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This meeting will be audio- and video-conferenced.

**A G E N D A**

UAF FACULTY SENATE MEETING #157

Monday, March 2, 2009

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

- |      |       |   |         |
|------|-------|---|---------|
| 1:00 | I     | Call to Order – Marsha Sousa  | 5 Min.  |
|      | A.    | Roll Call   |         |
|      | B.    | Approval of Minutes to Meeting #156   |         |
|      | C.    | Adoption of Agenda  |         |
| 1:05 | II    | Status of Chancellor's Office Actions   | 5 Min.  |
|      | A.    | Motions Approved:   |         |
|      |       | 1. Motion to Approve a Ph.D. in Indigenous Studies                                |         |
|      |       | 2. Motion to Approve a Certificate in Pre-Nursing Qualifications                  |         |
|      | B.    | Motions under Consideration:  |         |
|      |       | 1. Motion to Amend the Mandatory Placement Policy<br>(Writing Sample Requirement) |         |
|      | C.    | Motions Disapproved: none   |         |
| 1:10 | III   | Public Comments/Questions   | 5 Min.  |
| 1:15 | IV    | A. President's Comments – Marsha Sousa  | 5 Min.  |
|      | B.    | President-Elect's Report – Jonathan Dehn  | 5 Min.  |
| 1:25 | V     | A. Remarks by Interim Chancellor Brian Rogers                                     | 10 Min. |
|      | B.    | Remarks by Provost Susan Henrichs   | 5 Min.  |
| 1:40 | VI    | Governance Reports  | 5 Min.  |
|      | A.    | Staff Council – Juella Sparks   |         |
|      | B.    | ASUAF – Brandon Meston  |         |
|      | C.    | UAFT/UNAC   |         |
| 1:45 | VII   | Guest Speaker   | 15 Min. |
|      | A.    | Karl Kowalski, Director, OIT User Services  |         |
| 2:00 | BREAK |   |         |

2:10	VIII	New Business	15 Min.
		A. Motion to Approve a Graduate Certificate in Construction Management, submitted by the Graduate Academic & Advisory Committee (Attachment 157/1)	
		B. Motion to Approve a B.A. in Film, submitted by the Curricular Affairs Committee (Attachment 157/2)	
		C. Motion to Amend the Academic Appeals Policy, submitted by the Curricular Affairs Committee (Attachment 157/3)	
2:25	IX	Discussion Items	20 Min.
		A. New Process for UAF Accreditation – Dana Thomas (Attachment 157/4)	
		B. Distance Education – John Monahan	
2:45	X	Committee Reports	10 Min.
		A. Curricular Affairs – Amber Thomas / Falk Huettmann (Attachment 157/5)	
		B. Faculty Affairs – Cathy Cahill	
		C. Unit Criteria - Brenda Konar	
		D. Committee on the Status of Women – Alex Fitts / Jane Weber (Attachment 157/6)	
		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 157/7)	
		I. Graduate Academic & Advisory Committee – Ron Barry	
		J. Student Academic Development & Achievement – Marjorie Illingworth / Jane Allen (Attachment 157/8)	
2:55	XI	Members' Comments/Questions	5 Min.
3:00	XII	Adjournment	

MOTION:

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The UAF Faculty Senate moves to approve a Graduate Certificate in Construction Management.

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

RATIONALE:           See the full program proposal #19-GNP from the Fall 2008 review  
                             cycle on file in the Governance Office, 314 Signers' Hall.

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**Brief Statement of Program:**

The objective of the Graduate Certificate in Construction Management is to increase the skills of graduate engineers and other construction professionals in order to accelerate their advancement into more responsible management positions. The program was designed with strong input from construction industry employers and will continue to regard the employer as a partner in the program. Career opportunities are integral to the program.

The graduate certificate is designed to provide the needed skill level by taking short academic courses during the winter season when construction work is slowed. Students can obtain the credential, the graduate certificate, in several years of part-time studies an attainable goal for working students.

Employers will influence the curriculum several ways. First, they already have been involved in the program development. Second, an industry advisory committee will advise the program. Third, the employers will sponsor courses that they believe are most useful to their employees/students. Fourth, the program is flexible enough that new courses can be added that are specific to particular employers or situations. The flexibility derives from the division of the main skills into rubrics, then requiring the students to take a certain amount of courses from each rubric. Within the rubrics, for the individual courses, the academy establishes the quality, but the employer determines the direction. The program will emphasize overarching virtues of ethical practices, respect and fair dealing for the other parties to the construction contract, and effective communications within the project and outside the project, especially to the public. The nature of the self-support and the employer involvement will dictate the success of the program - employers will not pay unless they feel the students/employees are gaining useful skills. Students will lose interest in the program, if they do not feel the program is aiding their advancement. Hence, the student and employer participation in the program is a key benchmark of its success.

Preliminary General Catalog layout copy

Graduate Certificate in Construction Management  
College of Engineering and Mines  
Department of Civil and Environmental Engineering  
(907) 474 xxxx  
<http://www.alaska.edu/uaf/cem/cee/>

Graduate Certificate  
Minimum requirements for degree: 15 credits

This program will advance the managerial skill level - the ability to make wise management decisions - of graduate engineers and other professionals in the construction industry to help prepare them for more responsible jobs.

Not for full-time students.

Graduate Program - Graduate Certificate

1. Complete the following admission requirements:
  - a. Education and Experience:
    - i. A four-year ABET college degree in engineering and at least two years construction experience, or
    - ii. A four-year non-ABET degree in engineering, science or math field and four years construction experience, or
    - iii. A four-year college degree and six years construction experience, or
    - iv. At least ten years of management-level construction experience.
  - b. Recommendations. Provide three letters of recommendations, at least one from the applicant's line supervisor.
2. Complete the general university requirements (page 182), as adopted for this program
  - a. Registration requirement: Students must take at least one course per year to remain in good standing in the program.
  - b. There will be a construction management certificate faculty advisor or faculty committee appointed by the College of Engineering and Mines (CEM) dean who will be the student's graduate advisory committee.
  - c. The student will complete a graduate study plan after completing five credits.
3. Complete a total of 15 credits of courses from the three main construction management rubrics and two main associated rubrics as approved by the student's advisory committee as follows:
  - a. Human relations and communications, 4 to 6 credits
  - b. Construction project management and scheduling, 4 to 6 credits
  - c. Technical management of construction and costs, 4 to 6 credits
  - d. Financial aspects of construction, 0 to 3 credits
  - e. Other technical areas, 0 - 3 credits
4. Examples of suitable courses under each rubric are
  - a. Human relations and communications, 4 to 6 credits
    - i. BA 607, Human Resources Management .....3
    - ii. ESM 601, Managing and Leading Engineering Organizations .....3
    - iii. BA 6XX, Big Picture, Systems Thinking and Organizational Dynamics .....1

iv.	BA 6XX, Power and Politics and Its Effect On Motivation .....	1
v.	BA 6XX, Leading Teams .....	1
vi.	BA 6XX, Supervising Others .....	1
vii.	BA 6XX, The Legal Ethical and Practical Aspects of Personnel Decision Making .....	1
viii.	BA 6XX, Making Change .....	1
ix.	ESM 6XX, Project Interaction with Regulators, Stakeholders, and the Public .....	1
b.	Construction project management and scheduling, 4 to 6 credits	
i.	ESM 609, Project Management .....	3
ii.	CE 620, Civil Engineering Construction .....	3
iii.	ESM 608, Legal Principles for Engineering Management .....	3
iv.	CE 6XX, Construction Claims Case Studies .....	1
v.	CE 6XX, Scheduling for Construction Administration .....	1
vi.	CE 6XX, Network Scheduling Basics .....	1
vii.	CE 6XX, Project Network Scheduling Applications in Owner Organizations .....	1
viii.	CE 6XX, Construction Claims: Prevention, Analysis, and Dispute Resolution .....	1
ix.	CE 6XX, Project Management Organization and Delivery Systems .....	1
x.	CE 6XX, Contract Management for Alternate Project Delivery Systems .....	1
c.	Technical management of construction and costs, 4 to 6 credits	
i.	CE 451, Construction Cost Estimating and Bid Preparation .....	3
ii.	CE 603, Arctic Engineering .....	3
iii.	ESM 622, Engineering Decisions .....	3
iv.	CE 6XX, Managing Risk .....	3
v.	CE 6XX, Construction Estimating Basics .....	1
vi.	CE 6XX, Introduction to Construction Contract Administration ...	1
vii.	CE 6XX, Advanced topics In Cost .....	1
viii.	CE 6XX, Advanced Dirt Estimating .....	1
ix.	CE 6XX, Intro to Right Of Way Law, Procedures, and Issues .....	1
x.	CE 6XX, Construction-Related Law topics .....	1
xi.	CE 6XX, Arctic Construction .....	1
xii.	CE 6XX, Introduction to Safety Engineering .....	1
xiii.	CE 6XX, Quality Control .....	1
d.	Business and Financial aspects of construction, 0 to 3 credits	
i.	ACCT 602, Accounting for Managers .....	3
ii.	ESM 605, Engineering Economics .....	3
e.	Other technical areas, 0 to 3 credits	
i.	CE 603, Arctic Engineering .....	3
ii.	ENVE 644, Environmental Laws and Permitting .....	3
5.	Credits obtained toward the GCCM may be applied toward another master's degree.	

## Attachment 4

**RESOURCE COMMITMENT TO THE  
PROPOSED DEGREE PROGRAM**

**This program is will approach a self-support program, beyond the one-half faculty position. For example, if travel is needed, it would be in the budget for a particular course and the sponsor would need to pay for it. Many of the courses will be taught by adjuncts, and these will likewise be in the budget for each course. The exceptions are noted below.**

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	None	One-half FTE \$53,000	Income from workforce \$40,000	\$13,000
Adjunct Faculty (FTE's & dollars)				(self-support)
Teaching Assistants (Headcount)				0
Instructional Facilities (in dollars and/or sq. footage)				0
Office Space (Sq. footage)	Adjunct office			½ adjunct office, 120 SF
Lab Space (Sq. Footage)				0
Computer & Networking (in dollars)			Support of UA Video Conferencing	Support of UA Video Conferencing
Research/ Instructional/ office Equipment (in dollars)				0
Support Staff (FTE's & dollars)	½ FTE \$35,000 or as needed		Offset by program income	
Supplies (in dollars)		\$3,000	From workforce \$3,000	0
Travel (in dollars)		\$10,000	From workforce \$10,000	\$0

## University of Alaska Board of Regents

### Program Approval Summary Form

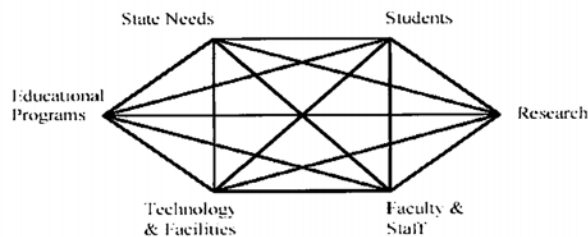
#### Requirements:

1. 2 pages or less
2. Must be a stand-alone document

MAU: UAF

Title: Graduate Certificate in  
Construction Management

Target admission date: Fall 2009



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

This proposed program is a 15 credit graduate certificate in construction management that will provide advanced training for graduate engineers and other professionals in the Alaskan construction workforce. The program was developed in close coordination with Alaska construction industry employers and envisions continuing that relationship with employers sponsoring courses, providing classroom space, and participating in an industry advisory committee.

##### *\*Who promoted the development of the program?*

The program developed from the convergence of three trends: 1. UAF engineering's goal of increasing graduate-level courses for working engineers; 2. the nationwide trend of graduate engineering programs to "package" their graduate offerings for particular industries; and 3. the Alaska Department of Transportation's (DOT) need to provide advanced training for its engineers and other professionals who are making decisions that affect the physical and economic well-being of Alaskans. In spring 2008, with the support of a Workforce Development Grant, UAF Civil and Environmental Engineering (CEE) led the offering of five one-credit special topics courses in Fairbanks and, via video conferencing, in Juneau and Anchorage. Other team members were the UAF School of Management, UA Corporate Programs (UACP), UAF Center for Distance Education (CDE); and UA Video Conferencing Services.

##### *\*What process was followed in development of program (including internal and external consultation)*

UAF CEE had a series of meetings with upper managers of interior Alaska construction organizations in spring and summer 2007. These meetings identified likely course topics and meeting formats used in the spring 2008 courses. In May 2008, UAF CEE sponsored a meeting in Anchorage of state-wide major employers and others interested in the workforce training of graduate engineers and construction managers, who endorsed the key elements of this proposed program.

##### *\*Impact on existing programs and units across MAU and system, including GERs.*

Most of the students will already be four-year college graduates and this program will assume that they have the basic general education requirements. Both UAA and UAF have associates programs in construction management and UAA has a bachelor's program. The proposed program is a graduate program that will allow the next step in a career pathway and fill a gap between the bachelors and masters degrees.

#### What State Needs met by this program.

##### *\*Information describing program need and why existing programs in UA system are not able to meet it.*

There is currently a nationwide shortage of engineers and technical mid-level managers in all technical fields. The shortage is acute for the construction industry in Alaska with its extreme seasonally, remote project venues, and transient workforce. The shortage is often more acute for Alaska governments with less flexible personnel policies. There is broad agreement that

education that is specific to construction management can accelerate the learning cycle for newer engineers into management ranks. For example, about one-third of UAF CEE graduates go into construction directly, and most of the rest of them that stay in Alaska are involved in the construction project cycle. However engineering accreditation requirements make it difficult for them to take construction courses. They enter the difficult world of construction management lacking formal courses in contract and procurement law, construction planning and cost control, labor relations, and myriad other topics. In addition, most graduates need skills in communications special to the project environment, including dealing with the public.

Both UAA and UAF have graduate programs in engineering management, but not construction management, although some of the engineering management courses might be used in the proposed program. This program approaches a different demographic than the established masters programs, namely those college graduate students with several years of construction experience who are: primarily interested in construction, not attracted to the traditional MS programs, and with employers that will encourage participation in the new degree program.

*What are the **Student** opportunities and outcomes? Enrollment projections?*

This program is designed to reduce the students' time to obtain a credential and improve the students' current job performance and career expectations by offering courses that are specific to the industry needs. Offering the classes in venues convenient to the students invites employer participation. We expect that the typical class size will be 10 to 15 students and 5 to 10 students will obtain degrees each year.

*Describe **Research** opportunities:*

This is not a research program.

*Describe Fiscal Plan for development and implementation:*

*\*Identify funding requirement, sources and plan to generate revenue and meet identified costs:*

The overall funding plan is to approach self-support with the use of "super tuition." The per credit tuition charged will be double, with half going to CEM directly and half to UAF general tuition account (Fund I). Generally employers will sponsor most courses. They will guarantee a minimum number of students. If there is capacity beyond that, students who do not work for that employer may register. Some courses will not be associated with an employer and will be "non-sponsored." The plan calls for administration of tuition and fees by UACP for corporate sponsors or CDE for individual students. The annual income, based on super tuition, offering 6 to 9 classes per year with 10 to 15 students would be \$35,000 to \$75,000. That, plus a workforce increment to the CEE budget should approach self-support, after the program is developed – two to three years.

➤ *\*Indirect costs to other units (e.g. GERs, distance delivery)*

There should be no indirect costs other academic units. UAF SoM is participating in this as a partner of CEE, for SoM courses. The support of UA video conferencing is needed for classes that are offered in two locations. In the past, there has not been a charge for this. Students may use Blackboard and library services, but the costs per student should be no more than for typical students.

➤ *\*Faculty and Staff*

UAF CEE needs another faculty member to help both with this program and other CEE construction management courses. The cost of this is approximately \$105,000/year. At some point, the program might need a half time clerical worker. CEM currently has budget for about half this amount. Program revenues could potentially help provide the other half. Program revenues will be needed for overhead expenses such as, start-up, administration, and travel.

➤ *\*Technology, Facilities and Equipment*

Generally, we plan to offer the classes in employer's locations or at other central off-campus locations. In general, fees for that venue would be paid by the course sponsor. In general, there should be no special charges for facilities or equipment. UA video conferencing has helped with IT for remote classes without charge.



MOTION:

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The UAF Faculty Senate moves to approve a B.A. in Film.

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

RATIONALE:           See the full program proposal #88-UNP from the Fall 2008 review  
                             cycle on file in the Governance Office, 314 Signers' Hall.

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**Brief Statement of Program:**

Mission:

The mission of the UAF Film Program is to provide students with a critical understanding of the history, theory and technologies of cinema and new media arts, while giving students the opportunities, tools and resources needed for careers in media industries, to pursue graduate study, or become media artists. Through an interdisciplinary approach to film and media studies, the program will produce media literate professionals who can play a leading role in an increasingly information-centered world where virtually every profession will require skilled media creators.

UAF Film Program students will have the opportunities to produce their own creative, time-based content for a wide variety of multi-media applications. Emphasis will be placed on the cultures, lifestyles and environments of Alaska and the North, and the unique opportunities they afford for skilled media creators and artists.

Objectives:

- To unify disparate courses offered throughout the UAF campus into one comprehensive degree curriculum.
- To maintain the interdisciplinary nature of film by integrating faculty, courses, and resources at UAF into a multi-faceted degree program.
- To serve the needs and interests of students of the digital age with comprehensive education.
- To recruit new students and retain students currently studying film at UAF who anticipate transferring to film degree programs outside of Alaska.
- To provide experiential learning opportunities to UAF undergraduate students in the cinematic arts
- To enhance the visibility of UAF, its research, faculty, and students through multi-media projects.

Preliminary General Catalog layout copy

Film Major

College of Liberal Arts  
Department of Theatre  
907-474-6590  
www.uaf.edu/film

B.A. Degree

Minimum Requirements for Degrees: 120 credits

The mission of the UAF Film Program is to provide students with a critical understanding of the history, theory and technologies of cinema and new media arts, while giving students the opportunities, tools and resources needed for careers in media industries, to pursue graduate study, or become media artists. Through an interdisciplinary approach to film and media studies, the program will produce media literate professionals who can play a leading role in an increasingly information-centered world where virtually every profession will require skilled media creators.

UAF Film Program students will have the opportunities to produce their own creative, time-based content for a wide variety of multi-media applications. Emphasis will be placed on the cultures, lifestyles and environments of Alaska and the North, and the unique opportunities they afford for skilled media creators and artists.

Film Major – B.A. Degree

1. Complete the general university requirements.
2. Complete the B.A. degree requirements, including 39 credits of upper division.
3. Complete the following program major requirements. Students must earn a grade of C or better in each course.

a. Complete the following 18 credits required of all film majors:

FLM/ENGL F217- Introduction to the Study of Film .....	3
FLM/THR F271- Let's Make a Movie.....	3
FLM/JRN F290 – Digital Video Editing.....	3
FLM/THR F334W – Movies and Films.....	3
FLM/THR F331- Directing Film/Video.....	3
FLM/JRN F480 – Documentary Filmmaking .....	3
	18 Credits

b. Complete a minimum of 6 credits from Film Studies, including at least one upper division course:

FLM/JRN F105 - History of the Cinema .....	3
FLM/THR F215 - Dramatic Literature .....	3
FLM/ENGL F365- Screen writing .....	3
FLM/ANS F381 – Alaska Natives in Film .....	3
FLM/ JRN F308 – Film Criticism .....	3
FLM/JRN/HIST F368 - Topics in American Film History .....	3
FLM/ENG F427 - Topics in Film Studies.....	3
	6 Credits

c. Complete a minimum of 12 credits from Film Production, including at least one upper division course:

THR F121—Fundamentals of Acting .....	3
FLM/THR F245 – Stage and Film Production Management.....	3
FLM/JRN F251 – Television Production .....	4
FLM/JRN F280 – Video Storytelling.....	3
FLM/THRF325—Acting for the Camera.....	3
FLM/ART F371 Digital Photography and Pixel Painting .....	3
FLM/THR F347O—Lighting Design .....	3
FLM/THR F348—Sound Design in the Entertainment Industry .....	3
FLM/THR F470—Advanced Film and Video Directing .....	3
FLM /ART F472- Visualization and Animation .....	3
FLM/ART F475 – Digital Video Compositing .....	3
FLM/ENG/THR F488 – Dramatic Writing .....	3
FLM F481 - Special Topics in Film Production .....	3
FLM F493 – Independent Study .....	3
FLM F418 – Internship in Film Production .....	1-6
FLM F498 – Film Research .....	3
FLM F499- Film Thesis .....	3
	12 Credits

4. Of the above, students must complete 15 credits at the F300- or F400- level, at least 6 credits of which must be at the F400-Level
5. Minimum credits required for Film Major .....36
6. Minimum credits required for B.A degree.....120
7. Courses used to satisfy the major cannot be used for the minor.

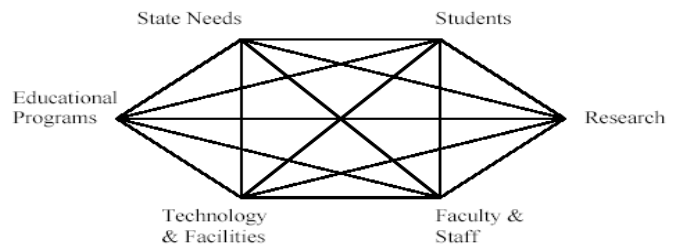
## VII Resource Impact

### A. Budget - Resource Commitment Form (Signed copy Attached)

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	.75 FTE \$38, 245	.25 FTE \$12,748		1 FTE \$50,993
Adjunct Faculty (FTE's & dollars)	N/A			
Teaching Assistants (Headcount)	N/A			
Instructional Facilities (in dollars and/or sq. footage)	FS311, rm THR 101 759 sq/ft  20% of FS311, rm THR 230C 127 sq/ft			
Office Space (Sq. footage)	FS311, rm 109B 99 sq/ft			
Lab Space (Sq. Footage)	75% of FS311, rm 223A 164 sq/ft  FS303, rm 128, 469 sq/ft			
Computer & Networking (in dollars)				
Research/ Instructional/ office Equipment (in dollars)	\$20,000			\$20,000
Support Staff (FTE's & dollars)	.10 FTE - \$2480			\$2480
Supplies (in dollars)	\$250	\$500	Materials Fees (9159) \$1500	\$2250
Travel/Services Software license, phone, copies, airfare, etc. (in dollars)	\$250	\$1000		\$1250

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

MAU: UAF  
Title: Film  
Target admission date: Fall 2010



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

The movement towards a major degree in Film began in 1991 when Associate Professor, Anatoly Antohin, founded the UAF Film Club, followed by the approval of the Film Studies minor in 1992. Since this time, the departments of Theatre (who houses the film minor), English, Journalism, and Art, with assistance from the Center of Distance Education, have collaborated to offer courses that meet the needs of this requirement. Each of the aforementioned academic programs have independently, and collaboratively, added courses, technologies, and faculty proficient in areas of Film. The annual assessments of the theatre department from 2000-2004 clearly indicated a growing trend in student interest and previous academic work in media arts, with a decline in performing arts at the high school level. In 2005 the FLM designator for film studies was included in the course catalogue, leading to a clear increase in class enrollments cross listed with FLM.

Over the 2007-2008 academic year, an interdisciplinary committee of UAF faculty formed the Ad Hoc Digital Cinema Curriculum Committee in response to the CLA Curriculum Council's recommendations. This committee, consisting of Miho Aoki (Art), Anatoly Antohin (Theatre), Karen Grossweiner (English), Leonard Kamerling (English/UA Museum), Robert Prince (previously of Journalism), Kade Mendelowitz (Theatre), and Maya Salganek (Committee Chair, Theatre/Film) met regularly to initiate this Film program proposal. Maya Salganek ultimately wrote the proposal. UAF's peer institutions were looked to as guidance in demonstrating the need, viability, and academic approach to a program in Media Arts and Film. In particular, the University of Montana in Missoula, University of Cornell, University of Idaho, and the University of Utah were all researched as references to the development of this program. Discussions with UA's Office of Information Technology, Rasmuson Library, and the Center for Academic Technologies were all consulted along with academic departments.

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

Alaska is a film destination, frequently hosting film crews from around the world that seek out the unique landscapes, people, politics, and stories that only Alaska can offer. Hundreds of film professionals work in Alaska annually, and frequently they contact the University of Alaska Fairbanks Theatre department or Journalism department looking for assistants, resources, or advice. Unfortunately, the majority of the time they opt to bringing their own production assistants, sound techs, and producers to Alaska as they can not find the support here to help them with their projects.

The University of Alaska has many pockets of media studies and media arts courses, but no definitive program that unites all of the disparate faculty and students, and resources together. As a result, the state needs which are broadcast on a daily basis through the Alaska Film Board's website largely go unaddressed by the University of Alaska.

According to information collected from the State of Alaska Department of Labor and Workforce Development, the number of jobs in the motion picture industry subcategory of video production (category 512), have increased from a statewide average of 37 jobs in 1997 to an average of 370 jobs in 2007! A 100% increase in video production jobs over 10 years reveals only one aspect of the potential growth of this medium. These numbers do NOT include television broadcasting, advertising, or web/internet based production.

In Spring of 2007, the Alaska State Legislature passes Senate Bill 230 which established a state film office and tax incentive program. This bill was signed into law by Governor Palin on June 4, 2008, and includes a provision that the state will certify an internship program to help develop the demands of the Alaska Film Industry. Maya Salganek testified to the Legislature in favor of SB 230 several times

over the past year, and is currently working with the Film Office to develop the UAF Film degree program as a state certified program for the industry.

What are the **Student** opportunities and outcomes? Enrollment projections?

In the Spring of 2007 Theatre UAF offered an internship with Grey Jumper Productions, an independent film company who was producing a film written by a UAF alum. The resulting film produced, *Chronic Town*, was premiered at the Sundance Film Festival in January 2008. This film highlighted UAF campus, students, staff, and faculty as locations, production assistants, producers, extras, and actors.

As an interdisciplinary medium, film and video studies attract students from a wide variety of backgrounds and academic disciplines. Both undergrads and graduate students use digital media for basic research and to enhance the understanding of their research subjects. In May of 2008 the Film program collaborated with the Geophysical Institute, and offered an interdisciplinary class in Barrow, Alaska. Film students learned about arctic documentary filmmaking while focusing on a group of sea-ice scientists and students. The material shot during the Maymester course will become part of a DVD and Sea-Ice Research Manual to be published by UA Press in 2009. Enrolled in the film portion of the course were 10 students, from PhD to undergraduate, working in diverse fields such as Wildlife Biology, Natural Resource Management, Anthropology, and Theatre.

Since beginning the film minor in 1992, we have graduated 24 students with film minors. By offering the FLM (film) designator in the course catalog in Fall 2005, we have noticed a considerable increase in interest and enrollment in classes cross-listed with FLM. Movies and Films FLM/THR F331 had 23 enrolled in Fall 2005 compared to 17 enrolled in Fall 2004 when only the Theatre designator was used. In spring 2007, this same class saw a record total of 30 enrolled students, with 19 of them registered under FLM (63%) and only 11 of them registered under THR (37%). Similarly, in Fall 2006 Intro to the Study of Film FLM/JRN F217 had an enrollment of 26 students compared to 15 enrolled in the Spring of 2005. It is anticipated that numbers will continue to increase as visibility of the program grows. More courses were cross-listed with the Film designator in 2007-2008, which is anticipated to help contribute to the growth of many courses.

Describe **Research** opportunities:

Students of Film will have the opportunity to participate in professional video and film production projects conducted both for UAF programs and outside organizations. Current projects include the Geophysical Institute's Sizonet project documenting sea ice research in conjunction with the International Polar Year; the UAF College of Education Yup'ik Math Program documenting elder's knowledge of traditional mathematics; authoring DVD guides for curriculum instruction for teachers; and the Fairbanks North Star Borough School District's Project ARTiculate documenting the training educators in the visual and performing arts. Students will assist faculty in all stages of video production and will be included as collaborators in the projects.

Describe Fiscal Plan for development and implementation:

By providing video production services – from writing to directing, filming to editing and DVD authoring in conjunction with students, the Film program will be able to help offset costs by working in tandem with departmental grants and grant development in a variety of fields. Student fees would help assist for the annual expenses of computer labs, video and audio equipment, etc.

By pooling the current resources of the Journalism, Art, and Theatre programs, students should have sufficient access to required video production equipment. However, combining these resources and managing them would require a more sophisticated equipment management and maintenance system. Options include using the resources of the Rasmuson Library for equipment check-out, or a similar system for departmental check-out.

In Spring 2009 the Provost awarded Maya Salganek's proposal for purchasing a UAF site license for video editing software, Final Cut Pro. With OIT support, this software should be installed within the year, streamlining editing facilities across campus and significantly contributing to the Film program's needs.

ATTACHMENT 157/3  
UAF Faculty Senate #157, March 2, 2009

MOTION:

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The UAF Curricular Affairs Committee moves to revise the deadlines of the “Appeal of Academic Decision” policy (pages 82 of the 2008-09 UAF catalog) for all students.

EFFECTIVE:            Fall 2009

RATIONALE:           The current language and deadlines are inconsistent and confusing for students and cannot be easily located. Revising the language for consistency and making deadlines the same will be less confusing for students.

**CAPS** = Addition

[[    ]] = Deletion

### Appeal of Academic Decisions

#### Grade Error Policy

A grade, other than an incomplete or deferred, submitted by your instructor after a course is completed is your final grade and becomes part of your permanent academic record. Your grade will not be changed unless your instructor made a legitimate error in calculating the grade. If you believe an error has occurred contact your instructor immediately. Grade error [[s]] CORRECTIONS must be RECEIVED [[corrected]] within 30 class days after the beginning of the next regular semester, and must be approved by the instructor’s department head and dean. This is not an appeal of an academic decision.

#### Grade Appeals Policy

A student who wishes to appeal a faculty decision of final grade must submit a request for a review using university forms available at the Registrar’s Office. Appeals must be received **WITHIN 30 CLASS DAYS AFTER THE BEGINNING OF** [[no later than 20 days after the first day of instruction in]] the next regular semester. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university’s administration can not influence or affect the outcome of the review. A copy of the full procedure can be obtained **ONLINE BY SEARCHING THE UAF WEB SITE FOR “APPEAL OF ACADEMIC DECISION”** OR through the university registrar, the vice chancellor of student and enrollment services, the academic advising center OR ANY COMMUNITY CAMPUS OFFICE.

## Academic Decisions Other Than Grades

Students who want to appeal an academic decision such as denial of admission, faculty-initiated withdrawal, dismissal from program or pass/fail decisions of a faculty committee on non-course examinations (such as qualifying, comprehensive or thesis examinations) **MUST SUBMIT** **[[should begin]]** an appeal within 30 CLASS DAYS AFTER THE BEGINNING OF THE NEXT REGULAR SEMESTER **[[15 days after the beginning of the semester in which the decision takes effect.]]**

To appeal academic decisions, you should first address the person who made the decision. Often problems can be resolved and misunderstandings cleared up through this step. If the student does not find the informal review decision acceptable, the student may initiate a formal appeal procedure. Formal appeals must be made in writing, and must be received by the Provost no later than 10 days after the student has learned the outcome of the informal review. The office of the provost, university registrar, vice chancellor of student and enrollment services, or dean of the graduate school (for graduate student issues) can give you advice and answers to questions about the process.

By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the decision, and that the university's administration can not influence or affect the outcome of the review.



ATTACHMENT 157/4

UAF Faculty Senate #157, March 2, 2009

Additional handouts and a NWCCU PowerPoint are posted online at:

[http://www.uaf.edu/uafgov/faculty/08-09\\_senate\\_meetings/index.html#157](http://www.uaf.edu/uafgov/faculty/08-09_senate_meetings/index.html#157)

### **DRAFT Accreditation Process**

UAF has a self-study due in early 2011, and will have a site visit in Fall 2011. NWCCU has a new accreditation process and standards. The new accreditation process would normally take seven years to complete, but UAF will need to complete it in the next two years. As yet, detailed standards have not been prepared; all that is available is an outline. The new standards are projected to be complete in February 2010.

The new NWCCU accreditation process can be summarized as ‘plan, implement, assess, improve’. The accreditation process is based on UAF's mission, and our report to the commission must show that we are fulfilling our mission. Documentation is essential at each step. So goals, plans and their implementation need to be developed with those requirements in mind.

The first step (“Standard One”) is to identify and communicate a clearly defined institutional mission and core themes within that mission. (Themes are simply the most important parts of the mission). “Institutions are expected to identify goals and intended outcomes, each with assessable indicators of achievement, for its mission and for [each of] its core themes. These indicators are the foundation for assessment of achievements and effectiveness”. (NWCCU accreditation workshop materials)

#### **A. Process for Standard One:**

1. UAF wide committee will be selected to identify the themes, and associated goals and outcomes, and develop the assessment plane including indicators. In doing this they need to use existing planning documents (recall, our last full accreditation review was in 2001), but they should also modify the theme and goals as needed to reflect changes in the institution. Also, earlier documents were not written with this new accreditation process in mind, and so we need to think how to recast the themes and goals so that we can do the required assessment and analysis.

The UAF-wide committee members would consist of Dean of the Graduate School, Assistant Provost (representing General Studies and cross-university student success initiatives), and one representative from each school or college or research institute or CES (senior faculty who is also a member of the unit committee, described below) and the Library and the Museum, plus a representative from Faculty Senate, staff council, and ASUAF plus staff from critical areas (admissions and advising center, IT). Research will be included, but the approach is still under consideration; research may have a separate, oversight group as well. Broad (faculty, staff, student) input would be obtained through forums and surveys.

Examples of themes include Research, Baccalaureate Education, Graduate Education, Workforce Development, Community-Based Education, Outreach and Extension [Note 2/25: After discussions the draft list has been changed to Research, Creative Activity, and Scholarship; Baccalaureate Education; Graduate Education; Workforce Development;

Community-Based Education; and Community Engagement and Economic Development]. Obviously, there will be areas of overlap, no matter what themes are chosen. We should aim for a limited number of themes, because each one will be the focus of considerable effort and reporting. Research is clearly an important part of our mission but has not been a focus of accreditation reviews, before. The Provost and VCR are discussing how best to include it in this process.

2. School or college (or Library or Museum or research institute) committees will develop plans for their units. The composition will vary somewhat because of differences in unit organization, but one approach would be to include a faculty representative from each department (or equivalent), a couple of at large representatives, and appropriate staff such as recruiter, advisor, academic managers, etc. Their first task will be to help identify campus wide themes, goals, outcomes, and means of assessment. They will then need to decide how their unit contributes to each theme and select a representative to representatives to each theme group.

Standard One should be completed by the end of Fall semester 2009. However, themes and many of the goals and outcomes should be identified by then end of Spring, 2009. This is important because the themes will structure much of the rest of the effort.

B. Process for Standard Two. Standard Two is similar to the old accreditation standards, in that it is a report on capacity in areas like faculty and facilities and support services. I anticipate that each unit committee will gather the required information and submit it to a writing committee selected from the Campuswide committee. The writing committee will be charged with the summary and analysis. Analysis needs to focus on how capacity is or is not sufficient to allow UAF to fulfill its mission, as expanded by the themes and goals.

C. Process for Standards Three and Four. The Campuswide committee (above) will organize itself into subcommittees for each theme, since the reports are organized by themes. The members of the subcommittees will be members of larger theme groups, that include unit representatives, and so will provide the connection between these committees and the Campuswide group.

The Standard Three document would need to include elaborated goals; an implementation plan, and an assessment plan for each theme.

Theme groups need to identify cross-cutting issues from the unit inputs, and make sure they are addressed as appropriate for a particular theme. For example:

- a. Retention and especially graduation rates.
- b. Core curriculum (will have input from existing committee)
- c. Interdisciplinary programs
- d. 'General Studies' students
- e. Undergraduate research
- f. Honors and special programs
- g. Advising (input from Transition committee)
- h. IT, libraries and other academic infrastructure issues
- i. Etc.

D. Process for Standard Five. This section is intended to build upon all of the previous work to provide a summative evaluation of how well the University is fulfilling its mission, whether it can sustain its performance in the future, and whether and how it can adapt to change. This section will be the responsibility of a subcommittee of the Campuswide committee, but will be discussed and reviewed by the whole group.

**Curricular Affairs Committee  
Meeting Minutes: February 23, 2009**

Present: Amber Flora Thomas, Falk Huettmann, Rainer Newberry, Tim Stickel, Caty Oehring, Seta Bogosyan, Beth Leonard, Carol Lewis (phone), Linda Hapsmith, Ken Abramowicz, Carrie Baker, and Maya Salganek

Minutes from last meeting have been modified for typos and approved.

Maya Salganek presented the reasoning and justification for the Film Studies B.A. No issues were raised by CAC, details were discussed. Approval went ahead. A motion to approve the Film Studies B.A. will be presented to Senate at the March 2<sup>nd</sup> meeting. CAC has recommended that Maya Salganek be present to answer questions about the new degree program.

Appeals of Academic Decisions: Clarified and sent to Jayne for next Senate meeting. The relevant Appeals Policy shows at UAF website when searched. Motion moved and agreed upon.

Old Business: Earlier Minutes are coming from Amber via email.

New Business: Coming program reviews (presented by Rainer Newberry): MS/BS Fast-track in Engineering, Ethnobotany and Environmental Studies.

Seta Bogosyan explained New Courses and Special Topics submission procedure and review details. Discussion whether this is a topic for us; needs to look at the syllabus template and its interpretation and examples.

Secondary Enrollment (Tim Stickel) will present statistics and also ask Michele to join CAC at the next meeting after spring break.

Next meeting: planned for March 16<sup>th</sup>

Meeting closed.

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**Curricular Affairs Committee  
Meeting Minutes: February 9, 2009**

**Present:** Falk Huettmann, Caty Oehring, Beth Leonard, Seta Bogosyan, Carol Lewis, Tim Stickel, Rainer Newberry, Libby Eddy, and Lillian Misel

Quorum: yes

Minutes from last meeting: Need to be approved still (were not available).

*High School students (Tech Prep program):*

After a discussion, it was decided that Michele Stalder should be asked to present to the committee first date after spring break. CAC needs more data about the issues surrounding how many High School students are enrolled at UAF + Tech Prep enrollment. Does this have an impact on accreditation (Sarah Lewis will know).

*Motion to improve language in the "Appeal of Academic Decision" policy*

Tim Stickel proposed an improved, less confusing, wording in catalogue (p. 82), and will provide an updated version (within 30 class days) via email. A motion will be presented at the next meeting for clarifying the language on the 'Academic Appeals' section of the catalog.

*Syllabi design and new course proposals in Engineering Department*

Seta Bogosyan: Should we have a better guidance and template that is specific but flexible enough for a New Course? Rainer clarified as a go-between between CAC and Curriculum Review Committee. Seta will provide more details on outlined problems at next meeting.

*Proposed Film Studies B.A.*

Film Major: The committee received this document last minute, and needs time to review it. A champion would be helpful to present the case at the next meeting Feb 23<sup>rd</sup>.

Meeting closed

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**Curricular Affairs Committee**

**Meeting Minutes: January 26, 2009**

**Present:** Carrie Baker, Ken Abramowicz, Beth Leonard, Amber Flora Thomas, Rainer Newberry, Tim Stickel, Falk Huettmann, Seta Bogosyan, and Linda Hapsmith

1. Proposed Academic Calendar 2010-2013
2. Proposed Pre-nursing certificate
3. Proposed Film Studies B.A
4. Old business
5. New business

*Proposed Academic Calendars for 2010-2013*

CAC members have reviewed the difference in meeting days of fall semester vs. spring semester and found that in the worse case scenario there is a difference of four days. While the CAC expressed the same concerns regarding the long break between semesters and commencement falling on mother's day, we decided to push the calendars forward for a committee vote. CAC voted four to three in favor of approving the academic calendars for Fall 2010 thru Spring 2012 only. The committee could not reach a responsible decision about the Spring 2013 calendar and decided to hold discussion of the matter until a more suitable time.

*Proposed Pre-nursing Certificate*

CAC felt this was an excellent new program to bring before the Senate and the Board of Regents since it makes use of existing resources, requiring no new faculty lines, and will make things easier for students attempting to secure financial aid, also, it encourages students to continue to taking classes at UAF, rather than existing for Anchorage right away. CAC approved this program unanimously.

### *Proposed Film Studies B.A.*

CAC is very enthusiastic about this new degree program; however, CAC recommends the following changes be taken into consideration before approving the degree program:

1. Format must be improved and suitable to be presented to Board of Regents. Currently, there are too many different fonts and font sizes. Also the organization is erratic.
2. Rainer thought that CRC had already discussed the inclusion of some language in the proposal that will address the issue of allowable minors, given that the program crosses so many disciplines. If students are getting a Film Studies BA, can they also get a minor in Journalism, Theatre, English and what restrictions are placed on students taking the required courses for major, but also wanting these to apply to a minor? CAC wants to make sure that the courses for the major cannot also be applied toward the courses for a minor in one of the cross-disciplined areas.
3. Under the section "What state needs are met by program" (page 30), CAC would like to see the Bureau of Labor & Statistics figures on what needs the program will meet in AK.
4. Also, on page 34 the committee discussed the use of "citizens" vs. "professionals" in the first paragraph.
5. (really nit picky): in first paragraph under "What state needs met by program" there is a spelling error on "bringing".

### *Changes to CAC meeting time*

CAC has agreed to change meeting times to 2:15-3:15 PM on alternating Mondays during the semesters. Amber will send these changes and proposed dates to Jayne Allen so the meetings can be scheduled early.

### *Future agenda items*

Bring in visitor to discuss high school students enrolled at UAF  
Review a new draft of proposed Film Studies B.A.  
Discuss getting rid of "N" designator

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## **Curricular Affairs Committee Meeting Minutes: December 1, 2008**

**Present:** Carrie Baker, Ken Abramowicz, Beth Leonard, Libby Eddy, Amber Flora Thomas, Carol Lewis, Tim Stickel, Falk Huettmann, and Lilian Misel

1. Approve minutes from 11-17-2008 meeting
2. Proposed Academic Calendar 2010-2013
3. Course Scheduling during 1-2 PM TTH reserve time
4. Motion to broaden Curriculum Review Committee responsibilities
5. Core Course Approvals to date
6. Old business
7. New business

### *Proposed Academic Calendars for 2010-2013*

CAC members expressed concerns related to the length of the break between Fall and Spring semester, as well as the issue with commencement frequently being held on Mother's Day. Ken

recommends shortening the winter break and in effect, moving the spring semester a week earlier, so it does not conflict with Mother's Day. Some of the issues this raises have to do with the new Wintermester and Maymester terms, which appear to be gaining in popularity. CAC needs to check how such an adjustment with UAF's calendar will affect UAA's calendar.

*Conflicts with Tuesdays & Thursdays 'class free' time (1:00 to 2:00 PM)*

The registrar's office has noticed an on-going problem with instructors attempting to hold classes during the 'class free' time. Tim is asking CAC to offer guidance in creating a policy that makes classes that may fall into this time frame against policy. CAC recognizes that there might already be a policy in place, so would like to follow up with Jayne Harvie and the Faculty Senate office to see what has been done in the past to ensure that no classes get scheduled during this time frame.

*High School Students in UAF classrooms*

CAC feels strongly that a discussion of this matter will not be fully successful without a qualified representative to present the issues and the current policies related to these issues. It would be wise for committee to review how things have changed over time to allow the current more 'lack' entrance of secondary education students into UAF classes, even those outside the core curriculum. CAC will also seek a representative who is familiar with issues facing students who are home-schooled. It would also be wise to have someone present from TVC who is familiar with the issues facing classroom dynamics and secondary education students.

**Committee on the Status of Women**  
**Final minutes from Thursday Feb 19th 2009**

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Thursday February 19, 2009

Present: Uma Bhatt, Kayt Sunwood, Jane Weber, Renate Wackerbauer, Steffi Ickert-Bond, Alex Fitts, Diane Wagner, Elizabeth Allman, Joy Morrison

1) What date do we want to have the fall lunch? We should pick a date and finalize a speaker. Jane will check with Carol if she has asked Lisa? Other possible ideas, Martha Stewart, Director of UA's Federal Relations in Washington, D.C.

. We should also come up with some names that would be likely to attend more easily. October 13th, 2009 was chosen as a placeholder date.

2) Letter to AAWP. Jane read the letter as it stands and then we agreed to sending it. It said that they had made good choices and that we could provide a resource for future decisions along these lines.

3) Next meetings

March 24 2009, Tues 1-2

April 28 2009, Tues 1-2

4) Stop-the-clock policies

a) Diane summarized our current situation on family friendliness of Academia

- She quoted some pretty dramatic statistics that show women undertake the burden of childrearing

Questions that have come up?

We agreed that UAF should have a clear stop the clock policy. It should be worded broadly to include all faculty and various types of needs (child, illness of self or partner or family). The stop the clock should not be tied to taking leave.

Look for peer-institutions that have these policies so we can strengthen our arguments for not having to take leave.

You would have to apply to stop the clock. The clock would not be stopped automatically.

We prefer overall to keep the policy flexible and applicable to all people.

Currently, leave share is restricted to "catastrophic illness", which does not include childbirth. The committee was interested in broadening the option of using leave share to childbirth and perhaps other conditions not previously covered. How easy will it be to change this policy? At what level, system wide? Alex Fitts will go see the new Director of HR for UAF, Kris Racina.



**UAF Faculty Development, Assessment & Improvement Committee  
Meeting Minutes for February 9, 2009**

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

Attending: Joy Morrison, Channon Price, Michael Daku, Julie Joly, Marji Illingworth, Xiyu (Thomas) Zhou, Dana Greci, and Josef Glowa.

**Joy's Report**

- Joy began her report by pointing out that United Academics has awarded around \$ 68,000.00 to Joy and the Office of Faculty Development.
- There were 50 travel requests, and 44 travel stipends were awarded for spring and summer.
- The total budget of about \$ 133,000.00 has been spent on items such as fall and spring travel requests, the EDUCAUSE conference in Florida, the upcoming 21st Annual Lilly-West Conference on College and University Teaching, March 20-21, 2009 at Cal Polytechnic State University, Pomona. Furthermore, Ken Bain's presentation in fall of 2008, Bob Lucas' workshop in March 2009, costs for webcasting, and printing DVDs.
- Joy attended the POD / AAC&U Multicultural Organization Development Institute in Seattle, January 20<sup>th</sup> and 21<sup>st</sup>.
- She recommended Bob Lucas' workshops "Scholarly Writing" and "Proposal Writing" (April 24 and 25).
- Joy also highly recommended a workshop by Christa Mulder, Associate Professor of Ecology, Dept. of Biology and Wildlife. Prof. Mulder will give a two-hour workshop on new directions in the teaching of science on March 27.

**Old / Ongoing Business**

- Following up on our discussion with Karl Kowalski, Channon noted that login in smart class rooms has lately improved.
- Mike wondered if it was practical to invite all faculty members who attended EDUCAUSE to the faculty forum in April. After a brief discussion the attending committee members thought it might make for a livelier forum to have three presentations done in pairs. A panel discussion on what they learned at the conference, and how they are applying these new tricks will be held at the Honors House, Copper Lane, on April 8, noon - 2 pm.
- Dana reported that the Faculty Senate might invite Karl Kowalski in March. Joy expressed the hope that anyone attending the senate meeting will vocally be supportive of

Kowalski and the development of more effective technological resources on the UAF campus.

- Subcommittee Projects

The Lilly 2009 will take place at the Princess Hotel, Fairbanks, March 4-6. UAF faculty is encouraged to register and attend the sessions. Contact Larry for more information at [larry.roberts@uaf.edu](mailto:larry.roberts@uaf.edu).

The faculty peer worksheet with a short introduction by Joy will be sent out to all faculty.

### **New Business**

- Dana and Josef agreed to serve on the interview committee for the new Lead Technology Development Specialist at OIT.
- After having successfully completed a peer worksheet for traditional large format classes, the committee discussed the possibility to develop another peer worksheet for teaching small seminars. Joy suggested a Harvard coaching video on this subject. It was decided to view this video during the next meeting in March.
- The next EDUCAUSE conference will take place in Houston this coming October. Karl Kowalski and OIT agreed to pay the registration of \$ 800.00 for interested faculty. Joy's office will cover the travel expenses.

### **Next Meeting**

- The next FDAI meeting will be March 16, 2009, from 4-5 pm.

The meeting was adjourned at 5 pm.

Respectfully submitted on February 17, 2009.  
Josef Glowa, Recorder

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### **UAF Faculty Development, Assessment & Improvement Committee Meeting Minutes for January 27, 2009**

**I.** Dana called meeting called to order at 8:15 am.

**II.** Attending: Eric Madsen, Josef Glowa, Layne Smith, Joy Morrison, Channon Price, Michael Daku, Julie Joly, Xiyu (Thomas) Zhou, Dana Greci.

### **III. Report from Karl Kowalski**

There was only one topic on the agenda for our January meeting: OIT's Director for User Services came to talk to the committee about faculty development in technology. After introducing himself, Karl gave a quick overview of various aspects of technology support and resources at UAF. In particular, he highlighted the following points:

- there are about 50 computer labs on campus, many of which are not sufficiently used by students and staff;
- there are about 48 smart classrooms, and it is also not quite clear how efficiently those are used;
- there is a disconnection between technology and the class activities;
- K-12 teachers are using technology more than at the college level
- The response from participants who went to the EDUCAUSE conference in Florida was great;
- OIT's goal should be to provide need-base technology development;
- In the future OIT wants to meet with department representatives to design / develop technology to serve their specialized needs:

By relying on the national educational technology standards for teachers, Karl drafted a page with seven key principles and strategies to guide staff development in new instructional technologies, with a clear focus on the instructional needs of faculty. The standards were developed by the *International Society for Technology in Education* (iste.org).

Karl suggested that a survey should be done at UAF concerning the usage of smart classrooms.

#### **IV. Discussion**

Joy asked Karl if he had already begun meeting with departments in order to find out about the needs of faculty. Karl responded that this had not yet been done because the Chancellor's IT transition team (Chair: Karl Kowalski) was asked to study the current state of technology and comment on how to make improvements on it.

Regarding smart classrooms, Channon remarked how difficult it presently is to log on: other committee members expressed similar frustration with instructional technology.

Joy suggested that the committed should first review Karl's survey form and provide him with some feedback. That could be done electronically.

On the topic of distance education, Michael mused about the future of teaching, and asked if the traditional classroom was becoming a thing of the past. He also suggested a discussion on technology needs for the next faculty forum.

When the question was raised about linking tenure to the use of technology in teaching, Eric cautioned that such considerations could presently not be part of a faculty's evaluation.

Dana concluded the meeting by formulating two ideas as a result of the discussion:

1. Technology should be the topic for the Faculty Forum on Wednesday, April 8, 12-2 p.m. Faculty members who attended the EDUCAUSE conference are to be invited to come to the Faculty Forum to report on their experiences there.
2. Dana will ask Marsha Sousa to invite Karl Kowalski to come to the Senate and talk about our state of technology.

#### **V. Upcoming Meeting**

The FDAI Committee will meet from Monday, February 9, 2009 at 4 pm. The meeting will be held in 222 Bunnell as usual.

**VI.** The meeting was adjourned at 9:15 AM.

Respectfully Submitted on February 3, 2009  
Josef Glowa, Recorder

**SADA Committee Meeting 2/13/09**

Notes taken by Amy Keith

Attendees: Amy Keith, Dana Greci, Colleen Angaiak, Joe Hickman, Ron Illingworth, Sandra Wildfeuer, Marjorie Illingworth, Joe Dupras, Jane Allen, Carrie Aldridge

Meeting was called to order at 2:15 pm

Minutes of January meeting were approved

**Email approval procedure for future minutes** was established so the minutes will be in the Faculty Senate Minutes that month.

**Report on Writing Sample Committee Motion** - Provost has requested an extension until March to review implementation process. Ron Illingworth and Dana Greci reported that the committee is composed of Linda Hapsmith, Dana Thomas, Betsy Taguchi, Rich Carr, Burns Cooper, Ron Illingworth and Dana Greci and the committee is working on the implementation process. The group is meeting to establish how the assessments will be administrated and who will score the assessments. The committee recommends both electronic ACT, SAT, Accuplacer, etc. and paper/ pencil options. They have concerns about the validity of electronic scoring options. The Rural Campuses and UAS use human scored writing samples. UAA's Developmental Program (PREP) is not using a writing sample, unless student requests one and only after they have a placement. These are hand scored.

UAF is having difficulty implementing the new Accuplacer and the associated new writing sample version and the scoring rubric. Once that is in place, the committee will review test prompts for cultural sensitivity. If students have a choice of several prompts, this will lessen the problem. The committee will also take the writing sample to review its applicability and reliability.

There were 1800 Compass exams given this fall. This has been an all-time high, probably due to the implementation of mandatory placement. Future expectation is approximately 400 for the Fall Semester, fewer in the Spring. There is concern in the English Department that they might be overwhelmed with a regular occurrence of the 1800 number. In reality, the expectation is that SAT, ACT, and Accuplacer electronic scoring will cover most students, and human-scoring would be needed only for the few of those who are close to cut-offs and to validate the electronic scoring.

Anticipated timeline for this committee to assure the writing sample implementation process using the Accuplacer test is that it should be available for review by end of February. Decisions about who will be scoring the assessments and how to fund this should be done by May. The unasked question is that of cost. At this time, no discussion regarding cost has taken place on the committee.

**Reporting line for Mandatory Placement problems** - Report problems with Banner to Linda Hapsmith, She will go to Dana Thomas as needed. Other mandatory placement problems exist both on the Fairbanks Campus and at the Rural Campuses. These include slow input of assessment scores in rural areas, over-ride of pre-requisite by other than faculty, numerous classes with significant percentages of enrollees without placement pre-requisites. Ron Illingworth is taking the issue to the CRCAD Academic Council to address some of the rural

specific issues. Amy Keith is drafting a letter for the committee to send to Dana Thomas, cc Linda Hapsmith and Tim Stickle concerning Fairbanks Campus and those generic issues. The “aging issue” of assessment scores is still there, regular reminders to advisors are currently the only option. The SADA Committee will continue to push for a Banner solution.

**CORE Revitalization** – Ron Illingworth reports that a survey will soon be released to all faculty for input into the process. That report should be compiled in time for meetings on the Fairbanks Campus, TVC, and an audio-conference for Rural Campuses to present the revitalization effort. The survey results may be available for the TVC and Rural meetings. The Core Revitalization Committee is required to report to Faculty Senate by April. Ron emphasized that this committee is only a philosophical discussion at this point and that the report in April will not be a final report but a progress report.

### **Discussion of Student Success**

**Learning centers proposal** – The SADA Committee wants to send forward a recommendation for a learning center. The Committee will collect the various pieces of information that have already been developed. Dana Greci will distribute the plan that was done a couple years ago; Joe Hickman has statistics from SSS that demonstrate student success in their program that is a model for a learning center. Money talks. If UAF retains more students, then they have more income. This program retains students so the learning center will pay for itself. Ron Illingworth will get LSCH data on institutions similar to UAF. Marji Illingworth will draft a motion to possibly accompany this completed document. This information forwarded to the committee to prepare for an in-depth discussion at the next meeting.

There was not time to look at the other success issues. Those will be discussed next meeting.

- Advising
  - Best practices
  - Cut scores (Accuplacer, etc)

#### Coursework

- A+ dvancer
- Early college
- Recognition of student success
  - Importance of recognition

Meeting was adjourned at 3:35 pm