

**MINUTES**

UAF FACULTY SENATE MEETING #194

Monday, November 4, 2013

1-3 PM at the Wood Center Carol Brown Ballroom

I Call to Order – David Valentine

A. Roll Call

Faculty Senate Members Present:	Present – continued:
ALBERTSON, Leif (14) - audio	RADENBAUGH, Todd (15) - audio

BAKER, Tori (14) - audio



B.



university to be and accomplish in the next five years. A lot of the effects proposed by the system administration have to do with issues of student success (e.g., students graduating faster

V Discussion Items

- A. Proposal to remove “or instructor permission” (treat as understood)  
where used in the prerequisites for undergraduate courses – Rainer Newberry

Rainer explained the proposed request to remove the phrase “or instructor’s permission” from course descriptions in the Catalog. Currently, only about one-quarter of catalog course descriptions contain the phrase. Instead of putting it into individual course descriptions, the intent would be to add statements in key places in the catalog to state that instructors always have the prerogative over who is allowed into their courses. He mentioned the motion regarding math placement policy which is in the agenda today, noting it clarifies the fact that instructors have the right to override prerequisites for their courses for a student, as deemed appropriate. It’s only logical to recognize this is true for all courses in the catalog,

David concluded the discussion by stating that a discussion site would be set up to obtain broader feedback.

VI Old Business

- A. Resolution opposing adoption of a tobacco-free policy across the University of Alaska System (Tabled at #193) - David Valentine (Attachment 194/1)

David described the intent of the resolution, and recapped the action at the previous Faculty Senate meeting where the resolution had been tabled. He noted the revisions in the resolution and its rationale which resulted from input received at the last meeting. Rainer moved to approve it and was seconded. With no objections, the resolution was unanimously passed.

VII New Business

- A. Motion to approve Department of Communication Unit Criteria, submitted by the Unit Criteria Committee (Attachment 194/2)

Unit Criteria Committee Chair Chris Coffman brought the motion to the floor. After briefly defining the committee's purpose as described in the bylaws, she provided some information about the unit criteria submitted by the Department of Communication. The bold-face text in all caps denotes the special criteria which have been added by the Communication Department to the standard university template containing the general unit criteria from the UAF Blue Book.

Cecile asked if there were any issues that came up in the committee's discussion. Chris n04 Tc 0.014 m td4(a)-20(1)







invited to apply and that there is no inference of an automatic switch to the interdisciplinary program. This does not impact the status of the motion.

Debu asked how graduate students have been selected in the past. Lara assumed that the Provost was appointing them; however, the Provost clarified that she has not been doing that. She felt it was a faculty matter. While she did appreciate the conflict of interest issue, it seemed to be one that is easily dealt with. The rest of the matter is up to the Faculty Senate.

Anna B. questioned why there are students on a Faculty Senate committee. It was noted that this is not the case with most committees of the Senate. David pointed out that in the case of GAAC graduate students have an interesting perspective to share on graduate education with the faculty. Lara commented maybe other committees should consider sh

evaluations about whether or not those standards have been met.



## VIII Governance Reports

### A. Staff Council – Brad Krick

Brad mentioned the two surveys Staff Council had just put out when the last Senate meeting took place (one about the tobacco / smoke-free campus, and the other about the performance evaluation form). Results of the tobacco survey are on the Staff Council blogspot. He reported that there were 785 responses. Regarding the question as to whether staff would support a totally tobacco-free or smoke-free campus, or just tobacco-free, the results were 57% NO and 43% YES. Regarding the question whether UAF properties should go completely smoke-free, the answer was split 50/50. On the question about restricting smoking and tobacco use to designated areas, 22% would like to see both tobacco use and smoking restricted to designated areas; 22% would like to have smoking restricted to designated areas, and 27% would like smoking and tobacco use restricted all over. The take-away is that it's not necessarily tobacco products that bother people, but that people do not like the smoke. They don't want a complete ban; they just don't want to put up with the smoke. There were over 300 comments, many of which noted the dislike of walking through tobacco smoke, but not wanting a complete ban throughout campus. Staff Affairs Committee will be meeting to discuss the results and put together a resolution. One suggestion is to encourage UAF to enforce its current policies with regard to tobacco.

They'll be looking at Shaping Alaska's Future and what that means for staff; as well as the current budget issues.

### B. ASUAF – Ayla O'Scannel

No report was available from ASUAF.

### C. Athletics – Dani Sheppard

No report was available from Athletics.

### D. UNAC – Falk Huettmann UAFT – Jane Weber

Falk had nothing to report with regard to United Academics. Jane had nothing to report on UAFT and JHCC.

## IX Public Comment

Libby E.

Anna B. commented about a question from one of the faculty whom she represents. She summarized the issue which concerns classroom assignments. Classroom assignment is opaque and seems to be getting more opaque and problematic. With increasing users of classrooms and smart classrooms, some departments have been adversely affected when trying to get classrooms. This has affected various departments' offerings over several semesters, as well as faculty workloads and faculty/dean interactions. They would like to see increased visibility with classroom assignments. She would like to know what the process is to bring this to the Senate and what actions can Faculty Senate take to help in this situation.

Tim Wilson, CLA, commented on the general difficulty of getting classroom assignments which he's experienced firsthand. It's been very difficult for the Spanish department, and half of their courses did not get classrooms this semester.

## XI Adjournment

The meeting was adjourned at 3:10 PM.

ATTACHMENT 194/1  
UAF Faculty Senate #194, November 4, 2013  
Submitted by the Administrative Committee

The original resolution was tabled at Meeting #193.



commended and encouraged. Nevertheless, a zero-tolerance policy applied across all three universities comprising the UA system, including their many branch campuses, should not be undertaken without a careful evaluation of its impacts on the members of the UA community and the public we serve.

The UAF Faculty Senate encourages the UA System Governance Council to consider ways of reducing the adverse impacts of tobacco use that consider all the dimensions of impacts—including extent and mechanisms of enforcement—to UA stakeholders.

ATTACHMENT 194/2  
UAF Faculty Senate #194, November 4, 2013  
Submitted by the Unit Criteria Committee

**MOTION:**

The UAF Faculty Senate moves to reaffirm the Department of Communication Uepic-58( n4(p)-3-Dt60(io)-58(n)-18( U



## 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 n34(a d)-4(4(a du)-24(n))34(o)n34

- 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. UTILIZE AND DEMONSTRATE THEIR KNOWLEDGE OF WHAT CONSTITUTES EFFECTIVE ORAL COMMUNICATION IN THEIR TEACHING METHODS.**
- 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. IDENTIFYING AND EXPLORING NEW RESEARCH PROBLEMS IN THE DISCIPLINE, AND/OR CRITICALLY EXAMINING EXISTING RESEARCH PROBLEMS TO PROVIDE NEW INSIGHTS.***
- 2. DEVELOPING NEW METHODS, THEORIES, OR APPROACHES TO RESEARCH PROBLEMS IN THE DISCIPLINE.***
- 3. DEVELOPING AND MAINTAINING A FOCUSED PROGRAM OR PROGRAMS OF RESEARCH.***
- 4. DEMONSTRATING GROWTH IN KNOWLEDGE OF THE DISCIPLINE, OR GROWTH IN EMPIRICAL AND/OR CRITICAL RESEARCH ABILITIES.***

## **2. Components of Research, Scholarly and Creative Activity**

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

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

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

- 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,



- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring.
- j. Prizes and awards for excellence in university service.

### **3. Professional Service**

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

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations,  
***OR ORGANIZATIONS CLOSELY RELATED TO THE DISCIPLINE. .***
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

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

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



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

## CHAPTER III

### Periodic Evaluation of Faculty

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Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, *AND DEPARTMENT OF ANTHROPOLOGY 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;





- n. ***ALL PEER-REVIEWED PUBLICATIONS SHALL BE CONSIDERED SIGNIFICANT. THIS INCLUDES NOT ONLY THE WRITING OF JOURNAL ARTICLES AND BOOK CHAPTERS BUT THE EDITING OF BOOK AND JOURNAL VOLUMES.***
- o. ***MULTIPLE-AUTHORED, PEER-REVIEWED PUBLICATIONS SHALL BE EVALUATED IN TERMS OF THE AUTHOR'S CONTRIBUTION, TO BE DELINEATED IN THE NARRATIVE STATEMENT OF THE PROMOTION AND TENURE FILE.***
- p. ***RESEARCH CONTRIBUTIONS AS EDITOR OF VOLUMES OF THE APUA (ANTHROPOLOGY PAPERS OF THE UNIVERSITY OF ALASKA) SHALL BE CONSIDERED COMPARABLE TO RESEARCH CONTRIBUTIONS AS EDITOR OF OTHER PEER REVIEWED BOOKS AND JOURNAL VOLUMES.***
- q. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF RESEARCH.***

**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,



- 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.
- l. ***APPLIED ANTHROPOLOGICAL WORK WITH COMMUNITIES AND ORGANIZATIONS.***

## **2. University Service**

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

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

## **3. Evaluation of Service**





***EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.***

- g. CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEAR***



- demonstrate application and synthesis of knowledge in music history and music theory;
- perform competitively at an industry standard for world-wide audition levels
- communicate professionalism on all levels.

Given the profession-wide shift over the last two decades, as evidenced by our peer institutions and aspirational institutions, the M.M. degree seems better suited for students applying to doctoral programs, and it better reflects and utilizes the strengths and training of the faculty in the UAF Department of Music. Finally, career opportunities aligned with acceptance into doctoral programs increase with the M.M. Additionally, specialization in performance through advanced study at UAF provides networking opportunities, international travel and performances, and exposure needed to secure further



\*\* After completing about one semester of the program, students will meet with their advisory committee to define precisely the student's major area of specialization and course work. Each student







Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAF	1b. School or College CLA	1c. Department MUSIC
2. Complete Program Title: Master of Music in Performance		
3. Type of Program <input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input checked="" type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate		
4. Type of Action <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	5. Implementation date (semester, year) Fall, 2013	

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.  
 (Provide information for the 5<sup>th</sup> year after program or program change approval if a baccalaureate or doctoral degree program; for the 3<sup>rd</sup> year after program approval if a master's or associate degree program; and for the 2<sup>nd</sup> year after program approval if a



- Recommend Approval
- Recommend Disapproval

\_\_\_\_\_ / \_\_\_\_\_  
UA President Date

- Approved
- Disapproved

\_\_\_\_\_ / \_\_\_\_\_  
Chair, Board of Regents Date

\*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:       Summary of Degree or Certificate Program Proposal                       Other (optional)



No faculty or workload displacements will be incurred by deleting the Master of Arts degree program. The proposed Master of Music in Performance degree will require the same faculty and administrative personnel currently involved with the M.A. program.

There are no effects on the Department of Music's budget through deletion of the Master of Arts program, given its replacement with the proposed Master of Music program.

There are currently five students enrolled in the graduate music program. All are in the Music Performance concentration. Two of these students will be graduating in Spring 2014. Another three

**MOTION:**

The UAF Faculty Senate moves to revise the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, subsection E.1, to revise the bylaws for the Graduate Academic and Advisory Committee, a permanent committee of the UAF Faculty Senate.

EFFECTIVE: Immediately

RATIONALE: The Graduate Academic and Advisory Committee (GAAC) has reviewed the bylaws pertaining to GAAC and recommends allowing graduate student representatives to vote; and, deleting tax-related issues from the responsibilities of the committee. The reasons for these changes are as follows:

1. Graduate students who serve on this committee already participate in curriculum review and provide input to other issues discussed by the committee. This motion will allow them to participate fully and acknowledge their contribution.
2. Most members of the committee do not have the expertise to comment on tax-related issues.

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

Faculty Senate Bylaws, Section 3, Article 5: Committees, subsection E.1:

E. The standing and permanent committees of the Senate are:

...

**PERMANENT**

1. The Graduate Academic ~~[[&]]~~ **AND** Advisory Committee will include ten faculty members **AND UP TO TWO GRADUATE STUDENTS**. The Dean of the Graduate School, Director of the Library, **AND** the University Registrar ~~[[, and two graduate students]]~~ are non-voting ex-officio members. The committee will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related to instruction and mentoring of graduate students. The committee will also have responsibility for oversight, review and approval of all professional degree courses and programs including 500-level courses. The committee will advise the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial ~~[[and-tax-related]]~~ issues and dealings with other universities.

ATTACHMENT 194/7

UAF Faculty Senate #194, November 4, 2013

Submitted by the Student Academic Development and Achievement Committee

## MOTION

The Faculty Senate moves to amend the 2014-15 Catalog to reflect a new Mathematics and Developmental Mathematics placement policy, as indicated below:

EFFECTIVE: Fall 2014

### RATIONALE:

This motion is brought to the Senate by the Department of Mathematics, the Department of Developmental Education, the Student Academic Development and Achievement Committee, and the Curricular Affairs Committee.

The Mathematics and Developmental Education Departments are moving to a new UAF Math Placement Test administered by ALEKS PPL (Assessment & Learning in Knowledge Spaces--Preparation, Placement, & Learning) for placement into all core Math and DEVM classes. In order for students to be placed into a DEVM or core MATH course, students who do not meet the prerequisite (either by having taken a prerequisite course at UAF or as a transfer course, or by having AP credit) will be required to take the UAF Math Placement Test, regardless of their SAT/ACT scores. That is, this new UAF Math Placement Test will replace ACT/SAT/ACCUPLACER/COMPASS for placement into Math or DEVM courses. With ALEKS PPL, a student's initial assessment can be done via the internet. Students who are dissatisfied with their initial placement or who want to review material in preparation for their course will have access to a six-week learning module that can be used to study and improve the test score. An additional four re-tests are available to the student at no extra charge, and the total cost of the five placement attempts and the six weeks of targeted individual study is \$25.

The Math and Developmental Math faculty believe that the new placement test system provides a clear mechanism for students to challenge a placement and provides a means for students to refresh their memory of prerequisite material in order to place into a higher level math course than they might with a one-time, high-stakes test. ALEKS PPL is specifically designed to address placement into mathematics courses and is a low stakes test. This is in marked contrast to the current assessments: SAT and ACT are both high stakes tests and not designed for placement purposes; ACCUPLACER, while a low stakes test, is insufficiently refined for our placement needs.

Currently ALEKS is being used by DEVM students as a homework tool that tracks improvement through their DEVM class and beyond, and the Math Bridge Program uses ALEKS modules to help prepare students for core math courses. Integrating a teaching tool into a placement tool will make for more appropriate placement of students and will allow them to begin their math classes at UAF using a tool that will support their learning throughout their math sequence. Even though many rural students have limited internet access, ALEKS is a useful tool. It is more than a placement test, and has the potential to support students by filling in gaps in their content





**NOT RECEIVED A GRADE OF C- OR BETTER IN ALL PREREQUISITE COURSES. AN INSTRUCTOR ALSO HAS THE RIGHT TO WAIVE A COURSE PREREQUISITE IF THE INSTRUCTOR PROVIDES DOCUMENTATION THAT THE STUDENT POSSESSES BACKGROUND REQUIRED TO SUCCEED IN THE CLASS.**

Students need English placement at ENGL F111X or above (including reading) in order to enroll in Perspectives on the Human Condition core courses. Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement (including reading), to register for science courses.

**READING AND WRITING** placement exams must be taken within two calendar years prior to the start of a course; mathematics placement exams must be taken within one calendar year prior. Students enrolling in developmental or lower division core courses must have completed any prerequisite courses within two calendar years of their enrollment. Academic advisors will assist with proper course placement for incoming and continuing students.

Students who enroll in a developmental or core course without meeting placement or prerequisite requirements may be withdrawn from the course through the faculty-initiated withdrawal process.

#### **[[ENGLISH]] WRITING/READING**

(We will address changes to English (Writing/Reading) placement in a later motion.)

...

#### **MATHEMATICS**

Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (See the degree program requirements for more detail.)

[[ACT Plus Writing, SAT, ACCUPLACER, ASSET, or COMPASS test scores are]] **THE UAF MATHEMATICS PLACEMENT TEST IS** used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

**STUDENTS WHO HAVE LIMITED ACCESS OR LIMITED EXPERIENCE WITH THE INTERNET SHOULD CONTACT THE DEPARTMENT OF MATHEMATICS AND STATISTICS OR THE DEPARTMENT OF DEVELOPMENTAL EDUCATION FOR ASSISTANCE.**

[TABLE 2 TO BE CHANGED TO REFLECT POLICY CHANGE.]

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Page 44 of the 2013-14 Catalog:

#### **PLACEMENT TESTS**

Test results are required for first-time degree or certificate students, transfer students with fewer than 30 acceptable credits, or students planning to take 100-level English, reading, mathematics, natural sciences core and perspectives on the human condition core courses. **UAF MATHEMATICS PLACEMENT**

**TEST RESULTS MUST BE ON FILE WITH THE OFFICE OF ADMISSIONS AND THE REGISTRAR OR THE LOCAL REGIONAL CAMPUS REGISTRATION OFFICE BEFORE YOU CAN REGISTER FOR DEVM, MATH, STATISTICS, OR CORE SCIENCE CLASSES.** Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. Your ability to register **MAY BE BLOCKED** if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than one year old **FROM THE PLACEMENT TEST DATE.**

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Note: Registrar's Office will also need to update applicable sections including (for example): "Applying for Admission: Certificate or Associate Degree Programs"; "Applying for Admission: Bachelor's Degree Programs."

ATTACHMENT 194/8  
UAF Faculty Senate #194, November 4, 2013  
Submitted by the Curricular Affairs Committee

**Curricular Affairs Committee  
Meeting Minutes for 23 Sept. 2013**

Voting Members present: Rainer Newberry, Chair; Rob Duke; Karen Gustafson; Sarah Hardy; Dennis Moser; Todd Radenbaugh (audio); Margaret Short.

Non-voting Members present: Libby Eddy; Alex Fitts; Doug Goering; Cindy Hardy; Holly Sherouse. (Jayne Harvie present)

- 1. Approved Minutes of last meeting**
- 2. Approved Meeting days/times for the semester:**

October 14, 1-2 PM at the Reich 300    October 28, 1:15-2:15 PM

ATTACHMENT 194/9

ATTACHMENT 194/10  
UAF Faculty Senate #194, November 4, 2013  
Submitted by the Committee on the Status of Women

**Committee on the Status of Women  
Minutes Wed, October 16, 2013; 9:15-10:15 am, Gruening 718**

Members Present: Megan McPhee, Derek Sikes, Kayt Sunwood, Jane Weber, Jenny Liu, Shawn Russell  
Guests present: Xiaoqi Han

Members absent: Michelle Bartlett, Mary Ehrlander, Amy Barnsley, Diana Di Stefano, Ellen Lopez, Nilima Hullavarad

1. Women Faculty Luncheon Recap.

Great feedback, everyone loved it. 90 attendees. Kayt commented that the new video recording system is excellent. Need to determine how many attended/watched remotely – Kayt will try to get these numbers. 2014 speaker ideas – May Marsh, Alex Fitts, Jessica Cherry (IARC) – finalist for NASA astronaut, more ideas? Margaret Thayer at the Field Museum (Derek can investigate)? Ideally a speaker will be finalized by January. Some suggested that the luncheon date was too close to the annual activity report deadline but we feel this wasn't a big issue. Next year the CSW will do more to help prepare the name tags for attendees. Eileen Pollack – suggested by Megan as a possible speaker, Pollack wrote a recent NY Times piece on why there are so few women in science.

2. Conversation Cafes.

One yesterday on "Advocating for what we need to achieve our goals" – only 2 attendees (Kayt & Jane). No email reminder went out – likely cause of low attendance? Discussion on repeat attempt with same topic, perhaps end of Nov / early Dec? Would be nice to have 2 per semester. Subcommittee will meet to focus on this. Another potential topic – 'surviving within peer units.' Café "on steroids" will happen in the Spring (with food, tea, etc.) date TBD.

3. Ex officio representative

Michelle Bartlett. Derek asked Michelle if she wants to continue on this committee. She replied 'yes' and dates of the upcoming meetings were supplied. She's on the email announcement list also.

4. Women's Center Advisory Board

Met on Oct 3<sup>rd</sup>. Ellen & Jane on the board. Woman's Center has been realigned. New members were added: Josh Hovis, Carrie Dufseth, Deborah Corso, Hannah Hill. Next steps are to try to get coordinator (Kayt) 10-12 month on salary, a higher level position. Cody Rogers, supervisor, is working to get job descriptions from other universities. Now with the WC under the Wood center there is greater concern that faculty will be less associated. Having Ellen and Jane on the board & the CSW connection helps address this.

5. Sun Star Issue Followup

President of the faculty senate met with the Sun Star editor and had a 'nice talk' – the senate is not intending to take further action unless something comes out of the lawsuit(s). The attention given by the Faculty Senate has been helpful in m

## 6. Upcoming Meeting Dates

Upcoming CSW meetings:

Wednesday, November 13, 2013, 9:15-10:15 am

Wednesday, December 11, 2013, 9:15-10:15 am

Meeting was adjourned at 10:00 am

Respectfully Submitted, Derek Sikes

These minutes are archived on the CSW website:

<http://www.uaf.edu/uafgov/faculty-senate/committees/committee-on-the-status-o/>

ATTACHMENT 194/11











ATTACHMENT 194/13  
UAF Faculty Senate #194, November 4, 2013  
Submitted by the Graduate Academic and Advisory Committee

**Graduate Academic and Advisory Committee  
Meeting Minutes for Sept. 30, 2013**

Donie Bret-Harte, Amy Lovecraft, Vince Cee, Lara Horstmann, Mike Daku, Laura Bender, Wayne Marr, John Eichelberger, Christina Chu, Sophie Gilbert, Mike Earnest, Holly Sherouse

The minutes from the last meeting were approved.

There was a discussion of the proposed Master's of Music program, and accompanying motion to delete the current Master's of Arts in Music. All were impressed that the Music Department was able to reach a unanimous decision on these programs. There was some discussion of whether there would be problems identifying an academic home for students doing an interdisciplinary M.A. with a focus in music. Dean Eichelberger noted that all interdisciplinary degrees have academic homes, and this one would be in the M

theses. GAAC recommended changing the term “fatal error” to “excessive errors.” GAAC is not required to approve this policy, but felt that it was reasonable.

IV. GAAC discussed the request from Peter Webley (via Dave Valentine) to reconsider the thesis completion date for international students, which has recently been changed to 60 days post defense from two weeks post-defense. It was suggested that we ask both Peter and Carol Holz from international programs to address the committee.

V. New assignments were made. The next meeting will be October 21st at 3:30 pm, because Donie will be out of town on October 28. After that, there will be no meetings until November 11.

John Eichelberger noted that on November 19 there will be a workshop for younger faculty on “Best practices in mentoring graduate students”, featuring Sophie and Christina.