

MINUTES
UAF FACULTY SENATE MEETING #156
Monday, February 2, 2009
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

I Call to Order – Marsha Sousa

Faculty Senate President Marsha Sousa called the meeting to order at 1:00 p.m.

A. Roll Call

Members Present:

Abramowicz, Ken
Allen, Jane
Baker, Carrie
Barboza, Perry
Barrick, Ken
Bret-Harte, Marion
Cahill, Cathy
Christie, Anne
Dehn, Jonathan
Fowell, Sarah
Hazirbaba, Kenan
Heaton, John
Hogan, Maureen (online)
Huettmann, Falk
Illingworth, Marjorie
Konar, Brenda (Alex Oliveira)
Koukel, Sonja (Juneau CES)
Leonard, Beth
Lowder, Marla
McEachern, Diane
Moses, Debra
Newberry, Rainer
Potter, Ben
Reynolds, Jennifer
Sousa, Marsha
Thomas, Amber
Weber, Jane (Dana Greci)

Members Absent:

Barry, Ron
Davis, Mike
Jin, Meibing
Liang, Jingjing
Little, Joe
RaLonde, Ray
Zhang, Jing
Others Present:
Ray Barnhardt
Carla Browning (online)
Lenora Carpluk
Lorraine David
Scot Ebanez
Doug Goering
Josef Glowa
Linda Hapsmith
Susan Henrichs
Robert Holden
Gary Holton
Tom Haitt (student)
Nichole Kloepfer
Brandon Meston
Joy Morrison
Becky Phillips
Pat Pitney
Brian Rogers
Tim Stickel
Juella Sparks
Dana Thomas
Sean Topkok
Diane Wagner

B. Approval of Minutes to Meeting #155

The minutes were approved as distributed.

C. Adoption of Agenda

The agenda was adopted as distributed.

II Status of Chancellor's Office Actions

A. Motions Approved:

1. Motion to Approve a Master's of Education in Special Education
2. Motion to Approve a Graduate Certificate in K-12 Special Education

B. Motions under Consideration:

1. Motion to Amend the Mandatory Placement Policy (writing sample requirement) Review of the motion by ad hoc committee extended to April 2009.

C. Motions Disapproved: none

III Public Comments

Gary Holton (Alaska Native Language Center) spoke about his concerns regarding the requirement that electronic communications with students must be via their UAF-generated "fsabc" email accounts. He hoped that UAF would instead utilize a system that might allow him to retrieve students' preferred email accounts online at UAOnline. Many students have preferred email accounts and choose not to activate their UAF accounts. He shared an anecdote about talking to a native leader in Anchorage last week about his UA experience, who expressed his frustration with how regimented the university was, and felt administrative convenience was the rule rather than serving the students. "The university discourages independent thinking," was the statement the person used to describe this. Now the man is a graduate of an Ivy League college and currently a prominent native leader. He'll probably steer promising native students away from UA because of his experience here.

Students' use email much more as a part of their lives than 'our generation'. Gary concluded his remarks with two questions: one to the Registrar asking why the policy exists which requires use of UAF email addresses, since we don't do that with physical mailing addresses or phone numbers. And, secondly, why are decisions made out of administrative convenience rather than considering the convenience of the student?

Marji mentioned the roadblocks she faces with using Eudora from home, not being able to email @alaska.edu addresses without first leaving Eudora and getting on Webmail (Squirrelmail). Now there's the new requirement of changing everyone to Gmail. If you're in a rural area using your UAF account, you can't email other accounts outside of UAF.

Tim Stickel commented about the various email addresses that UAF offices are given by the students: one off of the FAFSA form, from filling out an online admission application, and

the account generated by the university. There may also be an additional email accounts used by the student for the Registrar's and Financial Aid offices. So they enter the university with more than one account. He'll check to if a student can go into self-service on Banner and select their preferred email account. Right now it's easier to tell students which account to use to get information from the university.

Ken A. commented that he's run into problems with students switching email accounts. Forwarding their UAF account to a preferred account is so easy. He likes the UAF account as our servers maintain them. He doesn't understand why people don't use forwarding.

Gary countered that we speak as insiders, and it's different from the 'outside.' Many of his students are 'itinerant' and have problems with continuity of addresses as they come and go from the UAF system. This would be good PR and keep students connected to the university for life. Ken A. agreed that he also liked the idea of lifetime accounts; for example, with Alumni to keep in contact.

Brian Rogers likes the lifetime account as well, and says that the switch to Gmail may accomplish this. Also, Gmail provides multiple aliases ("fs" accounts as well as "firstname.lastname"). Brian has 12 addresses himself that feed to four main inboxes. It's a series of trade-offs. Communication to the students about what their choices are is key.

IV A. President's Comments – Marsha Sousa

System Governance Council (comprised of the leadership of the senates, staff councils and student governments for all three MAU's) passed a resolution at its last meeting requesting that statewide discontinue its current practice of using non-retention to let employees go (in order to avoid litigation) rather than using termination where it would be more appropriate in some cases. With the current practice of using non-retention, reasons an employee is let go are not clear—was it for poor performance or did funding run out, etc.

Marsha's on the IT Council, but has been unable to attend the meetings. She is aware that they are doing some reorganization to provide greater technical coherence across the UA system. She plans to attend on Thursday and will see in what ways faculty can be involved in the changes, as the need may be.

Faculty Alliance has been keeping up with the reorganization of Distance Ed. John Monahan has been charged with that, so he's been attending the Faculty Alliance meetings. They want to be sure that the educational component of distance-delivered courses is retained by the faculty.

Academic Master Planning process continues and there's a meeting this month. It will come forward to the Senate later this semester so everyone will get a chance to look it over and comment on it.

Reapportionment of the Senate members is being looked at, especially the numbers of research faculty. She and Jon D. are meeting this week with Jayne as the elections will soon get underway.

Also to be accomplished this semester is to create a policy to include faculty on all faculty search committees. Drafting language for this will probably come through Faculty Affairs.

Sarah Fowell is the new Senate representative appointed to represent CNSM and fill the vacancy created when Heinz Wiechen passed away.

B. President-Elect's Report – Jonathan Dehn

Jon attended a budget meeting before the break to start planning in advance the statewide budget planning process. Some new groups may be formed to help design the budget requests and improve communication, so that what we feel is a budget priority gets into the budget and are presented; and to provide for feedback in both directions.

V A. Chancellor's Comments – Brian Rogers

The transition process has essentially been completed. A status report has been posted about the transition activities online at <http://www.uaf.edu/transition>. He's been spending a lot of time on community engagement and economic development. Tomorrow night he'll be at the Morris Thompson Center to hear from the public, and will be listening to folks on campus later in the month. There are visits scheduled with units on and off campus to hear what the issues are, unfiltered, and to answer questions.

Kris Racina is the new HR Director—and she will focus on improving customer service and response from HR to speed up the process. His office is advertising for an executive officer to focus on special projects and economic development. It's a new term-funded position for a year and a half assignment. He's reduced two associate vice chancellor positions so far, and plans to hold the line on administrative positions.

Given the current budget concerns and concerns about the size of administration, he has contracted with Terry MacTaggart to review UAF executive administration. He'll come up in March and May, and a report is due in June with recommendations to help streamline the university organization.

Budget and strategic planning issues will be covered at the next Senate meeting, after he's returned from Juneau and has a better sense of where we are with regard to Juneau when we're closer to the end of the legislative session.

Ken B. asked about what opportunities there might be for faculty input during the report process with MacTaggart. Brian assured him there will be a process for faculty to have input with MacTaggart, as well as staff, alumni and students. Primary information gathering will take place during the latter part of March. Much like the last time Terry MacTaggart was on campus, he wants him to have unfettered access to whoever he needs to talk with, and vice versa – for whoever would wish to talk with him.

B. Provost's Remarks – Susan Henrichs

Regarding the Academic Master Plan, there's been a long period between January when the draft plan was fleshed out, and the next meeting on February 20. In between this time, there have been email exchanges to settle the non-controversial portions of the plan, and to better utilize the meeting time coming up.

There is another process beginning for UAF, called the "Academic Plan", not to be confused with the "Master Academic Plan" which is the statewide process. The UAF activity will focus on our academic programs, and is starting this semester and continues on to the fall '09 semester. Generally, we need to know where we're going as a university, and specifically, the plan is needed for the accreditation process which now has a strong emphasis on planning and implementation, as well as goal-setting and assessment of those goals. The academic plan is crucial to the process and must cover implementation and assessment of programs. It's also necessary for knowing where we're going, acting responsibly to get there, and being able to look back at our achievements.

She's discussed this with the deans as a first step, and is still talking about how to structure this. Faculty input is invited. Currently, the draft plan involves a campus committee in charge of first putting the plan together and then dealing with cross-cutting programs like Interdisciplinary and Honors programs, and cross-cutting issues like improving graduation rates for UAF, as well as putting together the final plan. Representatives for this committee will be from the Senate and the UAF units with academic orientation (schools, colleges and units like the Library which deal heavily with academic issues).

Each school/college/academic unit will have their own planning group to put together their academic plan relative to their unit and how they interact with other units. These subgroups will forward these plans to the campus committee who will pull everything together. Once she has the deans' feedback, she'll forward a written version of the draft to the Senate. The comment period will be relatively short (about a week). There will be an email sent out regarding this, so watch for it and plan to respond with comments.

Regarding the Indigenous Studies Ph.D., just because a budget request has been made, the Senate's approval is not presumed. If not approved, the budget request will be withdrawn. That said, she feels it is a very important program and supports it.

Anne C. asked about how the core review committee's work fits into the academic plan process. Susan responded that she envisions several committees working on the academic plan, of which one is the core committee. They'll have recommendations that will be taken into account for the development of the academic plan. The campuswide committee will no doubt pay close attention to the core committee's input.

VI Governance Reports

A. Staff Council – Juella Sparks

SC didn't meet in December, but next meets on February 20 and will include orientation for their 15 new members. Work is progressing nicely on the new staff appreciation day event. SC looks forward to meeting with the new HR director and plans to discuss the Staff Handbook and non-retention issues with her in the future. The staff council officers at the statewide level are preparing for their advocacy trip to Juneau. Their top issues include the need-based financial aid legislation, retirement system legislation, and the COLA budget line which includes staff step increases.

B. ASUAF – Brandon Meston

ASUAF is now hosting a special election to receive student candidates for the student regent and student commissioner positions. The election should be taking place shortly online due to budget constraints – not at polling stations which would have to be manned. They're getting ready for the Feb. 20-24 Juneau trip, and have hosted a workshop for all their delegates to prepare for the trip. The main focuses will be university funding, need-based scholarships; the Alaska Achievers Incentive Program, and possibly the loan-forgiveness bill for people who stay in Alaska after graduation and work. Student issues being looked at include the online bookstore and the related issue of students being penalized in classes because they don't have their books. The students are as interested in the bookstore issue as the Faculty Senate. A student reporter is here today to listen to the presentation by Robert Holden.

Ken B. asked Brandon about the email accounts issue discussed earlier today, and if ASUAF is interested in providing their insights and concerns. Brandon said he'll bring it up. The ASUAF dept. account is still in Squirrelmail and not Gmail yet. He knows a lot of students that are forwarding to their hotmail accounts with no problems. Many aren't checking their "fs" accounts.

C. UAFT/UNAC

No comments.

PHOTO SHOOT AND BREAK AT 1:50 PM.

VII Guest Speakers

A. Robert Holden, Associate Director, Auxiliary and Business Services

Becky Phillips (bookstore manager) and Scot Ebanetz (director of auxiliary and business services) also attended with Robert H. A handout was distributed.

The handout is posted at the Governance web site with Meeting #156 agenda and actions: http://www.uaf.edu/uafgov/faculty/08-09_senate_meetings/index.html#156

Robert H. acknowledged that with change comes the unexpected, and that a better plan is needed for getting important information to the students – not just for the bookstore but other university departments as well. A major part of the problems experienced were related to the fact that the textbook information could not be incorporated from Banner to the online

ordering system because Banner was undergoing work at the time. The plan had been to populate the online ordering system with textbooks when the student registered for classes in Banner. Work is continuing on this operation and will hopefully be in place for next semester.

Data from Banner has been compiled. As of Jan. 26, 2009, 7,644 students had enrolled, and only 2,689 students of that number had ordered books online, which amounts to 35%. If students say they've ordered books online, it can be checked at the bookstore. Many ordered after the first day of class: 44.7% of the online orders (1,516 orders) came in after the first day of class, as of data collected through today, Feb. 2. Kiosks are available at the bookstore for ordering online. Seattle airport problems caused slowness with some of the students' orders, and Follett did not charge the students shipping in those cases.

Of the total student orders, only 2.2% were problems. There were 93 total complaints; 14 from faculty and 79 from students. All but six of those are resolved.

Follett has purchased a company to do digital textbooks, but that is still being implemented. Another issue is with their website, as they were supposed to offer multiple shipping methods, including USPS, UPS and FedEx. This will be fixed and USPS will be an option for shipping.

Scot E. talked about the handout [posted online] which covers the chronology of the planning process from its start in 2001 to now, and through 2013. Also included in the handout is a piece called "Roadmap and Timeline" that includes a recovery plan and business model modernization. This was given to statewide and UAF administration last year. The document includes the steps that were taken to inform the UAF community during the process. In retrospect, more could have been done to get the information out there. But this provides good background about what has been done and why.

Robert H. talked about the issue of the shipping costs and the prices of textbooks. When the bookstore was selling the books, the shipping costs were rolled into the price. Shipping prices have gone up dramatically since last year. Were the bookstore still selling the books, higher prices would have been seen there this year.

Marji I. talked about the Developmental Studies course she teaches, for which students typically enroll last minute. In one of her classes, only two students have books because they registered only the week before class started. Late registration is typical of these types of classes. What will be done to address this type of situation?

Robert H. said they worked with the vendor for WinterMester which had short lead time on registration. Contact Becky P. or him to work to get chapters available to them. They're still working on the online delivery, which would eliminate freight costs. They'll work with her on this issue.

Tim S. commented on registration for spring last November – it was up 15% over last year, and students are realizing they must register earlier as word gets out about buying books online.

Debra M. commented about the 2001 planning start, but how faculty have only just found out about this. In her developmental math class they're incorporating some computer programs with the textbook. It's been a nightmare to get the correct packaging of materials for her math course students. No one has gotten the computer materials.

Robert H. said he'll get with the Registrar's office and talk about what they can do about this sort of classes that has particular packaging needs. Scot E. also gave the name of Christina Study – a liaison with the bookstore and the vendor (Follett). Christina S. can help with custom publishing solutions, so get in contact with her before next semester.

Rainer N. pointed out that the obvious solution to the current problems is online textbooks and asked when this would be a reality for all courses. Scot E. said Follett is negotiating with the textbook publishers at this time, and that three to five years is a realistic timeline for the publishers and Follett to build their online inventory. It's going to steadily become the norm, but will take a few years for the industry. Rainer pointed out that students need to change courses for a variety of reasons, that it's a real issue that must be addressed, and online ordering is the long-term answer. Scot responded that while the desire has been to go online completely with textbooks, the reality of the industry is that it's still ironing out the logistics. Robert H. mentioned that Follett estimates having 30% of their inventory online 'very soon', and he believes it will be better this fall. Scot notes that there is plenty of competition over this issue in the industry right now.

Rainer suggested that in April the students be given an idea of what textbooks are available online. Becky P. said that Christina Study will be able to tell instructors what's available online when textbook adoptions are being made.

Ben P. commented that students ordering textbooks last minute is very common with all classes, not just the ones mentioned today. Most of the students wait until the week of class before ordering. This system is functionally equivalent to Amazon where students can look for used books. Has this been factored in with the bookstore model in terms of saving costs? Ben still has half his class without textbooks.

Scot E. talked about how this effort has only restored 35% of the original customer base which was lost because of competition like Amazon. They are definitely in competition with Amazon and that's healthy. This step only catches the bookstore up with the reality of today's market. Scot offered to look at Ben's enrollment list and see who's ordered through them and if they need any help. Becky P. said students and faculty having problems are encouraged to call them, and that Follett has been fantastic about reshipping orders and helping to straighten out problem orders.

Scot mentioned there's an 800-number, but it wasn't easily accessible off their web site. It will be more visible now, along with instructions on how to obtain help.

Ben P. commented that online texts are not going to be an option for many of the classes he teaches. But the issue remains that with no physical books available, students still are going to be without books regardless of who they order them from, when they're ordering them during that first week of class which is very typical.

Robert H. talked about the ripple effect with late registration – part of the answer lies in communicating earlier with students and getting registration accomplished earlier.

Jon D. said he sees a variety of paradigm shifts happening here. One of the paradigm shifts is that if you're a student you registering for classes, and that buying textbooks is something done at the end of that process, usually last-minute. Now we're requiring the students to go through a paradigm shift and there's always going to be difficulties with that. The other paradigm shift we're seeing is that there's a wonderful chronology for this bookstore change that began in 2001, and it comes all the way down to October 13, 2008 for the presentation to the faculty...which was a little late. And that's caused issues. There is potential impact to students who are a dynamic, changing group; and this system, though it's a great idea, is not ready yet. If we're looking at three to five years out before textbooks are available online, how does that help the students today, who are looking at their exams coming up?

Marsha S. asked about the mechanism that was mentioned last October, to accommodate students who didn't have books available in the first week. Something was promised to be available. That was never really clarified and does not seem to be available to help the late student.

Robert H. said students must contact them in order for them to work with them if they have a problem, otherwise there's nothing they can do. Part of the solution has been to ship books via express mail (2nd day shipment). Follett has been very helpful with that and working to find solutions to problems.

Ken B. asked if opening the brick and mortar bookstore is still an option. Brian says yes, but it's a dying business. It's too expensive shipping books back that aren't bought at the store (usually about a third of all the books ordered). It became a death spiral of shipping costs and competing with Amazon. The solution was finding a working business model. That said, he also had believed that there would be a mechanism for students to get electronic or paper chapters while waiting for their books to arrive. He was disappointed to find out that was not the process. This has to be fixed before the next round.

Ken B. said everyone understands there were good reasons to try this approach, but it seems to be three to five years premature. Either we create a lot of other impacts by forcing registration three weeks earlier, or we could open the bookstore, or have the university buy 20% of the books for everybody's enrollment in advance and have them here. Brian R. responded that we have to review how we address these problems of the first few weeks; it may be that purchasing some hard copies of the books would do it. But expenses have to be reduced somewhere to subsidize that approach which won't pay for itself. Ken B. asked about charging the students for the higher shipping costs. Brian R. is willing to examine that, but doesn't think that would work based on what he knows today. It's not acceptable for students not to have their books, though, and he wants to find the solution.

Amber T. asked how many colleagues are putting material on reserve at the library. About four people raised their hands. She always has two copies of textbooks so there's one to put on reserve at the library.

Marji I. talked about her current concerns. She has gotten no emails from the bookstore with suggestions on helping her students. She has gotten one email saying online books were happening, but nothing about addressing problems. She has one student who went to the bookstore and was told to go to the kiosk, couldn't figure it out and so left. She wants some communication to the faculty to let them help their students at least the first time through.

Robert H. commented that he's helped students at the bookstore kiosks. They wanted more emails to go out. But there were constraints by university relations with whom they were working to send out communications, because of concerns about inundating faculty with emails.

Ken A. commented that putting a book on reserve for large classes isn't a feasible solution. He asked about what the costs are compared to the competition. He went online to Barnes and Noble, and students could save \$50-60 by going there. Is the university getting a cut or putting a middle layer in there that drives the price up, or is there some other reason why Follett is higher than other competitors. Robert H. said it went out to a competitive RFP process and only four companies bid on it. Barnes and Noble wasn't one of them.

Robert H. mentioned that a faculty textbook adoption module will be implemented next. There will be some hands-on training that will start for textbook adoptions. It will be a more automated process. One of the issues has been that online companies can sell the books more cheaply than they could. It was a situation where they were told by statewide that the deficit had to be repaid which was over half-a-million dollars and rising with no end in sight with the continuing costs. Scot E. talked about double-shipping costs, and how the cost of operations was over \$700,000 per year for shipping, with no cost recovery. They're still trying to whittle down the cost of this deficit. Last year it was \$200,000, but it can not be absorbed and the costs had to be stopped. The brick and mortar model is suffering nationwide.

Ken A. brought up the limiting factors for Alaska and Hawaii of distance and location. How are those costs factored in with their decisions, because if a decision is simply based upon what is done in the lower 48, it ignores the primary cost to students in both dollars and time to get the books here. If that's not factored in, then the system won't work. Right now we have a system where we're telling students it's ok to add a class a week and a half after it starts, but they won't get their book until a couple of more weeks after that. What does that say to the faculty? How long should faculty wait to give exams or quizzes when the students don't have their books. Marji I. mentioned freshman progress reports being due.

Jon D. said the problem is that a decision was made based upon the economic realities of what was going on rather than the mission of the university to teach the students. It really wasn't evaluated about how this would impact the students, and it's impacted the students badly. (Faculty Senate members present in the room applauded Jon's comment at this point.) He went on to say it's nothing short of a debacle with some classes where half the students don't have books. He asked about the number given of 2,689 books ordered. How many were delivered and is there confirmation of delivery of those orders?

Robert H. responded that they don't have confirmations with USPS, but, that they have ship dates and those have been the following day after the orders were placed. Students with

difficulties who contacted them were shipped books overnight delivery. Marsha asked if there was recourse for those students who paid for express delivery who didn't get their books for two to three weeks, did they get refunds. Robert said express mail has a refund on it, but that's not through Follett – it's through the mail service.

Marsha S. asked Robert H. if there was any way he wanted them to get him more cohesive data from their experiences in the classroom because what faculty have heard today is not lining up with what they're seeing when they go into the classroom. Robert said they can discuss book orders with the faculty made by their students with Follett. They're looking at over 1,000 students ordering in the past five days, so there's a situation with delays, but they want to make this better and that's why they're here to listen today.

Marji I. asked what the situation was with Financial Aid so students could charge books, because they don't get their loans three weeks in advance. Robert H. said they worked with the Business Office to set up textbook loans.

Marsha S. asked if Summer Sessions would be using online book ordering, and Robert H. confirmed that they would. He also mentioned that a trial order run was done with the military base students last fall, but general response from the audience was that military pay attention when they're given orders.

Ken A. asked if anyone outside the bookstore has considered doing a student survey to get more of their input and perspective as to why two-thirds are not even using the system. We need a more systematic response from the students. Brian R. agreed that needs to be done and it's actually in his notes to have it done. He reiterated he wants to hear more from the faculty, too, about what they're seeing in the classrooms. Ken A. emphasized that there is a 100% difference between the bookstore report heard today and what is going on in classrooms and from what they're hearing students report.

Amber T. commented on her appreciation for the data and finding out that there's a follow-up mechanism for determining if her students have actually ordered books when they report that they have. In her experience, they often say they've ordered textbooks when they have not. Marsha wrapped up the discussion and thanked Robert, Scot and Becky for attending in light of knowing they would be hearing about many problems and difficulties. She reminded everyone to forward their comments to them.

VIII New Business

(Note that the referenced attachments may always be found with the corresponding meeting **agenda**, rather than within these minutes. Please use the "Meetings" link at <http://www.uaf.edu/uafgov> to access these materials online. Complete copies of new proposals are kept on file at the UAF Governance Office at 314 Signers' Hall.)

- A. Motion to Approve a Ph.D. in Indigenous Studies, submitted by the Graduate Academic & Advisory Committee (Agenda Attachment 156/1)

Perry B. of GAAC brought the motion for the Ph.D. to the floor. They received feedback from the Anthropology department about some initial concerns they had; then GAAC reviewed it again and approved it. Ray Barnhardt came forward to describe the degree program. Ray B. talked about the Strategic Plan goals that the program addresses. One of the most critical statistics being addressed is, of the 599 Ph.D.'s granted by UAF, only 4 have gone to Alaska Natives. This is an inadequate number by any major comparison. This degree is not intended to compete with existing programs. Ray B. put together a list of Alaska Native graduate students with completed Master's degrees, who also have an interest in a doctorate degree, and the list numbers over 100 now. What these potential students want is what they address with this new proposal. Mellon Foundation money was used to survey potential students to see what they want, and the resulting data was used to put the proposal together. Along with the immediate needs and issues in Alaska, in 2004 the Alaska Federation of Natives passed a resolution calling for a program along these lines. Over the past 15 years or so, indigenous studies and related themes have emerged as fields of study in their own right and UAF is affiliated with many of these higher ed institutions and programs. This proposal will provide opportunities for UAF students here to engage with others all over the world and vice versa. The floor was opened for questions.

A vote was taken. The motion carried with the ayes; there were no nays, but one abstention.

B. Motion to Approve a Certificate in Pre-Nursing Qualifications, submitted by the Curricular Affairs Committee (Agenda Attachment 156/2)

Amber T. brought the motion to the floor. Marsha S. talked about the need for the program because there is only one nursing program allowed statewide in the university system. Student enrollment must first be at UAF so they can take the prerequisite coursework before they apply for one of the 16 slots in the A.A.S. Nursing program at UAA. There are approximately 75 students at any given time working on their pre-nursing general ed and prerequisite course requirements. This certificate gives those students an academic home for financial aid reasons, and provides better advising for them. It gives the students a degree-seeking home and facilitates financial aid. It encourages them to get clinical experience as well. No questions.

A vote was taken, and the ayes were unanimous, with no nays and abstentions.

IX Discussion Item

A. Proposed B.A., B.S., B.T. Program Option in General Studies -- Dana Thomas (Attachment 156/3)

Dana described the need for the program. Each year there are a number of students with lots of credits (130-150 credits) who've perhaps attended several institutions, and their credits do not align well with any degree programs. He gave the example of Creative Writing student who'd attended four institutions, who had 140 credits, 70 of which were at the upper division level. To finish their degree here, it would take this student another year-and-a-half to two years to meet the requirements for an English degree. This new degree completion option gives students in this situation a way to wrap up their studies.

These students don't fit the mold in the interdisciplinary studies program, either, thus the need for this option. He went to the Curricular Affairs committee and talked about a means to address these needs. The general degree completion option was the most palatable of three proposed ideas he had looked into extensively. He wants full disclosure with the Senate, though as a degree option, it doesn't need to be voted upon by the Senate. However, if there are serious concerns brought up today, he would take it back to committee.

The goal is not to have students abandon their degrees. Following this option requires students to have at least 100 credits before it can be considered, and requires 130 credits to complete. The Praxis I exam is required for outcomes assessment, which costs them \$130, another disincentive to walk away from another program. This will meet needs of transferring students, as well as those who are not passing a required core programmatic course in their area of study (like math, for example) and who just cannot finish the degree requirements. A third (more rare) group are students who have encountered a severe personality conflict with an instructor in a required senior-level course.

Faculty who would be responsible for students in this program will be the Academic Advising Center faculty who already help the undeclared baccalaureate students. They would form the committee to guide these students to degree completion (rather than an interdisciplinary group of faculty).

Dana T. invited questions. Ken B. asked about how many students this might attract per year. Dana said maybe three to seven students a year; with an initial surge once it is in the catalog and people find out about it. Typically, he predicts about ten students a year might utilize this program.

Marji I. mentioned this would be a helpful option for military spouses who transfer all over the place. She supports the option, especially for a military community like Fairbanks.

Dana T. pointed out that it's not a dead end degree in many cases. A fair number go on to higher degrees. It has its limitations, of course, and the advising faculty would warn students of the potential consequences of this choice. Ken B. asked about those who want more than one degree. Dana emphasized that it's stated in the proposal that is not an option as a double-major or double-degree, period.

B. Faculty Peer Evaluation Observation Worksheet (Attachment 156/4)

A FDAI committee member was expected to speak to this topic; however, they've not made it to the meeting today. Marsha described its purpose. It will be included both on the Faculty Development web site and the Governance web site to make it available for use by faculty for peer assessment. It's faculty to faculty peer evaluation, purely at a faculty's discretion and completely voluntary. Please look it over and provide any feedback to FDAI committee members. No senate action is needed on this as it's not required of faculty in any way, shape or form.

X Committee Reports

- A. Curricular Affairs – Amber Thomas / Falk Huettmann
Academic Calendar approved without the 2012-2013 year which is still under discussion. The B.A. in Film discussion is coming up in committee.
- B. Faculty Affairs – Cathy Cahill
No report is available.
- C. Unit Criteria - Brenda Konar
Meeting minutes are attached to the agenda (Attachment 156/5).
- D. Committee on the Status of Women – Alex Fitts / Jane Weber
Meeting minutes are attached to the agenda (Attachment 156/6).
- E. Core Review - Michael Harris / Latrice Bowman
No report is available.
- F. Curriculum Review - Rainer Newberry
Verbal report that curriculum review work continues and they're meeting this afternoon at 3:30 p.m.
- G. Faculty Appeals & Oversight – James Bicigo
No report is available.
- H. Faculty Development, Assessment & Improvement – Dana Greci / Julie Lurman Joly
Meeting minutes are attached to the agenda (Attachment 156/7).
- I. Graduate Academic & Advisory Committee – Ron Barry'
No report is available.
- J. Student Academic Development & Achievement – Marji Illingworth / Jane Allan
Meeting minutes are attached to the agenda (Attachment 156/8). Marji mentioned they're looking at ways that Faculty Senate can recognize student success and invites everyone's ideas.

XI Members' Comments/Questions

Ken B. would like to suggest that the senate form a formal group to work with the administration on the bookstore issue more closely in the next month. Marsha said they are actually considering this already, and she's talked with Brian R. about it. The goal is to get some student surveys out there and collect more concrete data, and to work more effectively with administration to address the very real issues they are experiencing. There is concern

that the bookstore staff do not see what is going on in the classroom and so do not realize the full impact of what's happened. Marsha S. will follow up with the chancellor about this. Marji I. said her class would fill out surveys; as did Cathy C. about her class. A committee of faculty, students and administration would be put together to look at the results and to address effective solutions. Ken B. asked for one more caveat, and mentioned his concern for the Gmail conversion and its implications down the line – he would want the committee to talk about this as well.

XII Adjournment

A motion was made to adjourn by Jon D. and seconded. The meeting adjourned at 3:15 p.m.