDUAL WORKLOAD.

<u>ASSOCIATE PROFESSOR</u>: CONTRIBUTIONS TO THE DEPARTMENT AND THE UNIVERSITY, CONTRIBUTIONS TO THE PUBLIC IN THE FACULTY MEMBER'S AREA OF EXPERTISE, AND SERVICE TO THE FACULTY MEMBER'S PROFESSION ARE EXPECTED.

<u>PROFESSOR</u>: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED AND MAY INCLUDE, BUT IS NOT LIMITED TO, SERVICE AS COMMITTEE CHAIR, SESSION ORGANIZER, OFFICER OF PROFESSIONAL ORGANIZATIONS. EVIDENCE OF EXCELLENT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS AND EXCELLENT APPLICATION OF PROFESSIONAL EXPERTISE TO PROFESSIONAL OR PUBLIC PROCESSES AND ORGANIZATIONS.

ATTACHMENT 158/3
UAF Faculty Senate #158, April 6, 2009

MOTION:
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The UAF Faculty Senate moves to reaffirm the Unit Criteria for the College of Liberal Arts Communication Department.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the Communication Department. The unit criteria were found to be consistent with UAF guidelines.

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

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

CHAPTER I

Purview

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

to guide the evaluation processes and to identify the bodies of review appropriate for the university.

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

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

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

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the

professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

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

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

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

1. Effectiveness in Teaching

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

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

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

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

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

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

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

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

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

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

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

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

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

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

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

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

1. Achievement in Research, Scholarly and Creative Activity

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

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

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

d. They must be judged to make a contribution.

ACHIEVEMENT IN RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY INVOLVES:

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

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

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

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

2. Components of Research, Scholarly and Creative Activity

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

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

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

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

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

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

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

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

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

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

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

1. Public Service

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

EFFECTIVENESS IN PUBLIC SERVICE INVOLVES:

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

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

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

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

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

i. Training and facilitating.

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

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

2. University Service

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

EFFECTIVENESS IN UNIVERSITY SERVICE INCLUDES:

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

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

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

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

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

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

d. Participation in accreditation reviews.

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

f. Service in support of student organizations and activities.

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

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

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

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

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

b. Active participation in professional organizations.

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

d. Committee chair or officer of professional organizations.

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

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

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that

unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ATTACHMENT 158/4
UAF Faculty Senate #158, April 6, 2009

MOTION:
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The UAF Faculty Senate moves to confirm the nomination of Amber Flora Thomas for the 2009 Outstanding Senator of the Year Award.

EFFECTIVE:	Immediately
RATIONALE:	The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2009 nomination of Amber Flora Thomas. The committee has concluded that Professor Thomas is a well-deserving candidate for this award. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting of the Senate.

ATTACHMENT 158/5
UAF Faculty Senate #158, April 6, 2009

RESOLUTION:

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Catherine Cahill as President-Elect of the UAF Faculty Senate for 2009-2010 by affirmation.

PERSONAL STATEMENT OF THE NOMINEE:

Catherine F. Cahill, Associate Professor of Chemistry

I am delighted and honored to be nominated for the position of President-Elect of the UAF Faculty Senate. As a tripartite faculty member with a joint appointment between the Department of Chemistry & Biochemistry and the Geophysical Institute, I feel I understand the needs of faculty conducting the important instructional, research and/or service missions of the university. I believe we can use shared governance to support UAF's faculty and academic programs, retain and highlight UAF's preeminence as the University of Alaska's research and Ph.D. granting campus, ensure the success of our students, and make the upcoming accreditation process as successful, and painless, as possible.

I have been a faculty member at UAF for 10 years and served on Faculty Senate for more than 5 years. During my time in Faculty Senate, I have chaired both the Graduate Academic & Advisory Committee (May 2005-May 2007) and the Faculty Affairs Committee (2008-present). Because I have chaired these two, very different, committees, I am well aware of the diversity of topics handled by the Faculty Senate and the importance of the Standing and Permanent Committees to the success of faculty and academic programs. I believe that we are going to need the full diversity of Faculty Senate to ensure a successful accreditation process and to demonstrate our position as the premier, Ph.D.-granting institution in the University of Alaska system.

I am a hereditary academic. Both of my parents taught at the University of California, Davis. This environment showed me both the joys and the challenges of being a faculty member. In spite of the challenges facing professors, I decided that I wanted to become a professor and dedicate my life to teaching, research and service. With that goal in mind I received my B.S. in Applied Physics from the University of California, Davis (1990), my M.S. in Atmospheric Sciences from the University of Washington (1994) and my Ph.D. in Atmospheric Sciences from the University of Nevada, Reno and the Desert Research Institute (1996). After a Fulbright Fellowship to University College, Galway, Ireland, and a stint as a Visiting Assistant Research Professor at the Desert Research Institute, I took up my current position as a faculty member at UAF. Since coming to UAF, I have taught courses ranging from general chemistry and chemistry for non-science majors through physical chemistry to graduate atmospheric sciences and environmental chemistry. I have graduated both Ph.D. and M.S. students and received a UAF award for

outstanding undergraduate advising (2002). I have also successfully competed for external funding and participated in public, professional and university service.

I believe that UAF is an outstanding, and underappreciated, university. We need to work to highlight our successes and showcase the excellent education we give our students. UAF faculty must communicate our value to the people of the State of Alaska more effectively. Shared governance will assist us in these efforts. Also, as we prepare for our upcoming accreditation, shared governance will be vital for charting the course for UAF, determining our accreditation goals and laying out milestones toward attaining those goals. I look forward these tackling these challenges with you.

ATTACHMENT 158/6
UAF Faculty Senate #158, April 6, 2009

MOTION:
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The UAF Faculty Senate moves to approve a Certificate in Ethnobotany.

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

RATIONALE: See the full program proposal #73-UNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

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Overview:

Kuskokwim Campus's (KuC) proposed Certificate in Ethnobotany (EBOT) will be the first program in the state of Alaska that will concentrate on traditional knowledge and uses of native plants by indigenous groups. It has grown out of a desire to maintain the traditional knowledge base that exists, to provide the educational foundation for further academic degrees, research, and entry-level positions; and to become the framework for potential development of new uses for native Alaskan plants. This certificate is designed to articulate into the Associate of Science (A.S.) degree, approved by UAF Board of Regents and Northwest Commission on Colleges and Universities (NWCCU) in summer 2008.

Indigenous plants play a major role in the everyday lives of all of Alaska's rural residents. While the western term "ethnobotany" may not be recognized by many of these traditionalists, the importance of indigenous plants and the crucial roles that the flora of the region plays in food, medicine, and community well-being are recognized by all. The EBOT Program will build upon a substantial base of knowledge already in place within rural Alaska. EBOT instructors will be able to draw upon the copious local base of traditional knowledge, regionally-recognized traditional ethnobotanists, and traditional healers who have committed their lives to this science.

KuC is one of the two-year rural campuses of the College of Rural and Community Development (CRCD), University of Alaska Fairbanks (UAF), located in Bethel, Alaska. Bethel is 400 air miles west of Anchorage, the nearest metropolitan area, and lies 70 miles from the mouth of the Kuskokwim River on the Bering Sea. The KuC service area encompasses the Wade Hampton and Bethel census units, and the combined area of these two census units is 57,827 square miles – approximately the size of the state of Illinois. The region covers the lower delta area of the Yukon and Kuskokwim rivers (Y-K Delta). The natural landscape is primarily wet to moist tundra (treeless) with a

maze of rivers, streams, ponds and lakes formed through eons of deposits by these two large rivers.

KuC serves 46, primarily Yup'ik/Cup'ik and a few Athabascan, villages with 56 tribes in the Y-K Delta and is the only institution of higher education located in this geographic area. Alaska Natives consistently comprise over 70 percent of the KuC student enrollment. The Yup'ik people are the largest group of Native Americans in Alaska to remain on their traditional lands, speak their native language, and practice a subsistence lifestyle. Year-round hunting, fishing, and related seasonal subsistence practices govern community and family life. Yup'ik/Cup'ik societies continue to emphasize traditional values related to the relationship between the people, the land and customarily used resources.

The proposed Certificate in Ethnobotany is being developed to address several interests. First, statewide statistics on higher education attainment for Alaskans are troubling. Only 28% of 9th graders in the state of Alaska enroll in college four years later. Only 18% are still enrolled in their sophomore year and only 6% graduate from college within six years (Source: NCES: Common Core Data, IPEDS Residency and Migration, Fall Enrollment, and graduation rate surveys, 2004). The educational needs in rural Alaska are particularly acute. High school graduation rates in the Y-K region are the lowest in the state. The results of needs assessments conducted by KuC in the Y-K region noted that many students show neither an aptitude for nor interest in science, technology, engineering and math (STEM) fields. Improving these statistics will involve effort on many fronts and one is developing programs that can engage students' interest before they get to college, encouraging them to stay in school, enroll in college, obtain useful and marketable skills, and perhaps continue towards a four-year degree. Ethnobotany, a discipline that is intimately connected with the traditional lifeways of rural Alaskans, is a program that can dramatically increase the number of rural students in university courses because it brings academic credence to a familiar and valued aspect of their subsistence lifestyle.

Secondly, there is no ethnobotany degree at the certificate, associate, baccalaureate, or post-graduate levels at any institution of higher learning in the state. With approval of this program, UAF will become the first institution in the United States to provide a Certificate in Ethnobotany (EBOT) and at the A.S level. Currently there are only a handful of colleges and universities in the whole of the United States that award degrees in Ethnobotany and all of them are at more advanced degree levels – either Bachelors or Masters degrees (McClatchey, et al , *An Evaluation of Educational Trends in Economic and Ethnobotany* February 1999 in CIEER - Centre for International Ethnomedicinal Education and Research). In addition, none of the Tribal Colleges in the US with certificate programs offer one in Ethnobotany. Currently, to become trained in Ethnobotany a student must attend an out of state program, as well as pay out of state tuition costs. A multi-year absence from Alaska may result in a student not returning to the state for employment. The EBOT program will provide students with the opportunity to gain academic credentials in a science-oriented field while remaining in their home communities.

Throughout the development of this program we have sought input from local experts both from rural communities and within UAF. An EBOT Advisory Board was assembled in 2006 to help guide the development of this program and it includes the following members (see Appendix A): Ann Garibaldi, Craig Gerlach, Pat Holloway, Stefanie Ickert-Bond, Betty Rogers, Gloria Simeon, and Charles Walsh. In addition we

have solicited the expert knowledge and assistance of the EBOT Elder Council (see Appendix B) to help establish a baseline of current traditional knowledge and assemble information for the upcoming publication, *A Yup'ik Manual of Ethnobotany*, which will become the foundation for the EBOT program at KuC and a resource for the communities in the Yup'ik speaking region of Alaska.

The EBOT Program has strong potential for advancing and enriching experiential educational opportunities and offerings in science in rural Alaska. Grounding the new ethnobotany certificate in ethnoscientific and ecological knowledge of Native Alaskans features a rich multidisciplinary foundation that will invite interest from beyond the Y-K region.

The State of Alaska has a great need for individuals trained in the sciences in both rural and urban areas. The EBOT Program, another option for students in the associate of science degree or a specialization for those who advance to baccalaureate programs in STEM fields at other campuses and universities, will offer a core EBOT certificate, including basic biology, chemistry, and math, from which the student can articulate to newly created A.S. degree at CRCD campuses. This program will be a rural-oriented program that is easily adapted for statewide delivery.

Additional employment and educational fields can be entered upon completion of this program. The program will provide a strong educational starting point for students interested in entering an undergraduate program, and students will be able to continue their ethnobotanical studies in several different areas: Biology, Anthropology, Plant Sciences, Linguistics, Yup'ik Language, Education, and Art, for example. In addition, the EBOT certificate will provide a solid transition into other rural-centric programs such as Tribal Resource Management, Rural Development, and Alaska Native Studies.
Course work to complete the Ethnobotany certificate will take approximately two to five years as students entering this program will enter at many different skill levels. Highly motivated students can complete this program within the two-year time frame. Completion time is dependent on many factors affecting students, including number of classes taken per term, job, work, and family commitments. Classes will be delivered primarily by distance education, as well as face-to-face field courses and intensives at KuC, as needed.

Distance delivery in the Y-K region is now being enhanced by the recent partnership that KuC has made with a local phone company, United Utilities Inc. (UUI). Through this project, training of 12 village technology specialists (in communities where UUI has installed satellite towers to support Internet connectivity) is being supported. The agreement has provided nearly $67,000 to KuC for training (*University of Alaska Kuskokwim Campus Component Budget Summary*, State of Alaska FY08 Governors Budget, *http://gov.state.ak.us/omb/08_OMB/budget12.15.07/UA/comp746.pdf*.

Objectives of the EBOT Certificate program:

The Ethnobotany Certificate program fits well within the overall mission of CRCD by providing an entry-level academic area of study that focuses on the cultural and natural resources of the communities in the Y-K region. This area of Alaska represents one of the most culturally intact indigenous populations in the state and, indeed, in the United States as a whole. The communities are mostly subsistence-based, both in spirit and in economy. People of the region are still considered traditionalists; subsistence hunters and gatherers who combine primarily seasonally available wage

employment. Few of the professional and managerial jobs are occupied by people from the region. The EBOT program will help to further the mission of Kuskokwim Campus (KuC) by providing new educational opportunities that will allow local people to gain the credentials they need to assume these leadership positions. This will promote economic development and community wellness, in addition to reducing the high cost of importing expertise and services. Students will also be able to investigate related areas of personal and community interest and need through the EBOT electives choices.

The EBOT program is designed to provide students with a smooth segue to the further pursuit of associate and baccalaureate programs.

Objectives of the EBOT Program:

- To provide quality interdisciplinary academic instruction in the areas of biology, botany, ecology, anthropology, and chemistry so that students may gain the skill sets needed to become active stewards in natural and cultural resource management in their communities.

- To provide culturally relevant research opportunities for KuC students and faculty in the life sciences. Partnerships developed will include organizations such as UAF's Institute of Arctic Biology, US Fish and Wildlife Service, Alaska State Fish and Game, NIMA Corporation, Hawaii community colleges, the Pacific Alliance, Alaska Native Science and Engineering Program, etc.

- To provide students, in their home communities, with an attractive, culturally relevant curriculum and an intermediate step in entering the associate and baccalaureate academic pathway in the sciences.

- To provide training that can be used as a stepping stone to higher-level positions for an underemployed rural workforce.
- To promote awareness of the scientific significance and economic potential of Alaska's native flora and model efforts supporting the development of regional economic ethnobotany initiatives and knowledge-based economies in the Yukon-Kuskokwim Delta and all of rural Alaska.

Proposed general catalog layout

Ethnobotany Certificate
College of Rural and Community Development
Kuskokwim Campus
(800) 478-5822
www.bethel.uaf.edu

Ethnobotany Certificate:

An Ethnobotany (EBOT) Program Certificate represents the completion of 30-32 credits in the interdisciplinary study of the role of native plants in indigenous cultures. Students will gain an understanding of native plants, their uses and ecology, in the context of their cultural, social, and economic importance by combining scientific and anthropological concepts and methods in tandem. The certificate emphasizes culturally relevant, place-based course offerings that highlight the ways that this information contributes to other fields of study, such as cultural and natural resource management, community development, adaptive resilience, and human health. It is also designed to serve as a bridge to a variety of natural science and liberal arts associate and baccalaureate programs.

Admission is open to all individuals, especially those employed by or interested in employment with state, federal, or tribal agencies or other local entities in rural Alaska which provide natural resources management services.

Students should have a high school diploma or GED and an interest in science–related fields. It is strongly recommended that students seeking admission to this program have completed two high school, lab-based science courses preferably in biology, chemistry, or physics.

Students whose ACT/SAT scores are not high enough to place them into regular college level classes will be required to take the ASSET, COMPASS, or Accuplacer test and will be placed into the appropriate developmental level course.

To remain in good standing, students must:

a) Maintain an overall 2.0 grade point average
b) Maintain a C grade or better in all required courses

Ethnobotany Certificate Program

1. Complete general university requirements (page 86)

2. Complete the following certificate requirements..... **9-10 credits total**

Communication…….…… ....**3 credits**
ENG 111X or ABUS 170

Computation.....**3-4 credits**
DEVM 105 or MATH 103X or Math 107X (4 credits)

Human Relations.....**3 credits**
ANTH/SOC 100X or ABUS 154

3. Complete the following program requirements…… ..... .**21-22 credits total**

***Natural Science Core Courses (8 credits total*)**
BIOL 103X (4 credits) – Biology and Society
or
BIOL 104X (4 credits) – Natural History of Alaska
or
BIOL 116X (4 credits) - Fundamentals of Biology II*
and
CHEM 103X (4 credits) – Basic General Chemistry
or
CHEM 105X (4 credits) – General Chemistry I**

Ethnobotany Core Courses (10 credits total)
EBOT 100 (3 credits) - Introduction to Ethnobotany
EBOT 200 (1 credit) – Seminar in Ethnobotany
EBOT 210 (1 credit) - Ethical Wildcrafting
EBOT 220 (2 credits) – Ethnobotanical Techniques
EBOT 230 (3 credits) - Ethnobotanical Chemistry

Electives (advisor-approved 100 or 200 level course) from the following subject areas (3-4 credits total):
ANL, Alaska Native Languages
ANS, Alaska Native Studies
APAR, Applied Art
ANTH, Anthropology
ECON, Economics
ED, Education
ENGL 212, or ENGL 213X
ESK, Eskimo
BIOL, Biology
NRM, Natural Resource Management

Minimum Credits Required……..…..……..30-32 credits total

**Course requires BIOL 115X, CHEM 105X, and placement in ENG 111 and MATH 107X*
***Course requires placement in ENG 111 and MATH 107X*

Appendix D

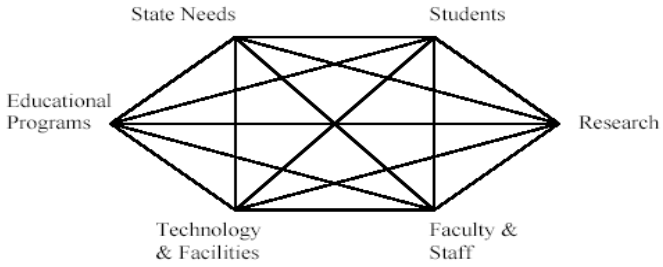
RESOURCE COMMITMENT TO THE
PROPOSED ETHNOBOTANY CERTIFICATE PROGRAM
Using FY08 figures

Kuskokwim Campus, unless designated otherwise

Resources	Existing	New		Total
	College/School	College /School	Others (USDA)	
Regular Faculty (FTE's & dollars including staff benefits)	10% English- $7700, 10% Biology - $8375, 10% Math - $6542, 10% Dev Studies – $10,517 10% Librarian - $9636 5% Dev Math - $5393		100% EBOT -$75,106	$123,272
Adjunct Faculty (FTE's & dollars)			$11,015	$11,015
Teaching Assistants (Headcount)	N/A	N/A	N/A	
Instructional Facilities (in dollars and/or sq. footage)	Classrooms – 2755 SF Library – 8800 SF			11,555 SF
Office Space (Sq. footage)	UAF - 340 SF KuC – 430 SF			770 SF
Lab Space (Sq. Footage)	Computer Lab – 950 SF Bio/Chem/Phys Lab – 595 SF			1,545 SF
Computer & Networking (in dollars)	Use of connectivity, hardware & software - $52,810			$52,810
Research/ Instructional/ office Equipment (in dollars)				
Support Staff (FTE's & dollars including staff benefits)	5% Business Office - $6401 5% Financial Aid - $3876 5% Student Services – 5523 5% LAN Manager - $3949 10% IT Specialist - $6786 10% IT Lab – $5049 10% Writing Center - $5873 10% Library Tech - 8621			$46,079
Supplies (in dollars)			$7,786	$7,786
Travel (in dollars)	Summer Science students travel - $15,000		$62,842	$77,842

University of Alaska Board of Regents
Program Approval **Summary Form**

MAU: UAF (CRCD, KuC)
Title: Certificate in Ethnobotany (EBOT)
Target admission date: Fall 2009



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

This program will encourage rural students to continue their formal academic education beyond high school and to pursue science based studies, an area where few Alaska Natives are currently enrolled. Because native plant use is already an integral part of many rural peoples' life-skills, ethnobotany is an area of high interest to rural students and is one that has immediate applicability. The EBOT program will provide a new learning path for rural, primarily Alaska Native, students to become interested in science as it applies to their lives. The program will also encourage students who wish to pursue undergraduate work in a variety of fields, including: botany, biology, anthropology, business, or education.

The EBOT program represents collaboration between rural community members, professional ethnobotanists, traditional native plant practitioners, University faculty, the Georgeson Botanical Gardens, the UA Museum, and the Alaska business community. Our EBOT Advisory Board (see Appendix A) includes members from all areas listed above who are dedicated to providing culturally and regionally relevant academic instruction to students. This fertile collaboration is bolstered by the participation of many Elders (see Appendix B) from the Y-K region who have shared and continue to share their traditional knowledge of plants with the instructors and students helping to develop the EBOT program.

This type of grass roots effort to create a community-driven program epitomizes the mission of CRCD, whose goal is to be an "engaged institution, positioned to respond to students and partners in developing the economic and social well-being of Alaska Native communities and beyond". It also fits well with UAF's stated purpose to promote student success, provide educational opportunities with an Alaskan emphasis, and facilitate community development for all state residents.

While this is a relatively new field of academic study, the EBOT certificate program is not yet a requirement for other programs. It is, however, designed to provide a new avenue into a variety of existing associate and baccalaureate degree programs, including biology, anthropology, botany, and natural resource management. This training will also provide students with the opportunity of developing the necessary credentials required to gain entry-level employment in local agencies and businesses of the type previously mentioned that were requesting closed-cohort classes from KuC.

The EBOT program will provide educational opportunities for students throughout the state without requiring them to change or leave their culture or heritage. This will be accomplished by using a combination of traditional knowledge systems, standard instructional methods, and cutting edge distance delivery technology. The Kuskokwim Campus is committed to educating Alaska Native and rural residents, assisting them to affect social changes in their communities, thereby enriching the quality of their lives and cultures. The EBOT program applies directly to UAF's emphasis on knowledge related to "Alaska, the North, and their diverse peoples".

What **State Needs** are met by this program.

There is a well-documented need for skills-based education in rural Alaska, and CRCD is ramping up to be able to provide more of the necessary training to its rural community members, as evidenced by the large increase in certificates and personnel that have been added to their ranks in the past several years. Two of these recently-approved certificates, Veterinary Science and High Latitude Range Management, serve as models for community-driven program development.

Like most other states in the US, Alaska does not have an Ethnobotany program. The new EBOT program will represent a significant level of academic innovation by creating the first Certificate in Ethnobotany at the associate of science level available at any institution of higher learning in the state and, indeed, the nation.

Ethnobotany has applications in natural and cultural resource management, home and community business development, community health and well-being, education, and ecotourism. All of these areas are in dire need of educated employees working for local and tribal governments to deal with related issues. This program will provide additional educational opportunities so that local people can gain the credentials they need to assume leadership positions in their communities and begin to reduce the high cost of importing expertise and services.

Urban Alaska would be served by providing a source of regionally-relevant natural and cultural knowledge of the native flora of Alaska. This widely untapped natural resource is available to all Alaskans, both rural and urban.

What are the **Student** opportunities and outcomes? Enrollment projections?

The EBOT Program has been designed to provide students with culturally relevant coursework that has not been previously available. We are encouraged that in the EBOT courses that have been successfully piloted (taught under ANTH and EBOT designators) student response has been very positive. The fact that EBOT courses build on extant community knowledge and life skills means that we have begun with material that will help to address the unique cultural and economic conditions within rural Alaska. Other programs that do this well, including Tribal Management, Construction Trades, and Rural Human Services, have been shown to be successful at attracting and retaining students here at UAF.

The skills and competencies that EBOT students will learn are part of the overall education required to work effectively at an entry level in the fields of ethnobotany, biology, botany, and anthropology. As the demand throughout rural Alaska for regionally-relevant education increases EBOT certificate recipients will have achieved the training skills necessary for entry level employment in natural and cultural resource management, including: local/regional native corporation, Alaska Department of Natural Resources, and US Fish and Wildlife Service. Other occupational opportunities for Ethnobotany Certificate recipients include entrepreneur and ecotourism guide.

An outstanding example of how ethnobotanical opportunities have already begun to be realized in Alaska is *Arxotica* (*http://www.arxotica.com/*), the winner of the top award ($60,000) at the Alaska Federation of Natives (AFN) 2007 Alaska Marketplace competition (*http://www.alaskamarketplace.org/50.cfm*). This company, created and run by the Sparck triplets (three Alaska Native women from the Y-K Delta region), produces “a range of designer skin-care products of which key ingredients are those traditionally hand gathered from the wilderness that characterizes much of the 42 million acres of the Yukon/ Kuskokwim Delta”. Another successful Alaska Native-run ethnobotanical business is *Yup’ik Way*, created and operated by Gloria Simeon

(EBOT Advisory Board member), also from the Y-K region of Alaska. While the considerable potential of this type of entrepreneurial endeavor is evident, it is important to note that these companies were forced to go outside of Alaska to obtain the expertise needed to realize these accomplishments because we they were unable to find it here. We will begin to rectify that situation with the EBOT program.

In the past several years KuC has been laying the groundwork for the EBOT program by offering several programs that emphasize training in the fundamentals of science, technology, engineering and math (STEM) fields; including formal efforts like the Emerging Scholars Program (KuC's first-generation college student recruiting and retention program), the NSF-TCUP STEM bridging program, and the summer Talent Search (federal DOE TRIO grant) program geared toward junior high and high school students. Given that this type of science training groundwork has been laid, the EBOT program is in an excellent position to take advantage of this situation and to begin enrolling students by Fall 2009. With a minimum of eight students per year, this program will be serving 24 students by 2011.

Describe **Research** opportunities:

The primary focus of the EBOT certificate is to provide students with a strong academic foundation in science. This type of background will open many doors for rural students in their own future academic endeavors because the program is designed to dovetail into the Associate and Bachelors of Science degrees.

Since one of the goals of the EBOT program is to provide culturally relevant research opportunities for KuC students and faculty in the life sciences, successful completion of the EBOT program requirements will facilitate active development of and participation in research projects by rural and Native Alaskan students and rural campus faculty. The KuC ethnobotany faculty member, Dr. Jernigan, has already met with potential collaborators on the KuC and UAF main campuses and is beginning to develop partnerships with researchers and other stakeholders working in the Y-K region on current and future projects. Students will be included in these research efforts apace, as they progress through the EBOT program. This model of research collaboration can extend to other rural campuses in the state that have also incorporated science instruction into their curriculum.

The paucity of scientifically-trained rural students available to work with researchers on ongoing research projects in rural communities will begin to be addressed, as students become familiar with faculty and research methodology. With this increased awareness will come increased understanding and, it is hoped, an increase in the amount of rural/urban collaboration within the state.

By keeping tabs on student progress, the EBOT program will be providing much-needed data regarding efficacy of distance delivery of courses and community response to regionally-tailored University programs.

Describe **Fiscal Plan** for development and implementation:

Funding for development and faculty salary for the EBOT certificate have been provided by the United States Department of Agriculture's (USDA) Alaska Native/Native Hawaiian Serving Institutions (AN/NH) Higher Education program, whose mandate is to increase the presence of Alaska Natives and Native Hawaiians in USDA careers. Ethnobotany represents an excellent tie-in for USDA because the practice of using plants as food, medicinals, and fuel is deeply rooted in Alaska Native culture as well as the study and practice of agriculture throughout the world.

Current USDA funding for the program extends to 2011, and also includes coverage of expenses for 20 students to complete the EBOT Certificate program. Much of the cost of student support is allocated to student travel, as EBOT 100 (Introduction to EBOT) is designed to be taught in a natural field setting. Because the success of the EBOT program is of such high priority to KuC, many of the full time faculty and staff there will also be contributing part of their time (total of 55% FTE faculty, 60% FTE support staff) to instruction and student support. KuC also has available for use by the EBOT program 3879 SF of instruction, office and lab space, as well as $52,810 in-kind contribution of networking hardware and software.

The EBOT program will be available to University campuses throughout the state and could generate between at least $9,600 if the minimum of 8 students take an average of 10 credits ($120/credit) per year. We anticipate that as student participation increases these fees will be covered by sources other than grant funding, including village and regional Native corporations. These partnerships have sustained many successful rural programs at UAF (Rural Human Services, Tribal Management, and Construction Trades, for example) and have the potential to do the same for the EBOT program.

ATTACHMENT 158/7
UAF Faculty Senate #158, April 6, 2009

MOTION:
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The UAF Faculty Senate moves to approve an integrated B.S./M.S. degree program in Mechanical Engineering.

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

RATIONALE: See the full program proposal #32-UNP/#18-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

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Proposal Summary

The Department of Mechanical Engineering proposes a NEW integrated B.S./M.S. degree program for qualified undergraduate students to complete B.S. and M.S. degrees in a shorter time than traditional B.S. plus M.S. degrees.

Background

The Department of Mechanical Engineering proposes a combined accelerated degree for Mechanical Engineering undergraduate students. This program is designed for students to complete both a Bachelor of Science and a Master of Science Degree in five years. The basic rationales for the program are:

1. Better use of University resources
2. Leverage existing strong B.S. programs to increase graduate enrollment
3. A national trend in a highly demanding field
4. An attractive option for qualified undergraduate students

Proposed Catalog Layout:

1. Complete the following admission requirements:
   a. ME major (junior preferred) or senior standing.
   b. GPA 3.25 or above (based on minimum of 24 credits in ME major requirements). Students
   must maintain a cumulative GPA of 3.0 to remain in the program.

c. Submit three letters of references.
d. Submit GRE (general) scores.
e. Submit a study goal statement.
f. Submit a UAF graduate application for admission.

2. Complete the general university requirements.

3. Complete B.S. degree requirements (As part of the B.S. degree requirements, complete MATH F201X, PHYS F211X and PHYS F212X).

4. Complete the master's degree requirements.

5. Complete the following B.S. program (major) requirements:

ES F101-Introduction to Engineering 3
ES F201-Computer Techniques 3
ES F209-Statics 3
ES F210-Dynamics 3
ES F301-Engineering Analysis 3
ES F307-Elements of Electrical Engineering 3
ES F331-Mechanics of Materials 3
ES F341-Fluid Mechanics 4
ES F346-Basic Thermodynamics 3
ESM F450W-Economic Analysis and Operations 3
MATH F202X-Calculus 4
MATH F302-Differential Equations 3
ME F302-Dynamics of Machinery 4
ME F308-Measurement and Instrumentation 3
ME F313-Mechanical Engineering Thermodynamics 3
ME F321-Industrial Processes 3
ME F334-Elements of Materials Science/Engineering 3
ME F403-Machine Design 3
ME F408-Mechanical Vibrations 3
ME 415W-Thermal Systems Laboratory 3
ME 441-Heat and Mass Transfer 3
ME 487 W,O-Design Project 3

6. Complete the following M.S. program (major) requirements:

ME F631-Advanced Mechanics of Materials 3
ME F634-Advanced Materials Engineering 3
ME F641-Advanced Fluid Mechanics 3
ME F642-Advanced Heat Transfer 3
ME F608-Advanced Dynamics 3

7. Complete the thesis or non-thesis requirements:

Thesis
Complete the following:
ME F699-Thesis 6
Electives* 9

Non-Thesis
Complete the following
ME F698-Project 3
Electives** 12
*At least 3 credits at the graduate level.
**At least 6 credits at the graduate level.
Electives are ME or other engineering, science, or mathematics courses at F400-level or above approved by the student's advisory committee.

8. A minimum of 150 credits is required for both degrees.

Note: This degree program must be completed in 7 years or the student will be disqualified from the program. If a student is disqualified for exceeding the 7 year limit for the fast track degree program, a ME B.S. will be awarded if: 1) completed in 10 years, and 2) meet ME B.S .requirements.

Taken separately, the degrees would require 161 credits (131 B.S. and 30 M.S.). The difference of 11 credits comes from the electives of the B.S. program:

a. Taking the B.S. degree and the M.S. degree separately, the student needs to take 11 elective credits (6 for ME electives, 3 for technical electives, and 2 for free electives) for the B.S. degree, another 9 or 12 graduate elective credits for the M.S. degree for the non-thesis and thesis option, respectively.
b. Taking the B.S./M.S. degree, the student needs to take 9 or 12 elective credits (for thesis and non-thesis option, respectively) instead of both B.S. elective credits and M.S. elective credits.

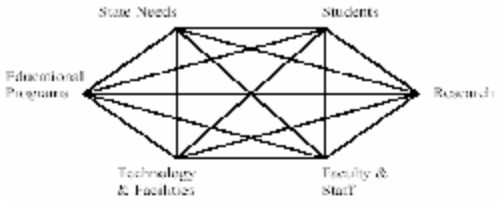
The minimization of overlaps, maximizing the benefits of continuity, and taking graduate level courses in lieu of undergraduate ones justify the reduction.

Resources Requirements

The department had a peak of enrollment of 22 M.S. students in 2003 and 2004 without any issues in resources. Consequently, we are not requesting additional resources for the proposed program.

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks
Title: Fast Track Mechanical Engineering Bachelor/Master Degrees
Target admission date: Fall 2009



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

The proposed program aims to fulfill the education mission of the Department of Mechanical Engineering: To offer the highest quality, contemporary education at the undergraduate and graduate levels and to perform research appropriate to the technical needs of the State of Alaska, the nation and the world.

We have discussed the development of the program within the department, faculty staff and students, colleagues at UAF including the Computer Science Department which has a similar program to the one being proposed. Since this is a Mechanical Engineering specific program, there should be no impact on other existing programs.

What **State Needs** met by this program.

The proposed program, through retaining and advanced training of our own excellent undergraduate students, will provide much needed high-quality workforce for the State of Alaska for economic development.

What are the **Student** opportunities and outcomes? Enrollment projections?

The combined accelerated degree for Mechanical Engineering undergraduate students is designed for excellent students to complete both a Bachelor in Science and a Master in Science in five years. Students receive advanced training by taking graduate level classes and conducting high-level research at a reduced cost and reduced time. The training should enhance the career paths and options of the graduates.

Projected enrollment is 4 to 8 students per year with a maximum of 30 students total.

Describe **Research** opportunities:

Students will conduct research through either the project or thesis option. There is a wide range of challenging research topics and projects, many are cold-regions related, for the students to choose.

Describe Fiscal Plan for development and implementation:

Existing resources are adequate for the proposed program.

ATTACHMENT 158/8
UAF Faculty Senate #158, April 6, 2009

Faculty Affairs Committee
Minutes of Meeting on March 11, 2009

Committee Members Present: Cathy Cahill, Anne Christie, Mike Davis, Marla Lowder, Jennifer Reynolds (via phone) and Roger Smith (via phone).

Student Evaluation of Teaching – It was brought to the committee's attention that a great deal of time is required for departmental staff to do hard copy student evaluations of teaching. We discussed the issue of electronic student evaluations of teaching versus hard copy evaluations and decided to look into the issue to see if electronic evaluations might improve response rates for rural students, lower response rates for face-to-face classes, lower faculty scores, etc. We suggest getting data from people doing electronic student response to teaching to see how it compares with in-class response rates and scores. We also suggest that a pilot study or student polling might help.

Legislative Affairs – Mike Davis led the discussion about what we can do to improve our visibility with the Legislature. Mike has talked with the Chancellor and campus directors about this issue so they are aware that we are interested in improving our communication with the Legislature. Mike's take home message was: faculty at large need to be more involved with the Legislature. Given the short, 90 day session, we need to be in Juneau and interacting with the Legislature. Mike suggests we offer a 1 credit class for students not involved in the ASUAF effort to participate in legislative affairs. And be aware, if you go on a Friday, that a lot of the legislators are not present on Fridays (as happened on the Union lobbying trip). We need more effective talking points, but the way to really communicate with the legislators is personal stories. Tell your story to the legislator and have a dialogue, not just a talking points restatement. Also, use the legislative input website (BASIS) to provide testimony on the budget, see what the public is saying about the University, etc. We need to link that site to the Faculty Senate or some other website.

We recommend that after the current session ends we invite legislators to UAF to talk to the Faculty Senate or to a reception on campus to talk about what happened in Juneau this session. We especially would like to invite the members of the Finance Committee, particularly those who worked on the University budget. We also want to invite the legislators to visit the University whenever they are in Fairbanks.

Lastly, we would like to have Chancellor Rogers talk to Faculty Affairs or the Faculty Senate Administrative Committee about how we can raise UAF's visibility with the Legislature. If he cannot make any of these meetings in person, calling in could work as well.

Faculty Senate Reapportionment – After much discussion of the reapportionment of Faculty Senate members, our recommendation is that we continue with the current method of apportionment, where research faculty are represented by 2 members and any faculty member who has an appointment with a tenure-granting unit must vote with that unit. However, even with this scheme, we must revise the Faculty Senate bylaws to address issues such as setting up a method for holding elections for research faculty representatives. We recommend having the Provost's Office run the elections for the Research Faculty and also keep information about all

UAF faculty's workloads and percentages in each unit. The method of apportionment based on split appointments raised thorny issues such as how to handle research units (given that the minimum Senate representation is 2 Senators per unit), raising the number of members of the Senate to account for the new units represented, how to set in which unit a faculty member can vote if they have a split appointment, etc. We would like guidance from the Faculty Senate Administrative Committee on whether they agree that this is a reasonable result.

Contingent/Term/Adjunct Faculty Usage – We are developing the spreadsheet for gathering information of the use of these faculty by each unit.

The next Faculty Affairs Meeting will be March 25th at noon in the Runcorn Room in REIC.

ATTACHMENT 158/9
UAF Faculty Senate #158, April 6, 2009

Unit Criteria Meeting
20 March Meeting Minutes
1-2pm 214 ONL

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

Criteria reviewed:

Math and Stat:
Teaching B1J: There is a grammar problem. Replace "which" with "that"
Teaching B2C. There are grammar problems. Replace the second two "which" with "that". The word "and" also should be added before the word "unacceptable".
Teaching C First paragraph. There is a grammar problem. "to" should be added to the sentence "As such, no consideration will be given research…".

Although the Provost has given her approval, the committee still feels that the section between "DMS takes exception with ideas…" and "To summarize…" is unnecessary and could be shortened to "Review of DMS faculty should not include journal impact factors as this is not an accurate measure for evaluation."

Regardless of the above comments, there are still two large problems with the criteria. First, the time based qualification needs to be removed from the evaluation descriptions for Tenure, Associate, and Full Professor. This goes against the union contract. Time cannot be used for any evaluation. The second problem is under service. If you are being paid, this is not service, it is consulting and a private job. This goes against UAF ethics policy and can not be counted as service.

The committee does not approve these criteria.

Math and Stats sent us revised verbiage (3/24) that will be going into their criteria to clear up the time-based and paid service sections. They also will fix the grammar issues. Based in this, the Unit Criteria Committee approves the Math and Stat criteria.

SNRAS/AFES:
Pg 3: h. Check grammar: "…based on questions asked of students…"
Pg 4: Demonstrated is misspelled on the first line.
Pg 9: 3b. Professional is misspelled.

The committee approves these criteria.

MAP:
Pg 3: F. Define agent and specialist.
Pg 14. 3. Professional is misspelled

Nothing distinguishes Assistants from Associates from Full for teaching, research, and service.

We would like to see MAP back again. If we get back relatively soon (i.e. by Monday), we will have an email vote for approval.

These criteria came back to us 3/23 and were approved via e-mail 3/24.

Dept of Communication:
Pg 4: 1. i. This sentence does not make sense (i.e. of and). Should this be "of an"?
Pg 7: 1. 1. A space is needed between "on" and "and".

We have a suggestion for these criteria. Other departments have added a section that allows reviewers to evaluate and distinguish among Assistant, Associate, and Full Professors. This is just a suggestion. If the Dept of Communication would like to add this, we will review the new draft over email and vote for approval. If they do not want to add it, we will still approve. We ask that the Dept of Communication let us know their decision.

Next meeting April 17 from 1-2: Room TBA.
We will review Cooperative Extension Service

ATTACHMENT 158/10
UAF Faculty Senate #158, April 6, 2009

Tuesday March 24 2009
CSW meeting
Chancellor's conference room, 330 Signers? Hall, 1-2PM

Present
Joseph Thompson, Carol Gold, Renate Wackerbauer, Diane Wagner, Steffi Ikert-Bond, Uma Bhatt, Alex Fitts, Elizabeth Allman, & Jane Weber. Meeting conducted by Alex Fitts since Jane was on travel (flight later was cancelled due to Mt. Redoubt)

1) Brown Bag Lunches
They did not continue this semester for March as we had planned. We will not hold one in April but at the next meeting we will fix the date and topic for the fall brown bag meeting.

2) Fall Faculty Women's Luncheon
Speaker choices 1) Grace Schaible, 2) Neijse Steinkruger and 3) Gail Phillips
Alex and Jane will start by contacting Grace to be speaker. Please send email to Alex and Jane if you have some additional speaker suggestions.

3) Family Friendly Policies
Diane Wagner prepared document that was emailed to everyone earlier this week. This was discussed and some changes were suggested. The committee felt that the text should be broadened to emphasize/include other personal issues that require additional time to successful tenure (e.g. death in family). Jane, Diane and Alex will discuss with the Provost on how to proceed
next.

4) Survey P/T decision
Sine Anahita has prepared the survey, receiving committee feedback, and if it is ready to go then it should be sent out. If it still needs work then it is best to postpone it until the fall. Alex will follow
up with Sine as to the status of the survey.

5) P/T Workshop on 4/24/2009 from 10-12 BOR Conference Room
Everything is set. The food is ordered so nothing additional needs to be done.

6) The next meeting is on Tuesday April 28, 2009. The newly elected members should be invited to attend the meeting.

ATTACHMENT 158/11
UAF Faculty Senate #158, April 6, 2009

UAF Faculty Development, Assessment & Improvement Committee
Meeting Minutes for March 16, 2009

Dana called the meeting to order at 4:00 pm.

Attending: Joy Morrison, Channon Price, Michael Daku, Link Olson, Julie Joly, Marji Illingworth, Xiyu (Thomas) Zhou, Dana Greci, Larry Roberts, Kelly Holton and Josef Glowa.

Upcoming Meetings
The FDAI Committee will meet from 4:00-5:00 PM on April 13, 2009.

Video: The Art of Discussion Leading: A Class with Professor Chris Christensen

The committee members watched a video which showcased teaching techniques used by the late Professor Chris Christensen (Harvard U.) in a seminar style classroom. At the previous committee meeting, some members suggested we explore the art of leading a discussion. Although discussions are used in most everyone's classrooms, not much has been published on how to efficiently incorporate this social interaction into one's teaching. In this short video (30 minutes) Christensen, who taught for nearly fifty years at the Harvard Graduate School of Business Administration, introduces a group of graduate students/ teaching assistants to the art of leading discussions. By guiding the graduate students through a difficult case study, Christensen provides a convincing model for successful use of discussion as a teaching/learning tool.

A lively discussion followed the film presentation highlighting some central techniques Prof. Christensen used in leading the discussion with this group of aspiring teachers.

Joy's Report

Joy began her report by reminding everyone of a number of upcoming events and workshops including:

- Facebook on Campus: applications, tools and tips, 1-2 pm 340 RASM, March 17, 2009.

- The 21st Annual Lilly-West Conference on College and University Teaching, March 20-21, 2009 at Cal Polytechnic State University, Pomona. A group of UAF faculty is attending the conference again this year.

Old Business

- Dana and Josef reported on their service as part of the interview committee for the new Lead Technology Development Specialist at OIT. A good number of qualified candidates applied for this position, and the FDAI committee is looking forward to working together with the person who is chosen as the new Lead Technology Development Specialist.

- **Subcommittee Reports**

- Larry reported on the Lilly North Conference 2009 that took place at the Princess Hotel, Fairbanks, March 4-6. The conference was overall very successful, although there was a noticeable drop in the attendance of out-of-state participants. Larry suggested this might be due to the generally difficult financial times. In contrast, the number of participants from Alaska was higher than in the past. The next Lilly North Conference will be held in Valdez in 2010. In the future the conference will be held in Fairbanks only in odd-numbered years.

- Mike reported that he had had problems contacting and inviting faculty members who attended EDUCAUSE to the faculty forum in April. However, he hoped to invite at least four faculty members as presenters. The presentations will be held at the Honors House, Copper Lane, on April 8, noon - 2 pm. The FDAI members discussed briefly the overall structure of this event and some organizational aspects, such as the need for audio connection, media equipment, and flyers in order to spread the word about the faculty forum. This event should also be announced at the next Faculty Senate meeting on April 6, 2009.

New Business

Dana reported that the FDAI committee had been asked by Jayne Harvie to make a nomination for senator of the year.

Next Meeting

- The next FDAI meeting will be 4:00-5:00 p.m. on April 13, 2009.

The meeting was adjourned at 5:10 pm.

Respectfully submitted on March 24, 2009.
Josef Glowa, Recorder

ATTACHMENT 158/12
UAF Faculty Senate #158, April 6, 2009

Student Academic Development and Achievement Committee
Meeting Minutes for March 20, 2009

Attendees: Marji Illingworth (Co-chair), Joe Mason, Carrie Aldridge, Dana Greci, Joe Dupras, Ron Illingworth, Joe Hickman, Jane Allen (Co-chair), Nancy Ayagarak, Victor Zinger, Colleen Angaiak, Lillian Misel (for Linda Hapsmith), Rheba Dupras

The committee met and discussed:

Report on Writing Sample Committee

Dana and Ron mentioned that WritePlacer is available for taking by committee members and that their committee had discussed the prompts, the timing of the writing sample, the deletion of math information in the profile, and the need to compare machine-scoring versus hand-scoring of the writing samples. Ron has taken the WritePlacer and encouraged those having access to do likewise so that input and feedback is on-going for their committee.

CORE Revitalization

Ron reported that new information is being analyzed with an emphasis on integration using LEAP (Liberal Education and America's Promise) as the foundation (http://www.aacu.org/lea/vision.cfm). The present 38-40 total credits of core courses may be thought as too high. What are the options? There are many: eliminate courses, substitute courses, create new course options, and provide alternative approaches which tie the disciplines into the core.

Academic Support programs/centers

Putting together a packet for motion

- SSS data --Joe Hickman

The Committee discussed the need to correlate increased revenue and productivity with Student Services' role in advising and tutoring all undergraduate students.

- Previous Learning Center proposal --Dana

Rheba (Department Head, Information Services -Rasmuson Library) and JoeD introduced the Learning Commons (a 3-in-1 concept), that is, Library-Success Center-Computer Lab that was enthusiastically discussed. It is an inclusive model, an environment for any/all students, rather than an exclusive or stigma-driven center for developmental or specific non-traditional students.

- Draft of motion –Marji

The proposed motion and its rationale, along with JoeD's suggestions, were discussed. These will become part of the package.

- Who can put together the package? They are:

Dana and JoeD for the proposal and rationale; Ron and rural members JoeM, Nancy, and Jane for rural needs, support, and access issues; Ron will also find information on the impact of a learning center on students from comparable institution; Joe Hickman for SSS data and financial benefits for UAF; Rheba for the Library and its interest and support for the Learning Commons; and Marji, the magnet in centralizing all data and results. Dana recommended a half-way timeline for submitting materials to Marji for review and input by others; Friday, April 3 was agreed upon.

- When to submit to Faculty Senate –at their meeting on Monday, May 4, 2009

Next meeting: Friday, April 17, 2009, 2:15-3:30pm