FOR MORE INFORMATION, CONTACT:
Jayne Harvie, Coordinator
314 Signers' Hall
474-7964 fysenate@uaf.edu

For Audioconferencing:
Toll-free #: 1-800-893-8850
Participant PIN#: 1109306
Chair PIN#: 1109371

A G E N D A

UAF FACULTY SENATE MEETING #159
Monday, May 4, 2009
1:00 p.m. – 3:45 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 #158		
	C.	Adoption of Agenda		
1:05	II	Status of Chancellor's Office Actions		5 Min.
	A.	Motions Approved:		
		1.	Motion to Reaffirm the Marine Advisory Program Unit Criteria	
		2.	Motion to Reaffirm the Communications Department Unit Criteria	
		3.	Motion to Approve a Certificate in Ethnobotany	
		4.	Motion to Approve an integrated BS/MS Degree Program for Mechanical Engineering	
		5.	Motion to Amend the Mandatory Placement Policy	
	B.	Motions Disapproved: none		
1:10	III	Public Comments/Questions		10 Min.
1:20	IV	A.	President's Comments – Marsha Sousa	5 Min.
		B.	President-elect's Report – Jon Dehn	5 Min.
1:30	V	A.	Remarks by Interim Chancellor Brian Rogers	10 Min.
		B.	Remarks by Provost Susan Henrichs	5 Min.
1:45	VI	Governance Reports		10 Min.
	A.	Staff Council – Juella Sparks		
	B.	ASUAF – Brandon Meston		
	C.	UAFT/UNAC		
1:55	BREAK			
2:05	VII	Core Revitalization Project Update and Discussion		
	A.	Core Revitalization Committee Representatives		15 Min.

2:20 VIII Consent Agenda

A. Motion to approve the list of 2008-2009 degree candidates, submitted by the Administrative Committee (Attachment 159/1)

B. Resolution of Appreciation for Marsha Sousa, submitted by the Administrative Committee (Attachment 159/2)

C. Resolution for the Outstanding Senator of the Year Award, submitted by the Administrative Committee (Attachment 159/3)

D. Special Recognition

2:20 IX New Business 25 Min.

A. Motion to Reaffirm the SNRAS/AFES Unit Criteria, submitted by the Unit Criteria Committee (Attachment 159/4)

B. Motion to Reaffirm the Department of Mathematics and Statistics Unit Criteria, submitted by the Unit Criteria Committee (Attachment 159/5)

C. Resolution of Support for a Student Learning Commons, submitted by the Student Academic Development and Achievement Committee (Attachment 159/6)

D. Motion to Approve a Certificate in Environmental Sciences, submitted by Curricular Affairs (Attachment 159/7)

X Unfinished Business

A. Motion to Approve a Graduate Certificate in Construction Management, re-submitted by the Graduate Academic and Advisory Committee (Attachment 159/8)

2:45 XI Committee and Annual Reports 10 Min.

A. Curricular Affairs – Amber Thomas/Falk Huettmann (Attachment 159/9)

B. Faculty Affairs – Cathy Cahill (Attachment 159/10)

C. Unit Criteria - Brenda Konar (Attachment 159/11)

D. Committee on the Status of Women - Jane Weber/Alex Fitts (Attachment 159/12)

E. Core Review – Latrice Bowman

F. Curriculum Review - Rainer Newberry

G. Student Academic Development & Achievement - Marji Illingworth/ Jane Allen (Attachment 159/13)

H. Faculty Appeals & Oversight – Jim Bicigo

I. Faculty Development, Assessment & Improvement – Dana Greci/ Julie Lurman Joly (Attachment 159/14)

J. Graduate Academic & Advisory Committee – Ron Barry

2:55 XII Members' Comments/Questions 5 Min.

3:00 XIII Announcement of Award Recipients 15 Min.

A. Presentation of the Outstanding Senator of the Year Award

B. Announcement of the Usibelli Awards (Attachment 159/15)

C. Announcement of the Emeriti Faculty Awards (Attachment 159/16)

D. Recognition of Senate Service

E. Presentation of Resolution of Appreciation for Marsha Sousa

3:15	XIV	Adjournment of the 2008-2009 Faculty Senate **	
3:20	XV	2009-2010 Faculty Senate Members Take Their Seats	10 Min.
	A.	Roll Call of 2009-2010 Members	
	B.	President's Remarks – Jonathan Dehn	
	C.	President-Elect's Remarks – Cathy Cahill	
3:30	XVI	Remarks by Provost Susan Henrichs	5 Min.
3:35	XVII	New Senate Business	10 Min.
	A.	Motion to endorse 2009-2010 committee membership, submitted by the Administrative Committee (Attachment 159/17)	
	B.	Motion to approve the 2009-2010 Faculty Senate Meeting Calendar, submitted by the Administrative Committee (Attachment 159/18)	
	C.	Motion to authorize the Administrative Committee to act on behalf of the Senate during the summer months, submitted by the Administrative Committee (Attachment 159/19)	
3:45	XVIII	Adjournment**	

**3:30-5:00 PM Faculty Senate Reception at Wood Center C-D

ATTACHMENT 159/1
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 314 Signers' Hall]

EFFECTIVE:	Immediately
RATIONALE:	These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

ATTACHMENT 159/2
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

RESOLUTION OF APPRECIATION FOR MARSHA SOUSA

WHEREAS, Marsha Sousa has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's highest admiration and respect; and

WHEREAS, Marsha Sousa has served as senator to the UAF Faculty Senate from 2006-2008, as chair of the Curricular Affairs Committee from 2006-2007; and

WHEREAS, Marsha Sousa has served as a member of the Administrative Committee from 2006-2009, as chair of the Administrative Committee and as president-elect of the UAF Faculty Senate from 2007-2008; and

WHEREAS, Marsha Sousa has served as a member of the UAF Governance Coordinating Committee from 2007-2009; and

WHEREAS, Marsha Sousa effectively advocated for UAF faculty and programs as a member of the UA Faculty Alliance from 2007-2009, particularly with regard to development of the charge for the statewide Academic Master Plan to ensure collaboration with the Faculty Senate; and

WHEREAS, Marsha Sousa has served as President of the UAF Faculty Senate from 2008-2009 and with sharp insight and patient determination has successfully led the Faculty Senate through difficult discussions with far-reaching implications for faculty and the direction of university programs; and

WHEREAS, Marsha Sousa has facilitated the passage through UAF Faculty Senate of no less than 15 occupational endorsements, undergraduate and graduate degrees and certificates; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Marsha Sousa as she concludes her term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Marsha Sousa and expresses its appreciation for her exemplary service.

ATTACHMENT 159/3
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE OSYA SCREENING COMMITTEE

OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
AMBER FLORA THOMAS

WHEREAS, Amber Flora Thomas' willingness to serve the university is evident in the fact that she joined the UAF Faculty Senate in her second year; and

WHEREAS, Amber Flora Thomas worked with quiet determination and persistence as co-chair of the Curricular Affairs Committee during 2008-2009; and

WHEREAS, Amber Flora Thomas persisted throughout the year to present a large number of complex and concise motions to the floor of the Faculty Senate; and

WHEREAS, Amber Flora Thomas represents the Curricular Affairs Committee on the Faculty Senate Administrative Committee; and

WHEREAS, Amber Flora Thomas has been able to help formulate program proposals that are complete, academically sound, and meet the needs of a wide range of UAF students; now

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Amber Flora Thomas as Outstanding Senator of the Year for Academic Year 2008-2009.

ATTACHMENT 159/4
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

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

EFFECTIVE: Immediately
Upon Chancellor's Approval

RATIONALE: The committee assessed the unit criteria submitted for review by the School of Natural Resources and Agricultural Sciences, and Agricultural and Forestry Experiment Station. 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 DEOMONSTRATED 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.

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

ASSOCIATE PROFESSOR: 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.

PROFESSOR: 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 159/5
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

MOTION:
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The UAF Faculty Senate moves to moves to reaffirm the Unit Criteria for the Department of Mathematics and Statistics.

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

RATIONALE: The committee assessed the unit criteria submitted for review by the Department of Mathematics and Statistics. Following some changes agreed to by the department representative, the unit criteria were found to be consistent with UAF guidelines.

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University of Alaska Fairbanks

Regulations for the
Appointment And Evaluation Of Faculty

AND

DEPARTMENT OF MATHEMATICS AND STATISTICS UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS' CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING DEPARTMENT OF MATHEMATICS AND STATISTICS (DMS) FACULTY IN THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS. ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. IN ADDITION TO PROMOTION AND TENURE, THESE CRITERIA APPLY TO PRE-TENURE, POST-TENURE AND ANNUAL EVALUATIONS. THE DOCUMENT GOVERNS EVALUATION OF ALL UAF FACULTY WITH A PRIMARY LOCUS OF RESPONSIBILITIES IN DMS. IT IS NOTED THAT THESE CRITERIA MAY DIFFER FROM THOSE SUBMITTED BY

THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS. THOSE REGULATIONS DO NOT APPLY.

CHAPTER I

PURVIEW

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

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

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

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

CHAPTER II

INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and

selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

PERIODIC EVALUATION OF FACULTY

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, AND DMS 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. THE DMS RECOGNIZES THE VALUE OF ACADEMIC AND SCHOLASTIC DIVERSITY. AS SUCH, THE UNIT DOES NOT REQUIRE EACH CANDIDATE DEMONSTRATE EQUAL STRENGTH IN EACH AREA OF TRIPARTITE RESPONSIBILITY. IN EACH AREA

CANDIDATES WILL BE RANKED BY THE DMS PEER REVIEW COMMITTEE (PRC). THE PRC CONSISTS OF ALL TENURED MEMBERS OF THE DMS. MEMBERS OF THE PRC WHO ARE ON SABBATICAL OR OFF CAMPUS FOR EXTENDED PERIODS HAVE THE OPTION OF PARTICIPATING, BUT THIS IS NOT REQUIRED. MEMBERS OF THE COMMITTEE MAY ABSTAIN FROM VOTING, BUT ONLY IN ACCORDANCE WITH DMS OPERATING PROCEDURES. CANDIDATES WILL BE RANKED IN EACH CATEGORY OF RESPONSIBILITY ACCORDING TO THE FOLLOWING SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE.

THESE CORRELATE WITH CATEGORIES SOMETIMES USED BY THE UNIVERSITY WIDE COMMITTEE AS OUTLINED BELOW.

DMS		UNIVERSITY WIDE
OUTSTANDING	**=**	**EXCELLENT**
SUPERIOR	**=**	**VERY GOOD**
SATISFACTORY	**=**	**GOOD**
NEEDS IMPROVEMENT	**=**	**SATISFACTORY**
UNSATISFACTORY	**=**	**UNSATISFACTORY**

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.

1. **TENURE. A CANDIDATE FOR TENURE WILL BE JUDGED ON THE BASIS OF PERFORMANCE AND INDICATIONS OF POTENTIAL IN ALL APPLICABLE AREAS OF RESPONSIBILITY, WITH EMPHASIS PLACED ON THE INTERVAL SINCE THE LAST PROMOTION OR HIRE, WHICHEVER IS MOST RECENT. A CANDIDATE NEED NOT DEMONSTRATE EQUAL PERFORMANCE IN ALL THREE AREAS. IN ORDER TO QUALIFY FOR TENURE, A FACULTY MEMBER SHOULD HAVE DEMONSTRATED A SUSTAINED PERFORMANCE IN ALL THEIR AREAS OF RESPONSIBILITY. WHILE THERE IS NO OBJECTIVE DEFINITION OF "SUSTAINED" NOR IS THERE ANY REQUIREMENT FOR ANY LENGTH OF TIME AT ANY PARTICULAR RANK, A TYPICAL CANDIDATE FOR TENURE SHOULD NORMALLY HAVE SERVED AT LEAST FIVE YEARS AT THE RANK OF ASSISTANT PROFESSOR AT UAF OR ELSEWHERE. UNTENURED FACULTY SHOULD REFER TO THEIR COLLECTIVE BARGAINING AGREEMENT AND INITIAL APPOINTMENT LETTER REGARDING MANDATORY YEAR OF TENURE REVIEW. A SUCCESFUL CANDIDATE SHOULD ATTAIN AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND SERVICE**

AND AT LEAST SUPERIOR IN TEACHING OR RESEARCH IN THE VOTE BY THE PRC AT THE TIME OF APPLICATION FOR TENURE.

2. **ASSISTANT PROFESSOR. A FACULTY MEMBER AT THE ASSISTANT PROFESSOR LEVEL MUST HAVE AN EARNED DOCTORATE OR DEMONSTRATED EQUIVALENT. DEMONSTRATED EQUIVALENCE WILL BE DECIDED ON AN AD HOC BASIS BY THE PRC. A COMMITMENT TO TEACHING, RESEARCH AND SERVICE MUST BE APPARENT.**

3. **ASSOCIATE PROFESSOR. A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THE DMS RECOGNIZES THAT AT THIS LEVEL SERVICE IS SECONDARY TO TEACHING AND RESEARCH. THIS DOES NOT IMPLY SERVICE AT THIS LEVEL IS UNIMPORTANT. FACULTY NEW TO THE PROFESSION CAN PROFITABLY SPEND THEIR TIME ESTABLISHING A RESEARCH RECORD AND PERFECTING TEACHING TECHNIQUE.**

4. **PROFESSOR. THIS IS THE GREATEST SINGLE HONOR THAT THE UNIVERSITY CAN BESTOW UPON A MEMBER OF ITS FACULTY. THE HONOR MUST THEREFOR BE MADE UPON CAREFUL CONSIDERATION OF THE CANDIDATE'S TOTAL DEMONSTRATED CONTRIBUTION TO THE UNIVERSITY AND THE MATHEMATICAL SCIENCES. THE HONOR IS RESERVED FOR THOSE WHO HAVE DEMONSTRATED OUTSTANDING PERFORMANCE IN THEIR FIELDS, WHICH IS SUSTAINED OVER A SIGNIFICANT INTERVAL OF TIME. SPECIFICALLY, IN THE YEAR THE CANDIDATE APPLIES FOR PROMOTION TO PROFESSOR, A VOTE WILL BE TAKEN BY THE PRC. A SUCCESSFUL CANDIDATE MUST ATTAIN AN OVERALL AVERAGE RANKING OF SUPERIOR IN TEACHING, RESEARCH AND SERVICE, WITH NO AREA LOWER THAN SATISFACTORY. ADDITIONALLY, IF ONE OF RESEARCH OR TEACHING IS RANKED SATISFACTORY, THE OTHER MUST BE OUTSTANDING.**

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. THE DISSEMINATION OF IDEAS OUTSIDE THE CLASSROOM INCLUDES, BUT IS NOT RESTRICTED TO, STATISTICAL AND COMPUTING CONSULTING FOR STUDENTS; ASSISTING STUDENTS IN THE DESIGN OF EXPERIMENTS; DIRECTING UNDERGRADUATE AND GRADUATE RESEARCH. FURTHER, IT INCLUDES PRODUCTION OF TEXTBOOKS THAT ARE PRINCIPALLY INTENDED FOR CLASSROOM USE.

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. DEMAND HIGH PEDAGOGIC STANDARDS ESSENTIAL TO THE DEPARTMENT'S MISSION.

I. ONE METRIC OF TEXTBOOK PERFORMANCE WILL BE ADOPTION IN CLASSROOMS EXTERNAL TO UAF.

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). THIS IS REQUIRED FOR UNTENURED FACULTY. THEY WILL BE EVALUATED BY THE PRC (THAT INCLUDES THE DEPARTMENT HEAD). THIS COMMITTEE WILL SEND REPRESENTATIVES TO EVALUATE CLASSROOM PERFORMANCE AS WELL AS SYLLABI AND SAMPLES OF GRADED MATERIAL. REPRESENTATIVES WILL WRITE A REPORT THAT INCLUDES A NARRATIVE PORTION AS WELL AS AN OVERALL RANKING OF TEACHING THAT USES THE SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE. WHEN A FACULTY MEMBER STANDS FOR TENURE, REPORTS FROM AT LEAST TWO YEARS SHOULD BE INCLUDED IN THE FILE, PROVIDED THE FACULTY MEMBER HAS BEEN EMPLOYED AT LEAST THREE YEARS AT THE TIME OF APPLICATION FOR TENURE. IF THE CANDIDATE HAS BEEN EMPLOYED FOR AT LEAST ONE YEAR AT THE TIME OF APPLICATION FOR TENURE, THEN AT LEAST ONE REPORT FROM THE PRC SHOULD BE INCLUDED IN THE FILE. IN THE CASE OF DISAGREEMENT BETWEEN PEER OPINIONS AND STUDENT OPINIONS, THE FORMER WILL BE CONSIDERED TO BE MORE ACCURATE.

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. CANDIDATES AT ALL LEVELS MUST DEMONSTRATE ACHIEVEMENT CONDUCTING RESEARCH IN AN INDEPENDENT AND CREATIVE FASHION. WORK WILL BE JUDGED FOR IMPORTANCE, ORIGINALITY AND QUALITY. CONSIDERATION WILL INCLUDE, BUT NOT BE RESTRICTED TO, THE CANDIDATE'S PAPERS PUBLISHED IN REFEREED JOURNALS AND REFEREED CONFERENCE PROCEEDINGS, PAPERS, LECTURES AND PRESENTATIONS DELIVERED, OTHER PAPERS AND TECHNICAL REPORTS, BOOKS, RESEARCH PROPOSALS, SOFTWARE DEVELOPED AND RESEARCH DONE THROUGH CONSULTING. THE WORK MUST BE PRESENTED IN A PUBLIC FORUM WHERE ITS CONTRIBUTION CAN BE JUDGED BY PEERS EXTERNAL TO UAF. AS SUCH, NO CONSIDERATION WILL BE GIVEN TO RESEARCH THAT APPEARS IN NON-REFEREED PREPRINTS. NOR WILL WORK THAT IS DONE BY PRIVATE CONTRACTING BE CONSIDERED IF IT APPEARS ONLY IN INTERNAL COMPANY REPORTS. THE RESEARCH CONTRIBUTIONS FOUND IN A BOOK WILL BE BASED ON THE EXPOSITION OF NEW IDEAS. BOOKS THAT ONLY GATHER MATERIAL FOUND IN OTHER LOCATIONS WILL BE CONSIDERED TO BE EXPOSITORY AND NOT RESEARCH DOCUMENTS.

DMS TAKES EXCEPTION WITH IDEAS FOUND IN CERTAIN QUARTERS ON SPECIFIC AND OBJECTIVE MEASURES OF IMPACT FACTORS. TO QUOTE FROM THE OCTOBER 2006 NOTICES OF THE AMERICAN MATHEMATICAL SOCIETY, "PEOPLE MISUSE THE IMPACT FACTOR BECASE THERE ARE NO EXPLICIT PRINCIPLES GOVERNING ITS INTERPRETATION. THE IMPACT FACTOR IS USED TO MEASURE THE VALUE OF THINGS FOR WHICH IT WAS NEVER INTENDED (ARTICLES AND AUTHORS, FOR EXAMPLE), AND IT IS USED TO MAKE FAULTY COMPARISONS BETWEEN UNLIKE OBJECTS, INCLUDING JOURNALS THEMSELVES…FOR DECADES, SCHOLARS HAVE COMPLAINED ABOUT THE MISUSE OF THE IMPACT FACTOR, AND THERE IS EXTENSIVE LITERATURE OF SUCH COMPLAINTS AND ADMONITIONS. BUT IN A WORLD GONE MAD WITH AN OBSESSION TO EVALUATE EVERYTHING 'OBJECTIVELY', IT IS NOT SURPRISING THAT DESPERATE AND SOMETIMES INCOMPETENT EVALUATORS USE A POORLY UNDERSTOOD, BUT EASILY CALCULATED, NUMBER TO COMFORT THEM." DMS STRONGLY MAINTAINS THAT IN ADDITION TO ANY QUANTIFIED METRICS WE MUST ADD PERSONAL JUDGEMENT BY PRC AND OUTSIDE EVALUATORS. SCHOLARLY PEERS, SUBJECTIVE THOUGH THEY MAY BE, ARE THE BEST JUDGES OF QUALITY. MAKING SUCH DECISIONS IS HARD WORK BUT A NECESSARY RESPONSIBILITY OF EACH MEMBER OF THE PRC.

TO FURTHER UNDERSCORE THE ABOVE POINTS, WE QUOTE FROM A 2006 WHITE PAPER RELEASED BY THE AMERICAN MATHEMATICAL SOCIETY.

"MATHEMATICS IS OFTEN CONSIDERED AS PART OF THE PHYSICAL AND NATURAL SCIENCES, BUT ITS PUBLICATION PRACTICES DIFFER FROM THESE OTHER DISCIPLINES IN SEVERAL FUNDAMENTAL WAYS.

MATHEMATICIANS TEND TO PUBLISH AT RATES THAT ARE MODEST COMPARED TO SOME OTHER SCIENCES. THE MAJORITY OF MATHEMATICAL RESEARCH IS PUBLISHED IN REFEREED RESEARCH JOURNALS RATHER THAN CONFERENCE PROCEEDINGS OR BOOKS. THE MATHEMATICAL LITERATURE IS SPREAD AMONG A WIDER COLLECTION OF JOURNALS THAN IN MOST RELATED FIELDS. AND, SINCE AN ARTICLE TYPICALLY REPRESENTS A MATURE TREATISE ON A MATHEMATICAL QUESTION, AND SINCE MATHEMATICS RESEARCH IS NOT CONSIDERED TIME-SENSITIVE, DELAYS IN PUBLICATION ARE COMMON.

EVEN SOME OF THE BEST YOUNG MATHEMATICIANS PUBLISH RELATIVELY FEW PAPERS. A STUDY OF THE 40 MATHEMATICIANS WINNING SLOAN FELLOWSHIPS IN 2005-2006 SHOWS THAT 70% PUBLISH AN AVERAGE OF TWO OR FEWER ARTICLES PER YEAR IN THE FIVE YEARS PRECEDING THEIR AWARD. THESE TWO GROUPS REPRESENT AN EXCEPTIONAL GROUP OF HIGHLY PRODUCTIVE MATHEMATICIANS.

OF THE 274 PUBLICATIONS BY THESE GUGGENHEIM FELLOWS, 75% WERE IN REFEREED JOURNALS. ONLY THREE PUBLICATIONS WERE BOOKS. IN FACT, OF ALL ITEMS COVERED BY MATHEMATICAL REVIEWS IN THE YEARS 2001-2005, FULLY 80% WERE FROM REFEREED JOURNALS.

WHEN JUDGING THE WORK OF MOST MATHEMATICIANS, THE KEY MEASURE OF VALUE FOR A RESEARCH PROGRAM IS THE QUALITY OF PUBLICATIONS RATHER THAN RATE. THE INFORMATION ABOVE ABOUT THOSE WHO HAVE WON PRESTIGIOUS AWARDS STRONGLY SUPPORTS THIS VIEW"

TO SUMMARIZE, THE PRIMARY RESEARCH METRIC IS NOT NUMBER OF PUBLICATIONS, NOR NUMBER OF CITATIONS, NOR QUANTITY OF GRANT MONEY. IT IS RESEARCH RESULTS AS MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY.

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

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

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

   d. They must be judged to make a contribution.

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

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

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

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

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

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

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

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

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

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

k. Prizes and awards for excellence of scholarship.

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

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

N. THE DEPARTMENT EXPECTS FACULTY WITH A 30% RESEARCH LOAD TO BE PUBLISHING AT A RATE OF APPROXIMATELY ONE

PAPER PER YEAR. AT A 50% LEVEL OR ABOVE THERE SHOULD BE APPROXIMATELY TWO. HOWEVER, IT SHOULD BE EMPHASIZED THAT THIS IS ONLY AN APPROXIMATE GOAL. THE MORE IMPORTANT GOAL IS QUALITY RESEARCH. HIGH QUALITY RESEARCH CAN BE PRODUCED AND DISSEMINATED IN SPECIAL CIRCUMSTANCES AT A LOWER RATE. ACCORDINGLY, CANDIDATES SHOULD NOT TRY TO MEET A RESEARCH TARGET IN TERMS OF NUMBER OF PAPERS PUBLISHED. FURTHER, HEAVY PRODUCTION RATES OF LOW QUALITY PUBLICATIONS IS DISCOURAGED.

O. A CANDIDATE'S PUBLICATION AND FUNDING RECORD SHOULD BE COMPARED WITH INDIVIDUALS IN THE SAME OR RELATED DISCIPLINES. THE PRACTICE OF LISTING COAUTHORS WHO HAVE CONTRIBUTED LITTLE TO A PUBLICATION IS UNCOMMON IN THE MATHEMATICAL SCIENCES. EXCEPT IN UNUSUAL CIRCUMSTANCES, EACH COAUTHOR WILL HAVE MADE A SIGNIFICANT CONTRIBUTION. COAUTHORS ARE OFTEN LISTED ALPHABETICALLY.

P. FOR DMS FACULTY CONDUCTING RESEARCH IN MATHEMATICS EDUCATION, APPROPRIATE RESEARCH PRODUCTS, IN ADDITION TO THOSE NOTED ABOVE, MAY ALSO INCLUDE DEVELOPMENT OF MATHEMATICAL CURRICULA THAT ARE INNOVATIVE AND BASED ON ORIGINAL RESEARCH. IN ADDITION TO JOURNALS INTENDED FOR THE RESEARCH COMMUNITY, DMS WILL ALSO VALUE PEER-REVIEWED JOURNALS INTENDED FOR THE BROADER EDUCATION RESEARCH COMMUNITY. THIS INCLUDES JOURNALS DEVOTED TO TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT AS WELL AS A READING AUDIENCE OF EDUCATION POLICYMAKERS, TEACHERS AND ADMINISTRATORS.

Q. CERTAIN DISCIPLINES FOUND IN MATHEMATICAL SCIENCES HAVE LITTLE OPPORTUNITY IN THE WAY OF EXTERNAL FUNDING. ACCORDINGLY, THE ABILITY TO FIND FUNDING SPEAKS WELL FOR A CANDIDATE AT ANY LEVEL. HOWEVER, ABSENCE OF FUNDING MAY NOT NECESSARILY SPEAK AGAINST THE CANDIDATE. DMS DOES NOT CONSIDER THE FUNDING OF GRANT PROPOSALS TO BE THE GOAL OF ANY RESEARCH PROJECT. RATHER, WE FOCUS ON WHAT IS ACHIEVED WITH OR WITHOUT RESEARCH FUNDING.

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.

   PROFESSIONAL SERVICE INCLUDES, BUT IS NOT LIMITED TO, REFEREEING, JOURNAL WORK, SERVICE TO NATIONAL PROFESSIONAL ORGANIZATIONS, WORKING WITH TESTING ORGANIZATIONS TO DEVELOP STANDARDIZED EXAMS, EDITING FOR TEXTBOOK AND SCIENTIFIC PUBLISHERS, ORGANIZING CONFERENCES, IN-SERVICE TRAINING PROGRAMS, GIVING COLLOQUIUM LECTURES, REVIEWING PROPOSALS AND BOOKS. IT INCLUDES PRESENTATION OF EXPOSITORY MATERIAL INCLUDING EXPOSITORY TEXTS, WHICH ARE NOT PRIMARILY MEANT FOR CLASSROOM USE. OUTREACH TO EDUCATORS (E.G. OFFERING INSERVICE WORKSHOPS OR INSTITUTES FOR K-12 MATHEMATICS TEACHERS) IS ALSO APPROPRIATE PUBLIC SERVICE FOR DMS FACULTY.

   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. 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 OF FACULTY.

j. Prizes and awards for excellence in university service.

K. SERVICE AS OUTSIDE REVIEWER ON UAF THESIS COMMITTEES.

L. PREPARATION OF UNIVERSITY REPORTS.

3. Evaluation of Service

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

ATTACHMENT 159/6
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT COMMITTEE

RESOLUTION:

The Faculty Senate in support of student retention and success resolves that a comprehensive Student Learning Commons be established on the Fairbanks campus in partnership with the Rasmuson Library. The Student Learning Commons would provide and coordinate tutoring, supplemental instruction, computer-assisted instruction, access to informational and instructional technologies, curricular advising, and counseling to all undergraduate students at UAF. Its technology and information-management capabilities would further extend UAF's reach to include rural students.

1. Rationale

A failure to retain and nurture students obstructs the mission of the University of Alaska Fairbanks, which is to promote excellence, student success and lifelong learning. Faculty, departments, committees and administration confirm that many students entering UAF need assistance in order to succeed. All student-success specialists emphasize that integrated support programs are salutary, achieving levels of campus-wide coordination and partnership that serve to unite a university. Evidence from programs as diverse as Student Support Services Developmental Education, and the Honors program shows that students at all levels of their education at UAF can benefit from a Student Learning Commons. The attached Summary Report from Student Support Services shows that academic standing, retention and degrees earned even among at-risk students increase when solid learning support is available.

The Student Learning Commons is designed to support all students—urban and rural, at risk and gifted—striving for academic excellence. It will provide a centralized location that enhances students' access to learning support services. No program similar to the one being proposed in this initiative presently exists at UAF. The expected outcome of this initiative will be improved student comprehension, retention, and graduation rates, all of which benefit the entire academic and social community leading to increased revenue generation.

2. Mission

The Student Learning Commons (SLC) will support all UAF students by bringing together a wide range of services to enhance student learning. The UAF SLC will be committed to academic excellence, student success and lifelong learning for the most diverse student population of any university in the country. The SLC will function as an information clearinghouse for tutoring services, academic advising, library research, testing, counseling, and other programs promoting student success. Students will be able to work with trained tutors, librarians and advisors, receive mentoring, and attend orientations and success workshops at a single locale purposely designed to direct and enrich their educational experience. These services will be available both to local students and to students at a distance.

3. Goals

Students participating in the SLC will develop the skills and attitudes necessary for the attainment of academic, career and life goals, including one or more of the following: increase their knowledge of the subjects they are studying, improve their grades, become proficient in using technology and web resources they need for success, become more aware of how they learn best, and develop positive attitudes and confidence in their ability to learn.

4. Proposed Vision – The hope of a comprehensive learning center is not new. Local centers existed in the various Community Campuses before the consolidation and some still exist. Since the early 90's, a learning support center for the Fairbanks Campus has been proposed by many campus committees and organizations. In 2007, a committee including representation from Department of Developmental Education, the English Department Writing Center, Student Support Services, Rural Student Services, TVC advising, and the Academic Advising Center, developed a plan for a comprehensive learning center that the Student Learning Commons would be modeled on. In the past, the major stumbling block for such proposals has been space. With the Library's cooperation, that space would be available and the Student Learning Commons could become a reality.

The following is the model for the Student Learning Commons:

Personnel

A full-time coordinator with a background in learning theory will be in charge of choosing the tutors, training the tutors, scheduling lab hours and organizing tutors, but the tutors will be funded and referred by their respective departments. Assistance from librarians familiar with searching and evaluating information resources will be another component. A full-time administrative assistant will also be needed to support the SLC. A full-time computer technician familiar with educational applications of technology will be needed. The technician will also be utilized by the Writing Center and other identified places which currently cannot afford to keep a technician on staff full-time.

Other professionals assigned to the SLC include the following: a counselor from the Center for Health and Counseling (shared), a learning disabilities specialist (part-time), English as a Second Language (ESL) teaching assistants (part-time), a financial advisor from Financial Aid (shared), and CRLA certified tutors.

Services

To support student success and improve student learning at UAF, a student learning commons located within the Rasmuson Library will provide integrated services to enhance individual and group learning experiences. Most of the library literature about learning commons confirms "The news from the front lines is that the information commons established in college and university libraries are a success. These new spaces are wildly popular with students . . ." (Spencer, M. [2006] "Evolving a new model: the information commons," *Reference Services Review*, 34 (2), 242-7). The UAF Student Learning Commons integrates personal help, instructional and information technologies, and versatile space. This triad enables students to: conceptualize the work for their courses and related learning activities; search for and evaluate information to support their developing ideas; create projects and presentations (including collaboration by groups); bring their work into final production (including multimedia and print production); assess and improve their study skills; learn new information technologies; and be

tutored in a variety of disciplines. Development and uses of these learning support components will require collaboration among library personnel, student services throughout UAF, academic departments, and OIT.

The SLC will include its own tutoring center for math, reading, writing, study skills and computer usage. Eventually the existing Writing Center, Speech Center, Developmental Math Lab and the Chapman Math Lab might all be folded into the SLC in order to offer these core-support services at one site. While departments and other service providers will function with different degrees of autonomy, the SLC will encourage synergy. The Student Learning Commons would also be a useful resource for faculty in developing their own instructional materials, and as a venue for some class meetings. A Center for Instructional Design housed in the Rasmuson Library in the near future would be welcome partners with the SLC in creative instructional innovations to help both faculty and students.

The personalized help portion of the triad will require specialized contributions from faculty, librarians, tutors, student services personnel, and IT staff. Students will be able to work with tutors on writing skills, presentation skills, study skills, software uses and web applications. Librarians will provide help with effectively researching topics, locating resources, and evaluating information. Instruction in information literacy will be essential and will reinforce UAF's core curriculum goals. Communication and collaboration among these service providers should be nearly seamless in helping the students. Workshops and similar instructional sessions shall be provided.

Sessions will be offered addressing student success at every level. This will include sessions on how to write different types of lab reports and research papers, as well as how to use computers for research. Student-success sessions—currently offered by Academic Advising and the Developmental Education Department, including various study skills and time management—will be incorporated as well as sessions on motivation, textbook reading, memory improvement and critical thinking skills. Workshops on ESL, math, English and reading skills will be available too. First-year orientation classes will be developed by the SLC including Supplemental Instruction and linked courses. In addition, a mentoring program pairing new students with more experienced students will be developed. Students will also be able to take tests on various topics such as learning styles and math, English, reading and study skills preparedness. The SLC will house a testing center for assessment, make-up and mastery testing.

Information and instructional technologies form the second part of the triad. The SLC will be an online-learning facility, as well as employ PowerPoint or video presentations, in order to provide students with in-depth information complementing student-success sessions. Workshops on standard productivity software, multimedia software, and collaborative web technologies shall be provided. PC's, Mac's, printers and scanners shall be available, along with wireless networking so that students can utilize their own laptops. Technical help will assist with use of a variety of software and newly developing web technologies, as well as providing the foundation for maintaining the hardware, software, and network connectivity.

The third part of the triad involves spaces for students (singly or teamed) to learn in collaboration with each other as well as to meet with the personnel and use the technologies. We envision an area for students to use the available computers or their own laptops, but it is also an area with flexible furnishings for small and medium-sized groups to work together. Group study rooms and presentation practice rooms with projectors and white boards are essential in the Commons. A smart classroom for instruction sessions, a computer lab for workshops, and

spaces for tutoring activities and for in-depth collaborations with support/instruction personnel would all contribute to student success.

In its role as an information clearinghouse, the SLC will include specific information on the following services already established at UAF: specific departments offering tutoring or labs, residential advising and tutoring offered in dormitories, the Student Support Services program, Rural Student Services, Disability Services, the Center for Health and Counseling, the Registrar, Financial Aid, the Academic Advising Center and the TVC Student Assistance and Advising Center, and learning assistance programs offered at all UAF rural campuses. A webpage presenting the SLC and its services will also explain the options available to Distance Education students, such as the Math Hotline (telephonic tutoring), Whiteboard (computer program used for distance tutoring), and Telefax Tutoring (used by the Writing Center).

Assessment

The SLC will include a built-in self-assessment process to measure its effect on student learning and retention. Information gathered will be used to modify services offered by the SLC. For instance, student usage of the SLC can be tracked via computer software such as AccuTrack.

The goals of the commons are to provide: coordinated learning support for all students at UAF; timely advising by trained advisors; tutoring for students in key courses by trained tutors; and tutoring labs (Math Lab, Writing Center, Developmental Math Lab, Developmental Writing Lab etc.) in areas where significant numbers of students need assistance to pass courses.

The expected outcomes are as follows: students will use the available learning support activities; students will be directed to appropriate support activities throughout the UAF system; advising will be available for students within two business days of request; students using tutors 5 or more times during the semester will be successful in courses tutored at a rate at least as high as the general student population taking that course; and students regularly using tutoring labs will be successful in courses tutored at a rate at least as high as the general student population taking that course.

Definition of Success

Success for Student Learning Commons will result in	Students contacting the learning Commons will be directed to appropriate learning services and will utilize those various learning support activities
Successful advising will result in	Students seeking advising at critical times during the semester and receiving advising assistance such as learning support referrals, registration assistance, and other services in a timely manner.
Successful individual tutoring (when a student attends 5 or more hours) will result in	Students completing the tutored course with a “C” or higher.
Successful group tutoring (where a student regularly attends sessions) will result in	Students completing the tutored course with a “C” or higher.
Successful provision of tutors or faculty instructors as individual tutors or in group tutoring sessions.	All tutors will be trained and certified as CRLA tutors or will be appropriate level faculty.

Outcomes Data

Type of data	Collected by	Time of collection
Semester referral to services Total headcount Unduplicated headcount	Student Learning Commons	Throughout the semester
Individual Tutoring Total headcount Number of hours attended by individual students	Tutoring unit	Throughout the semester
Student* grades in tutored course.	Tutoring unit	End of each semester
Group Tutoring Total headcount Number of hours attended by individual students	Tutoring unit	Throughout the semester
Student # grades in tutored course.	Department	End of semester
Tutor training records	Tutor training unit	Each semester
Faculty vita	Tutoring unit	As faculty are assigned to tutoring unit
Faculty Referrals Number of faculty referring students Number of new faculty referrals	Student Learning Commons	Throughout semester

* students participating in 5 or more individual tutoring sessions
# students regularly participating in group tutoring sessions

5. Implementation

If this Student Academic Development & Achievement Committee vision is compelling and accepted, we recommend that another committee be formed to continue investigating learning commons in other institutions; to begin conversations with appropriate faculty, student organizations, OIT and student support services to further identify and articulate their needs and garner their support; and to gather additional data about space, staffing, collaborations, assessment, and funding required of UAF in order to achieve viability and practicability for its Student Learning Commons.

Administrative support is needed to move ahead towards implementation. Both immediate and 5-year funding will be needed. Questions to be answered during this phase include the following: Where will the funding come from and is it sustainable? When will significant space become available in Rasmuson Library? What renovations will be needed within the Rasmuson Library building (networking, power, lighting, walls)? Who will pay for staff? What equipment, supplies, and furniture will we need?

The Rasmuson Library—conveniently located near other integral UAF computing, service, and instructional functions—currently has 30 computers on its main floor and 12 more on other floors to be used for searching for information. As of March 2009 seven of these computers also have MS Office software, and the rest have Open Office software. Possibly another 20 would be needed for the additional work on papers, projects and presentations expected in a learning commons. Additional specialized software applications (e.g. Photoshop, Final Cut Pro, statistical software, GIS software) could be required for student work in some disciplines. An area with equipment for final production of papers, projects, presentations should include printers, photocopiers, a flatbed scanner, possibly equipment for oversize and color productions and should be conveniently close to the computers. The current instructional computer lab is heavily utilized now for library instruction sessions, OIT training sessions, and other campus training. A second instruction lab is essential.

The Media Classroom will need to be supplemented by another, smaller smart classroom. To the current group study rooms (currently 2 are available on Level 3, and 2 on Level 5) would need to be added 4 small rooms (for individual tutoring, testing, and storage) located near each other on the same floor. Additional flexible space for individual tutoring is desirable.

Office space for the SLC coordinator and the administrative assistant is necessary. Service points for Library Reference services and technical help should be merged into one service point with more tech training for the librarians. Several learning commons use paraprofessionals and peer tutors for providing some of these services.

After sustainable funding and facilities have been acquired and renovations to space are completed, the SLC will be set up and its services will be initiated. Tasks during this stage might include, among others, hiring a coordinator and support staff, deciding which services want to be folded into the SLC and which want to remain autonomous, coordinating the efforts of the various support programs already in existence, hiring and certifying tutors, setting up workshops and filming them for online use, creating a web page, setting up an online learning center, and directing students to the commons.

Student Support Services Program
University of Alaska Fairbanks
Program Overview

The **Student Support Services (SSS)** program provides opportunities for academic development, assists students with college requirements, and serves to motivate students towards the successful completion of their degree program. The program is funded by a TRiO Grant from the U.S. Department of Education.

Our services include:

- drop-in tutoring center
- instruction in mathematics skills
- tutorial services
- academic advising and mentoring
- cultural and social engagement
- loan program for laptop computers, and other media
- direct financial assistance to qualified Pell Grant recipients

All services are provided free of charge to eligible students. Our program is staffed with both professional and certified student tutors.

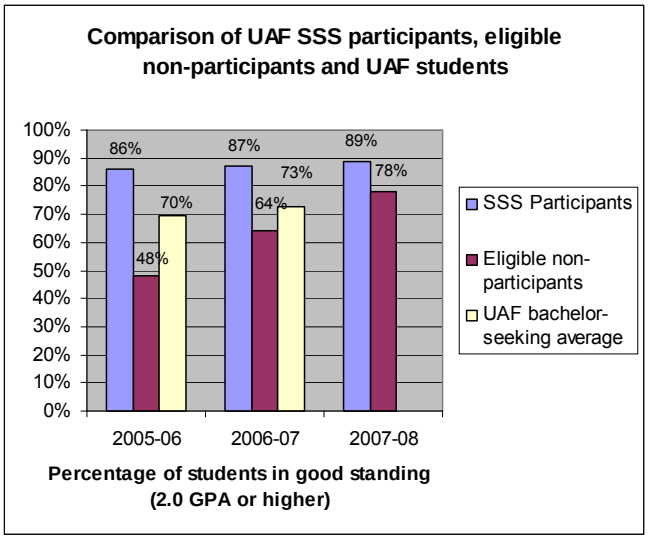
To receive SSS program services, a student must have academic need and meet one of the following criteria:

- Financially limited according to federal criteria.
- A first-generation college student (meaning neither parent has earned a Bachelor's degree)
- A student with a documented physical or learning disability

Participants must also be enrolled in at least six hours of academic study, and intend to obtain a Bachelor's degree.

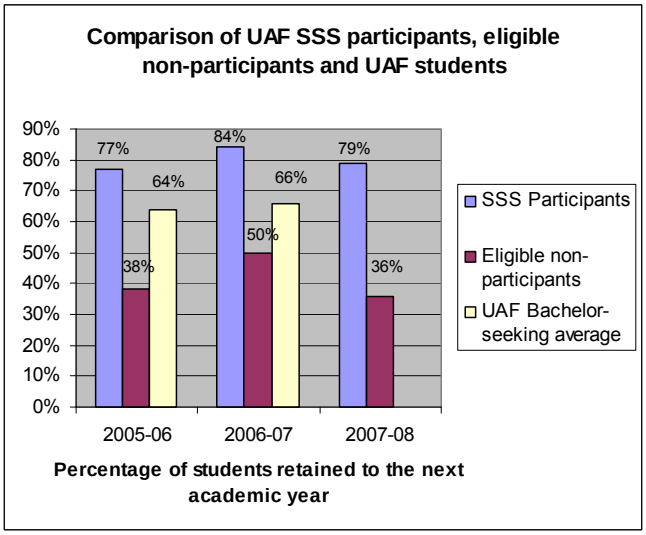
Good Academic Standing

Similarly, the percentage of students in good standing (GPA ≥ 2.0) each year is higher for SSS participants than for potentially eligible but non participating students and baccalaureate seeking students generally.



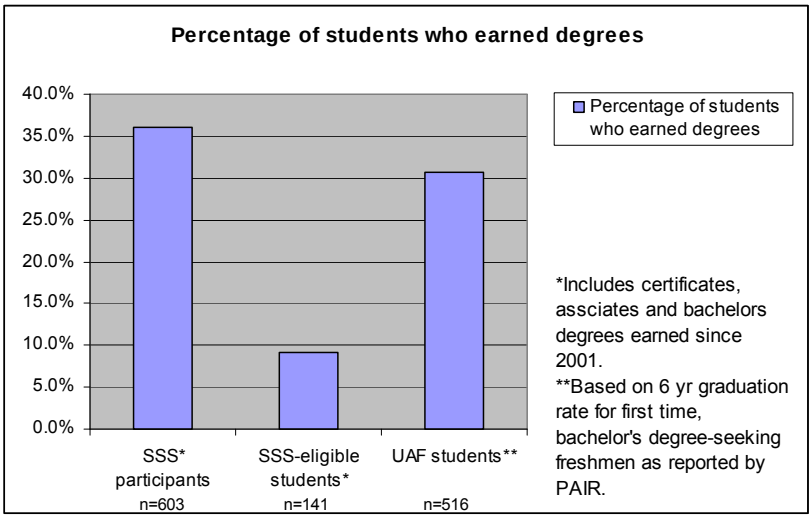
Retention

Participating SSS students have been retained at a higher rate than UAF baccalaureate students who enroll at least half-time and also at a higher rate than potentially eligible but non-participating students.



DEGREES EARNED BY SSS STUDENTS

Since its inception in 2001, the SSS program at UAF has served 603 students. Those **603 students** have earned **217 degrees** from UAF (Certificate, Associate and Baccalaureate included.) During that same time period 141 students were eligible for the program, but chose not to receive services (the control group.) Those 141 students have earned only 13 degrees from UAF.



Current grant program demographics by year (2005-2008)

(Federally funded to serve 160 students annually)

2005 – 2006

Total new participants = 92

Program Qualification	
Disabled	12
Disabled and low income	10
First generation only	28
Low income and first generation	91
Low income only	19

Age range in years	# of students
0-21	32
22-26	40
27-35	38
36-45	29
46-55	18
56+	3

Gender	
Female	116
Male	44

Ethnicity	
American Indian or Alaskan Native	43
Asian	4
Black or African-American	13
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	2
More than one race reported	8
Other or non-disclosed	4
White	81

2006 – 2007

Total new participants = 91

Program Qualification	
Disabled	14
Disabled and low income	11
First generation only	26
Low income and first generation	90
Low income only	16

Age range in years	# of students
0-21	45
22-26	27
27-35	38
36-45	30
46-55	17
56+	0

Gender	
Female	112
Male	45

Ethnicity	
American Indian or Alaskan Native	31
Asian	6
Black or African-American	15
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	1
More than one race reported	1
Other or non-disclosed	9
White	87

2007 – 2008

Total new participants = 61

Program Qualification	
Disabled	15
Disabled and low income	14
First generation only	26
Low income and first generation	82
Low income only	18

Age range in years	#of students
0-21	45
22-26	35
27-35	34
36-45	27
46-55	12
56+	2

Gender	
Female	113
Male	42

Ethnicity	
American Indian or Alaskan Native	30
Asian	7
Black or African-American	17
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	1
More than one race reported	1
Other or non-disclosed	6
White	84

ATTACHMENT 159/7
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY CURRICULAR AFFAIRS

MOTION:

The UAF Faculty Senate moves to approve a Certificate in Environmental Studies.

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

RATIONALE: See the full program proposal #9-UNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

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Overview:
Bristol Bay Campus designs educational opportunities in partnership with regional entities and communities to empower residents and address economic development. The Environmental Studies (ENVI) certificate will not specifically train a student for one career path but will teach the students a universal skill set that will be used for a broad range of careers. These skills obtained by an ENVI certificate holder will then serve as a foundation for any realm of environmental technician work available in their communities. Training local students in these skills will not only give employers an opportunity to hire locally for technician work that is traditionally completed by non-local technicians, but will also support local economic development.

The following Bristol Bay region communities employ two Tribal Environmental Program employees each. There is a correlation between environmental training and employability in those positions within these communities: Aleknagik, Clark's Point, Ekwok, Manokotak, New Stuyahok, Togiak, Levelock, Pilot Point, and Dillingham.

A partnership has developed between the Bristol Bay Native Association Tribal Environment Program and the Bristol Bay Campus' offering of pilot ENVI courses. Twenty-eight villages in the Bristol Bay region have 45 positions available as Environmental Coordinators or Environmental Assistants. Tribal Environment Program employees are encouraged to participate in pilot ENVI courses to broaden their technician skill set and to improve their knowledge of environmental systems and natural resource dynamics.

In Alaska, landscape level changes are taking place due to both climate change and human activities such as mining, oil exploration, toxicology, tourism, and environmental remediation. The Bristol Bay Advisory Committee for this certificate met in 2006 and recommended the development of a program to address community-level environmental issues. Input from the Committee as to specific employment skills needed in technician-level careers in environmental

sciences and natural resources were incorporated into all of the ENVI courses. In 2008, the Committee voted on continued support for the development of this educational program.

Employability needs precipitating the development of this program came from analysis of surveys from 2002 to 2005 conducted by CRCD and UAF BBC indicated that there is need in rural Alaska for more graduates in the environmental sciences. Another area of need recognized during this program development was the American Indian/Alaska Native unemployment rate is about three times as high as the unemployment rate for the non-Native population. The National Center for Educational Statistics (NCES) (2003) reports that American Indians/Alaska Natives students were more likely to have dropped out of school than non-Native students and scored lower, on average, than non-Native students on the SAT and the ACT in 2004. It has been the UAF BBC experience that rural Alaskan high school students are even less prepared than urban students for the academic rigor of science at the university level. Thus, responding to these employability and community needs, the UAF BBC's proposed ENVI certificate will work to provide the preparation needed for students to enter into a science-related associate or baccalaureate degree while gaining the basic academic preparation and sought after vocationally related skills necessary for entry-level careers in the environmental studies.

The mission of the ENVI certificate program is to provide students, including Alaska Native and rural students, with quality academic instruction and training responsive to community needs. This program will help empower graduates and their communities to adapt to the overwhelming social, ecological, and economic changes presently occurring while protecting and enriching local culture.

The ENVI certificate is a 34-36 credit program and is offered through the UAF BBC of the CRCD and will be a stepping-stone for students pursuing a science-related associate or baccalaureate program.

Objectives:

Objectives

- To expose the students to a broad-based, environmental studies background.
- To prepare students to address specific community-based environmental issues.
- Learn the basic interdisciplinary skills needed for general laboratory and field-based work in the environmental sciences such as inventorying biota or monitoring a few key water quality indicators.
- To prepare students to advance into a science or policy related Associate or Baccalaureate program or other undergraduate course work in the sciences.
- To prepare students academically and vocationally for entry-level employment in the field of natural resources and environmental science.
- To develop basic academic skills and gain essential knowledge in environmental studies that is integrated with a community-based environmental perspective.
- To introduce students to the established UAF BBC student support system that will provide tutorial, mentorship, and academic support.
- To provide students with the tools necessary for successful employment.
- To introduce students to university science programs that encourages academic development into advanced degrees.
- To promote skill development that integrates wellness, self-sufficiency, and community development.

ENVIRONMENTAL STUDIES (ENVI) CERTIFICATE OUTLINE

1. Complete the general university requirements

2. Complete the following general Certificate requirements 9 cr

a. Communication…..(complete one of the following).....3 cr:

1)… ENGL 111X – Introduction to Academic Writing 3 cr OR

2) ABUS 170 – Business Writing 3 cr

b. Computation……...(complete one of the following).....3 cr:

1) Any course at the 100-level or above in mathematical sciences (computer science, math, or statistics).....3 cr OR

2) DEVM 105 – Intermediate Algebra .....3 cr

c. Human Relations…...(complete one of the following).....3 cr;

1) ANTH 100X/SOC 100X – Individual, Society & Culture.....3 cr OR

2) ABUS 154 – Human Relations .....3 cr OR

3) Other program approved discipline-based human relations course or discipline-based with embedded human relation content to total 3 credits

3. Complete the following ENVI requirements 22-23 cr

a. Science Foundation Courses…(complete one from each of the following) 8 cr;

1)..BIOL 103X – Biology and Society 4 cr or

2)..BIOL 104X – Natural History of Alaska 4 cr or

3)..BIOL 115X – Fundamentals of Biology I 4 cr **

AND

4)..CHEM 103X – Basic General Chemistry 4 cr OR

5)..CHEM 105X – General Chemistry I 4 cr *

*****Course requires placement in ENG 111 and MATH 107X

******Course requires CHEM 105X as a pre- or co-requisite, and placement in ENG 111 and MATH 107X

b. Environmental Studies Core Courses…(complete all seven below)..... **14-15** cr;

1) ENVI 101 – Introduction to Environmental Science .....3 cr

2) ENVI 110 – Introduction to Water Quality I: Measurement.....1 cr

3) ENVI 130 – Introduction to National Environmental Protection Act (NEPA) .....1 cr

4) ENVI 160 – Internship in Environmental Studies .....1-2 cr

5) ENVI 260 – Field Techniques for Environmental Technicians .....2 cr

6) ENVI 265 – Introduction to Methods in Environmental Studies Reporting .....2 cr

7) GEOG 211X – Earth Systems: Elements of Physical Geography 4 cr

4. **Complete 3 or 4 credits from the following elective courses 3-4 cr**

a. BIOL 104X – Natural History of Alaska.....4 cr

b. BIOL 115X – Fundamentals of Biology I .....4 cr

c. CHEM 104X – Beginnings in Biochemistry .....4 cr

d. CHEM 105X – General Chemistry I .....4 cr

e. DEVS 100 – Introduction to Science.....4 cr

f. FISH 101 – Introduction to Fisheries .....3 cr

g. HLRM 130 – Research Field Logistics .....2 cr
h. NRM 101 – Natural Resources Conservation and Policy.....3 cr
i. RD 250 – Grant Writing for Community Development .....1-3 cr
j. STAT 200X – Elementary Probability and Statistics*** .....3 cr
k. Advisor Approved Elective**** .....1-3 cr

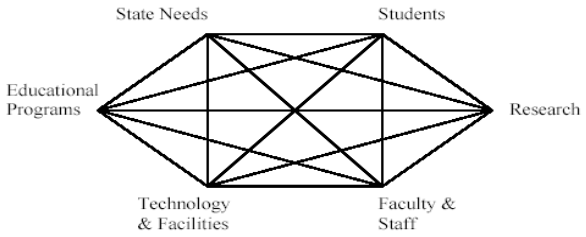
(*** if used for Computational Credit above, cannot be used for elective credit)

(**** of similar level and subject matter to the listed elective courses)

Total .....minimum of 34 credits, maximum of 59 credits

APPENDIX B Resource Commitment to Proposed Degree Program

Resources	Existing	New		Total
	College/School	College	Others (USDA Grant 50%, Title III 50%)	
Regular Faculty (FTE's & dollars)	CRCD: In excess of 10 additional faculty members per semester will be involved in providing courses which will be used by students in this program. The amount of effort will vary per instructor based on the number of ENVI students in their classes.		Faculty 100% **$**70,055	**$**70,055
Adjunct Faculty (FTE's & dollars)				
Teaching Assistants (Headcount)				
Instructional Facilities (in sq. footage)	10 ft x 30 ft = 300 ft^2			
Office Space (Sq. footage)	12 ft x 8 ft = 96 ft^2			
Lab Space (Sq. Footage)	10 ft x 30 ft = 300 ft^2			
Computer & Networking (in dollars)				
Research/instructional/office Equipment (in dollars)	$50,000.00			$50,000
Support Staff (FTE's & dollars)	Environmental Technician @ 50% (1846.4 biweekly) $22710.50		Environmental Technician @ 50% (1846.4 biweekly) $22710.50	$45,421
Supplies (in dollars)			$5,000	$5,000
Travel (in dollars)			$5,000	$5,000
Totals				$175,476



University of Alaska Board of Regents
Program Approval Summary Form
MAU: UAF
Title: Environmental Studies (ENVI) Certificate
Target admission date: Summer 2009

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

The ENVI certificate was created by the UAF BBC, in cooperation with employers and educators, and will not specifically train a student for one career path but will teach the students a universal skill set that will be used for a broad range of careers. Training local students in these skills will not only give employers an opportunity to hire locally for technician work that is traditionally completed by non-local technicians, but will also support local economic development.

This program relates to and supports the Education Mission of the University of Alaska by:

- Serving as a program of higher education for traditional and non-traditional Alaska Native students by using the local resources and traditional knowledge of the region to teach skills and techniques desired by employers without requiring students to change or leave their culture or heritage (UA Strategic Plan 2010, Goal 1 and 2).
- Providing high quality undergraduate education in entry-level coursework, increasing the number of Alaska Native students, and increasing the number of degrees awarded to Alaska Native students with particular consideration given to the needs of permanent residents and students in non-traditional settings who seek skills and degrees suited to rural communities (UA Strategic Plan 2010, Goal 3).
- Collaborating with organizations, state and federal agencies, communities, and governments to meet rural Alaska needs in the field of natural resources (UA Strategic Plan 2010, Goal 4).

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

Upon review of this program, agencies in the Bristol Bay region, as well as statewide, (Dillingham City Council, Bristol Bay Borough, Bristol Bay Native Association, Bristol Bay Economic Development Corporation, Wood-Tikchik Land Trust, Alaska Department of Fish and Game, U.S. Fish and Wildlife Service, and National Park Service), have commented on the need for a skill-based, environmental studies education program for their entry-level positions. Finally, entry into and completion of a subsequent associate or baccalaureate science-related degree will qualify individuals for employment in fields varying from teaching to field research in both rural and urban settings.

State statistics

State statistics from the Department of Labor (http://almis.labor.state.ak.us) substantiate workforce and skill development needs in rural Alaska. The ENVI certificate will either prepare the student to directly enter this workforce or will prepare the student for an associate or baccalaureate degree which will provide entry to these high demand jobs.

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

The mission of the Environmental Studies (ENVI) certificate program is to provide students, including Alaska Native and rural students, with quality academic instruction and training responsive to community needs. This program will help empower graduates and their

communities to adapt to the overwhelming social, ecological, and economic changes presently occurring while protecting and enriching local culture.

Enrollment projections?
Information gathered by UAF BBC through a region-wide survey conducted in Summer 2003 shows a high interest in an ENVI certificate for the potential of skill development relating to job requirements. Piloted courses reached a total of 375 (duplicated headcount) students: 73% of the students enrolled in the pilot classes were Alaska Native and 2% were high school students. Using data gathered in the surveys and the piloted courses as well as observations taken from historical enrollment data (UA in Review and BBC Registration), an approximate enrollment expectation is 8-10 students in AY2010 from the Bristol Bay region and 32 students by 2013.

Describe **Research** opportunities:

Research is a component of this ENVI program. A key student outcome is a directed individual study (capstone project) where the students will design, collect and analyze data, and present results in a scientific format. Stronger collaboration between the scientific community and local entities is an expected result from this program such as the 2008 Western Alaska Interdisciplinary Science Conference in Dillingham.

Describe Fiscal Plan for development and implementation:

ENVI program development and implementation is directly supported by the United States Department of Agriculture (USDA), Cooperative State Research, Education, and Extension Service Alaska Native/Native Hawaiian (CSREES AN/NH) Serving Institutions Higher Education Grants program. This project addresses the USDA goal of increasing the number of AN/NH students engaged in USDA careers. These careers include environmental science, among others. USDA support currently stands at one full-time science faculty member who helped develop the program plus funding for a total of eight Alaska Native students to complete the ENVI certificate within approximately three years.

While the UAF BBC has developed this new program, other fund 1 faculty and staff from all campuses, both urban and rural, will potentially be involved with this program. The program will generate $33,440 per year with a minimum of eight full-time students. As student participation increases, tuition income will increase gradually replacing grant funding.

The primary teaching faculty are already employees of the University. Current faculty are housed within the CRCD as well as Fairbanks-based UAF faculty. Cooperative Extension Service faculty will also participate in development and instruction of some ENVI certificate courses.

CRCD campuses will provide classroom space for ENVI certificate courses. In communities without a local university facility, training space can be found in the private sector and reasonably supported by tuition fees through partnership arrangements. In addition, collaboration with school districts will provide space to teach some university courses. Therefore, through community and school district partnerships, the impact on existing UAF and CRCD technology resources and facilities are limited to existing resources and no new facilities or space will be required.

ATTACHMENT 159/8
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE GRADUATE ACADEMIC AND ADVISORY COMMITTEE

MOTION:
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The UAF Faculty Senate moves to approve a Graduate Certificate in Construction Management.

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

RATIONALE: See the full program proposal #19-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

****

Brief Statement of Program:

The objective of the Graduate Certificate in Construction Management is to increase the skills of graduate engineers and other construction professionals in order to accelerate their advancement into more responsible management positions. The program was designed with strong input from construction industry employers and will continue to regard the employer as a partner in the program. Career opportunities are integral to the program.

The graduate certificate is designed to provide the needed skill level by taking short academic courses during the winter season when construction work is slowed. Students can obtain the credential, the graduate certificate, in several years of part-time studies an attainable goal for working students.

Employers will influence the curriculum several ways. First, they already have been involved in the program development. Second, an industry advisory committee will advise the program. Third, the employers will sponsor courses that they believe are most useful to their employees/students. Fourth, the program is flexible enough that new courses can be added that are specific to particular employers or situations. The flexibility derives from the division of the main skills into rubrics, then requiring the students to take a certain amount of courses from each rubric. Within the rubrics, for the individual courses, the academy establishes the quality, but the employer determines the direction. The program will emphasize overarching virtues of ethical practices, respect and fair dealing for the other parties to the construction contract, and effective communications within the project and outside the project, especially to the public. The nature of the self-support and the employer involvement will dictate the success of the program - employers will not pay unless they feel the students/employees are gaining useful skills. Students will lose interest in the program, if they do not feel the program is aiding their advancement. Hence, the student and employer participation in the program is a key benchmark of its success.

Preliminary General Catalog layout copy

Graduate Certificate in Construction Management
College of Engineering and Mines
Department of Civil and Environmental Engineering
(907) 474 xxxx
http://www.alaska.edu/uaf/cem/cee/

Graduate Certificate
Minimum requirements for degree: 15 credits

This program will advance the managerial skill level - the ability to make wise management decisions - of graduate engineers and other professionals in the construction industry to help prepare them for more responsible jobs.

Not for full-time students.
Graduate Program - Graduate Certificate

1. Complete the following admission requirements:
    a. Education and Experience:
        i. A four-year ABET college degree in engineering and at least two years construction experience, or
        ii. A four-year non-ABET degree in engineering, science or math field and four years construction experience, or
        iii. A four-year college degree and six years construction experience, or
        iv. At least ten years of management-level construction experience.
    b. Recommendations. Provide three letters of recommendations, at least one from the applicant's line supervisor.
2. Complete the general university requirements (page 182), as adopted for this program
    a. Registration requirement: Students must take at least one course per year to remain in good standing in the program.
    b. There will be a construction management certificate faculty advisor or faculty committee appointed by the College of Engineering and Mines (CEM) dean who will be the student's graduate advisory committee.
    c. The student will complete a graduate study plan after completing five credits.
3. Complete a total of 15 credits of courses from the three main construction management rubrics and two main associated rubrics as approved by the student's advisory committee as follows:
    a. Human relations and communications, 4 to 6 credits
    b. Construction project management and scheduling, 4 to 6 credits
    c. Technical management of construction and costs, 4 to 6 credits
    d. Financial aspects of construction, 0 to 3 credits
    e. Other technical areas, 0 - 3 credits
4. Examples of suitable courses under each rubric are
    a. Human relations and communications, 4 to 6 credits
        i. BA 607, Human Resources Management 3
        ii. ESM 601, Managing and Leading Engineering Organizations 3
        iii. BA 6XX, Big Picture, Systems Thinking and Organizational

Dynamics 1
iv. BA 6XX, Power and Politics and Its Effect On Motivation 1
v. BA 6XX, Leading Teams 1
vi. BA 6XX, Supervising Others 1
vii. BA 6XX, The Legal Ethical and Practical Aspects of Personnel Decision Making 1
viii. BA 6XX, Making Change 1
ix. ESM 6XX, Project Interaction with Regulators, Stakeholders, and the Public 1

b. Construction project management and scheduling, 4 to 6 credits
i. ESM 609, Project Management 3
ii. CE 620, Civil Engineering Construction 3
iii. ESM 608, Legal Principles for Engineering Management 3
iv. CE 6XX,Construction Claims Case Studies 1
v. CE 6XX, Scheduling for Construction Administration 1
vi. CE 6XX, Network Scheduling Basics 1
vii. CE 6XX, Project Network Scheduling Applications in Owner Organizations 1
viii. CE 6XX, Construction Claims: Prevention, Analysis, and Dispute Resolution 1
ix. CE 6XX, Project Management Organization and Delivery Systems 1
x. CE 6XX, Contact Management for Alternate Project Delivery Systems 1

c. Technical management of construction and costs, 4 to 6 credits
i. CE 451, Construction Cost Estimating and Bid Preparation 3
ii. CE 603, Arctic Engineering 3
iii. ESM 622, Engineering Decisions 3
iv. CE 6XX, Managing Risk 3
v. CE 6XX, Construction Estimating Basics 1
vi. CE 6XX, Introduction to Construction Contract Administration ...1
vii. CE 6XX, Advanced topics In Cost 1
viii. CE 6XX, Advanced Dirt Estimating 1
ix. CE 6XX, Intro to Right Of Way Law, Procedures, and Issues 1
x. CE 6XX, Construction-Related Law topics 1
xi. CE 6XX, Arctic Construction 1
xii. CE 6XX, Introduction to Safety Engineering.....1
xiii. CE 6XX, Quality Control 1

d. Business and Financial aspects of construction, 0 to 3 credits
i. ACCT 602, Accounting for Managers 3
ii. ESM 605, Engineering Economics.....3

e. Other technical areas, 0 to 3 credits
i. CE 603, Arctic Engineering 3
ii. ENVE 644, Environmental Laws and Permitting.....3

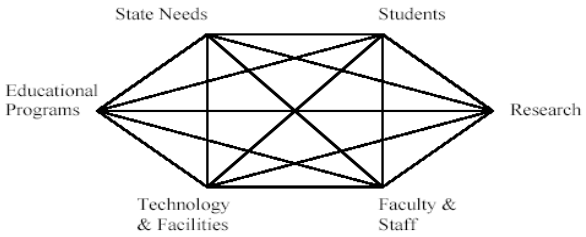
5. Credits obtained toward the GCCM may be applied toward another master's degree.

Attachment 4

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

This program is will approach a self-support program, beyond the one-half faculty position. For example, if travel is needed, it would be in the budget for a particular course and the sponsor would need to pay for it. Many of the courses will be taught by adjuncts, and these will likewise be in the budget for each course. The exceptions are noted below.

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	None	One-half FTE $53,000	Income from workforce $40,000	$13,000
Adjunct Faculty (FTE's & dollars)				(self-support)
Teaching Assistants (Headcount)				0
Instructional Facilities (in dollars and/or sq. footage)				0
Office Space (Sq. footage)	Adjunct office			½ adjunct office, 120 SF
Lab Space (Sq. Footage)				0
Computer & Networking (in dollars)			Support of UA Video Conferencing	Support of UA Video Conferencing
Research/ Instructional/ office Equipment (in dollars)				0
Support Staff (FTE's & dollars)	½ FTE $35,000 or as needed		Offset by program income	
Supplies (in dollars)		$3,000	From workforce $3,000	0
Travel (in dollars)		$10,000	From workforce $10,000	$0



University of Alaska Board of Regents
Program Approval Summary Form
Requirements:
1. 2 pages or less
2. Must be a stand-alone document

MAU: UAF
Title: Graduate Certificate in Construction Management
Target admission date: Fall 2009

*How does the program relate to the **Education** mission of the University of Alaska and the MAU?*
This proposed program is a 15 credit graduate certificate in construction management that will provide advanced training for graduate engineers and other professionals in the Alaskan construction workforce. The program was developed in close coordination with Alaska construction industry employers and envisions continuing that relationship with employers sponsoring courses, providing classroom space, and participating in an industry advisory committee.

**Who promoted the development of the program?*
The program developed from the convergence of three trends: 1. UAF engineering's goal of increasing graduate-level courses for working engineers; 2. the nationwide trend of graduate engineering programs to "package" their graduate offerings for particular industries; and 3. the Alaska Department of Transportation's (DOT) need to provide advanced training for its engineers and other professionals who are making decisions that affect the physical and economic wellbeing of Alaskans. In spring 2008, with the support of a Workforce Development Grant, UAF Civil and Environmental Engineering (CEE) led the offering of five one-credit special topics courses in Fairbanks and, via video conferencing, in Juneau and Anchorage. Other team members were the UAF School of Management, UA Corporate Programs (UACP), UAF Center for Distance Education (CDE); and UA Video Conferencing Services.

**What process was followed in development of program (including internal and external consultation)*
UAF CEE had a series of meetings with upper managers of interior Alaska construction organizations in spring and summer 2007. These meetings identified likely course topics and meeting formats used in the spring 2008 courses. In May 2008, UAF CEE sponsored a meeting in Anchorage of state-wide major employers and others interested in the workforce training of graduate engineers and construction mangers, who endorsed the key elements of this proposed program.

**Impact on existing programs and units across MAU and system, including GERs.*
Most of the students will already be four-year college graduates and this program will assume that they have the basic general education requirements. Both UAA and UAF have associates programs in construction management and UAA has a bachelor's program. The proposed program is a graduate program that will allow the next step in a career pathway and fill a gap between the bachelors and masters degrees.

*What **State Needs** met by this program.*
**Information describing program need and why existing programs in VA system are not able to meet it.*
There is currently a nationwide shortage of engineers and technical mid-level managers in all technical fields. The shortage is acute for the construction industry in Alaska with its extreme seasonally, remote project venues, and transient workforce. The shortage is often more acute for Alaska governments with less flexible personnel polices. There is broad agreement that education that is specific to construction management can accelerate the learning cycle for newer engineers into management ranks. For example, about one-third of UAF CEE graduates go into construction directly, and most of the rest of them that stay in Alaska are involved in the construction project cycle. However engineering accreditation requirements make it difficult for them to take construction courses. They enter the difficult world of construction management lacking formal courses in contact and procurement law, construction planning and cost control, labor relations, and myriad other topics. In addition, most graduates need skills in communications special to the project environment, including dealing with the public.

Both UAA and UAF have graduate programs in engineering management, but not construction management, although some of the engineering management courses might be used in the proposed

program. This program approaches a different demographic than the established masters programs, namely those college graduate students with several years of construction experience who are: primarily interested in construction, not attracted to the traditional MS programs, and with employers that will encourage participation in the new degree program.

*What are the **Student** opportunities and outcomes? Enrollment projections?*
This program is designed to reduce the students' time to obtain a credential and improve the students' current job performance and career expectations by offering courses that are specific to the industry needs. Offering the classes in venues convenient to the students invites employer participation. We expect that the typical class size will be 10 to 15 students and 5 to 10 students will obtain degrees each year.

*Describe **Research** opportunities:*
This is not a research program.

Describe Fiscal Plan for development and implementation:

**Identify funding requirement, sources and plan to generate revenue and meet identified costs:*
The overall funding plan is to approach self-support The per credit charge will be double the standard tuition, with half going to CEM directly and half to UAF general tuition account (Fund I). Use of special tuition is warranted for this program, since it serves a special population and, generally, employers will sponsor most courses. UAF faces many demands on general fund dollars to support educational programs. Although there is demand for this program from the perspective of students and employers and significant state need, it does not have a high enough priority to compete for scarce state funds. Thus we propose to meet the needs by self support of the program. The employers will guarantee a minimum number of students. If there is capacity beyond that, students who do not work for that employer may register. Some courses will not be associated with an employer and will be "non-sponsored." The plan calls for administration of tuition and fees by UACP for corporate sponsors or CDE for individual students. The annual income, based on special tuition, offering 6 to 9 classes per year with 10 to 15 students would be $35,000 to $75,000. That, plus a workforce increment to the CEE budget should approach self-support, after the program is developed – two to three years.

**Indirect costs to other units (e.g. GERs, distance delivery)*
There should be no indirect costs other academic units. UAF SoM is participating in this as a partner of CEE, for SoM courses. The support of UA video conferencing is needed for classes that are offered in two locations. In the past, there has not been a charge for this. Students may use Blackboard and library services, but the costs per student should be no more than for typical students.

**Faculty and Staff*
UAF CEE needs another faculty member to help both with this program and other CEE construction management courses. The cost of this is approximately $105,000/year. At some point, the program might need a half time clerical worker. CEM currently has budget for about half this amount. Program revenues could potentially help provide the other half. Program revenues will be needed for overhead expenses such as, start-up, administration, and travel.

**Technology, Facilities and Equipment*
Generally, we plan to offer the classes in employer's locations or at other central off-campus locations. In general, fees for that venue would be paid by the course sponsor. In general, there should be no special charges for facilities or equipment. UA video conferencing has helped with IT for remote classes without charge.

ATTACHMENT 159/9
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

Curricular Affairs Committee
Meeting Minutes: April 13, 2009

Present: Carrie Baker, Rainer Newberry, Beth Leonard, Cathy Oehring, Amber Flora Thomas (Meeting Facilitator & Co-Chair), and Falk Huettmann (Co-Chair; by phone), Linda Hapsmith, Lilian Misel, Carol Lewis, and Tim Stickel.

Quorum: YES

Agenda Item 1: Grade Analysis – D vs. D-
Linda Hapsmith presented a motion to CAC to make a grade of D- a non-passing grade at UAF. CAC checked on the Regent's policy regarding plus/minus grading and determined that according to the Regent's policy, a D- is a passing grade for the core curriculum. Still, CAC would like to appeal to the Faculty Development Committee to design a rubric of standards that takes into consideration the plus/minus grading system in its description of what equals an A- vs. A, etc.

Agenda Item 2: Motion to change language on page 128-129 in catalog 2008-2009
Linda Hapsmith presented a motion to CAC which clearly shows a need for updating the language and information in the sections on page 128-129 that deals with the "Beyond the Core" recommendations for a BA and BS degree. This language mostly clarifies that "courses in the major complex and minor complex may be used to fulfill the BA and BS degree requirements—unless otherwise stated." CAC unanimously agreed to pass the motion to clarify the language. CAC will take one more look at the motion at our April 20th meeting before the motion is presented for inclusion in the Senate agenda for May 6th.

Agenda Item 3: Credit for Prior Learning
It was determined on further investigation of this matter that no policies changes are required because this is a regional issue.

Agenda Item 4: Selection of chair(s) for 2009-2010
CAC has unanimously nominated Falk Huettmann for chair or co-chair for the 2009-2010 fiscal year; however, CAC would prefer to hold off approving his position until more members are present.

Agenda Item 5: New Program – Environmental Studies Certificate
CAC members are still in the process of reviewing the Environmental Studies Certificate. CAC has agreed to invite Jody Anderson to the April 20th meeting to further discuss some of the finer points of this new certificate.

Agenda Item 6: Old Business
Per the March 30th meeting, CAC has agreed to task the Curriculum Review Committee with updating syllabus development guidelines by including sample syllabi for new courses.

Also, CAC would like to invite Dana Thomas to the April 20th meeting to refresh our understanding of some of the issues that face UAF in having secondary education students in college courses.

Agenda Item 7: New Business
Linda Hapsmith and Lilian Misel will not be in attendance at the April 20th meeting, so the following items will need to be tabled until the start of the fall semester:

*Lining up possible minors and majors: Is there a rubric or clear policy outlining which minors are forbidden with different majors? As far as CAC can determine, the issues concerning allowable minors is decided department by department and there is no university-wide policy.

*Problems with declaring a minor: CAC committee members have identified a problem with the guidelines for students declaring a minor. So far, it is not clear in the 2008-2009 how students officially declare a minor, and unfortunately, many students wait until the last minute (their final semester at UAF) before declaring a minor.

(Both of these issues should be high on the list for discussion in fiscal year 2009-2010.)

Tentative Agenda for April 20, 2009 Meeting:

1. Approve minutes from April 13, 2009 Meeting
2. Environmental Studies Certificate
3. Secondary Education students at UAF – follow up with Dana Thomas
4. Selection of chair(s) for 2009-2010
5. Old Business
6. New Business

Curricular Affairs Committee 2008-2009
Year End Report

New Programs Approved:

- General Studies Interdisciplinary Degree
- Pre-Nursing Certificate
- Film Studies B.A.
- MS/BS Fast-track in Engineering
- Ethnobotany Certificate
- Environmental Studies Certificate

Catalog Revisions & Policy Changes:

During FY 2008-2009, CAC approved motions to update and improve the language in many important sections of the 2008-2009 Catalog. Specifically, the "Appeal of Academic Decision" policy (page 82) was clarified so students understand that appeals must be flied within 30 class days. Also, CAC reviewed the language in "Beyond the Core" (pages 128129). This language mostly clarifies that "courses in the major complex and minor complex may be used to fulfill the BA and BS degree requirements-unless otherwise stated." Finally,

Issues related to the mission of the Core Revitalization and Assessment Committee (CRAC):

During FY 2008-2009, CAC spent a substantial amount of time discussing the mission of CRAC and its impact on issues coming before CAC. *CAC* supports the mission of CRAC to take a "holistic" approach to the assessment of the core curriculum. CAC members agreed that there needed to be more connection between the different areas of the core, or at least that student learning outcomes should be at the top of the list when considering the goals associated with a new curriculum.

On-going issues for discussion in FY 2009-2010:

Academic Calendars for 2012-2015
CAC members are deeply concerned with the shortening spring semester and were unable to approve more than two years of the proposed academic calendars. It is there for important that the academic calendars for the three years come before the committee for approval and be proposed as early as possible in the new year. CAC will continue to work with the institution in developing a calendar that takes into consideration the new Wintermester and Maymester terms, which appear to be gaining in popularity. CAC will also take into account the UAA calendar and the schedule for the Board of Regents when making adjustments to UAF's calendar.

Registration in multiple sections - The Registrar's Office has become aware of a chronic problem with students registering in multiple sections of the same course, while they shop around for the preferred instructor and course design. In presenting this issue to *CAC*, the Registrar's Office is seeking guidance in how to go about restricting students from enrolling in multiple sections of the same course. This problem makes it difficult for students to register for even one section when one student is taking up multiple spots in a number of sections. CAC recommends the Registrar's Office consider the specific issues related to allowing students to enroll in only one section. For example, will a student be able to be waitlisted in one section and enrolled in a less preferred section? Since courses are identifiable by subject first, this should not be a problem for courses with the same number in different areas of study. CAC anticipates the Registrar's Office will present a new policy to limit registration to one section per student per course in FY09-10.

Deadlines for short courses - CAC reviewed some concerns presented by the Physics Department regarding deadlines for add/drop and full fee reimbursement for their short courses. After reviewing policies outlined on page 30 and page 52 in the 2008-2009 UAF Catalog, the committee determined that more clarification was needed in regards to specific timelines for short courses. All of the policies appear to pertain to fees, but offer very little guidance on credit/no-credit deadlines and dropping course with a W. CAC anticipates the Registrar's Office

will present a new policy that presents a much clearer outline for registration deadlines for short courses in all disciplines in FY09-10.

Guidelines for new course syllabus design
CAC in tandem with Curriculum Review Committee (CRC) would like to recommend inclusion of sample syllabi from each discipline be included with guidelines for designing a new course. *CAC* has tasked CRC with streamlining the adoption of the sample syllabi; however, CAC will need to follow up with CRC in FY 09-10.

High School Students in UAF classrooms
CAC feels strongly that a discussion of this matter will not be fully successful without qualified representatives to present the issues and the current policies related to these issues. In FY 09-10, CAC will follow up with TVC, as well as a representative from the local homeschooling program to become more familiar with the needs of the community. It is recommended that CAC also continue to speak with Tim Stickel who is in the process of designing a grid, which clearly outlines high school student enrollment across UAF.

ATTACHMENT 159/10
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE FACULTY AFFAIRS COMMITTEE

Faculty Affairs Committee
Minutes of Meeting on March 25, 2009

Committee Members Present: Marion Bret-Harte, Cathy Cahill, Anne Christie, Mike Davis (via phone), Kenan Hazirbaba (via phone), Maureen Hogan (via phone), Diane McEachern (via phone), Jennifer Reynolds

Visitor Present: Juella Sparks

Legislative Affairs – Mike Davis and Juella Sparks led the discussion about what we can do to improve our communication with the Legislature and where the budgeting process currently stands. The consensus is that the faculty and staff need to communicate directly with the Legislature about the good things the UAF faculty, staff, and students are doing (tell our stories). We need to highlight the diversity of talent available throughout UAF, not just repeat the UA mantra. We must make sure we inform the members of the Legislature about what we are doing, but not advocate for UAF or specific programs. It is illegal to use university funds to advocate. We also need to prepare our faculty and staff to answer questions about all possible issues legislators may raise, not just what we think will happen.

We need to improve our communication of the legislative process to faculty to get them to be active in the process. We need to talk to the Chancellor about how to be more effective in this. We also need to encourage alumni to be active on UA's behalf so we need to work with the UAF Alumni Association.

UAA is being very effective in lobbying their legislators. They are doing it through their outside-of-the-University political action committee (PAC). They pay dues, provide monthly breakfast meeting for their local legislators, etc. It is very effective. Our legislators like the idea of a faculty/staff alliance talking to them. Several of us will, on our own time, explore forming an outside-of-the-University PAC for this purpose. If you are interested in this, please contact Cathy Cahill.

Action items: 1) work with the Chancellor to increase communication about the budget process, 2) schedule a meeting with the Chancellor when Mike Davis is in Fairbanks to discuss potential ways to improve our communication with the Legislature (legislative workshop on campus in Fall, etc.), and 3) get the UAA faculty briefing materials.

Contingent/Term/Adjunct Faculty Usage – We revised the spreadsheet we are preparing for gathering information of the use of contingent/term/adjunct faculty by each unit. We are examining records from 2007-2008 and 2008-2009 academic years and will be seeking the help of Faculty Senate members to gather the needed data.

The next Faculty Affairs Meeting will be April 8th at noon in the Runcorn Room in REIC.

Faculty Affairs Committee
Minutes of Meeting on April 8, 2009

Committee Members Present: Marion Bret-Harte, Cathy Cahill, Anne Christie, Mike Davis (via phone), Kenan Hazirbaba (via phone), Marla Lowder, Diane McEachern (via phone), Jennifer Reynolds and Roger Smith (via phone).

Contingent/Term/Adjunct Faculty Usage – We revised the spreadsheet we are preparing for gathering information of the use of contingent/term/adjunct faculty by each unit based on Anne, Jennifer, and Kenan's attempts to use it. We are examining records from 2007-2008 and 2008-2009 academic years and will be seeking the help of Faculty Senate members to gather the needed data. One of the key issues was what to call contingent/term/adjunct faculty because this phrase is too unwieldy and different people have expressed dissatisfaction with each of the different terms in it. Therefore, we are collecting data on 'non-regular faculty', which includes everyone who is not tenure track, tenured, or research faculty. Anne will revise the spreadsheet and send it to all of us.

SOIs – We recommend doing a pilot study to see if electronic student assessments increase our student response rates and/or change the responses. We feel this could be important for accreditation because it could be a concrete way to increase responses from rural students.

Legislative Affairs – We know how to be effective in communicating with the Legislature, we need to implement it. A direct dialogue and linking with the Alumni Association would be a good step. We recommend having a Legislative Report from Joe Thomas or some other Interior legislator involved in the University Budget negotiations at the next Faculty Senate Meeting.

The next Faculty Affairs Meeting will be April 22nd at noon in the Runcorn Room in REIC.

Faculty Affairs Committee
Minutes of Meeting on April 22, 2009

Committee Members Present: Marion Bret-Harte, Cathy Cahill, Anne Christie, Mike Davis (via phone), Maureen Hogan, Meibing Jin, Jennifer Reynolds and Roger Smith (via phone).

Promotion for Term Faculty – A motion for the Promotion of Term Faculty submitted by the Academic Council of CRCD (attached at the end of the minutes) was sent to Faculty Affairs for evaluation. The committee discussed the motion and agreed that we want our term-faculty colleagues to be recognized for their service to the University through promotion. However, we did not feel that this motion, as written, properly documented how the promotion process was going to be done, what impact differences in term-faculty contracts across different units would have on the process, what the CBA says about the process and whether we can change it during our current CBA, how the promotion process was going to impact the already over-taxed promotion and tenure committees, etc. Therefore, we recommend that the Academic Council revise the current motion and send it back to Faculty Affairs when these analyses have been done. On a related note, the Faculty Affairs Committee is working on acquiring data on the total usage, by unit, of 'non-regular faculty', which includes all term faculty, so we will be able to

assist in providing the Academic Council with information to help assess the impact of this motion across UAF (see the 'non-regular faculty' item below).

Promotion and Tenure Committees – The Provost requested that Faculty Affairs look at ways in decreasing the Promotion and Tenure Committees' load. We suggest that all committee members to allowed to access the applicants' files electronically. Faculty from rural campuses are already allowed to do this and it would make the evaluation of the files less onerous if the evaluators do not need to do the evaluation while locked in Signers Hall. We also suggest that the 4th year review files are not forwarded to the campus-wide P&T committees unless the candidate asks for this review. The CBA does not allow this at this time (it is explicit that the 4th year review files must go to the full committee and the Provost), but Faculty Senate could push for the unions to implement this change during the next set of negotiations.

'Non-regular Faculty' Usage – We have designed a spreadsheet we will use to gather information of the use of 'non-regular faculty' (everyone who is not tenure track, tenured, or research faculty) by each unit. We are examining records from 2007-2008 and 2008-2009 academic years and will be contacting individual Faculty Senators and departments for assistance in gathering the needed data. We would like to have the data available by the 1st Faculty Senate meeting in Fall Semester.

SOIs – We recommend doing a pilot study to see if electronic student assessments increase our student response rates and/or change the responses. We feel this could be important for accreditation because it could be a concrete way to increase responses from rural students. Faculty Affairs needs to participate in the design of this pilot study so we ensure that the study gets the necessary information without compromising security.

Committee for the Integration of Research and Teaching in the Sciences – Faculty Affairs would like to be involved in this process. This has a tremendous potential to impact faculty success.

CRCD Academic Council Department/Division Chairs:

Unanimous vote Yes for this motion. It will now be forwarded to Faculty Senate Faculty Affairs Committee.

College of Rural and Community Development Academic Council

MOTION:

Faculty with academic rank in term-funded positions are eligible for promotion. Promotion will be based on the same criteria on which tenure-track faculty are evaluated as explained in the University of Alaska Fairbanks Faculty Appointment and Evaluation Policies and Regulations and in accordance with the appropriate Collective Bargaining Agreement. Faculty titles will be term assistant professor, term associate professor, and term professor.

Moved by Marsha Sousa; seconded by Jane Weber.

Marsha is also documenting the changes that will be needed to the Blue Book (UAF Faculty Appointment and Evaluation Policies and Regulations) that will accompany this motion.

Faculty Affairs Committee Summary for AY08-09

Faculty Affairs had a very busy year. We tackled many difficult issues, several of which will need to be completed next year. The status of the issues we tackled is:

Items Completed –

Optional Retirement Plan (ORP) Underfunding – This is a union issue so we could not do much about it other than request that union representatives talk to the Faculty Senate about the issue. We wish to encourage the union representatives to keep future Faculty Senates apprised of the status of this issue.

Open promotion/tenure committees – A memo was sent to administrative units encouraging open promotion/tenure committees. This memo needs to be sent every year to remind administrative units that this is an important issue to faculty undergoing evaluation.

Gmail – Fait accompli. We did not have any say in this. If training faculty to use the system becomes a problem, we will step in to try to improve training.

Students for the Legislative Affairs Conference – Upon request from Brandon Meston, the ASUAF President, Faculty Senate recruited students from a variety of backgrounds for the Legislative Affairs Conference held in Juneau February 21-24, 2009. We announced this at the Faculty Senate meeting on November 10th and Brandon was very pleased with the diversity of students who applied. Also, Eric Madsen provided funding for some rural campus students to go as well.

Items in Progress -

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 (and also keep information about 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.

Electronic Faculty Activity Reports (EFARs) – The Faculty Affairs Committee feels that electronic activity report is going to be a fact of life in the future. However, Digital Measures has not satisfactorily changed its program to address this committee's security concerns, etc., so we do not recommend using this software. UAA has developed an in-house version of an EFAR that uses Microsoft Office 2003 InfoPath, but it has been difficult to run this on UAF Windows computers and there is no indication that Microsoft will adapt InfoPath for Apple computer systems. New software being proposed for the submission of proposals has been suggested as a different way to collect the faculty publications and other data that the Administration needs for

assessing faculty productivity. This might change the requirements for EFARs. Faculty Affairs will continue to evaluate these proposed tools/changes.

Legislative Affairs – We have opened dialogues with ASUAF and Staff Council about how we can better communicate the value of UAF to the State of Alaska to legislators. We wish to work with the Chancellor to enhance our visibility and improve our communication with legislators. Please see previous meeting minutes for detailed suggestions of how we think this should be done (training, PAC, inviting legislators to UAF regularly, etc.). We also wish to work with the Alumni Association to get the pro-UAF voice heard throughout the State. Lastly, we wish to improve communication of what is happening to the university's budget to the faculty, staff, and students at UAF and encourage them to participate in the legislative process.

Faculty and Administration Communication - The Faculty Senate Administrative Committee (FSAC) asked our opinion on how to make sure that decisions made by the Administration that impact faculty involve faculty. One idea mentioned during FSAC discussions was sending the President of Faculty Senate to the Chancellor's cabinet to remind all of the Vice Chancellors, etc., about considering the impact on faculty when they make decisions. We agree that this is a good idea. After much discussion and several good ideas, such as a check off sheet for decisions that includes 'does it impact' boxes for faculty, staff, students, teaching, service, and research, we decided that we would like to put our recommendations about seeking faculty input into a memo to the Chancellor. This memo would state that under this new regime we would like to make sure that the lack of communication between the Administration and the Faculty, as demonstrated by the gmail and electronic bookstore decisions, that occurred during the last regime is not repeated. One point we especially want to make is that judging faculty input by a survey is not an appropriate way to make a decision; all important decisions involving faculty should be brought to the faculty through the formal Faculty Senate route and not the 'guinea pig' method currently being employed.

'Non-regular Faculty' (a.k.a. Contingent/Term/Adjunct Faculty) Usage – We are collecting data on 'non-regular faculty', which includes everyone who is not tenure track, tenured, or research faculty to determine the extent of the use, by each unit, of 'non-regular faculty' to deliver UAF's curriculum. We are examining records from 2007-2008 and 2008-2009 academic years and will be contacting individual Faculty Senators and departments for assistance in gathering the needed data. We would like to have the data available by the 1st Faculty Senate meeting in Fall Semester.

Promotion for Term Faculty – A motion for the Promotion of Term Faculty submitted by the Academic Council of CRCD (attached at the end of the minutes) was sent to Faculty Affairs for evaluation. The committee discussed the motion and agreed that we want our term-faculty colleagues to be recognized for their service to the University through promotion. However, we did not feel that this motion, as written, properly documented how the promotion process was going to be done, what impact differences in term-faculty contracts across different units would have on the process, what the CBA says about the process and whether we can change it during our current CBA, how the promotion process was going to impact the already over-taxed promotion and tenure committees, etc. Therefore, we recommend that the Academic Council revise the current motion and send it back to Faculty Affairs when these analyses have been done. On a related note, the Faculty Affairs Committee is working on acquiring data on the total usage, by unit, of 'non-regular faculty', which includes all term faculty, so we will be able to

assist in providing the Academic Council with information to help assess the impact of this motion across UAF (see the 'non-regular faculty' item above).

Promotion and Tenure Committees – The Provost requested that Faculty Affairs look at ways in decreasing the Promotion and Tenure Committees' load. We suggest that all committee members to allowed to access the applicants' files electronically. Faculty from rural campuses are already allowed to do this and it would make the evaluation of the files less onerous if the evaluators do not need to do the evaluation while locked in Signers Hall. We also suggest that the 4th year review files are not forwarded to the campus-wide P&T committees unless the candidate asks for this review. The CBA does not allow this at this time (it is explicit that the 4th year review files must go to the full committee and the Provost), but Faculty Senate could push for the unions to implement this change during the next set of negotiations.

New Items for Next Year's Faculty Affairs Committee –

Formation of a Faculty Senate Research Advisory Committee – A Faculty Senate Research Advisory Committee is needed to effectively communicate research issues and opportunities between faculty and administration.

Academic Master Plan - The new Academic Master Plan Charge was agreed to by the Statewide Academic Council (SAC), the Research Advisory Council (RAC), and the Faculty Alliance on November 20, 2008. The committee would like to get a draft as soon as possible so we have time to identify and examine faculty issues so they can be discussed when the draft AMP is presented to Faculty Senate. We also expect to help craft the Faculty Senate response to the AMP.

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 recommend doing a pilot study to see if electronic student assessments increase our student response rates and/or change the responses. We feel this could be important for accreditation because it could be a concrete way to increase responses from rural students. Faculty Affairs needs to participate in the design of this pilot study so we ensure that the study gets the necessary information without compromising security.

Committee for the Integration of Research and Teaching in the Sciences – Faculty Affairs should be involved in this process. This has a tremendous potential to impact faculty success.

ATTACHMENT 159/11
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

Unit Criteria Meeting
24 April 2009
1-2pm 214 ONL

Attending:
Brenda Konar, chair
Ray RaLonde

Sent in comments:
John Heaton
Jing Zhang
Sonja Koukel
Mark Herrmann

Criteria reviewed:

Math and Stat:
The criteria were approved, although some aspects of these criteria still concern some members.

CES:

Comments for CES are as follows:

-Since CES was the first of the University units to specifically address public service when they wrote their first unit criteria, it was expected that the years of application of their unit criteria would have a more detailed quantitative indices of performance. For example on page 13, under public service F, that criteria refers to "Demonstration" of impacts. Will the applicant actually be demonstrating impacts or documenting impacts as a result of their work? "Impacts" is now a major buzz word for outreach and extension, but its meaning differs among units. What does CES mean by impacts?

-There are in many cases not clear qualitative distinctions of indices between those of an associate professor requirement and full professor. For example, for public service D on page "Awards and recognitions from the public sector" is an indices for Associate Professor and "Recognition through receipt of public service awards", is also mentioned in the indices for full professor. Should there be a higher level of award for full professor?

-Some unit criteria in the statement for full professor uses the statement, "In addition to the indices for association professor the faculty member seek the rank of full professor will in addition ….."

-What does the term "Paraprofessional" means (used on pg 4 and 11). Please define this.

-On page 5: a minor editing suggestion. Instead of become familiar with "their" public, maybe it should read "the" public.

-Page 6: There is a sentence that reads "Standards and indices of teaching activity in the Cooperative Extension service:" But then there is nothing after the colon. The next sentence also ends in a colon, but then lists a few things. The grammar here is confusing.

-Page 9: provides a discussion about relative publishing values--is this allowed?

-There is a description for what is needed for full professor but nothing in regards to Associate or Tenure.

-Top of Page 8: “Extension faculty provides the public with research based information”… isn’t this service?

-Page 9. O. “Authorship of one of many”…. Shouldn’t this be “one or more”?

-Page 9. P. A space is needed between “research” and “based”.

ATTACHMENT 159/12
UAF FACULTY SENATE #159
MAY 4, 2009 — SUBMITTED BY THE COMMITTEE ON THE STATUS OF WOMEN

Committee on the Status of Women 2008-09 Annual Report

The Committee on the Status of Women (CSW) met monthly during AY 2008-09 to work on issues affecting women faculty at UAF.

CSW was instrumental in shaping the campus-wide discussion of family friendly policies. One of our committee members served on the newly formed UAF Family Friendly Task Force which looked at issues such as stopping the tenure clock and parental/family leave. Committee members also met with the Provost about these policies. Our goal is to have a document of UAF Family Friendly Policies ready for the Provost, Chancellor, and Board of Regents next fall.

CSW began a series of "Brown Bag Lunches" on topics of faculty interest which were held approximately once a month in various campus locations. Some of the "Brown Bag" topics were "Networking!", "Balancing Act", and "Mentors and Mentees". CSW will continue to organize these informal discussions in 2008-09.

In fall 2008, CSW organized UAF's fourth annual Women Faculty Luncheon, which was audioconferenced for faculty who could not attend in person. Nearly one hundred women faculty attended this event where UAA Chancellor Fran Ulmer gave a wonderful keynote address. We gratefully acknowledge the financial support of the Office of the Chancellor. We are securing the funding and are planning our fifth luncheon for October 13, 2009.

In spring 2009, CSW again organized a two hour comprehensive tenure and promotion workshop. The workshop highlighted strategic planning for promotion and tenure. Seventy-one persons attended in person, or through audioconference or E-Live! This extremely useful workshop has become an annual event, and provides an informal venue for faculty to discuss strategies, file preparation, mentoring, effectively preparing for tenure and/or promotion, fourth year reviews, and other issues related to the T&P process for both United Academics and UAFT.

CSW has a permanent seat on the Chancellor's Diversity Action Committee (CDAC). This committee met several times during AY 2008-09, and the CSW representative brought issues of equity to the attention of the committee.

In Progress:

- Promotion workshop for Associate Professors moving to Full Professors
- Examining structural, rather than individual, issues contributing to women being "stuck" at the Associate Professor level
- Gathering and analyzing historical data information with gender on time to tenure and promotions, rank, and salary information for faculty at UAF for at least the last ten years
- "Survey Monkey" survey and study about the tenure and promotion decision-making process
- Discussion of the issue of term-funded and adjunct faculty , especially as these issues differentially affect women
- Facilitating mentoring of new, mid-career, and senior women and allied men
- Strengthen liaison relationships with women staff members at UAF, the UAF Women's Center, and with faculty at the other MAUs.

ATTACHMENT 159/13
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT COMMITTEE

To: Faculty Senate Administrative Committee
From: Marjorie Illingworth and Jane Allen, Co-chairs
Re: Student Academic Development and Achievement (SADA) Committee
Date: May 1, 2009

The Student Academic Development and Achievement (SADA) Committee had a very busy year. Fall Semester, Cindy Hardy and Joe Mason were so-chair of the committee. Spring Semester, Cindy Hardy went on sabbatical and Joe Mason was not available so Marjorie Illingworth and Jane Allen took over the co-chair positions. The committee is a large committee with broad representation from units across the MAU concerned with student success. Meetings were well attended and members have been very active in seeking ways to support student success and achievement.

During the Fall Semester, the committee was busy following up on the implementation of Mandatory Assessment and Placement which went into effect with registration for Spring 2009 Semester. This included continued work on some of the aspects of Mandatory Placement that needed to be clarified. The committee submitted and the Faculty Senate passed the motion to include a writing sample in the assessment and placement for English 111X and other writing courses. A committee with representation from the SADA Committee worked with Dana Thomas to assess the best way to implement this requirement. The Chancellor signed off on the requirement and the implementation process is beginning and will be fully in place for the Fall 2010 Semester. The committee charged the Department of Developmental Education to continue to pursue ways to enforce the reading requirements of Mandatory Placement. Though this has been a slow process, progress has been reported.

In the Spring Semester, the committee shifted its focus from Mandatory Placement -- although planning to retain oversight of the process -- to other aspects that would foster student success. The committee looked at four areas that have documented success in pilot or small programs at UAF or in fully implemented programs at other institutions: centralized learning centers, strong advising, innovative presentation of coursework, and formal recognition of student success. The committee decided to focus on a centralized learning center for UAF. Committee members worked hard to explore options, review previous proposals and interface with the Rasmuson Library. This interface resulted in a joint proposal with the Library for a Student Learning Commons that was submitted to the Faculty Senate for action in the May meeting. We are hopeful that the proposal will be endorsed by the Faculty Senate and with the support of the Rasmuson Library the Learning Commons will become a reality.

The committee plans to continue working towards improving opportunities for student success. In the Fall Semester the committee wants to evaluate the impact of Mandatory Placement and to continue investigating the three areas mentioned above and implementing the best options for improving students' ability to succeed at UAF.

ATTACHMENT 159/14
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT COMMITTEE

UAF Faculty Development, Assessment & Improvement Committee
Meeting Minutes for April 13, 2009

As Dana was not able to attend the meeting, Julie called the meeting to order at 4:00 PM.

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

Upcoming Meetings
The FDAI Committee will meet again in September of 2009.

Joy's Report

- Joy attended the Chronicle Technology Forum, April 5-7, in Arlington, Virginia. There were interesting presentations by Google representatives. However, there were also critical voices that lamented the Googlization of higher education.
- Joy hoped that many faculty members will attend the video-conference with Anna Kertulla, National Science Foundation. Anna Kertulla de Echave (Program Director of Arctic Social Sciences at NSF) will discuss NSF funding opportunities with UAF faculty. She is encouraging first time applicants and will explain the application process. People in the social sciences and humanities as well as the hard sciences are encouraged to apply. The video-conference will take place Tuesday, April 2 from 1:00- 2:00 PM in Duckering 535.
- Online conference, April 14-16: The New Internet: Collaborative Learning, Social Networking, Technology Tools, and Best Practices.
- Other important dates: there will be a workshop with Bob Lucas on Saturday, April 25 on research grant writing.

Old Business

- It was noted that Karl Kowalski hired Gary Bender as the Lead Technology Development Specialist at OIT. The FDAI committee members are looking forward to working with Gary in the future. Dana and Josef served on the search committee for this position.

Subcommittee Projects

- Larry confirmed that Lilly North Conference 2009 at the Princess Hotel in Fairbanks was an overall success. The next Lily Conference will take place in Valdez in 2010.
- Provost Forum: Mike reported that three of the seven faculty who attended EDUCAUSE in the fall 2008 gave presentations at the Honors House, Copper Lane, on April 8, noon - 2 pm. Eduardo Wilner, Sabine Siekmann, and Roy Roehl captured their audience's attention with well-presented and highly informative presentations on the latest classroom technologies.

- Faculty Peer Observation

The members of the sub-committee (Julie, Dana, C.P.) are working on a new template for small seminars, and they hope to submit this template soon. Joy mentioned that the first template for faculty peer observation has become quite popular among faculty.

- Electronic Activity Reporting: the topic was tabled for the first meeting in the fall of 2009.

New Business

- Karl Kowalski informed the campus community that OIT is planning its annual IT days, TechFest '09, for September 23-25th, 2009 in the Wood Center. This event is for UAF faculty, staff and students. The committee members are asked to provide input into planning the event.
- The committee members drew up a list of most important topics for the first meeting in fall:
    - faculty peer observation
    - electronic reporting
    - inviting the provost for two meetings with the committee in order to discuss the provost's vision for the future of faculty development
    - deciding the composition of the various sub-committees for the Fall 2009
    - Dana will be asked to send out a Doodle in the beginning of August in order to decide on a first meeting date
    - The committee members were asked to go to the Caringbridge website in order to show their support for Susan Hermann, who is ill.

Next Meeting

- There will be no meeting in May. The next FDAI meeting will be in September 2009.

The meeting was adjourned at 4: 40 pm.

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

From: Dana Greci and Julie Lurman Joly, Co-Chairs
Re. FDAI Committee Year-end Report
Date: May 1, 2009

We had an active year on the Faculty Development, Assessment and Improvement Committee. Attendance at FDAI meetings was strong, and all meetings were held with working quorums. Our committee's Recorder this year was Josef Glowa, and we are grateful to him for thorough and timely processing of the meeting minutes. All members served on subcommittees and worked hard to make the following faculty development dreams come true:

Provost Susan Henrichs came to visit, sharing her vision for faculty development and answering questions posed by FDAI members. This year, Henrichs surveyed new faculty as to how they had

benefited from the Faculty Development workshops, in hopes of making decisions about funding priorities after this spring. We plan to meet with her again in the fall.

Joy Morrison of the Faculty Development Office provided monthly updates on her work. Her office offered Faculty Development workshops on best practices of college teachers, research grant-writing, publishing, classroom management, student learning assessment, scholarly and proposal writing, and NSF funding opportunities. Under Joy's supervision, Roy Roehl visited the classes of 30 new teaching faculty to observe their teaching. Joy's orientation and mentoring programs had a positive impact, helping new faculty adjust to teaching at UAF. Joy was also elected to the National Board of Directors of the Professional and Organizational Development Network, the national organization for faculty development. Joy's office brought seven faculty members to the EDUCAUSE 2008 Annual Conference, a top instructional technology event in higher education, and another group of UAF faculty to the 21st Annual Lilly-West Conference on College and University Teaching.

The committee distributed a peer teaching observation worksheet for traditional large-format classes, which immediately became popular among faculty for mentoring and self-observation. The committee is currently at work on a worksheet for small-format seminar or discussion classes, to be distributed in the fall.

Karl Kowalski, the Director for User Services at the Office of Institutional Technology, came to talk with us about the development of more effective instructional technology resources at UAF. FDAI asked the Faculty Senate to invite Kowalski to talk with faculty there about the state of instructional technology at UAF. Two FDAI members served on the hiring committee to help hire the new Lead Technology Development Specialist at OIT, Gary Bender.

The Lilly Institute on Innovations and Teaching, March 4-6, 2009 was an overall success. Though there was a drop in the number of attendees from out of state, the number of participants from Alaska was higher than in the past, demonstrating the importance of this event for Alaska students and teachers. The next Lilly North Conference will be held in Valdez in 2010.

The committee organized a 2-hour Faculty Forum on Technology and Education, a panel discussion on what faculty had learned at EDUCAUSE and how they were using what they'd learned. Presentations were given on two new technologies, E-live and remote video observations, and a third was given on the differences between digital natives and immigrants.

The committee plans to continue work in all the areas above, including inviting the Provost for two meetings with the committee next year, offering more workshops and forums and a strong adult learning conference in Valdez, developing resources for mentoring and peer teaching observation, and developing faculty skills in instructional technology. We are working on creating a culture of faculty development at UAF, and every year that culture gets stronger, thanks to the work of those who participate in FDAI. In closing, we want to thank the members of the FDAI Committee for their dynamic input.

ATTACHMENT 159/15
UAF FACULTY SENATE #159
MAY 4, 2009

The 2009 Usibelli Awards for Distinguished Teaching, Research, and Service

Winner, Distinguished Teaching: John Fox, Associate Professor of Forestry
Winner, Distinguished Research: John Walsh, President's Professor of Climate Change
Winner, Distinguished Service: Richard Seifert, Professor of Extension

2009 Usibelli Award for Distinguished Teaching Nominees

Ray Barnhardt, Professor of Cross-Cultural Studies
Richard Boone, Professor of Biology and Wildlife
Debendra Das, Professor of Mechanical Engineering
Jaunelle Celaire, Assistant Professor of Music
Debasmita Misra, Associate Professor of Geological Engineering
Kara Nance, Professor of Computer Science
Terry Reilly, Professor of English
Paul Robinson, Accounting and Business Adjunct Instructor
Dani Sheppard, Associate Professor of Psychology
Jane Weber, Associate Professor of Developmental Mathematics

2009 Usibelli Award for Distinguished Research Nominees

James Allen, Professor of Psychology
Richard Collins, Associate Professor of Atmospheric Science
Amy Lauren Lovecraft, Associate Professor of Political Science
Satyanarayan Naidu, Professor Emeritus of Marine Geology
Chien-Lu Ping, Professor of Soil Sciences
Igor Polyakov, Research Professor of Atmospheric Sciences and Oceanography
Robert Wheeler, Professor of Extension

2009 Usibelli Award for Distinguished Service Nominees

Andreas Anger, Associate Professor of Applied Business and Accounting
William Connor, Research Associate Professor of Psychology
Gary Laursen, Adjunct Professor of Biology and Wildlife
Meriam Karlsson, Professor of Horticulture
Todd Sherman, Professor of Art

ATTACHMENT 159/16
UAF FACULTY SENATE #159
MAY 4, 2009

2009 Emerita/us

Dr. Joan Braddock, Professor of Biology and Dean, Emerita

Dr. John Craven, Professor of Physics, Emeritus

Ms. Mary Earp, Associate Professor of Developmental English, Emerita

Dr. Aldona Jonaitis, Director, UA Museum of the North, Emerita

Dr. Oscar Kawagley, Associate Professor of Education, Emeritus

Dr. Michael Schuldiner, Professor of English, Emeritus

Dr. William Smoker, Professor of Fisheries, Emeritus

Ms. Julia Triplehorn, Associate Professor of Library Science, Emerita

Ms. Helga Wilm, Executive Officer, Emerita

ATTACHMENT 159/17
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

MOTION:
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The UAF Faculty Senate moves to endorse the 2009-2010 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

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2009-10 Faculty Senate Committees

STANDING COMMITTEES

Curricular Affairs
- Ken Abramowicz, SOM (10)
- Carrie Baker, CLA (10)
- Christa Bartlett, CRCD/TVC (11)
- Seta Bogosyan, CEM (10)
- Sarah Fowell, CNSM (11)
- Falk Huettmann, CNSM (11) – Chair
- Beth Leonard, SoEd (10)
- Debra Moses, CRCD/TVC (11)
- Rainer Newberry, CNSM (10)
- Amber Thomas, CLA (11)

Faculty Affairs
- Jane Allen, CRCD/KUC (11)
- Anne Christie, CLA (10) - Convener
- Mike Davis, CRCD (10)
- Roger Hansen, GI (11)
- Kenan Hazirbaba, CEM (10)
- Cecile Lardon, CLA (11)
- Morris Palter, CLA (11)
- Jennifer Reynolds, SFOS (11)
- Yijiang Zhao, SOM (11)

Unit Criteria
- Andy Anger, CRCD/TVC (11)
- Heidi Brocious, CLA (11)
- Ute Kaden, SoEd (11)
- Brenda Konar, SFOS (10) – Chair
- Sonja Koukel, CES (10)
- Julie McIntyre, CNSM (11)
- Ray Ralonde, SFOS (10)
- Tim Wilson, CLA (11)

PERMANENT COMMITTEES

Committee on the Status of Women
- Elizabeth Allman, CNSM (10)
- Alexandra Fitts, CLA (10)
- Stefanie Ickert-Bond, IAB (10)
- Jessica Larsen, GI (11)
- Jenny Liu, CEM (11)
- Janet McClellan, CLA (11)
- Derek Sikes, CNSM (11)
- Jane Weber, CRCD (10) – Chair

Core Review
CLA:
- Christine Coffman, English (10)
- Christie Cooper, Communications (10)
- James Gladden, Social Sci, and Applied & Distance Ed (10)
- Karen Gustafson, Humanities (10)
- Diane Ruess, Library (11)
- Siri Tuttle, At-Large CLA (11)

CNSM:
- Latrice Bowman, Math (10) – Chair/Convener
- (1 Natural Science vacancy)

Student Academic Development & Achievement Committee
- Colleen Angaiak, Rural Student Services
- Jane Allen/Nancy Ayagarak, KUC Campus
- John Creed, Chukchi Campus
- Dana Greci, CRCD/DevEd
- Linda Hapsmith, Academic Advising Center
- Cindy Hardy, CRCD/DevEd
- Joe Hickman, Student Support Services Program
- Marjorie Illingworth, CRCD – Chair/Convener

Student Academic Development & Achievement Committee - Continued

Joe Mason, Northwest Campus
Margaret Short, Math/CNSM (11)
Curt Szuberla, Science/CNSM (10)

Faculty Appeals & Oversight Committee
Carol Barnhardt, SoEd (11)
Roxie Dinstel, CES (11)
John Gimbel, CNSM (10) - Convener
Joshua Greenberg, SNRAS (10)
Maureen Hogan, SoEd (11)
Leonard Kamerling, CLA (11)
Santanu Khataniar, CEM, (10)
Jerry McBeath, CLA (10)
Wayne Marr, SOM (10)
Christa Mulder, CNSM (11)
Fred Sorensen, CES (10)
Charlie Sparks, SOM (11)
Keith Swarner, CRCD (10)

Faculty Development, Assessment & Improvement
Melanie Arthur, CLA (11)
Josef Glowa, CLA (10)
Julie L. Joly, SNRAS (11)
Marianne Kerr, CES (11)
Diane McEachern, CRCD/KUC (11)
Joy Morrison, Faculty Development Office
Alexandra Oliveira, SFOS (11)
Larry Roberts, CLA (11) - Convener
Layne Smith, CLA (10)
Thomas Zhou, SOM (10)

Graduate Academic & Advisory Committee
Donie Bret-Harte, CNSM (11)
Rajive Ganguli, CEM (10) – Convener
Regine Hock, CNSM (11)
Meibing Jin, IARC (10)
Orion Lawlor, CNSM (11)
Jingjing Liang, SNRAS (10)
Anupma Prakash, CNSM (11)
Sue Renes, SoEd (11)
Xiong Zhang, CEM (11)

Note:
See http://www.uaf.edu/uafgov for the most current lists in Fall 2009.

ATTACHMENT 159/18
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY ADMINISTRATIVE COMMITTEE

MOTION:
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The UAF Faculty Senate moves to adopt the following calendar for its 2009-2010 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled well in advance to allow for reservations at the Wood Center and to facilitate planning for Faculty Senate members.

Meeting #:	Date	Day	Time	Type
160	9-14-09	Monday	1:00 PM	Video/Audio Conference
161	10-12-09	Monday	1:00 PM	Face to Face
162	11-09-09	Monday	1:00 PM	Audio Conference
163	12-07-09	Monday	1:00 PM	Audio Conference
164	2-01-10	Monday	1:00 PM	Face to Face
165	3-01-10	Monday	1:00 PM	Video/Audio Conference
166	4-05-10	Monday	1:00 PM	Audio Conference
167	5-03-10	Monday	1:00 PM	Face to Face

ATTACHMENT 159/19
UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY ADMINISTRATIVE COMMITTEE

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2009. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 4, 2009

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.