

Minutes for UAF Faculty Senate Meeting #221
Monday, March 06, 2017
1:00 – 3:00 PM - Wood Center Carol Brown Ballroom

I Call to Order - Orion Lawlor
A. Roll Call

Faculty Senate Members Present:	Members Present - continued
ABRAMOWICZ, Ken (18)	QUICK, Kate (18)
AGGARWAL, Srijan (18)	REMBER, Rob (17)
AGUILAR-ISLAS, Ana (18)	TILBURY, Jennifer (17)
ANAHITA, Sine (18)	TOPKOK, Sean (18)
ARNDT, Kathy (17)	TUTTLE, Siri (17)
BACSUJLAKY, Mara (18)	WILDFEUER, Sandra (18)
BENOWITZ, Jeff (18)	WILLIAMS, Gordon (17)
BOLTON, Bob (18)	ZHANG, Mingchu (18)
BRET-HARTE, Donie (17)	

an understanding

He shared some comments about a question Regent Perdue had raised at that meeting: What about the decision process concerns us, and also what concerns us about the decisions being made. He added that the why is important, particularly concerning the important role of shared governance to bring the student, staff and faculty perspectives to the table. Recognition of the role of shared governance results in the best decisions being made. He thanked Faculty Senate for its two recent resolutions, noting these actions show the value placed on shared governance by the faculty.

He also commented about the need and responsibility for two-way communication within and

Therefore be it resolved, that United Academics calls upon the University of Alaska and the Board of Regents to retain three separate universities as well as all of the schools and colleges within them and to reduce administrative costs at statewide to preserve the university's core academic mission at all of our universities and their extended sites.

Chris reported on the status of the continuing CBA negotiations. She also noted that reports and updates are posted at the United Academics web site: unitedacademics.net

She also reported on the general membership meeting held on February 23. They discussed the topic of taking action through shared governance and your union. They had a good discussion of various strategies for use by faculty and members of UNAC to advocate for what they need to do their jobs and influence processes such as Strategic Pathways.

A report was not available for United Adjuncts. Kate Q. noted there was nothing to report for UAFT.

E. Athletics - Dani Sheppard

Dani gave a verbal report, noting they are coming to the close of the athletic seasons for UAF as they have a waiver from NCAA for spring sports. She shared pertinent end of the year data regarding the 135 student athletes on campus and recapped their prestigious academic accomplishments.

F. Faculty Alliance Report - Tara Smith (linked)

FA President Smith's report is linked above.

G. Senate Members' Questions / Comments:

There were no comments or questions at this time.

VII New Business

A. Motion to approve DANSRD Unit Criteria, submitted by Unit Criteria Committee

Mara gave the background on the unit criteria for the Department of Alaska Native Studies and Rural Development (DANSRD). An update to the current template was done, along with some other minor changes. She noted there was discussion concerning the submission of research proposals under the Criteria for Research, Scholarly, and Creative Activity section which resulted in some word-smithing.

Gordon W. asked several questions about some of the DANSRD-specific unit criteria, but Mara noted they concerned items previously approved in 2010 which were not discussed in this review. She explained that all unit-specific criteria forever remain in bold italics to distinguish them from the basic template.

The DANSRD unit criteria were approved unanimously.

B. Resolution in Support of International Faculty, Staff and Students at UAF, submitted by Faculty Affairs Committee

Jeff B. noted there are two facets to this resolution. One is to express support for our international students, staff and faculty. The second is to express support for President Johnsen's comments which he shared with the university on the topic of the recent executive order by President Trump.

Gordon W. asked who the resolution will be shared with, and Orion noted it will be posted on the Faculty Senate web page.

, and

D. Motion to approve a new Associate of Arts in Security Management, submitted by the Curricular Affairs Committee

Rainer N. provided background of the program and the reasons behind its creation. It fills a niche particularly for Transportation Security Administration (TSA) employees, and would prepare students for the BEM.

Gordon W. asked the projected tuition revenue and the enrollment figures mentioned in the proposal. Provost Henrichs mentioned that the Board has repeatedly had challenges interpreting the information on this form. They don't want to deviate from the format and potentially confuse the Board members. Nicole C. commented on the solid program growth they have seen, which this new program will help augment.

Rick MacDonald of UAF-CTC was recognized. He felt that the existing AAS in Information Security had not been taken into account, and provided reasons why he believed the AAS could fit the needs described for the new program. He then proposed to table the motion.

Provost Henrichs invited Cam Carlson of the Homeland Security and Emergency Management program to speak to the issues raised. He noted the collaborative working relationship they have with CTC. The Emergency Management program offers basic education in emergency management at the 100 / 200 course level which CTC does not have. The program being proposed extends the utility of these course offerings both to the TSA students and the student body proper. Information Technology courses at CTC meet a need for information cyber security, but not the physical security aspects of transportation and border security, which they are delivering to their TSA cohort of students.

Rick M. raised the issue about the line of demarcation for offering two-year vs. four-year programs between the community college and the four-year colleges and schools. Provost Henrichs noted that there is not a rigid line of demarcation, though the vast majority of two-year programs are within CRCD and the majority of four-year and graduate programs are at the UAF campus. She noted there is a two-year program at CLA, as well as some baccalaureate and graduate programs at CRCD. The expertise of the faculty associated with a particular program is the more important factor for determining placement of that program, when occurring outside of the usual norm with regard to college or school.

MOTION:

and DANSRD faculty teach courses in both programs. Students from ANS are encouraged to take RD courses (e.g. as a minor or sequence) and vice versa with the result that both programs produce well rounded graduates.

Both programs encourage national and international engagement with Indigenous scholars and political leaders. Guests from Indigenous communities outside the state deliver lectures to students in both programs, and faculty maintain active connections with international counterparts. International students attend both RD and ANS courses.

As an academic discipline, rural development is a rapidly expanding field with an increased number of universities offering postbaccalaureate opportunities for study. DANSRD offers a unique opportunity for Alaska's students to connect to peers in the field and share new ideas to benefit rural communities and enhance their careers.

DANSRD serves a large body of nontraditional students and their communities. The program often employs innovative methods to ensure that these students get the most out of their education, and that their communities benefit from department research and scholarly activity. These methods are reflected throughout our unit criteria.

The department often looks to trusted peers from within the communities served for expert review and objective evaluation of its work. These peers possess knowledge and expertise that may or may not be directly tied to formal education. In many cases Indigenous leaders have earned their positions through learning from a wide range of sources over many years. This kind of learning and oversight is essential to DANSRD.

DANSRD's mission identifies specific indigenous(e)6(2(al)-2(pa328 Tw 6ic)(ie)6 s)1(p)2(e)eCID n6(

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.

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 DANSRD 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.

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. demonstrate ability to teach effectively through the simultaneous use of more than one delivery method, e.g, courses with students in the classroom and attendance via other means of distance delivery at the same time.

Specific DANSRD criteria for teaching for appointment or promotion to:

A. Assistant professor: evidence of teaching ability as well as commitment toward continual improvement in areas involving distance delivery and online learning must be provided.

B. Associate professor: the record must show that the material taught is contemporary and relevant, and that the presentations stimulate the learning process. Evidence of the expected quality of instruction may include, but is not limited to, course and/or curriculum development, innovative approaches to instruction, effective guiding and mentoring of students, and effective teaching performance in classroom settings and by distance delivery modalities. There must be evidence of supervision of graduate student research as a major committee chair/member.

C. Professor: significant contributions to the instructional program are expected. These may include, but are not limited to, contributions to major improvements in course and/or curriculum offerings, development of new courses and/or delivery approaches, ability to motivate and/or inspire students, and exemplary training of graduate students. There should be a record of successful completion of graduate work by his or her students. It is expected that assessment of teaching by students and faculty will demonstrate consistently

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal

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 including those defined on pages one and two external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution to the communities served by DANSRD and to the university

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, manuals, needs assessments, program evaluations, annotated bibliographies, translations and transcriptions proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, or by legal, industry or government publications, or accept works

- i. Reprints or quotations of publications, cataloging and archiving data collections of dance/performance video and audio tapes, productions of art 84,

faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of th-6(p0(m)-2(i)1(1)(1)-2.12.1((i)-2(on of)3

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

A. Assistant professor: none in addition to UAF criteria

B. Associate professor: positive contributions to departmental and/or university ~~terms~~, effective professional contributions to the public, and effective services to the profession are expected. Examples would include facilitation support for the annual Festival of Native Arts, active participation in professional organizations and ~~vice~~ on boards of Native and other organizations.

C. Professor: evidence of leadership in the service area is expected. Significant contributions to the development of departmental and/or university programs including committee leadership or UAF service committees are expected. Effective application of service includes, but is not limited to, reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications. A professor's service may include the mentoring of junior faculty that leads in turn to greater service on their part.

RESOLUTION

in Support of International Students, Faculty, and Staff at the University of Alaska Fairbanks

WHEREAS, in response to the January 27, 2017 executive order by U.S. President Donald Trump, University of Alaska President Jim Johnsen affirmed “that our university remains committed to the open exchange of students, scholars, and ideas from all over the world;” and “that the University of Alaska is committed to ensuring that all students, staff, faculty and their families can focus on what brought them here in the first place, the pursuit of scholarship in an environment that supports them regardless of their race, ethnicity, or national origin;” and

WHEREAS, the University of Alaska Fairbanks has many international faculty, staff, and students who live, work, and study here and who make valuable contributions to research, teaching, and service; and

WHEREAS, the UAF Faculty Senate hereby goes on record as supporting all members of our University community regardless of their nation of origin, or their citizenship status; now

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate applauds President Johnsen for taking an immediate and strong stance on this issue; and

BE IT FURTHER RESOLVED, that the UAF Faculty Senate stands in full support of all of our international faculty, staff, and students.

MOTION:

The UAF Faculty Senate moves to revise the title and procedures of academic progress reporting; to restate the purpose of the progress report, to offer a window of time for faculty to

MOTION:

The UAF Faculty Senate moves to approve a new Associate of Arts in Security Management, housed in the School of Management (Department of Homeland Security and Emergency Management).

Effective: Fall 2017, upon all approvals.

Rationale: The Associate of Arts degree in Security Management (AASM) is designed to serve both aspiring and existing homeland security and emergency response

flexibility needed to participate in the program while simultaneously providing our in-resident students the ability to interface with other students locally, within Alaska, and nationally as well. The curriculum delivery method for the program builds upon the success of the BEM and MSDM and benefits from those lessons learned from BEM/MSDM development and delivery experience.

Objectives:

- 1) To expose students to a broad-based curriculum framed within homeland security and emergency management principles and priorities.
- 2) To provide students with the foundation and credentials to find successful employment as well as advance their career fields.
- 3) To develop core competencies and introduce the critical thinking-skills needed to

university who are interested in the field. As the fields continue to grow and change, education is increasingly important. This proposal is a response to industry demand for education and training for managers to handling the scope and pace of change currently experienced.

Proposed Catalog Layout:

The Associate of Arts in Security Management provides students with the academic education required to obtain entry level employment into homeland security and emergency management related fields. It also offers students the opportunity to further their education and earn a bachelor's degree

1. Complete the general education requirements – (39 credits)
2. Complete the following major courses (21 credits):
 - HSEM F120 - Introduction to Emergency Management (3)
 - HSEM F121- Introduction to Homeland Security (3)
 - HSEM F223 - Terrorism: A Global Threat (3)
 - HSEM F225 - Intelligence Analysis and Security Management (3)
 - HSEM F227 - Transportation and Border Security (3)
 - HSEM F231- The Threat of Weapons of Mass Destruction (3)
 - HSEM F233 - Critical Infrastructure Protection (3)
3. Total Credits Required (60)

Resources Impact

The AASM is expected to bring in an annual class of approximat5132 <</MCItc1 /TT0 1 Tf 12 -0 0 12 1

Proposed changes to UA Minors Regulations

**New implications of old (and proposed) protection of minors regulations
resulting from new BOR-0.00s**