

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

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

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

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

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

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

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

CHAPTER I

Purview

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

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

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

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

CHAPTER II

E. Following the Selection Process

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

F. Letter of Appointment

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

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

MAP faculty members are designated at the time of hiring as either agents or specialists. AN AGENT IS A GENERALIST THAT DOES NOT REQUIRE CONCENTRATION OF THEIR WORKLOAD TO A SPECIFIC ACADEMIC, RESEARCH, OR SERVICE DISCIPLINE. SPECIALISTS CONCENTRATE THEIR WORKLOAD TOWARD A

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

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

B. Criteria for Instruction

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

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

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

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

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

1. Effectiveness in Teaching

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

TEACHING IN THE CONTEXT OF A MAP ACTIVITY IS GENERALLY DEFINED

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

EVALUATION OF TEACHING FOR MAP FACULTY:

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

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

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

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

- 2. Regional, national and/or international recognition as an expert as illustrated through invitations to and presentations at conferences, meetings, workshops, and trainings;**
- 3. Receipt of state or national awards in recognition of outstanding teaching;**
- 4. Clientele/student reviews and/or evaluations that show continued quality performance as a teacher; and**
- 5. Recognition through invitational teaching opportunities.**

C. Criteria for Research, Scholarly, and Creative Activity

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

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

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

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

1. Achievement in Research, Scholarly, and Creative Activity

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

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

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

- 1. Authorship of a book or major reference in the faculty member's area of scholarly activity;**
- 2. Receipt of a national research fellowship;**
- 3. Continuous performance in research with a corresponding publication record; and**
- 4. Introduction of a new technology, product, or idea which demonstrably improves the quality of life for Alaskans, and is a clear result of a MAP faculty member's activity.**

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

2. University Service

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

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

3. Evaluation of Service

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

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

- 1. Invitation to serve on national or international boards, review committees, award commissions or scholarship commissions;**
- 2. Appointment or election to a leadership position on local, state, national, and international public service committees or organizations;**
- 3.**

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

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

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

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

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

AND

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

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

I. Purview.

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

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

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

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

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

WILL DEMONSTRATE THE FOLLOWING CHARACTERISTICS PERTINENT TO THEIR WORKLOAD ASSIGNMENT:

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity, **CREATE AN ATMOSPHERE OF OPENNESS IN THE CLASSROOM THAT ENCOURAGES STUDENTS TO FREELY EXPRESS THEIR OWN IDEAS AND VIEWPOINTS;**
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, **INCLUDING WEB-BASED MATERIALS AND DISTANCE-DELIVERY TEACHING;**
- g. may receive prizes and awards for excellence in teaching;
- h. **DEMONSTRATE THOROUGH UNDERSTANDING OF UAF AND SNRAS ACADEMIC REQUIREMENTS IN ORDER TO FACILITATE EFFECTIVE ADVISING AND MENTORING OF INDIVIDUAL STUDENTS DURING THE TERM OF THEIR DEGREE PROGRAM. EVALUATIONS WILL BE BASED ON RESPONSES FROM STUDENTS AT EXIT INTERVIEWS OR TO SURVEY QUESTIONS.**
- i. **DEMONSTRATE EFFECTIVE SERVICE AS MAJOR ADVISOR OR MEMBER OF SENIOR THESIS AND GRADUATE COMMITTEES;**
- j. **PROMOTE UNDERGRADUATE STUDENT INVOLVEMENT IN FACULTY SCHOLARLY PROJECTS.**

SPECIFIC SNRAS/AFES CRITERIA FOR TEACHING PERFORMANCE:

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

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

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

PROFESSOR: MAJOR CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE (BUT ARE NOT LIMITED TO) EXCELLENT CLASSROOM TEACHING AS DEMONSTRATED BY TEACHING EVALUATIONS, MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL TECHNIQUES,

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

1. Achievement in Research, Scholarly, and Creative Activity

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

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

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

- a. Books, reviews, monographs, bulletins, articles, proceedings, **ELECTRONIC JOURNALS, INTERACTIVE ELECTRONIC PUBLICATIONS, MAPS, PHOTOGRAPHS** and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline AND EXTERNAL TO UAF.
- b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Editing or refereeing articles or proposals for professional journals or organizations
- g. Scholarly reviews of publications, art works and performance of the candidate.
- h. Citations of research in scholarly publications.
- i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproduc

1. Public Service

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

Examples include, but are not limited to:

- a. Providing information services to adults and youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. **UNPAID Consulting, ONE ON ONE CONSULTATION WITH CLIENTELE, SITE VISITATIONS TO AGENCIES, FARMS, AND PRODUCTION FACILITIES FOR PROBLEM-SOLVING CONSULTATION.**
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at **CLIENTELE-ORIENTED** workshops, conferences, or public meetings, **FIELD DAYS, CONFERENCES, AND TOURS.**
- i. Training and facilitating **IN ONE'S DISCIPLINE IN WAYS TO BENEFIT CLIENTELE OR THE GENERAL PUBLIC.**
- j. Radio and TV programs **AND INTERVIEWS**, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- l. **ACTIVE PARTICIPATION IN CONSTITUENCY ORGANIZATIONS.**

m.

c.

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

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

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

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

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

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

CHAPTER I

Purview

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

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

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

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

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

1. Effectiveness in Teaching

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

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching.
- h.

- i. DEMONSTRATE CONSISTENT ATTENTION TO STUDENTS IN THE ROLE OF AN ADVISOR REGARDING UAF AND DISCIPLINE RELATED MATTERS.
- j. DEVELOP AND REVISE INSTRUCTIONAL MATERIALS FOR USE IN SUPPORT OF THEIR TEACHING.
- k. ACTIVELY PARTICIPATE IN AND CONTRIBUTE TO THE WORK OF THE FACULTY OR THE DISCIPLINE IN CURRICULUM MATTERS.

2. Components of Evaluation

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

- a. systematic student ratings, i.e. student opinion of instruction summary forms,
and at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

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

1. Achievement in Research, Scholarly and Creative Activity

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

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

ACHIEVEMENT IN RESEARCH, SCHOLARLY, AND CREATIVE
ACTIVITY INVOLVES:

- 1.

- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

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

1. Public Service

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

EFFECTIVENESS IN PUBLIC SERVICE INVOLVES:

1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF PUBLIC AND/OR GOVERNMENTAL BODIES.
2. SUMMARIZING AND PRESENTING KNOWLEDGE IN THE DISCIPLINE FOR THOSE OUTSIDE OF UAF.
3. APPLYING THEORIES OR FINDINGS OF THE DISCIPLINE IN PUBLIC SERVICE.

Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

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

EFFECTIVENESS IN UNIVERSITY SERVICE INCLUDES:

1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF COLLEGE, UAF, AND STATEWIDE COMMITTEES, PANELS, TASK FORCES, ETC.
2. EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS IN POSITION IN THE DEPARTMENT, COLLEGE, UNIVERSITY OF ALASKA FAIRBANKS, AND STATEWIDE.

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

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

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

ATTACHMENT 158/4

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

RESOLUTION:

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

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

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

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

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

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

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

Distance delivery in the Y-K region is now being enhanced by the recent partnership that KuC has made with a local phone company, United Utilities Inc. (UUI). Through this project, training of 12 village technology specialists (in communities where

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

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

Objectives of the EBOT Program:

- To provide quality interdisciplinary academic instruction in the areas of biology, botany, ecology, anthropology, and chemistry so that students may gain the skill sets needed to become active stewards in natural and cultural resource management in their communities.
- To provide culturally relevant research opportunities for KuC students and faculty in the life sciences. Partnerships developed will include organizations such as UAF's Institute of Arctic Biology, US Fish and Wildlife Service, Alaska State Fish and Game, NIMA Corporation, Hawaii community colleges, the Pacific Alliance, Alaska Native Science and Engineering Program, etc.
- To provide students, in their home communities, with an attractive, culturally relevant curriculum and an intermediate step in entering the associate and baccalaureate academic pathway in the sciences.
- To provide training that can be used as a stepping stone to higher-level positions for an underemployed rural workforce.
- To promote awareness of the scientific significance and economic potential of Alaska's native flora and model efforts supporting the development of regional economic ethnobotany initiatives and knowledge-based economies in the Yukon-Kuskokwim Delta and all of rural Alaska.

Proposed general catalog layout

Ethnobotany Certificate

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

Ethnobotany Certificate:

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

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

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

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

To remain in good standing, students must:

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

Ethnobotany Certificate Program

1. Complete general university requirements (page 86)
2. Complete the following certificate requirements..... **9-10 credits total**

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

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

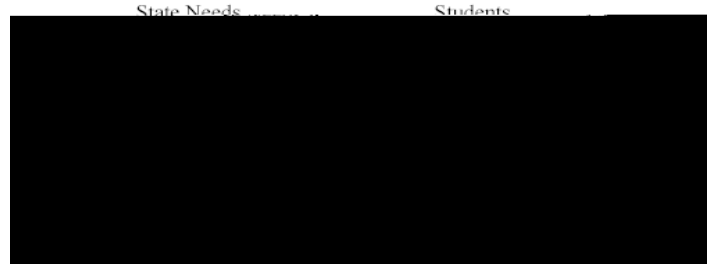
Human Relations.....3 credits

Appendix D

RESOURCE COMMITMENT TO THE
PROPOSED ETHNOBOTANY CERTIFICATE PROGRAM
Using FY08 figures

University of Alaska Board of Regents
Program Approval Summary Form

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



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

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

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

This type of grass roots effort to create a community-driven program epitomizes the mission of CRCD, whose goal is to be an "engaged institution, positioned to respond to students and partners in developing the economic and social well-bei

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

There is a well-documented need for skills-based education in rural Alaska, and CRCD is ramping up to be able to provide more of the necessary training to its rural community members, as evidenced by the large increase in certificates and personnel that have been added to their ranks in the past several years. Two of these

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

In the past several years KuC has been laying the groundwork for the EBOT program by offering several programs that emphasize training in the fundamentals of science, technology, engineering and math (STEM) fields; including formal efforts like the Emerging Scholars Program (KuC's first-generation college student recruiting and retention program), the NSF-TCUP STEM bridging program, and the summer Talent Search (federal DOE TRIO grant) program geared toward junior high and high school students. Given that this type of science training groundwork has been laid, the EBOT program is in an excellent position TwJ0.001s9 T8(uika. 0.brogrlrgeof entrep EBOT prog03

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

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

MOTION:

=====

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

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

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

Proposal Summary

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

Background

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

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

Proposed Catalog Layout:

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

- c. Submit three letters of references.
 - d. Submit GRE (general) scores.
 - e. Submit a study goal statement.
 - f. Submit a UAF graduate application for admission.
2. Complete the general university requirements.
 3. Complete B.S. degree requirements (As part of the B.S. degree requirements, complete MATH F201X, PHYS F211X and PHYS F212X).
 4. Complete the master's degree requirements.
 5. Complete the following B.S. program (major) requirements:

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

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

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

7. Complete the thesis or non-thesis requirements:

Thesis

Complete the following:

ME F699-Thesis 6

Electives* 9

Non-Thesis

Complete the following

ME F698-Project 3

Electives** 12

*At least 3 credits at the graduate level.

**At least 6 credits at the graduate level.

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

MAUI - University of Alaska Fairbanks

State Needs Students

Educational Programs

Records

MAUI - Mechanical Engineering
 Technology
 Faculty & Administration

... to fulfill the education mission of the Department of ...
 To offer the highest quality, contemporary education at the

The proposed program is
 Mechanical Engineering

... and students ...
 ...
 ...
 ...

What State Needs are met by this program?

The proposed program through retaining and advanced training of our own excellent
 undergraduate students will ...

What are the Student opportunities and outcomes of this program?

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**Faculty Affairs Committee
Minutes of Meeting on March 11, 2009**

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

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

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

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

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

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

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

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

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

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

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

Attending:

Brenda Konar, chair

John Heaton

Ray RaLonde

Mark Herrmann

Jing Zhang

Sonja Kouk aZ T*(Jing Zhang)TjEMe(z5ENT 158oia Meeting)TjEMC /P Æine/P ÆMCID 4 BDC /T1158oia M

MAP:

Pg 3: F. Define agent and specialist.

Pg 14. 3. Professional is misspelled

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

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

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

Tuesday March 24 2009

CSW meeting

Chancellor's conference room, 330 Signers? Hall, 1-2PM

Present

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

1) Brown Bag Lunches

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

2) Fall Faculty Women's Luncheon

Speaker choices 1) Grace Schaible, 2) Neijse Steinkruger and 3) Gail Phillips

Alex and Jane will start by contacting Grace to be speaker. Please send email to Alex and Jane if you have some additional speaker suggestions.

3) Family Friendly Policies

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

4) Survey P/T decision

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

5) P/T Workshop on 4/24/2009 from 10-12 BOR Conference Room

Everything is set. The food is ordered so nothing additional needs to be done.

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

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

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

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

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

Upcoming Meetings

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

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

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

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

Joy's Report

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

- Facebook on Campus: applications, tools and tips, 1-2 pm 340 RASM, March 17, 2009.
- The 21st Annual Lilly-West Conference on College and University Teaching, March 20-21, 2009 at Cal Polytechnic State University, Pomona. A group of UAF faculty is attending the conference again this year.

Old Business

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

- **Subcommittee Reports**

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

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

New Business

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

Next Meeting

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

The meeting was adjourned at 5:10 pm.

Respectfully submitted on March 24, 2009.

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

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

Attendees: Marji Illingworth (Co-chair), Joe Mason, Carrie Aldridge, Dana Greci, Joe Dupras,