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**AGENDA**

UAF FACULTY SENATE MEETING #156

Monday, February 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 #155  |         |
|      |     | C. Adoption of Agenda   |         |
| 1:05 | II  | Status of Chancellor's Office Actions   | 5 Min.  |
|      |     | A. Motions Approved:  |         |
|      |     | 1. Motion to Approve a Master's of Education in Special Education   |         |
|      |     | 2. Motion to Approve a Graduate Certificate in K-12 Special Education   |         |
|      |     | B. Motions under Consideration:   |         |
|      |     | 1. Motion to Amend the Mandatory Placement Policy (writing sample requirement) Review of the motion by ad hoc committee extended to April 2009. |         |
|      |     | C. Motions Disapproved: none  |         |
| 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  | 10 Min. |
| 1:45 | VI  | Governance Reports  | 5 Min.  |
|      |     | A. Staff Council – Juella Sparks  |         |

2:00	VII	Guest Speaker	15 Min.
	A.	Robert Holden, Associate Director, Auxiliary and Business Services	
2:15	VIII	New Business	10 Min.
	A.	Motion to Approve a Ph.D. in Indigenous Studies, submitted by the Graduate Academic & Advisory Committee (Attachment 156/1)	
	B.	Motion to Approve a Certificate in Pre-Nursing, submitted by the Curricular Affairs Committee (Attachment 156/2)	
2:25	IX	Discussion Items	20 Min.
	A.	Proposed B.A., B.S., B.T. Program Option in General Studies -- Dana Thomas (Attachment 156/3)	
	B.	Faculty Peer Observation Worksheet (Attachment 156/4)	
2:45	X	Committee Reports	10 Min.
	A.	Curricular Affairs – Amber Thomas / Falk Huettmann	
	B.	Faculty Affairs – Cathy Cahill	
	C.	Unit Criteria - Brenda Konar (Attachment 156/5)	
	D.	Committee on the Status of Women – Alex Fitts / Jane Weber (Attachment 156/6)	
	E.	Core Review - Michael Harris / Latrice Bowman	
	F.	Curriculum Review - Rainer Newberry	
	G.	Faculty Appeals & Oversight – James Bicigo	
	H.	Faculty Development, Assessment & Improvement – Dana Greci / Julie Lurman Joly (Attachment 156/7)	
	I.	Graduate Academic & Advisory Committee – Ron Barry	
	J.	Student Academic Development & Achievement – Marjorie Illingworth / Jane Allen (Attachment 156/8)	
2:55	XI	Members' Comments/Questions	5 Min.
3:00	XII	Adjournment	

ATTACHMENT 156/1

indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic. Using the IGERT and Interdisciplinary Ph.D. model of academic assignment, students' home base will be in the School or College of their major advisor, who will also serve as an affiliate faculty for the program. The program itself will be administered through the UAF Graduate School.

Program Objectives:

1. To provide the programmatic infrastructure for advanced, in-depth, interdisciplinary graduate studies and research in academic fields related to the role of indigenous knowledge and ways of knowing in the contemporary world.
2. To prepare graduates who are capable of conducting basic and applied research on social, political, educational, economic and cultural issues of concern to people and communities in the circumpolar north, with a particular emphasis on Alaska.
3. To expand the pool of knowledgeable and highly skilled Alaskans who can assume leadership and technical positions with public and private sector organizations, including universities, school districts, social service agencies, Native corporations, tribal governments, and state and federal agencies in Alaska and beyond.
4. To provide a venue to sponsor state, national and international seminars, conferences, exchanges and comparative research programs that bring people together around issues of concern to Alaska, the circumpolar north, and indigenous people throughout the world.
- 5.

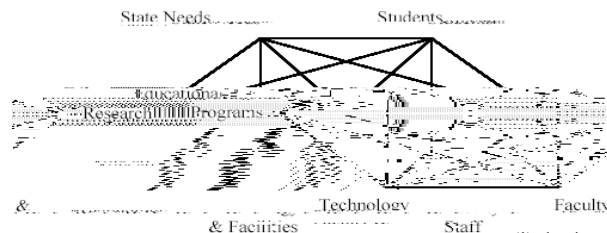
assignment, student's home base will be in the School or College of their major advisor, who also serves as an affiliate faculty for the program.

In collaboration with the graduate committee, each student develops a program of coursework and research that produces a unique intellectual contribution to the applied fields associated with Indigenous Studies. Students elect to focus on one of the five thematic areas or they may choose in collaboration with their graduate committee to draw on multiple themes to develop their areas



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

MAU: University of Alaska Fairbanks  
Title: Ph.D., Indigenous Studies  
Target admission date: Fall 2009



**1. How does the program relate to the Education mission of the University of Alaska and UAF?**

The Ph.D. program in Indigenous Studies will directly address the following goals of the UAF 2010 Strategic Plan by offering an advanced program of graduate study focusing on issues that are deeply rooted in Alaska's past and are destined to be a vital part of Alaska's future.

- Increase Alaska Native enrollment in graduate programs by 50%
- Increase the representation and retention of women and minorities in staff and faculty
- Increase research programs that address the Arctic and its indigenous people
- Document and disseminate indigenous knowledge
- Generate innovative and useful applications of research that benefit the state of Alaska

The proposed program was developed by faculty in the UAF College of Liberal Arts, School of Education and College of Rural and Community Development in response to a growing need for "advanced graduate opportunities for Alaska Native scholars and leaders," as expressed in a 2004 resolution of the Alaska Federation of Natives. Details of the program grew out of a two-day "Indigenous Ph.D. Planning Workshop" hosted by UAF in conjunction with the 2007 Alaska Federation of Natives Convention and funded by the Andrew W. Mellon Foundation. We invited 55 Alaska Natives (out of a list of over 100) with a Master's degree who had expressed an interest in pursuing a PhD to provide input into the planning of the proposed Ph.D. in Indigenous Studies. Following the workshop a survey form was sent to all the participants to obtain a more systematic picture of the level of interest and the conditions under which students would enroll in a Ph.D. program. The survey responses have served as the basis for many of the elements and structure of this proposal. The level of interest in the program is high from both Native and non-Native potential doctoral candidates, provided there is a strong Indigenous core emphasis, multiple avenues for access to the program (on-campus, distance education, intensive seminars, etc.) and sufficient fellowship funding for financial support.

**2. What State Needs will be met by this program?**

In 2002, the Alaska Federation of Natives conducted a statewide survey to identify all the Alaska Natives who had earned a Ph.D. (30), J.D. (32) or M.D. (12). Of the 30 Alaska Native Ph.D.'s at the time, three had earned their degree from the University of Alaska, with one more graduating in 2007. The dearth of Alaska Natives with advanced degrees has meant a paucity of indigenous perspective in upper level leadership and professional roles, including as university faculty members, where at UAF they currently constitute 3% of the faculty but 16% of the students. Most often, upper-level expertise has to be imported from outside Alaska to fill advanced professional and technical positions in the state. Businesses, government agencies, nongovernmental organizations, policy institutes, Native organizations, academic institutions, and other groups in Alaska today need professionals who have competencies in a wide set of Indigenous issues, while also having the in-depth expertise in a specific problem area. The Indigenous Studies program strives to meet these needs by training professionals with analytical skills for understanding human resource problems and cultural sustainability issues.

### **3. What are the Student opportunities, outcomes and enrollment projections?**

The proposed Ph.D. program will draw and build upon long-standing academic and research capabilities at UAF to offer an integrated course of advanced graduate study consisting of a common core curriculum that all students will complete, coupled with five thematic areas of emphasis from which students will choose a concentration: indigenous research; indigenous knowledge systems; indigenous education; indigenous languages; and indigenous leadership. The specific skill set of the graduates will include quantitative analysis, scientific applications, qualitative research methods, research design and program management, along with broad conceptual frameworks for understanding the dynamics of social-cultural-ecological systems. Based on current staffing levels and resource commitments, the program will accommodate six new students each year for an average total enrollment of approximately 20 students spread over three to four years.

### **4. Describe the Research opportunities:**

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF and with an international network of partner institutions. They will be encouraged to engage in comparative studies with other indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic.

### **5. Describe the Fiscal Plan for development and implementation:**

The faculty resources for implementation of the program will be drawn from reallocation of existing workload in cooperating departments across the campus, with the only additional funding being to support program operations during the summer. Facilities and equipment of the Center for Cross-Cultural Studies will be utilized to house the administration of the program. These existing institutional resources will be augmented by funding from the Andrew W. Mellon Foundation to provide doctoral fellowships and student support services.



ATTACHMENT 156/2  
UAF Faculty Senate #156, February 2, 2009

MOTION:  
=====

The UAF Faculty Senate moves to approve a Certificate in Pre-Nursing Qualifications.

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

RATIONALE:            See the full program proposal #77-UNP from the Fall 2008 review  
                              cycle on file in the Governance Office, 314 Signers' Hall.

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**Brief Statement of Program:**

This Certificate program consists of the courses that prepare a student to apply to the University of Alaska Anchorage Associate of Applied Science in Nursing. UAA distributes the AAS in nursing to each MAU and to specific campuses at each MAU on a rotating schedule. There is need to provide a clearly identified pathway for students and advisors alike, so that each student may proceed efficiently through the pre-requisite courses and be highly qualified for the competitive admission to the AAS in nursing. Further, since only UAA holds the nursing degree, it is not possible to admit UAF students into a pre-nursing degree status at UAF. Virtually all financial aid grantors require that students be enrolled in a degree with a specific sequence of courses. This certificate will provide that degree-seeking status to students, and will result in a transcribed Certificate. Having pre-nursing students identified specifically within the UAF system will also allow UAF faculty and administration to better track the demand for and success of the UAA nursing program as it is distributed to UAF.

**Allied Health: Pre-nursing qualifications**

**College of Rural and Community Development**

**Tanana Valley Campus**

**(907) 455-2823**

**[www.tvc.uaf.edu/programs/health/](http://www.tvc.uaf.edu/programs/health/)**

**Minimum credits for the Certificate: 37-42**

The Certificate in Allied Health: Pre-Nursing Qualifications is designed to guide the student who is preparing to apply to the University of Alaska Anchorage (UAA) Associate of Applied Science (AAS) in nursing. The certificate includes all of the prerequisite and co-requisite courses for the UAA AAS in nursing. In addition, it includes a clinical course. Students are strongly encouraged to work in a clinical practice prior to applying to the UAA nursing program. Admission to the UAA nursing program is competitive; while this certificate prepares the student to be highly qualified, it does not guarantee admission to the UAA nursing program. Students who have not completed high school chemistry will need to complete either CHEM 100X or CHEM 103X. Students who have not completed high school algebra must take DEVM 105 or MATH at the 100-level or higher. Students who have completed high school algebra may take HLTH 116 to review computation skills used in the medical field. Students must complete

BIOL 112X – Human anatomy and physiology II.....	4
BIOL 240 – Beginnings in microbiology .....	4

4. Select one of the following clinical courses (4 – 9 credits)

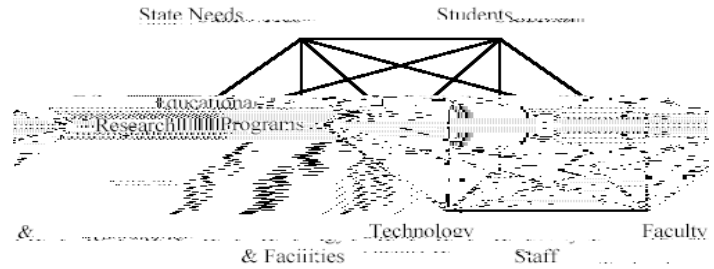
RESOURCE COMMITMENT TO THE

**Certificate in Allied Health: Pre-nursing Qualifications**

Resources	Existing	New		Total
		UAF/TVC	Others (Specify)	
Regular faculty (FTEs & dollars)	4 FTE \$364,000	0	0	\$364,000
Adjunct Faculty (FTE's & dollars)	4 FTE \$28,000	0	0	\$28,000
Teaching Assistants (Headcount)	none	0	0	
Instructional Facilities (in dollars and/or sq. footage)	numerous classroom	0	0	
Office Space (Sq. footage)	4 offices, each about 140 sq ft	0	0	4 offices, each about 140 sq ft
Lab Space (Sq. Footage)	576 sq ft nurse aide teaching lab 1800 sq ft biology lab, 400 sq ft biology lab	0	0	576 sq ft nurse aide teaching lab 1800 sq ft biology lab, 400 sq ft biology lab
Computer & Networking (in dollars)	24 chair computer lab	0	0	24 chair computer lab
Research/ Instructional/ office Equipment (in dollars)	\$200,000	0	0	\$200,000
Support Staff (FTE's & dollars)	20% of 1 FTE \$20,000	0	0	20% of 1 FTE \$20,000
Supplies (in dollars)	none	0	0	
Travel (in dollars)	none	0	0	

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

MAU: **University of Alaska Fairbanks**  
Title: **Certificate in**  
**Allied Health:Pre-Nursing Qualifications**  
Target admission date: **Fall, 2009**



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

This program is proposed by the Division of Allied Health in the College of Rural and Community Development. It is supported by the University of Alaska Anchorage and by the Allied Health Alliance as a mechanism for identifying and advising students who are preparing for admission to the UAA AAS program in nursing. The Certificate is similar to one at UAS.

Data at UAF was used to determine the number of students seeking admission to the UAA AAS in nursing. That data includes admission he UAA sdmine 9he num

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

The ultimate goal of this certificate is not actually the certificate in pre-nursing qualifications: no market for a pre-nursing certificate exists. However, there is substantial need for nurses in our state and in the nation. According to the Alaska Department of Labor (DOL) Statistics, there will be a 31.2% increase in the number of registered nurses employed between 2004 and 2014. That statistic means that an additional 1530 nurses will be needed. Students who complete the pre-nursing qualifications certificate and are not admitted to the UAA AAS nursing program will be able to work immediately as nurse aides (or other clinical practitioners, depending on course selection). The Alaska DOL estimates that between 2002 and 2012 there will be a 26% increase in the number of CNAs needed to accommodate aging of the current staff and growth of new staff. In addition, DOL projects a 42% increase in the number of Personal Care Attendants needed in the workplace. Locally, Denali Center and Pioneer Home are the largest employers of CNAs. Denali Center hires approximately 50 CNAs annually.

Describe **Research** opportunities:

Not applicable to this certificate program.

Describe Fiscal Plan for development and implementation:

We do not seek any additional funding in order to develop, implement or maintain this program. All courses currently exist and are taught on a routine basis. Those faculty are supported by general fund revenue. An administrative assistant provides support to the nursing program and to the nurse aide program. The technology, classroom, labs, and offices are available.

## **Proposed B.A., B.S., B.T. General Studies Degree Option**

### **Brief Statement of Change in Degree Requirements:**

This proposal creates two tracks for interdisciplinary baccalaureate programs; one for students who establish a well-defined interdisciplinary program of study early in their academic career and one for the purpose of degree completion in General Studies.

The Academic Advising Center provides faculty and staff advisors for general studies (undeclared) students. Faculty members serving in the Academic Advising Center will serve as the advisors for General Studies Degree Completion students.

### **Justification for Action Requested:**

The proposal establishes a degree completion pathway for students who have accumulated sufficient credits and completed general baccalaureate requirements to graduate but do not have the collection of courses needed to meet specific major requirements. The requirements for specific majors are not being changed so the quality of existing programs is not being lowered.

Historically, the interdisciplinary program has been used to provide a path for those students who have in excess of 120 credit hours, have satisfied Core requirements and residency and 39 upper division credit requirements but do not have a collection of courses that fit any established program. While it has often been cumbersome to piece together an interdisciplinary program and establish a committee late in the students career this has been done. However, this path has only been used for those students who learned about it or guided to it by the few advisors who knew this could be done. We expect additional students could benefit from a degree completion program like the one proposed. With one of the lowest graduation rates in the nation, UAF should seriously consider a degree completion program.

Students who have used the interdisciplinary degree as a pathway for degree completion in the past have been of the three following types in order of prevalence:

- 1) Students have transferred from other institutions with a substantial number of credits in a major not offered by UAF. By completing our Core, residency, and upper division requirements this proposal would allow an efficient degree completion path for these students.
- 2) Some students encounter gateway courses in their major. They make multiple attempts to complete the requirement but continue to fail. For example, in the mathematics program students commonly struggle with Abstract Algebra (MATH 405) and/or Advanced Calculus (MATH 401) in their senior year. These students typically have completed all the other university requirements for a baccalaureate degree but will not earn a degree in mathematics. This proposal provides a path for degree completion for such students. The proposed program requires 130 credits, in part, so that students are encouraged to complete any degree they initially declared.
- 3) Occasionally, a student has a personality conflict with the sole faculty member teaching a major requirement course that prohibits completion of the student's original educational goal. This proposal provides such students a path for degree completion.

### **Proposed Requirements:**

The UAF interdisciplinary program provides flexibility to students who have well-defined goals that do not fit into one of the established majors offered by the university. Two tracks for students; first, programs with well-defined interdisciplinary goals that do not fit into established majors and second, a general studies degree completion option. The program for well-defined goals is available to undergraduate and graduate students (see page 203 for graduate information). Interdisciplinary studies, for both graduate and undergraduate programs, **are administered by** located in the Graduate School office. Help with the application process, contact information for faculty advisors and assistance for interdisciplinary students is available at 907-474-7716 or see [www.uaf.edu/gradsch/general/degrees/INDS/](http://www.uaf.edu/gradsch/general/degrees/INDS/).





- c. Completing 39 upper division credits
- d. Completing the PRAXIS I pre-professional skills test. This test should be completed when Core requirements are satisfied but may be taken the last semester in the program.

Minimum credits required—130 credits

Peer Teaching Observation Worksheet

Pre-observation

Observer and faculty member should meet ahead of the course to be evaluated to discuss the goals of the course and the specific class period. Observer and faculty member should both be familiar with the observation worksheet before the observation takes place. Faculty member may request that the observer pay particular attention to certain aspects of his/her teaching. This process is meant to be a partnership and a positive experience providing useful information to the faculty member. The observation is to remain confidential between the observer and the faculty member unless the faculty member chooses to disclose the observer's comments. The list below is comprehensive; not every observation will include all of the specific areas.

Observation

1. CONTENT

Suggested considerations:

- Main ideas are clear and specific
- Sufficient variety in supporting information
- Higher order thinking was required
- Instructor related ideas to prior knowledge
- Definitions were given for vocabulary

Comments:

2. ORGANIZATION

Suggested considerations:

- Introduction captured attention
- Clear organizational plan
- Effective transitions (clear w/summaries)
- Concluded by summarizing main ideas
- Reviewed by connecting to previous classes
- Previewed by connecting to future classes

Comments:

3. INTERACTION

Suggested considerations:

- Instructor questions at different level
- Sufficient wait time
- Students asked questions; summary/review provided as necessary
- Instructor feedback was informative and supportive
- Instructor incorporated student responses
- Opportunity for student-student or student-instructor interaction where appropriate
- Good rapport with students

Comments:

4. VERBAL/NON-VERBAL

Suggested considerations:

Language was understandable

Articulation and pronunciation clear

Absence of verbalized pauses (er, ah, like, etc.)

Instructor spoke extemporaneously where appropriate, as opposed to reading from notes

Effective voice quality

Volume sufficient to be heard

Rate of delivery was appropriate

Effective body movement and gestures

Eye contact with students

Confident & enthusiastic

Comments:

5. USE OF MEDIA

Suggested considerations:

Overheads/Chalkboard content clear & well-organized

Visual aids can be easily read

Instructor provided outline/handouts where appropriate

Computerized instruction effective and appropriate

Comments:

6. OVERALL

a. STRENGTHS: (e.g. most effective teaching strategies, meta-curriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)

b. Suggestions for Improvement: (e.g. work on answering student questions, use of time, class structure, etc.)

Observation Notes

Time	Observations	Impressions/Questions

### Post-observation

Observer provides the faculty member with specific, constructive suggestions and answers all questions. Misunderstandings between the observations made by the observer and the recollections of the faculty member should be discussed and resolved before the observer provides the faculty member with the final report. Confidentiality is paramount throughout the entire process.

ATTACHMENT 156/5  
UAF Faculty Senate #156, February 2, 2009

**Unit Criteria Meeting Minutes**  
**16 January 2009**  
1-2pm 214 ONL

Attending:  
Brenda Konar, chair  
John Heaton  
Ray RaLonde  
Mark Herrmann  
Jing Zhang  
John Gimbel (Math and Stats representative)

**Criteria reviewed:**

**Math and Stats Criteria:**

Question from J Gimbel: Did we get tracked copy?

Answer: Maybe not. We got one with CAPS but no color.

One problem may be that some of the ALL CAPS was in blue. Everything in blue was meant as an explanation and will not be included in the overall criteria.

**General comments: Evaluation for each rank**

Compromise: delete “awareness of students’ needs”

The committee feels that I is redundant to B (Capital B: Criteria for Instruction). Compromise: combine I with B

The committee feels that J needs to be clarified. It will be re-worded so that it can be used to measure effectiveness in teaching

**-Components of Evaluation:**

The use of the word “normal”. After an explanation from J Gimbel, the committee thinks that this is okay to leave.

The paragraph that starts “The department expects faculty with a 30%...” And the following paragraphs are more descriptive than anything else. It is confusing and vague (and yet very specific). The committee feels that this entire section should be removed or clarified. The committee would like to see the bottom line with all the thought process taken out.

Compromise: delete the white paper

Move the 30%, 50% etc... to the end of 2.

J Gimbel needed to leave (2pm) so the plan is for him to re-write the criteria with our suggestions and give us a new draft (minus the explanations)

**SNRAS Criteria:**

The committee felt SNRAS did a good job making the document more concise. The new draft and explanation was easy to follow.

Some of the committee is now concerned about the use of “high impact”. Can SNRAS please define and give examples of what they consider “high impact”.

The committee would like to see the one revision on “high impact” before approving.

**Next Meeting: Feb 13 from 1-2 in 245 ONL (SFOS Dean’s conference room)**

ATTACHMENT 156/6  
UAF Faculty Senate #156, February 2, 2009

**Committee on the Status of Women (final version of minutes dated: 12 December 2008)**  
**Tuesday Dec 9, 2008** 1-2PM 718 Gruening - School of Ed Conference Room

Present: Diane Wagner, Cindy Hardy, Carol Gold, Jane Weber, Alex Fitts, Uma Bhatt, Kayt Sunwood

1) Brown Bags

- February, March, and April

Suggested topics for the next brown bag

- Topics: 1) What can we as faculty ask for? And how to do it? (what courses you can teach? Load? Time?)

2) Family Friendly Task Force Diane Wagner gave update

Met November 18th, participated in national webinar for the first part of meeting. 6 committee members were present. Next meeting is tentatively scheduled for January 9.

- The Task Force feels it needs more quantitative information on campus child care needs.

- UA Child Care Needs Assessment survey report has come out, but more information specific to UAF may be needed.

- Heather Leavengood, a staff member, is now on this committee.

Diane was tasked with looking into the Tenure Clock issue with Regents

- to stop tenure clock you must take FML, this is general practice. The regents policy does not quite read like this interpretation. This needs to be cleared up because the regents policy sounds like if you get paid then it will count. This is inconsistent with FML, which can be paid.

- See what Martha West has to say on this.

Have a longer meeting next semester (try for February) to discuss this.

3) AWHE/AAUW, Alex looked into this and has been corresponding with Joy. Identify leadership and is mainly for administrators.

Steffi could not attend the meeting because she was out of town, but she has had a very different experience with AAUW. I am pasting her comments below and in light of her experience, I suggest we give this issue a second look:

Paraphrasing Steffi Ickert-Bond:

*"I am not sure, but AAUW is not for administrators, I am a member. They support graduate student and postgraduate student research. I received \$20,000 during my dissertation from them. ... I think this is a good group. They do a lot of things nationally and the Fairbanks chapter does some local outreach and has local funding for female students as well."*

4) Skip agenda item until January meeting (how to pick new members).

(Minutes from January 27, 2009 meeting on next page.)





ATTACHMENT 156/7  
UAF Faculty Senate #156, February 2, 2009

**UAF Faculty Development, Assessment & Improvement Committee  
Meeting Minutes for December 2, 2008**

Meeting called to order at 8:15 am.

Attending: Eric Madsen, Link Olson, Josef Glowa, Layne Smith, Joy Morrison, Channon Price, Michael Daku, Julie Joly, Marji Illingworth, Dana Greci.

**Upcoming Meetings**

spring, i.e. at the beginning and middle of April. The committee will choose topics later. The present members of the Faculty Forum Sub- Committee agreed that they would try to find a convenient time to meet again before January 27.

ATTACHMENT 156/8  
UAF Faculty Senate #156, February 2, 2009

**SADA Committee Meeting Minutes  
January 16, 2009**

Marji Illingworth and Jane Allen, chairs  
Notes taken by Amy Keith (This meeting was recorded)

Meeting began at 2:20 pm in Chancellors Conference Room

Members Present: Carrie Aldrich, Dana Greci, Marjorie Illingworth ( co-chair), Jane Allen (co-chair), Ron Illingworth, Joe Dupras., Colleen Angaiak, Joe Mason, Amy Kieth

December Minutes were amended and approved.

Meeting schedule was distributed. Jane or Marjorie will attend the Admin Committee meetings.

**Old Business:**

DEVE 109, DEVS 111, DEVS 112 were approved by the Faculty Senate and signed off by the Chancellor.

The Motion for Writing Sample for Mandatory placement in English was approved by the Faculty Senate and is in at the Chancellors office for discussion concerning budgetary impacts in. Once budget affects are discussed it will be signed off on. A committee is meeting next week to begin the discussion around implementation. Dana Greci and Ron Illingworth will attend that meeting. Jane Allen and representatives of her campus will also attend. There are concerns that some non-traditional students' keyboard skills will affect WritePlacer scores.

Reading mandatory placement: Dev Ed Department through their curriculum committee is working on this with English composition director and other CORE representatives. The Department of Dev Ed will keep the committee updated.

Joe Dupras: comment on open enrollment does not mean that everybody is ready for college level work therefore mandatory placement. Students require more support should receive it.

Ron Illingworth encouraged the committee to keep engaged in the mandatory placement implementation process as there will be problems. Carrie concurs. Ron wants to know who we need to talk to when there are implementation problems. Linda Hapsmith? Dana Thomas? Marjorie will check on this and add to the minutes. Colleen gave another example, she fixes with override.

Joe Dupras expressed a concern over High School students into English 111. Carrie talked about early college classes at Effie Kokrine High School, and the strict compliance with placement requirements and additional steps taken to assure student the opportunity for success.

Core Revitalization: Ron Illingworth summarized the charged or the Core Revitalization Committee - reviewing the concept of the core. The goal is to look at this from the perspective

of a philosophical discussion of what is it that a person in the 21<sup>st</sup> century needs to know. Secondly, how do we measure this? What do we as a university believe is needed and how do we assess that? The SADA Committee members had several suggestions such as:

what do students need to succeed - Learning how to learn  
computer skills. Valid vs trivial information from internet, scholarly vs popular.  
Beyond the classes type classes be technology intensive, similar to written and oral intensive.. One course in a major field class and maybe one in a minor field. Generic tech classes seem less successful. Jane suggests earlier than 300 or 400 level classes. Specifically, non traditional students need help earlier. Joe Mason in Nome: CIOS 146 being revised. Hopefully done by the fall.

### **New Business:**

What can this committee and faculty senate do to improve student success?

Jan introduced areas for future discussion

Student learning centers and labs. Encouraging students to schedule tutor hours.

Advising centers and use of best practices. Maximizing assessment tool such as Accuplacer. Assuring effective cut scores.

Course modification and academic program implementation such as Emerging Scholars Program and Early College

Student recognition – how can we use recognition to keep up student moral instead of only terminal recognition (at graduation) - Not to downplay students that already get good grades, but also recognize students at risk when they have success.

There were many examples and suggestions. The summary of the discussion - What will we do next? What can we do to foster student success? Rural committees do some things that could be used as model for Fairbanks, and vice versa. This semester committee will choose a few ideas from further discussion and recommendations for implementation.

Another task for the semester is to look at the composition of the committee to We need to make sure membership reflects committee goals. Also what can we do to assure broader attendance from that membership?

Adjourned at 3:30 pm