

FOR MORE INFORMATION, CONTACT:

Jayne Harvie  
474-7964 fysenate@uaf.edu

For Audioconferencing:

Toll-free #: 1-800-893-8850  
Participants PIN: 1109306

**A G E N D A**

UAF FACULTY SENATE MEETING #166

Monday, April 5, 2010

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

- |      |       |  |         |
|------|-------|--|---------|
| 1:00 | I     | Call to Order – Jonathan Dehn  | 5 Min.  |
|      |       | A. Roll Call   |         |
|      |       | B. Approval of Minutes to Meeting #165   |         |
|      |       | C. Adoption of Agenda  |         |
| 1:05 | II    | Status of Chancellor's Office Actions  | 5 Min.  |
|      |       | A. Motions Approved:   |         |
|      |       | 1. Motion to Amend the Mandatory Placement Policy  |         |
|      |       | B. Motions Pending: none   |         |
| 1:10 | III   | A. President's Comments – Jonathan Dehn  | 5 Min.  |
|      |       | B. President-Elect's Report – Cathy Cahill   | 5 Min.  |
| 1:20 | IV    | Guest Speaker  | 20 Min. |
|      |       | A. Mark Hamilton, UA President   |         |
| 1:40 | V     | A. Remarks by Chancellor Brian Rogers  | 5 Min.  |
|      |       | B. Remarks by Provost Susan Henrichs   | 5 Min.  |
| 1:50 | VI    | Governance Reports   | 5 Min.  |
|      |       | A. Staff Council – Martin Klein  |         |
|      |       | B. ASUAF – Todd Vorisek  |         |
|      |       | C. UAFT/UNAC   |         |
| 1:55 | BREAK |  |         |
| 2:05 | VII   | New Business   | 20 Min. |
|      |       | A. Motions to Amend the Faculty Senate Bylaws, submitted by the Faculty Affairs Committee (Attachments 166/1-166/4; 166/5-All Changes) |         |
|      |       | B. Motion to Reaffirm ANLC/ANLP Unit Criteria, submitted by the Unit Criteria Committee (Attachment 166/6)                             |         |
|      |       | C. Motion to Approve an AAS degree in Drafting Technology, submitted by the Curricular Affairs Committee (Attachment 166/7)            |         |
|      |       | D. Motion to Approve a Minor in Mining Engineering, submitted by the Curricular Affairs Committee (Attachment 166/8)                   |         |
|      |       | E. Motion to amend the UAF "Policies and Regulations for the Appointment and Evaluation of Faculty" (Attachment 166/9)                 |         |

F. Motion of Confirmation for Outstanding Senator of the Year Award,  
submitted by the OSYA Selection Committee (Attachment 166/10)

- 2:25 VIII Announcements 5 Min.  
A. Chancellor's Advisory Committee for the Naming of Campus Facilities  
B. Promotion & Tenure Workshop on April 23, 2010 (Handout)
- 2:30 IX Discussion Items 15 Min.  
A. Academic Master Plan – Susan Henrichs, Jon Dehn (Handout)  
Available online at:  
[http://www.uaf.edu/uafgov/faculty/09-10\\_senate\\_meetings/index.html#166](http://www.uaf.edu/uafgov/faculty/09-10_senate_meetings/index.html#166)  
B. Peer Observation Form – Josef Glowa (Attachment 166/11)  
Forms are posted online at:  
[http://www.uaf.edu/uafgov/faculty/09-10\\_senate\\_meetings/index.html#166](http://www.uaf.edu/uafgov/faculty/09-10_senate_meetings/index.html#166)  
C. Update on Follett Bookstore – Ken Abramowicz, Jane Weber  
D. Update on the Core/LEAP discussions – Falk Huettmann
- 2:45 X Committee Reports 10 Min.  
A. Curricular Affairs – Falk Huettmann, Ken Abramowicz  
(Attachment 166/12)  
B. Faculty Affairs – Jennifer Reynolds (Attachment 166/13)  
C. Unit Criteria – Brenda Konar (Attachment 166/14)  
D. Committee on the Status of Women – Jane Weber, Alex Fitts  
(Attachment 166/15)  
E. Core Review – Latrice Laughlin  
F. Curriculum Review – Rainer Newberry  
G. Faculty Appeals & Oversight – Charlie Sparks  
H. Faculty Development, Assessment & Improvement – Josef Glowa  
(Attachment 166/16)  
I. Graduate Academic & Advisory Committee – Rajive Ganguli  
J. Student Academic Development & Achievement – Cindy Hardy  
K. Ad Hoc Committee: Advisory Research Committee – Roger Hansen
- 2:55 XI Members' Comments/Questions 5 Min.
- 3:00 XII Adjournment

ATTACHMENT 166/1 Motion B4 versions 1 and 2  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the Faculty Affairs Committee

## MOTION

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection B.4 (page 13). This amendment changes the way split appointments are handled in reapportionment calculations for representation on the Faculty Senate.

EFFECTIVE: Fall 2010

RATIONALE: This amendment would drop the use of split appointments to adjust faculty counts for individual units in reapportionment calculations. The change would help to make the reapportionment procedure much less labor-intensive, with minor effect on the outcome.

At present, the Geophysical Institute (GI), the International Arctic Research Center (IARC), and the Institute of Arctic Biology (IAB) are now represented in a Research Institutes “conglomerate group.”

In reapportionment calculations using 2008-2009 data, under the current Faculty Senate Bylaws, the GI and IARC would each qualify for separate representation regardless of whether split appointments are taken into account. IAB would qualify for the minimum representation by 2 senators and the representation of CNSM would decrease from 6 to 4 senators. In addition, a new “conglomerate group” emerges, composed of INE, UAA CHSW/SON, ARSC, OFC, and the Museum. This new group would be represented by the minimum 2 senators, increasing the size of the Senate by 2 members.

In contrast, with this amendment that drops consideration of split appointments, IAB would have only 2 faculty with primary appointments in IAB in 2008-09 (and none in 2009-10). Of the 38 qualifying IAB faculty in 2008-09, 35 had appointments split with CNSM, 1 had an appointment split with SNRAS, and 2 had 50-67% research faculty appointments in IAB without an academic appointment elsewhere. IAB would not qualify for separate representation, CNSM would retain its 6 senators, and the new “conglomerate group” would not form, as it depends on the existence of split appointments.

The amendment specifies that in the case of evenly split appointments, for apportionment purposes the faculty member is to be counted in the tenure-granting unit. This is in accord with the concept that faculty should be represented in the unit of the primary appointment, as the rank of faculty with this type of split appointment is set by the tenure-granting unit and thus it may be seen as the primary unit. This is also in accord with a separate proposed amendment to section C.2, stating that faculty with evenly split appointments will vote in the tenure-granting unit.

**NOTE:** The difference between *Version 1* and *Version 2* is relevant to tenure-track faculty with split appointments in which the fraction of the appointment in a research unit is greater than 50%. In 2008-09, seven faculty with split appointments in CNSM and IAB had 62-75% of their appointments in IAB. Seven others had split appointments with 25% in an academic unit and 75% in the Museum. Thirteen had split appointments with 25% in an academic unit and 75% in GI.

Under Version 1, the reapportionment procedure adheres more closely to the actual division of effort by the faculty member for the year in which reapportionment takes place. The primary unit is considered to be that in which the faculty member has the greatest fraction of his/her appointment, regardless of whether it is in an academic or research unit. IAB still would not qualify for separate representation, but in this version the faculty with > 50% appointment in IAB would be counted in IAB rather than in an academic unit, and would vote with whatever unit IAB decided to affiliate with (i.e., GI, IARC, CNSM, etc.). Note that this procedure would require details of appointments for all faculty with split

appointments. This would require less effort than the current procedure, in which details are required for all UAF faculty, but more effort than Version 2.

Under Version 2, these faculty would be counted in the tenure-granting unit, even though the majority of their appointment in any given year may be in a research institute. The justification for this is twofold. First, the appointment may change from year to year, and the information on each faculty member's appointment is not readily available; thus it is desirable to avoid using these details for reapportionment. Second, an appointment in a tenure-granting unit may be considered the primary appointment on the grounds that it determines the faculty member's rank.

**CAPS** = Addition  
[[ ]] = Deletion

### **VERSION 1**

**3 [[4.]] FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE UNIT OF PRIMARY APPOINTMENT OR, IN THE CASE OF EVENLY SPLIT APPOINTMENT, IN THE TENURE-GRANTING UNIT. [[Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.]]**

### **VERSION 2**

**3 [[4.]] TENURE-TRACK FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE TENURE-GRANTING UNIT. RESEARCH FACULTY AND OTHER QUALIFYING FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE UNIT OF PRIMARY APPOINTMENT. [[Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.]]**

ATTACHMENT 166/2 Motion B8  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the Faculty Affairs Committee

MOTION

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, existing subsection B.8 (page 14). This amendment addresses the frequency of reapportionment for the purpose of Faculty Senate representation.

EFFECTIVE: Fall 2010

RATIONALE: The current bylaws require reapportionment “for the elections held in even numbered years or upon two-thirds vote of the Senate.” Reapportionment every two years is deemed excessive because the distribution of faculty among units at UAF does not change significantly over two-year time periods. In practice, reapportionment seems to have been conducted at 5-10 year intervals. This motion will change the Bylaws to specify a 7-year interval, and will synchronize the reapportionment process with UAF accreditation reviews in order to make use of the data on faculty distribution that is compiled for that purpose by the Provost’s Office. The alternate provision for reapportionment upon a 2/3 vote of the Senate is retained.

**CAPS** = Addition

[[ ]] = Deletion

**7 [[8]].** Re-apportionment will be done **IN THE YEAR OF ACCREDITATION REVIEW OF UAF, EXPECTED TO BE EVERY SEVEN YEARS,** [[for the elections held in even numbered years]] or upon two-thirds vote of the Senate.

MOTION

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection C.1 (page 14). This amendment addresses the procedure for election of representatives from research institutes to the Faculty Senate.

EFFECTIVE: Fall 2010

RATIONALE: The current Bylaws are written with the assumption that the research institutes will not qualify for separate representation on the Faculty Senate. Instead, they are grouped into a “conglomerate group.” The Bylaws specify that elections for Faculty Senate representatives for the research institutes are to be held by the Senate office. This provision is reasonable because there is no central organization or administrative office for such a collection of research institutes. However, several research institutes are now large enough for separate representation on the Faculty Senate. Each of them has the same organizational ability to run internal elections as the academic units have. This amendment removes the assumption that research institutes will not have separate representation, and specifies that all individual units represented on the Faculty Senate, i.e., research institutes as well as schools and colleges, are responsible for their own elections and election procedures. The Senate office will continue to have responsibility for elections by any “conglomerate groups.”

**CAPS** = Addition

[[ ]] = Deletion

C. Election Procedure

1. Election shall be **CONDUCTED** by the **REPRESENTED** [[academic]] units, or **BY** the Senate office for **ANY CONGLOMERATE GROUPS**, [[the research institutes]] to provide representatives to the Senate according to Article III of the Senate Constitution. Elections and election procedures are the responsibility of the units, subject to the following:

...

MOTION

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection C.2 (page 14). In reference to election of representatives to the Faculty Senate, this amendment addresses the voting procedure for faculty with split appointments (in multiple units).

EFFECTIVE: Fall 2010

RATIONALE: For the purpose of faculty representation on the UAF Faculty Senate, this change brings the election procedure into alignment with the procedure for reapportionment. In reapportionment, faculty with split appointments will be counted in a single unit. This motion changes the election procedure so that faculty vote in that same unit.

**NOTE:** Selection of *Version 1* or *Version 2* should match the selection for section B.4 (now B.3) in a separate motion.

**CAPS** = Addition  
[[ ]] = Deletion

**VERSION 1:**

C. Election Procedure

...

2. A faculty member may vote for Senate representatives in only one unit. That unit must be the unit of primary appointment or, in the case of evenly split appointment, the **TENURE-GRANTING UNIT** [[unit of the faculty member's choice]].

**VERSION 2:**

C. Election Procedure

...

2. A faculty member may vote for Senate representatives in only one unit. **FOR TENURE-TRACK FACULTY, THAT UNIT MUST BE THE TENURE-GRANTING UNIT. RESEARCH FACULTY AND OTHER QUALIFYING FACULTY MUST VOTE IN THE UNIT OF PRIMARY APPOINTMENT.** [[That unit must be the unit of primary appointment or, in the case of evenly split appointment, the unit of the faculty member's choice]].

BYLAWS of the  
UNIVERSITY OF ALASKA FAIRBANKS  
FACULTY SENATE

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Six non-voting members will be selected by and from other university constituencies as follows: one non-graduate student and one graduate student selected by the ASUAF; one professional school dean and one college dean selected by the Deans' Council; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. If the staff representative from the registrar's office is APT, the second staff member must come from the classified staff ranks. If the staff representative from the registrar's office is classified, the second staff member must be APT. Three additional non-voting members will be selected by and from the unions as follows: one elected official each from United Academics-AAUP/AFT, **UAFT** **[[ACCFT]]**, Adjunct (United Academics)-AAUP/AFT.

Terms shall be for two years and staggered, with approximately one-half of the Senate elected each year.

B. Representation shall be by academic or research unit **AND BASED ON THE NUMBER OF QUALIFYING FACULTY** **[[and based on the number of full-time faculty equivalent (FTFE)]]** in each unit as described below.

1. A unit is a single school or college **OR RESEARCH INSTITUTE**, or a collection of schools and/or colleges or collection of research institutes (see item **5** **[[7]]**).
2. For representational purposes only a faculty member shall be defined as one who holds academic rank or special academic rank.

**[[3. Each faculty member whose annual academic appointment equals or exceeds 1560 hours will be considered 1 FTFE.]]**

**VERSION 1:**

**3** **[[4.]]** **FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE UNIT OF PRIMARY APPOINTMENT OR, IN THE CASE OF EVENLY SPLIT APPOINTMENT, IN THE TENURE-GRANTING UNIT.** **[[Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.]]**

**VERSION 2:**

**3** **[[4.]]** **TENURE-TRACK FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE TENURE-GRANTING UNIT. RESEARCH FACULTY AND OTHER QUALIFYING FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE UNIT OF PRIMARY APPOINTMENT.** **[[Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.]]**



- 4 [[5]]. Each unit will elect the number of representatives to the Senate equal to the number of **QUALIFYING FACULTY** [[FTFE]] in that unit divided by the total **NUMBER OF QUALIFYING FACULTY AT UAF** [[FTFE]], multiplied by 35 and rounded to the nearest integer.
- 5 [[6]]. A faculty member having appointment split between units shall be included in [[each unit in proportion to the respective appointment for the computation of item 5]].
- 6 [[7. All schools or]] **SCHOOLS**, colleges **AND RESEARCH INSTITUTES** whose representation under item 4 [[5]] is zero **MAY FORM A CONGLOMERATE GROUP FOR THE PURPOSE OF JOINT REPRESENTATION AS A SINGLE UNIT, IF TOGETHER THEY QUALIFY FOR REPRESENTATION UNDER ITEM 4. IF THEY DO NOT QUALIFY AS A CONGLOMERATE GROUP, OR IF THEY DO NOT CHOOSE TO BE REPRESENTED AS A GROUP, THEN EACH UNIT SHALL JOIN WITH A REPRESENTED SCHOOL, COLLEGE OR RESEARCH INSTITUTE.** [[shall be grouped into the conglomerate group and this group shall be treated as a single unit for purposes of the computation of item 5. If a unit which would have been grouped in the conglomerate group decides instead that the unit would be better served by joining with another school or college, it may do so upon the mutual agreement of those units.]]
- 7 [[8]]. Re-apportionment will be done **IN THE YEAR OF ACCREDITATION REVIEW OF UAF, EXPECTED TO BE EVERY SEVEN YEARS,** [[for the elections held in even numbered years]] or upon two-thirds vote of the Senate.
- 8 [[9]]. Each unit will have at least 2 representatives.

### C. Election Procedure

1. Election shall be **CONDUCTED** by the **REPRESENTED** [[academic]] units or **BY** the Senate office for **ANY CONGLOMERATE GROUPS** [[the research institutes]] to provide representatives to the Senate according to Article III of the Senate Constitution. Elections and election procedures are the responsibility of the units, subject to the following:

**VERSION 1:**

2. A faculty member may vote for Senate representatives in only one unit. That unit must be the unit of primary appointment or, in the case of evenly split appointment, the **TENURE-GRANTING UNIT** [[unit of the faculty member's choice]].

**VERSION 2:**

2. A faculty member may vote for Senate representatives in only one unit. **FOR TENURE-TRACK FACULTY, THAT UNIT MUST BE THE TENURE-GRANTING UNIT. RESEARCH FACULTY AND OTHER QUALIFYING FACULTY MUST VOTE IN THE UNIT OF PRIMARY APPOINTMENT.** [[That unit must be the unit of primary appointment or, in the case of evenly split appointment, the unit of the faculty member's choice]].
3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based **QUALIFYING FACULTY** [[FTFEs]].
4. Units with faculty who teach in associate, certificate, or noncredit programs should elect representatives in proportion to such faculty.

5. Units with senior faculty should elect associate and full professors as Senate representatives in a number that is at least equal to the proportion of such faculty.
6. Units with graduate programs should elect at least one graduate faculty member.
7. Each unit shall elect at least half as many alternate representatives as representatives.

ATTACHMENT 166/6  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the Unit Criteria Committee

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Alaska Native Language Center (ANLC) and the Alaska Native Language Program (ANLP).

EFFECTIVE: Fall 2010 and/or  
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the Alaska Native Language Center and the Alaska Native Language Program. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

\*\*\*\*\*

UNIVERSITY OF ALASKA FAIRBANKS  
REGULATIONS FOR THE  
APPOINTMENT AND EVALUATION OF FACULTY  
**ALASKA NATIVE LANGUAGE CENTER (ANLC) AND ALASKA NATIVE LANGUAGE  
PROGRAM (ANLP) UNIT CRITERIA  
STANDARDS AND INDICES**

This adaptation of the UAF and Board of Regents criteria for promotion and tenure is specifically designed for evaluation of Alaska Native Languages faculty and should also be used for annual evaluations. Items in boldface caps are added because of their relevance to ANLC and ANLP faculty and are additions and clarifications to the existing regulations.

**CHAPTER I**

**Purview**

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

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

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

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

## CHAPTER II

### Initial Appointment of Faculty

#### A. Criteria for Initial Appointment

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

#### B. Academic Titles

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

#### C. Process for Appointment of Faculty with Academic Rank

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

#### D. Process for Appointment of Faculty with Special Academic Rank

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

#### E. Following the Selection Process

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

#### F. Letter of Appointment

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

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

## CHAPTER III

### Periodic Evaluation of Faculty

#### A. General Criteria

Criteria as outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV **AND ALASKA NATIVE LANGUAGE CENTER/PROGRAM UNIT CRITERIA, STANDARDS AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member’s professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

#### Bipartite Faculty

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

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

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

#### B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. **INSTRUCTORS OF ALASKA NATIVE LANGUAGES OFTEN DEAL WITH STUDENTS IN SMALLER GROUPS. BECAUSE OF THE DEMOGRAPHY OF ALASKA NATIVES AND THE ENDANGERED STATUS OF ALL ALASKA NATIVE LANGUAGES, INDIVIDUAL STUDY CLASSES ARE OFTEN THE ONLY MEANS OF PROVIDING CRUCIAL INSTRUCTION TO MEMBERS OF SMALL NATIVE GROUPS WHO HAVE THE POTENTIAL TO BECOME LINGUISTS AND LANGUAGE SPECIALISTS.**

## 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. DESIGN THEIR OWN CLASSROOM MATERIALS TO A MUCH GREATER EXTENT THAN IN MOST OTHER DISCIPLINES, SINCE PUBLISHED INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES ARE LIMITED.**

## 2. Components of Evaluation

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

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

**and** at least two of the following:

- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

## C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage

in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. **THE MISSION OF ANLC PROVIDES FOR THE PRODUCTION AND DISTRIBUTION OF NATIVE LANGUAGE PUBLICATIONS TO THE PEOPLE OF ALASKA AND NATIVE GROUPS IN PARTICULAR. THE ALASKA NATIVE LANGUAGE CENTER'S PUBLICATION PROGRAM IS AN EFFECTIVE MEANS OF ACCOMPLISHING THIS GOAL AND IS VIEWED AS A REPUTABLE PRESS IN THE FIELD OF NATIVE AMERICAN LINGUISTICS. ANLC IS FOREMOST IN PUBLISHING IN ATHABASCAN WORLDWIDE AND FOREMOST IN ESKIMO-ALEUT PUBLISHING IN NORTH AMERICA. MANUSCRIPTS TO BE PUBLISHED ARE REVIEWED BY APPROPRIATE SPECIALISTS OUTSIDE THE INSTITUTION WHEREVER POSSIBLE.**

**PUBLICATIONS INTENDED FOR THE PUBLIC AND ESPECIALLY THE NATIVE COMMUNITY OFTEN TAKE A DIFFERENT FORM FROM OTHER SCHOLARLY RESEARCH. THESE MATERIALS ARE EVALUATED BY THEIR INTENDED USERS IN LANGUAGE COMMUNITIES AND BY OTHER LINGUISTS AND LANGUAGE SPECIALISTS WHO PRODUCE SIMILAR MATERIALS. ANLC FACULTY ARE EXPECTED TO PRODUCE BOTH SCHOLARLY AND APPLIED PUBLICATIONS.**

**1. Achievement in Research, Scholarly and Creative Activity**

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

- 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 juries, recognized artists, or critics.
- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. 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.
- m. **GRAMMARS, DICTIONARIES, TEXTS, AND INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES.**
- n. **OTHER MEANS OF DISSEMINATING INFORMATION ABOUT ALASKA NATIVE LANGUAGES, SUCH AS MAPS, CD'S, AUDIO TAPES, VIDEO TAPES, AND WEB PAGES.**
- o. **THE DESIGN OF TEMPLATES FOR DICTIONARIES, GRAMMARS, TEXT COLLECTIONS, AND TEACHING MATERIALS APPLICABLE TO CLOSELY RELATED LANGUAGES.**

**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." **BECAUSE OF ITS**



## **STATEWIDE MISSION, ANLC IS STRONGLY COMMITTED TO PUBLIC SERVICE TO ALASKA NATIVE COMMUNITIES.**

### **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. 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.

### **1. TEACHING IN NOT-FOR-CREDIT SITUATIONS.**

- m. **PARTNERSHIPS WITH NATIVE ORGANIZATIONS AND LANGUAGE PROGRAM SUPPORT, INCLUDING MATERIALS PRODUCTION AND TEACHER EDUCATION. EVIDENCE OF SUCH SERVICE INCLUDES ACTIVITIES IN SUPPORT OF COMMUNITY LANGUAGE GOALS, SUCH AS WORKSHOPS AND NOT-FOR-CREDIT COURSES, NATIVE LANGUAGE TEACHER EDUCATION, AND MATERIALS RESULTING FROM THESE ACTIVITIES.**

## **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.
- 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.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

#### **4. Evaluation of Service**

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

#### **WITHIN ANLC, EXCELLENCE IN SERVICE IS DEMONSTRATED BY**

- a. SUSTAINED ENGAGEMENT AND COLLABORATION WITH LANGUAGE COMMUNITIES THAT RESULT IN LOCAL LEADERSHIP OR RESEARCH IN LANGUAGE EFFORTS,**
- b. PARTICIPANT EVALUATIONS OF WORKSHOPS OR OTHER ACTIVITIES,**
- c. MATERIALS CREATED SPECIFICALLY FOR A WORKSHOP,**
- d. SUCCESSFUL OUTCOMES OF MENTORING.**

#### **E. Unit Criteria, Standards and Indices**

Unit criteria, standards and indices are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in B, C, D, above, and in "UAF Faculty Appointment and Evaluation Policies," Chapter IV for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4<sup>th</sup> year comprehensive and diagnostic review (United Academics only), and post-tenure review.

Unit criteria, standards and indices may be developed by those units wishing to do so. Units that choose not to develop discipline-specific unit criteria, standards and indices must file a statement stating so with the Office of the Provost, which shall serve as the official repository for approved unit criteria, standards and indices.

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed and approved by the cognizant dean who will forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

Unit criteria, standards and indices will be reviewed at least every five (5) years by the faculty of the unit. When reorganization results in a unit's placement in another college/school structure, the cognizant dean, in consultation with the unit faculty shall review unit criteria, standards and indices and revise if warranted. Unit criteria, standards and indices approved by the Faculty Senate prior to a unit's reorganization shall remain in effect until reviewed and revised. Revision of unit criteria, standards and indices must follow the review process established by the Faculty Senate. If the unit criteria, standards and indices

are not revised, a statement of reaffirmation of the current unit criteria, standards and indices must be filed with the Office of the Provost, following the review.

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is **NOT** optional. It shall be the responsibility of the candidate for promotion, tenure, 4<sup>th</sup> year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

## **F. Annual Evaluation of Non-tenured Faculty with Academic Rank**

### **1. Process of Evaluation**

There will be annual evaluations of all untenured faculty members holding academic rank. Each faculty member shall submit a professional activities report to the campus director or college/school dean according to a schedule announced by the provost. The annual professional activities report will be accompanied by a current curriculum vita.

The evaluations performed by the campus director or college/school dean shall include explicit statements on progress toward meeting criteria for tenure and promotion in their written evaluations. The dean's/director's evaluation shall reference the faculty member's workload agreement in commenting on progress. The director or dean shall provide a copy of a written evaluation to the faculty member.

In the case of a faculty member having a joint appointment, the dean will coordinate the review and recommendation with the director as appropriate.

## **G. Periodic Evaluation of Tenured Faculty Members**

### **1. Frequency of Evaluation**

a) All tenured faculty at UAF shall be evaluated once every three years according to a schedule and process announced by the provost.

b) For tenured faculty with joint appointments, the cognizant dean will arrange a review that assures that all appropriate administrators provide a written evaluation of the faculty member. The dean will inform the faculty member of these arrangements.

### **2. Annual Activities Report**

All tenured faculty shall prepare a professional activities report annually and submit it to the dean or director according to a schedule announced by the provost.

## **H. Evaluation of Faculty with Special Academic Rank**

Special academic rank faculty are appointed for a specified period of time. They are to provide evidence of effectiveness in their assigned responsibilities during the term of their appointment when requested by their college/school dean or institute director according to the process set forth by the provost.

### **1. Process of Evaluation**

The college/school dean or institute director shall require an annual activities report of a faculty member who has an appointment renewed beyond the initial year of appointment. The review process outlined above for academic rank faculty shall apply. The optional

process for the development and approval of the unit criteria, standards and indices as outlined above in Chapter III, E. shall also apply to the definition and evaluation of faculty in special academic rank positions.

The appointment to special academic rank shall terminate on the date specified in the letter of appointment, and implies no expectation of a subsequent appointment.

ATTACHMENT 166/7  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to approve an Associate of Applied Science in Drafting Technology.

EFFECTIVE:            Fall 2010 and/or  
                              Upon Board of Regents approval.

RATIONALE:           See the program proposal #37-UNP on file in the Governance  
                              Office, 314 Signers' Hall.

\*\*\*\*\*

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

The proposed Associate of Applied Science in Drafting Technology consists of courses that prepare a student for employment in the construction industry as engineering, architectural, or design draftspersons. The existing Certificate in Drafting Technology offers students a basic understanding of computer aided drafting, but little to no knowledge of what they will be asked to draw. The proposed AAS addresses the deficiency by utilizing existing Construction Management courses, and two new course offerings, to familiarize students with the different design disciplines and trades inherent in the construction industry. Students will graduate having the industry vocabulary and knowledge required to meet the skills of employees that architectural, engineering, and construction firms are demanding.

The goals of this A.A.S. program are to:

- Provide a well-rounded exposure of construction technology to students in order that they can effectively communicate with architects, engineers, and contractors.
- Provide focused education and skill development in drafting in order that students enter the workforce with a readily marketable skill.
- Meet the local demands for draftspersons that possess a basic knowledge of construction, accurate and efficient drafting skills, and the flexibility to utilize evolving drafting and design technologies.

**Proposed Catalog Layout:**

**Drafting Technology: Associate of Applied Science**

**College of Rural and Community Development**

**Tanana Valley Campus**

**(907) 455-2845**

[www.tvc.uaf.edu/programs/drafting/](http://www.tvc.uaf.edu/programs/drafting/)

**Minimum credits for the A.A.S.: 60**

The A.A.S. degree in drafting technology combines focused training in computer aided drafting with a well-rounded exposure to the professions, trades, and materials common to construction in Alaska. Courses combine technical CAD training with the vocabulary and knowledge needed to communicate with future employers in the architectural, engineering, and construction fields. Students develop skills in mathematics, drawing and multi-functional CAD techniques. Students are instructed in traditional drawing techniques, computer-aided drafting (CAD), and building information modeling (BIM) technologies; giving them the knowledge and flexibility to work traditionally and with the most recent drafting technologies. Required courses cover many aspects of design and construction, including building materials, codes and civil, mechanical, electrical, and structural technologies. Qualified students have the opportunity to work side-by-side with professionals from the architectural and engineering community in internship situations, gaining valuable on-the-job experience.

**Major – A.A.S. Degree**

1. Complete the general university requirements
2. Complete the A.A.S. requirements (15 credits)
  - Communications
    - ENGL 111X – Introduction to Academic Writing..... 3
    - ENGL 213X – Academic Writing about the Social and Natural Sciences  
or ENGL 211X Academic Writing about Literature..... 3
    - COMM 131X - Fundamentals of communication: group context  
or COMM 141X – Fundamentals of communication : public context..... 3
  - Computation
    - DEVM 105 – Intermediate Algebra  
or TTCH 131 – Math for the Trades  
or MATH at the 100 level or higher ..... 3
  - Human Relations
    - ANTH/SOC 100x – Individual, Society, and Culture  
or ABUS 154 – Human Relations  
or approved human relations course..... 3
3. Complete the following major requirements (42 credits)
  - DRT 101 – Introduction to Drafting..... 3

	DRT 140 – Architectural Drafting.....	3
	DRT 150 – Civil Drafting .....	3
	DRT 170 – Beginning CAD.....	3
	DRT 210 – Intermediate CAD .....	3
	DRT 270 – Advanced CAD .....	3
	DRT 145 – Structural Drafting.....	3
	DRT 155 – Mechanical and Electrical Drafting.....	3
	CM 102 – Means and Methods of Building Construction.....	3
	CM 123 – Codes and Standards.....	3
	CM 142 – Mechanical and Electrical Technology.....	4
	CM 213 – Civil Technology.....	4
	CM 231 – Structural Technology.....	4
4.	Select <u>one</u> of the following electives (3 – 6 credits)	
	DRT 160 – Drafting Internship.....	3-6
	DRT 121 –Construction Documents and Drawings.....	3
	CM 201 – Construction Project Management.....	3
	ES 101* – Introduction to Engineering.....	3
5.	Required credits.....	60-63

\* *This elective requires additional math prerequisites.*



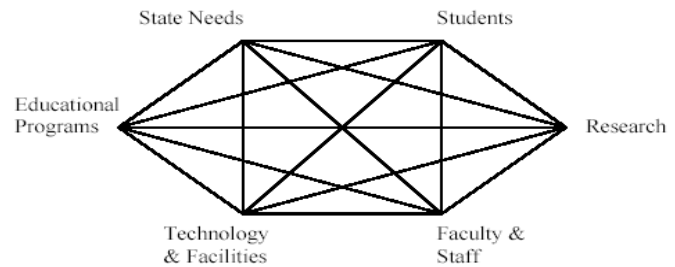
**RESOURCE COMMITMENT TO THE  
PROPOSED DEGREE PROGRAM**

<b>Resources</b>	<b>Existing</b>	<b>New</b>		<b>Total</b>
		College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	FTE .70 (\$57,000 + 40% benefits) \$55,860	0	0	FTE 1 @ \$55,860
Adjunct Faculty (FTE's & dollars)	FTE 1.25 (30 credit hours @ \$1,200/credit hours in AY09/10) \$36,000	FTE .25 (Adjuncts will teach 6 credits and will be self- supporting through tuition.) \$7, 200	0	FTE 1.5/ \$43,200
Teaching Assistants (Headcount)	0	0	0	0
Instructional Facilities (in dollars and/or sq. footage)	1,108 sf	0	0	1,108 sf
Office Space (Sq. footage)	161 sf	0	0	161 sf
Lab Space (Sq. Footage)	0	0	0	0
Computer & Networking (in dollars)	\$66,000 (22 computers at \$3,000 each)	0	0	\$66,000
Research/ Instructional/ office Equipment (in dollars)	0	0	0	0
Support Staff (FTE's & dollars)	.1 FTE/\$4,950	0	0	.1 FTE/\$4,950
Supplies (in dollars)	\$20,000 (CAD Software)	0	0	\$20,000
Travel (in dollars)	0	0	0	0

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

MAU: **University of Alaska Fairbanks**  
Title: **Associates of Applied Science in**  
**Drafting Technology**

Target admission date: **Fall 2010**



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

This program is proposed by the Construction Management and Drafting Technology programs at the Tanana Valley Campus within the College of Rural and Community Development. It has been promoted by the Community Advisory Committee of the Drafting Technology program made up of industry professionals, existing and former students who need additional education before becoming workplace ready and potential employers within the community.

The creation of an Associate of Applied Science program in Construction Management at UAF in 2006 has provided the Drafting Technology program an opportunity to offer much needed additional training to students in the area of construction with a minimal outlay in resources or additional courses. Similar to the Architectural and Engineering Program in Anchorage, the A.A.S. in Drafting Technology would utilize courses taught in Construction Management to bolster the existing Certificate into an A.A.S.

No impact to existing programs across the UA system is expected. The DRT Program in Fairbanks serves a population grounded to the community by work and/or responsibilities. Course offerings are typically in the evenings, allowing students who would otherwise be unable to pursue the degree to do so while meeting other responsibilities.

What State Needs met by this program.

According to the Alaska Department of Labor Statistics, there will be a 19.6% increase in drafters employed between 2006 and 2016, exceeding the projected state average employment growth rate of 14%.

The Army Corp of Engineers, a principal source of local construction work, is requiring the use of Building Information Modeling (BIM) on their projects. BIM, a three-dimensional software platform, can be used by designers, contractors, and owners; increasing the need for well-trained drafting technicians that can navigate the software.

What are the Student opportunities and outcomes? Enrollment projections?

Feedback from the Drafting Technology Community Advisory Committee, made up of local professionals and potential employers, has consistently supported a program with greater emphasis on technical training in building technologies in order for students to know how to use the skills in computer aided drafting they learn in the existing Certificate program. The proposed AAS meets this need with little to no additional commitment of resources. Graduating students will leave the program with the vocabulary and knowledge needed to converse with engineers, architects, and contractors- skills needed to seek and retain employment.

The Department of Labor Occupational Outlook Handbook for 2008-2009 clearly states “Opportunities should be best for individuals with at least 2 years of postsecondary training in a drafting program that provides strong technical skills and considerable experience with CADD systems.” The report goes on to highlight the increasing need for drafters due to increasing retirement and complexity of drafting software.

The experience of current Drafting Technology Certificate holders strongly reinforces the DOL findings. Most graduates of the program have had difficulty finding or keeping work, primarily because they have little to no knowledge of construction technology. By comparison, those students that have construction experience are more likely to find and keep employment. Unfortunately, those few students are the exception. This proposed AAS will remedy this issue providing students with no construction knowledge with a broad exposure to the construction industry.

Currently, there are 20-25 students in the Drafting Technology program. There are 15 students currently enrolled with the Drafting Technology certificate declared as their primary or secondary major. Of these, 12 list the certificate as their primary program. An additional 5-10 students are enrolled in drafting courses who have not yet declared a major but have expressed intent to pursue the drafting certificate. Preceding semesters have seen enrollment as high as 34 students. Degrees received by Drafting Technology students have seen an upward trend, from no degrees rewarded in 2000 to eighteen in 2008. Given the upward trend in enrollment and graduation, enrollments are expected to be between 25 and 35 students annually.

Describe **Research** opportunities:

Not applicable to this AAS program.

Describe Fiscal Plan for development and implementation:

We do not seek any additional funding in order to develop, implement, or maintain this program. With the exception of two courses, all courses already exist and are taught on a routine basis. The two new proposed courses, Structural Drafting and Mechanical and Electrical Drafting are expected to be taught by adjunct faculty currently working in the industry. The funding for the adjunct faculty will derive from the tuition paid for the course. Administrative support and facilities are all in place and active in supporting the existing Certificate program. If enrollment increases as projected, the program as it now exists has sufficient flexibility to provide the equipment, facilities, and administrative support with little to no additional costs. Classrooms and equipment currently exist and are used primarily for evening classes 3-4 times weekly. Both could easily be utilized for additional classes with no need for additional space or equipment.

MOTION:

The UAF Faculty Senate moves to approve a Minor in Mining Engineering.

EFFECTIVE:            Fall 2010 and/or  
                              Upon Chancellor's approval.

RATIONALE:           See the program proposal #29-UNP on file in the Governance  
                              Office, 314 Signers' Hall.

\*\*\*\*\*

Objectives and Purpose of the New Minor

The main objective of this new minor is to give non-mining engineering majors some background in mining engineering.

The proposed minor alleviates two major problems:

1. The shortage of skilled labor in the mining industry; and,
2. The availability of significant capacity in many mining engineering courses.

The mining industry worldwide has a severe shortage of trained personnel. The entire United States produces only about 100-120 mining engineers every year. Therefore, the industry often hires non-mining engineers and trains them. We asked mine operators in surveys if they would hire a "non-mining" engineer or geologist if they had a minor in mining engineering. They were strongly supportive of hiring "non-mining" engineers/geologists that had the proposed minor because it saves them training time. Note that the industry currently hires "non-mining" engineers and geologists; but they play a limited role. In conclusion, the employers indicated that any engineering or geology major that had a minor in mining engineering would be significantly more employable in the industry than without. They, however, indicated that the minor would be very useful to them regardless of the major.

The second aspect of the minor is that it would increase enrollment in junior/senior level MIN courses that are currently under capacity. Most classes are non-lab based and, therefore, it is easy to bump up the enrollment without adding to the costs.

Proposed Minor Requirements:

1. Complete MIN electives at the F300-level or above—15 credits
2. Minimum credits required: 15 credits

Mining engineers are trained on a broad variety of topics since mining engineers are normally responsible for many aspects in a mine, such as mine ventilation, ground control, mine operation, economics, environmental laws and labor management. The minor will allow non-mining engineering majors to pick topics within mining engineering courses that are of interest to them as we will not restrict them to any specific courses. Two examples of course sequences are given below:

Here is a sequence (prerequisites are in parentheses):

MIN 301 (ES 208 & ES 307)

MIN 313

MIN 370 (ES 331)

MIN 407 (CHEM F106X; ENGL F111X; ENGL F211X or ENGL F213)

MIN 409

For engineering majors, the above is exactly 15 credits as they will have met other prerequisites.

Another sequence:

MIN 370 (ES 331)

MIN 407 (CHEM F106X; ENGL F111X; ENGL F211X or ENGL F213)

MIN 408

MIN 409

MIN 443 (MIN 370)

MIN 482

#### Relationship to the “Purposes of the University”

UAF's Academic Development Plan (2007-2012) states this goal at UAF: “Produce graduates who are job-ready in areas of high employer demand, and conduct training and research applied to the development, planning, and management activities of the State”. The proposed minor in mining engineering feeds directly into that since it produces graduates that will be in high demand in a key industry in this resources state.

#### Need for the minor

As stated earlier, the mining industry has a severe shortage of skilled labor, especially mining engineers. The industry resorts to hiring non-mining engineers and then training them to fulfill mining engineering roles.

Mine operators around the state such as Usibelli Coal Mine, Barrick Gold etc were surveyed on their acceptability of the proposed minor. Their response was clear: they see the minor as a positive development. All respondents thought that a “non-mining engineer” was a lot more employable with the proposed minor than without.

#### Projections

The number of undergraduate MIN majors currently stands at 25. We expect 5 students to enroll in the minor. The minor will be a success even if we get one student since it is at no cost.

MOTION

The UAF Faculty Senate moves to amend the UAF *Policies and Regulations for the Appointment and Evaluation of Faculty* by addition of a process for the promotion of non-represented faculty (e-class of FN or FR). The new process will be posted online; and then later incorporated into the printed document upon its upcoming revision.

EFFECTIVE:           Immediately

RATIONALE:           Because the vast majority of faculty are represented by a bargaining unit, the faculty promotion process is typically governed by the collective bargaining agreements between the University and the two bargaining units. However, promotion is granted by and at the discretion of the University therefore, the University is able to offer the opportunity for promotion to faculty who are not members of a bargaining unit due to an administrative assignment (who are in an e-class of FN or FR, versus F9 or A9). As of July 2009, non-represented faculty promotion is not disallowed by Board of Regents Policy or Regulation, nor by the UAF *Policies and Regulations for the Appointment and Evaluation of Faculty* (the “Blue Book”). However, because it is not expressly addressed in those documents, UAF did not have an established process for non-represented faculty promotion prior to AY09-10.

This promotion process is not intended to apply to executives, even though they may have a faculty title and may carry out some faculty duties. Executives are not eligible to stand for promotion via the faculty process.

There are several factors that should be considered before non-represented faculty are encouraged to stand for promotion:

- As within the represented promotion process, the candidate must demonstrate, via the application file, that the criteria for the proposed rank are met or exceeded, as they are defined in UAF’s *Policies and Regulations for the Appointment and Evaluation of Faculty*.
- Non-represented faculty may be reviewed for promotion under this policy if the faculty workload is not less than 49% of their assignment.
- Non-represented faculty will be evaluated strictly on the faculty portion of the workload (teaching, research, and service); the administrative portion of the appointment and its accomplishments will not be considered.
- Non-represented faculty are not entitled to the grievance or appeals processes identified in the collective bargaining agreements. Instead, they are subject only to the ad-hoc appeals process that is described in this document.

\*\*\*\*\*

**Non-Represented Faculty Promotion Process**

The review schedule for the non-represented faculty promotion process shall be the same as the United Academics review schedule for promotion and tenure. The criteria used in the promotion process for non-represented faculty shall be that described in UAF’s *Policies and Regulations for the Appointment and Evaluation of Faculty*. If the faculty portion of a faculty member’s workload is within a unit that has approved unit criteria, then the unit criteria will also apply. The promotion process for non-represented

faculty shall be that which is described in Chapter IV of UAF's *Regulations for the Appointment and Evaluation of Faculty*, except as amended below:

- All levels of review will be given instructions as to how to evaluate the file. Only work that results from faculty duties is to be evaluated, and that work is to be evaluated relative to the portion of appointment/workload dedicated to faculty duties. This portion of appointment must be not less than 49%. Faculty at 49% appointment will be evaluated relative to unit criteria for half-time faculty.
- As stated in UAF's *Regulations for the Appointment and Evaluation of Faculty*, the provost will prepare and distribute guidelines for the preparation of a candidate's file and the required content. These requirements and guidelines are located on the provost's website ([www.uaf.edu/provost](http://www.uaf.edu/provost)) as four documents titled "Guidelines for Promotion/Tenure Review: Part I," "Part II," "Part III," and "Best Practices."
- Chapter IV.B.5.b./Chapter IV.C.4.b. Unit Peer Review. The appropriate peer review committee for non-represented faculty standing for promotion will be appointed by a dean or director from a unit other than that of the candidate. This dean or director will be selected by the provost. At least one committee member must be from the candidate's unit; if conflicts of interest cannot be avoided in this appointment, then the appointed member will not vote and will participate in an advisory capacity. The peer committee will not include individuals who are supervised by the faculty member, except as described above. Members of the peer committee must not have any other type of conflict of interest. To the extent possible, the peer committee should represent the candidate's discipline and faculty work. (The remainder of this regulation will be followed as written in UAF *Regulations for the Appointment and Evaluation of Faculty*.)
- Chapter IV.B.5.c./Chapter IV.C.4.c. Levels of Review. The levels of review for non-represented faculty will be those associated with the faculty member's previous bargaining unit. (The remainder of this regulation will be followed as written in UAF *Regulations for the Appointment and Evaluation of Faculty*.)
- Chapter IV.B.5.d. Constitution and Operation of the University-wide Promotion and Tenure Committee. The university-wide review committee convened to review promotion of represented faculty candidates will also review the non-represented faculty candidate. The Faculty Senate and provost must take this into account when selecting members for the university-wide review committee. (The remainder of this regulation will be followed as written in UAF *Regulations for the Appointment and Evaluation of Faculty*.)
- Chapter IV.B.6./Chapter IV.C.5. Exclusive process for reconsideration. A non-represented faculty member who is denied promotion may request reconsideration in accordance with the process identified herein.

#### **Exclusive Process for Reconsideration/Appeals Process for Non-Represented Faculty**

Notice of an appeal must be submitted by the faculty member (i.e., "complainant") to the chancellor's office within ten business days of the faculty member's receipt of official notification of the decision regarding the promotion. The notice of appeal must include a statement of why the decision is being appealed; the reasons why the complainant disagrees with the decision; the remedy sought; and the name, academic unit, telephone number, and address at which the complainant shall receive all correspondence related to the complaint.

Within ten business days of receipt of the appeal, the chancellor shall transmit the appeal to an ad-hoc appeals committee (hereafter "the committee").

The committee will be appointed by the chancellor, or by the provost as the chancellor's designee. The committee will be composed of three administrators, three faculty members, and a fourth faculty member to serve as the chair of the committee. No member will be appointed to the committee who has a professional or personal conflict such that they cannot render an impartial judgment.

The function of the committee shall be to hear the evidence relating to an appeal and to render a majority recommendation. The evidence subject to review by the committee is limited to the documentary evidence considered in the original academic decision being appealed. The committee may seek testimony from witnesses for clarification of the documentary evidence.

The committee shall conduct its deliberations according to informal and non-adversarial procedures, which shall be submitted in writing to the provost's office prior to the committee's review of the appeal.

The committee shall, within 30 business days of the receipt of the appeal from the chancellor, prepare a written recommendation addressing each issue included in the appeal presented to the committee. The committee's recommendation shall be forwarded to the chancellor as the final recommendation on the appealed decision. Members of the committee not concurring with the majority opinion may submit a minority recommendation, which shall be presented in a meeting with the chancellor along with the majority recommendation.

Upon advance written notice to the chair of the committee, the chancellor may meet with the committee at any time after having received its recommendation for the sole purpose of seeking clarification concerning the bases and implications of its recommendation.

The chancellor may accept the recommendation of the committee and proceed accordingly; or the chancellor may find that the best interests of the University would not be served in accepting the recommendation. In those cases in which the chancellor does not accept the committee's recommendation, the chancellor shall set forth in writing the reasons for the rejection. The decision of the chancellor shall be rendered in writing within 20 business days of the receipt of the committee's recommendation. The chancellor's decision is final and binding and not subject to further review. Copies of the committee's recommendation and the chancellor's decision shall each be transmitted by the chancellor to the complainant within 10 business days of receipt.

By mutual agreement, the parties may extend the appeal filing and response timelines set forth above. Such agreements shall be confirmed in writing by the party requesting the extension.



ATTACHMENT 166/10  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the OSYA Selection Committee

MOTION:

The UAF Faculty Senate moves to confirm the nominations of Jennifer Reynolds and Anne Christie for the 2010 Outstanding Senator of the Year Award.

EFFECTIVE:           Immediately

RATIONALE:           The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2010 nominations of Jennifer Reynolds and Anne Christie. The committee has concluded that both Jennifer Reynolds and Anne Christie are well-deserving candidates for this award. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to both recipients at the May meeting of the Senate.

## Peer Observation Worksheet for Seminar Teaching

### Pre-observation

The peer observer and the instructor should meet in advance of the date of the class that will be evaluated to discuss the goals of the course and of the specific class period. The observer and the instructor should both be familiar with the evaluation worksheet before the observation takes place. The instructor may request that the observer pay particular attention to certain aspects of his/her teaching. This process is meant to be a partnership and a positive experience, which provides useful information to the instructor. The observation is to remain confidential between the observer and the instructor unless the instructor chooses to disclose the observer's comments.

### Observation

#### 1. INTRODUCTION

Suggested considerations:

- How does the session start? Is a topic introduced, are objectives stated, or is an agenda created?
- Does the instructor establish a climate of mutual respect and the appropriate intellectual level?
- Is there a sense of cohesiveness?
- What does the instructor do to gain attention and motivate students to participate?

Comments:

[Actual form provides more space.]

#### 2. GROUP PROCESS MANAGEMENT

##### A. ACTIVE PARTICIPATION OF STUDENTS

- Is active participation and group interaction encouraged?
- Does the instructor stimulate interest in the topic?
- What is the quality of the questions? Do they clarify and stimulate thought?
- Is there time for reflection (e.g., small silences)?
- How many students speak?
- Is the discussion dominated by a few individuals?
- Does the instructor defend students' right to take unpopular stances?
- Do any or all students appear to be withdrawn from the discussion?
- What were the most energetic moments? And what were the most listless?

## B. RESPONSIVENESS OF INSTRUCTOR

- Does the instructor exhibit enthusiasm?
- Does the instructor respond to students' signals (verbal, nonverbal)?
- Does the instructor listen attentively to what students are asking or telling?
- Does the instructor respond to questions raised by students or elicit a response from the group?
- If the instructor talks a lot, why do you think this is?
- Does the instructor invite/encourage students non-verbally (e.g. gestures, facial expressions, nodding, smiling, etc.)?
- Does the instructor pressure students or put anyone on the spot?
- Does the instructor show appropriate humility (i.e. allow students to shine and share *their* discoveries)?

## C. FOCUS OF DISCUSSION

- How does a topic emerge? Who is responsible for its emergence?
- Does the instructor keep the discussion on track?
- Does the instructor summarize key ideas periodically?
- Who initiates changes of direction? Are these always initiated by the instructor?
- Is there a sense of spontaneity?

## D. STUDENT PREPAREDNESS

- How does the instructor deal with differences in preparedness for the class?
- How did the instructor handle interruption by latecomers? Irrelevant observations? Students without copies of the text? Those who hadn't done the preparation? Reluctance to carry out a specified task?

## E. PACING OF DISCUSSION

- What did you notice about the pace of the seminar?
- How does the instructor deal with the multiple pacing needs of the students?

Comments:

[Actual form provides more space.]

## 3. CONCLUSION

- Does the instructor summarize key concepts?
- Is new material introduced?
- Does s/he provide closure or stimulate further thought ?
- Did something "happen" in the classroom?

Comments:

[Actual form provides more space.]

## 4. STRUCTURE AND ENVIRONMENT

- Was the learning task appropriately adapted to the group size?

- What kind of resources (visuals, handouts, cases, demonstrations) were used to promote discussion and interaction?
- Was the physical environment arranged to facilitate learning?

Comments:

[Actual form provides more space.]

### 5. OVERALL

a. STRENGTHS: (e.g. encourages active participation by..., positive feedback, encourages non-verbal actions, keeps discussion on track, allows students to *shine*, etc.)

[Actual form provides more space.]

b. Suggestions for Improvement: (e.g. give time for reflection, work on your non-verbal communication, make sure discussion is not dominated by few students, etc.)

[Actual form provides more space.]

### Observation Notes

Time	Observations	Impressions/Questions
		<i>Actual form provides more space.</i>

### POST-OBSERVATION

The observer will provide the instructor with specific, constructive suggestions and answers all questions. Misunderstandings concerning the observations made by the observer and the recollections of the instructor should be discussed and resolved before the observer provides the faculty member with the final report. Confidentiality is paramount throughout the entire process.

### SOURCES

The above draft adapted ideas from the following sources:

"The Art of Discussion Leading: a class with Chris Christensen." Includes classroom scenes, reflections on teaching by Professor Christensen, and interviews with participants. VHS, 30 min.

A checklist for peer observation form The Higher Education Academy English Subject Centre, Royal Holloway, University of London, Egham, Surrey:

<http://www.english.heacademy.ac.uk/explore/resources/seminars/checklist.php>

A peer observation form used at the University of Washington School of Dentistry:  
<http://www.dental.washington.edu/departments/restorative/pdfs/resources/PeerEvalSmSeminar2009-0425.pdf>

ATTACHMENT 166/12  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the Curricular Affairs Committee

**Minutes Curricular Affairs Committee (CAC) meeting  
Feb 8<sup>th</sup> 2010, 9:00 AM til 10:15 AM  
by Falk Huettmann**

Participants: Falk Huettmann (Co-Chair), Ken Abramowicz (Co-Chair), Ginny Tschanz, Carrie Baker, Rainer Newberry, Tim Stickel, Dana Thomas, Beth Leonard (Phone), Lewis (Phone), Eric Heyne (guest)

**1. Welcome**

The new meeting time and venue was introduced and confirmed by all participants.

**2. Minutes of previous CAC meeting**

Approved

**3. Announcements**

- a) Rainer reported on a forthcoming Certificate on Rural Nutrition; it was briefly discussed by the committee. It will likely be submitted to CAC for a regular review soon.
- b) A motion to approve an Associate of Applied Science in Drafting Technology was also briefly discussed, steps are coming forward as outlined in the previous CAC meeting (see notes)
- c) It was briefly mentioned that UAF will face financial hardships for the coming 2-3 years. Reasons and implications were discussed.

**4. CORE Short presentation by Eric Heyne re. Statewide Committee Work relating to LEAP and CORE Curricula.**

Eric read a short note that gave an overview of LEAP on other campuses, provided reasoning to LEAP, and ended with a question on the state of our progress. Dana clarified further details, and that the three Alaskan campuses can maintain their own CORE but adhere to the Outcomes as the binding and overruling 'umbrella'. The committee made clear that UAF has not even worked on LEAP yet, and that the CORE discussion is still ongoing (draft 1 in review). It was further debated that CORE and LEAP do have bigger impacts that are not fully assessed and known even. Finally, the progress and work on CORE by this committee was presented to the Faculty Senate, and widely supported there.

**5. CORE: Trip by Carrie and Falk to the General Ed conference in Seattle, 18<sup>th</sup> - 20<sup>th</sup> Feb.**

Carrie and Falk were asked to participate for CAC-UAF at the General Ed conference. They registered at the Assessment workshop. But both asked the committee for input on what specific tasks to focus and report on. A. Christie asked earlier to report on library issues, and Dana suggested to focus on how Measurable Outcomes are assessed, which instruments get used, what experiences other institutions have, and learn about the Voluntary System and Accountability (APLU).

**6. CORE: Fine-tuning of paragraphs, discussion**

The fall updates from Carrie Debbie, Beth and the email group discussion were discussed and further revised. Falk has compiled a draft 1 document, distributed via email to the CAC list, that includes all of these details, and which forms as a discussion platform to be revised further over the coming month.

**7. Other Business**

Ken informed on the UAF Calendar discussion to come.

**8. Adjourn**

**Minutes Curricular Affairs Committee (CAC) meeting  
Feb 22<sup>nd</sup> 2010, 9:00 AM til 10:15 AM  
by Falk Huettmann**

Participants: Falk Huettmann (Co-Chair), Ken Abramowicz (Co-Chair), Ginny Tschanz, Carrie Baker, Rainer Newberry, Christa Bartlett, Dana Thomas, Thayne Magelky (guest)

**1. Welcome**

**2. Approval of minutes**

(delayed for a week; draft1 exist on email)

**3. Drafting AAS: Guest speaker Thane Magelky**

Thane explained the current proposal and that it would help to build an Alaskan workforce. A debate engaged re. the math requirements (e.g. MATH105 and beyond). Committee members felt that the regular UAF math requirements should be part of a AAS Drafting certificate from UAF, and as it is done else. Thane presented that high math requirements would not really be necessary, and affect enrollments. The software and hardware access (via Hutchison Inst. of Technology) for students was clarified. It was made clear to Thayne that such a proposal would run the risk of rejection in both, CAC and the Faculty Senate, due to potential doubts and lower standards. Another risk was pointed out to Thane re. the Budget and Administrative demands brought by this Certificate, and the new procedures and questions imposed by the Statewide committee (even once the Faculty Senate has approved it). Thayne explained why these concerns would not be so well founded (e.g. building on existing requirements and infrastructures). It was agreed that these issues should be justified stronger in the proposal, and what a submission schedule for Faculty Senate approval in spring would look like.

**4. Re. certificate program approvals: Rainer Newberry**

Rainer explained the background for this certificate (a program supported through a USDA grant, and its long-term sustainability needs), and that the proposing party should be invited to present the case. This will come forward at next meetings.

**5. CORE: First Summary from trip by Carrie Baker and Falk Huettmann to GenEd Seattle conference 18-20 Feb**

Carrie and Falk quickly presented their first impressions re. the GenEd conference in Seattle. A summary is available and was circulated online. A discussion started re. 'what is the purpose of General Education: Are we to educate the person, and what entails a well educated person ? We are currently brainstorming on this subject via email. This 'trivial' question has a bigger impact for where we focus our discussion on about the CORE (see below).

**6. CORE: Fine-tuning of updated paragraphs, Discussion of Draft1 (circulated by email)**

The paragraphs on Math were discussed. A paragraph on philosophy is still to be submitted. It was decided to put the three different versions (Old Core, New Core (draft 1), LEAP) aside each other for a better assessment.

**7. Other Business**

None

**8. Adjourn**

**Faculty Affairs Committee  
Meeting on February 19, 2010**

Members present: Jane Allen (by phone), Mike Davis (by phone), Lily Dong, Kenan Hazirbaba, Cecile Lardon, Jennifer Reynolds, Roger Smith.

Promotion of Non-Represented Faculty: This was the Committee's third discussion of this topic. The Committee first focused on a threshold of faculty workload that would qualify someone to stand for promotion in faculty rank. FAC members recognized that the most common workload division for non-represented faculty, 49% faculty/51% administrative, is a device used to change the status of the faculty member. That workload is effectively the same as 50%/50% which does qualify for promotion review under the Collective Bargaining Agreement. FAC members agreed that faculty with a 49%/51% workload could qualify for promotion in faculty rank using the same performance criteria applied to 50% faculty. However, FAC members felt strongly, after three meetings on this topic, that people with less than half-time faculty duties should not qualify for promotion as faculty. FAC recognizes that the Provost and Chancellor have the authority to administratively promote these people, but FAC does not endorse this and will not play a part in it. Therefore, FAC declines to recommend any procedure for promotion of non-represented faculty that have less than 49% faculty duties.

FAC discussed the promotion procedure for non-represented faculty with at least 49% faculty duties. The guiding principles were that the procedure should be as close as possible to the procedure for represented faculty, and that it should avoid any conflict of interest that might arise in connection with the candidate's administrative duties.

The "normal" unit peer review committee may have potential conflicts of interest, and a different peer review committee is likely to be needed. In the absence of a formal procedure for promotion of non-represented faculty, the Provost has been appointing a peer review committee. FAC felt that this brought the Provost into the review process at too many levels, and instead recommended that the peer review committee be appointed by a dean or director from another unit, upon the request of the Provost. The minimum size of the committee and faculty rank of its members would be the same as for unit peer review committees for represented faculty. FAC specified four additional criteria:

- 1) The committee must include at least one person from the non-represented faculty member's unit. If a conflict of interest cannot be avoided here, then this person is to be appointed as a non-voting member. FAC felt that the presence of at least one person from the unit was necessary to advise the committee on topics such as unit criteria.
- 2) The committee may not include anyone supervised by the faculty member, except as described in (1).
- 3) Members appointed to this committee may not have any other type of conflict of interest, except as described in (1).
- 4) To the extent possible, the committee should represent the candidate's discipline and faculty work.



No change is needed for university-wide committee review, except to note that potential conflicts of interest must be avoided when the Faculty Senate and Provost select members of this committee.

FAC will forward its recommendation to the Administrative Committee of the Faculty Senate.

ATTACHMENT 166/14  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the Unit Criteria Committee

**Unit Criteria Meeting Minutes  
Feb 25 2010 1-200pm ONL 201**

Attending:

Mark Herrmann

Tim Wilson

Brenda Konar (chair)

Julie McIntyre (co-chair)

Andy Anger

Heidi Brocious

Sonja Koukel (absent from meeting but sent an email saying that she had no comments and approved criteria)

Visiting Participant:

Carrie Baker (Theater)

Kade Mendelowitz (Theater)

Old Business:

*Natural Sciences:*

This has still not been revised. We recommend that a revision be submitted and that someone from Nat Sci attend our next meeting.

*Theatre:*

The committee would like to thank Theatre for their hard work on this current draft and for attending our meeting to help clarify some issues. They will make a few adjustments and then send us a new version. It is hoped that this new version will be approved via email.

Overall, these criteria are much better and easier to understand than past versions.

A few remaining concerns/questions:

The explanation on Page 3 was left in the document so that everyone would understand what the national standards are for this group. The committee is still unsure if this is necessary. It was decided that it is fine to keep as is.

Another concern is that there is currently no way to rank the various levels (assistant, associate and full professor) for service, research, and teaching. This is hard for both new faculty determining what they should be doing at the various ranks and for those who need to review the files. The Theater Dept will try to come up with a paragraph or two to help clarify. This can be sent to the committee prior to the next meeting for more input.

There was a bit of concern about the statement about the “unusually high teaching load”. Theater says they want to make sure everyone understands that, since this is a research university, teaching is their priority. This is in their workloads, they just want to emphasize the point.

There was some discussion of grant money available (page 6, section d). The committee would like this to be re-worded so that it is clear that their faculty apply for grants but it is rare that they get it because of a lack of funding.

New Business:

*None*

Next meeting:

A poll will be conducted to pick a time/day for the week of April 19

ATTACHMENT 166/15  
UAF Faculty Senate #166, April 5, 2010  
Submitted by the Committee on the Status of Women

**Committee on the Status of Women,  
Meeting Minutes for Monday, 25 Mar 2010, 2-3, 330 Signer's Hall**

Members Present: Alexandra Fitts, Jenny Liu, Derek Sikes, Diane Wagner, Jane Weber, Kayt Sunwood, Janet McClellan

Members absent: , Elizabeth Allman, Stefanie Ickert-Bond, Jessica Larsen

**1. Leave Share Resolution.** Jane reported that CSW's Leave Share Resolution passed the Faculty Senate on March 1, 2010 and Staff Council passed it on 3/19/10. Family Medical Leave vs Leave Share differences were discussed, the former has broader coverage than the latter. Question regarding the cost effectiveness of the resolution remains unanswered but is probably related to the fact that leave \$ comes from a different source than salary.

**2. Promotion and tenure workshop planning.** Friday April 23rd. 10am-12pm, 109 Butrovitch (Regent's Conference Room). Planning discussion; Kayt will set up webstreaming; Derek & Jenny will help with room setup.

**3. Brown bag lunches.** Plan for fall, tabled until next meeting

**4. CSW elections.** Two new members Melanie Arthur, Shawn Russell to be invited to next, final meeting.

**5. Next meeting date.** MAY 11, 2010; 1PM

**6. UAF Work Life Balance Committee:** Candace Crews, presentation on WLBC Survey. Bunnell House, for ages 3-6, primarily for education of TVC students in child care. Wait list is twice capacity, sometimes it's triple this. Public inquiry is often for younger children, and frequently to ask about the wait list. Survey based on known need for childcare to determine degree of need. 1,128 respondents. Good returns. A conservative estimate from UAF/TVC for # of kids that need care - over 200. Conservative full-time estimate by child age group: infant - 12, toddler - 16, pre-school 16, K/E aged 41 - needed slots for fulltime care, year-round need based on 35% estimate of unmet needs for UAF. Does not include those who already have off-campus care and might want to switch to on-campus care. Discussion proceeded on topic of *exit interviews* - need to determine to what degree faculty / staff are leaving UAF because of childcare / family balance issues. Peer institutions are already addressing most of these. Real lack of numbers to quantify impact of lack of care: how many students lost or not acquired, low grades, faculty lost or not hired, (how many students on campus have children?).

needs list presented to UAF:

enlarged Bunnell House (BHECLS) [lab school model, more expensive than a basic care facility]

extended age range / after school care

weekend and evening care

TVC needs met through partnerships

class schedule flexibility

diaper changing tables in bathrooms (this is going to be addressed)

breastfeeding / pumping rooms, better yet, infant care nearby.

Meeting was adjourned at 3:05; Respectfully Submitted, Derek Sikes

ATTACHMENT 166/16

UAF Faculty Senate #166, April 5, 2010

Submitted by the Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment & Improvement Committee  
Meeting Minutes  
March 16, 2010

I. Josef Glowa called the meeting to order at 8:01 am.

II. Roll call:

Present: Melanie Arthur, Josef Glowa, Dana Greci, Kelly Houlton, Marji Illingworth, Julie Lurman, Channon Price, Larry Roberts

Excused: James Huesmann, Joy Morrison, Alexandra Oliveira, Xiyu (Thomas) Zhou

III. Old Business

a) Use of online student evaluations of instruction. Melanie Arthur presented some followup information. The IDEA system of student evaluation of instruction, presently in use at UAA, has no cost differential for paper instruments over electronic instruments (outside of shipping costs). There is no linkage on the cost of reports between the mode of administration and the mode of reporting, and although the reports appear to be completely electronic there is some uncertainty on that point. It is unknown if there would be cost savings if all three MAU's combine orders.

Melanie Arthur also presented research that clearly indicates that student response rates are reduced when electronic instruments are used. In a study that randomized the instrument offered to students, the response rate was 70% when the paper instrument was offered, compared with 29% when the electronic instrument was offered. Other research has indicated that there are strategies such as emailing the direct link to the evaluation form, sending multiple reminders, and providing extra credit or drawing prizes can raise the online response rates, though it's not clear by how much. It was suggested anecdotally that the written comments provided via the electronic instrument might be more honest. It was noted that in distance delivered courses, student response rates are traditionally low to begin with, and thus the use of electronic instruments might have a very serious impact on gathering meaningful student assessments of instruction.

Since it is critical to have the greatest possible student response rates, it was suggested that the optimum choice from all points of view would be to purchase and distribute paper instruments and to purchase and receive electronic reports. This is cost neutral (excluding shipping), encourages the greatest possible student response rate, and fulfills the administrative need to acquire information in the most fungible format.

b) Discussion of the Seminar Observation template/form. The template for peer observation of seminar classes was approved by the Executive Council of the Faculty Senate, and forwarded to the full Senate for approval. However, due to extended discussion of items earlier on the agenda of that meeting, it did not come up. It is on the agenda for the next meeting of the Faculty Senate.

c) Faculty Forums for the Spring semester. The Office of Faculty Development will assist with promoting the upcoming Faculty Forum on "Academic Duty/Academic Freedom". Paul Reichardt will be the presenter. It will be held Friday March 26, Noon to 1 pm, at Honors House. The chair will make sure that copies of Kennedy's book, "Academic Duty" will be on reserve at the Rasmuson Library. Melanie Arthur, Josef Glowa, Kelly Houlton, Marji Illingworth, and Larry Roberts plan to attend. Members of the committee are encouraged to spread the word within their departments, especially to newer colleagues. The forum will be audioconferenced; the call-in numbers will be circulated when