

prerequisite are felt to be unfair to the student who enrolls based on the published schedule.

ATTACHMENT 91/2
UAF FACULTY SENATE #91
DECEMBER 7, 1999
SUBMITTED BY CURRICULAR AFFAIRS

MO T I O N

=====

The UAF Faculty Senate moves that UAF graduates who successfully complete an Honors Thesis and satisfy all other graduation requirements from the UAF Honors Program will have "University Honors Scholar" printed on their official transcript.

EFFECTIVE: Immediately
 Upon Chancellor Approval

RATIONALE: The phrase "University Honors Scholar" is routinely printed on diplomas of UAF graduates from the Honors Program who complete requirements for graduation with honors. Unfortunately, the phrase has not appeared on students' official transcripts. This past year the Faculty Senate authorized the "Honors Thesis Scholar" option, including a provision for the phrase "Honors

SUBMITTED BY CURRICULAR AFFAIRS

NOTION

=====

The UAF Faculty Senate moves to amend the policy on Dual Enrollment (p. 12 UAF catalog) as follows:

[[]] = Deletion

CAPS = Additions

Dual Enrollment

The dual enrollment program allows high school students to register for UAF classes. This program is open to the following:

- * High school seniors with a GPA of 2.5 or above may register for two classes for a maximum of six credits.
- * High school seniors with a GPA of 2.0 to 2.5 may register for one class.
- * High school juniors with a GPA of 2.75 or above may register for one class.
- * All other students are encouraged to contact the director of Admissions for information on course enrollment at UAF.

*HIGH SCHOOL STUDENTS WHO DO NOT MEET THE ABOVE GPA REQUIREMENTS MAY ENROLL IN VOCATIONAL AND DEVELOPMENTAL COURSES, DEPENDING UPON PROGRAM REQUIREMENTS, AFTER OBTAINING APPROVAL SIGNATURES FROM THEIR PARENT (GUARDIAN), HIGH SCHOOL OFFICIAL, THE INSTRUCTOR OF THE CLASS, AND THE APPROPRIATE PROGRAM COORDINATOR.

[[Dual enrollment is available for many university classes appropriate for high school students. Two very popular areas of study are Airframe & Powerplant (A&P) and Aircraft Maintenance (A&M).

Upon Board of Regents' Approval

RATIONALE: See full program proposal #23 on file in the Governance Office, 312 Sigmund Hall.

Executive Summary

The Department of Geology and Geophysics requests that the MAT program in Geology be deleted. This program has had two graduates in the last 30 years, the last being in 1989. The program has had no student enrollment since 1989, and currently no resources (faculty or budgetary) are allocated to it. The Department offers no courses that are specific to this program and deletion will not effect other programs in the system. The School of Education offers MAT programs and these are the ones that most students enroll in. Deletion of the Geology MAT program "cleans up the catalog" by removing an unused and somewhat redundant program.

ATTACHMENT 91/7
 UAF FACULTY SENATE #91
 DECEMBER 7, 1999
 SUBMITTED BY GRADUATE & PROFESSIONAL CURRICULAR AFFAIRS

NOTION =====

The UAF Faculty Senate moves to approve the MA. degree program in Rural Development which includes the addition of seven new courses.

EFFECTIVE: Fall 2000 or
 Upon Board of Regents' Approval

RATIONALE: See full program proposal #8-14 and #17 on file in the Governance Office, 312 Sigmund Hall.

SUBMITTED BY COLLEGE OF RURAL ALASKA

(Submitted by Alaska Native & Rural Development)

8. NEW COURSE: RD 600 - Circumpolar Indigenous Leadership Symposium 3 credits; offered Fall; effective Fall 2000.
9. NEW COURSE: RD 601 - Political Economy of the Circumpolar North (3+0) 3 credits; offered Fall; effective Fall 2000.
10. NEW COURSE: RD 625- Community Development Strategies: Principles & Practice (3+0) 3 credits; offered Spring; effective Fall 2000.
11. NEW COURSE: RD 650 - Community-Based Research Methods (3+0) 3 credits; offered Spring; effective Fall 2000.
12. NEW COURSE: RD 651 - Management Strategies for Rural Development (3+0) 3 credits; offered Spring; effective Fall 2000.
13. NEW COURSE: RD 652 - Indigenous Organization Management (3+0) 3 credits; offered As Demand Warrants; effective Fall 2000.
14. NEW COURSE: RD 655 - Circumpolar Health Issues (3+0) 3 credits; offered As Demand Warrants; effective Fall 2000.

ATTACHMENT 91/10
 UAF FACULTY SENATE #91
 DECEMBER 7, 1999

Report to Faculty Senate
 Curricular Affairs Committee Minutes
 Oct. 25, Nov. 8, and Nov. 29, 1999

October 25, 1999

Present: Sukumar Bandopadhyay, Chris Hartman, Ron Illingworth, Trina Mammoon, Gayle Gregory, Wanda Martin, Ed Murphy, Charlotte Basham (chair). Guests: Paul Reichardt, Ron Gatterdam, Mike Mills, Ruth Lister, Hilde Peters,

Summary of discussion on coordination of UA transcripts:

As Provost Reichardt presented it, the idea of consolidating a student transcript to reflect all course work taken at any campus within UA seemed to solve a number of problems, including questions of residence and fee payments for students enrolled in courses at two MAU's in one semester (using distance delivery courses).

Gayle Gregory reported some concerns from the registrar's office. First, regarding official vs. unofficial transcripts: While it would not be a problem to issue a single report, where all course work is listed on one document, the official transcript with the UAF seal has been carefully reviewed for errors and they do not feel able to certify grades received from another institution. Second, they were concerned about the possibility of double counting credits, if courses from another MAU are accepted as transfer credit and then later also counted in the transcript from the other MAU. Third, issues such as residency and fee payment can be worked out. The final, and perhaps most difficult issue was in discrepancies in grading policies, which have not yet been worked out across MAU's. For example, Juneau uses a plus/minus system where the other MAU's do not.

Ron Gatterdam raised the questions of what it means to earn a degree at UAF. He admits there is a problem if students from elsewhere can transfer in a course and have it count as a substitution, but UAF students cannot do this with distance delivered courses. He also raised the question of residency. If a UAF student enrolls for 6 credits on campus here and 6 credits distance delivered from UAA, where is that student considered a resident? Ron asked us to consider these questions as he would like a position from the faculty to represent us at Statewide and Faculty Alliance.

The question was raised about what other statewide systems do. We need information on this.

Ruth Lister said that she was concerned about the combinations of web-based and classroom courses that make up some programs. Do students taking these programs count the distance delivered courses only as transfer credit if they are required for the degree?

Paul feels that for purposes of registration and grades all courses taken within the UA system should be treated in the same way. Ron feels that this is saying that student has a UA, as opposed to a UAF, UAA, or UAS, degree. Since the MAU's are individually accredited, this could be a problem. Ron stated that issues of GPA and residency are faculty issues and need to be resolved by faculty. It is one thing to accept courses as transfer credit; it is quite another to say that a particular course offered at another MAU is essentially the same course as that offered at UAF. It would take faculty from various departments coordinating on this.

November 8, 1999

Present: Sukumar Bandopadhyay, Carol Barnhardt, Chris Hartman, Ron

Illingworth, Judy Shepherd, Ann Tremarello, Gayle Gregory, Vanda Martin, Katrina Klassen, Paul Layer (for Dave Woodall), Charlotte Basham (chair).
Guest: Ruth Lister.

1. We approved forwarding a motion to the Faculty Senate on the spring review cycle.
2. Dual Enrollment Policy: Some time ago Mike Mills, Admissions Officer, requested clarification of the policy that allows high school students to enroll in UAF courses for both high school and university credit (See UAF catalog, pp. 11-12). Currently, in order to enroll in a university course, students must have a minimum GPA and obtain signatures from parents, high school counselors, instructor, and the admissions officer. Ruth feels that for certain courses, e.g., developmental and vocational courses, the GPA requirement should be waived. Mike's recommendations were in line with this change. The committee approved having Ruth proceed with drawing up an alternate policy that would allow students to enroll in designated courses without the requisite GPA. They would still need the signatures, including that of the Admissions Officer. The proposal will be discussed at the next meeting of Curricular Affairs, Nov. 29.
3. Prerequisite flag for Banner. Departments will be asked to review all of their course descriptions and designate whether prerequisites are recommendations or requirements. Ann Tremarello agreed to work on a procedure that would allow departments to submit these changes in a block.
4. We approved a motion submitted by Roy Bird on behalf of the Honors Program

November 29

Present: Sukumar Bandopadhyay, Carol Barnhardt, Ron Illingworth, Judy Shepherd, Ann Tremarello, Gayle Gregory, Vanda Martin, Katrina Klassen, Janice Reynolds, Charlotte Basham (chair). Guest: Ruth Lister

1. Janice Reynolds agrees to represent Curricular Affairs on the ad hoc committee to review unit criteria.
2. Dual Enrollment Policy: Ruth Lister presented a draft amendment to the policy that allows high school students to enroll in UAF courses for both high school and university credit (dual enrollment). We revised the draft and approved sending it forward to the Faculty Senate for approval.
3. Prerequisite flag for Banner: Ann Tremarello presented a draft prerequisite check which could be sent out to departments. She says that Banner can produce for instructors a list of students enrolled in a course who may not have met the prerequisites. The committee is still opposed to the idea of blocking students from enrolling in courses for which they do not have the prerequisites. Ann will revise the form and we will revisit the question at our next meeting.
4. Curriculum Review Sukumar reported that the CR committee had approved the Accounting Technician Certificate program. We agree that it should go forward.
5. Our next meeting will be January 1. Frnhardt, Ron A nFE nne

Committee Report, Faculty & Scholarly Affairs Committee (FSAC)
Submitted by Norm Swazo, Chair

FSAC met on November 12. Committee members present were: Norm Swazo, Susan Grigg, and Kevin Winker.

The Committee discussed several items of business: (1) the status of FSAC vis-à-vis faculty unions at UAF; (2) Dr. Kan's suggestion that minimum criteria be drafted for promotion to full professor rank; (3) Senate representation for non-tenure track research faculty; (4) distance delivery, faculty motivation issues; (5) FSAC representative to the Ad Hoc Committee for Unit Criteria. The Committee makes several recommendations, as follows:

1. In light of the fact that UA/AAUP-AFT is yet in its inaugural contract and to begin its preparations for negotiating the next CBA, FSAC recommends there be no changes to the UAF Senate Constitution and Bylaws changing the charge of the Committee. We sustain the position that FSAC should retain its constitutional prerogative to address issues of mandatory collective bargaining as a contribution to policy discussions and collective bargaining positions. Because this is the first CBA for United Academics in particular, we should have the time to see what FSAC's continuing role may be. We take note, further, of the fact that there are significant faculty and scholarly matters not covered in the CBA. Finally, FSAC should be available to hear concerns of those faculty who do not join the unions. The Committee also recommends that we formalize more carefully the "liaison" relationship between FSAC and the faculty unions. Two options which the Senate could support are: (1) the Chair of FSAC may be involved in any discussion between the UAF Administration (e.g., Provost Reichardt) and United Academics, ACCFT, in which faculty-related issues are discussed (e.g., post-tenure review process, workload, etc.); (2) it may be appropriate for FSAC to have a representative observer at union meetings and/or be a third party to contract-related discussions.

2. The Committee reviewed Dr. Kan's suggestion regarding minimum criteria for promotion to full professor. FSAC recommends that we not proceed with any revision to existing policy. Dr. Kan's suggestion seems problematic from one perspective because of the variety of faculty workload distributions and the diversity of programs at UAF, many of which do not have graduate programs. It is also problematic from what seems to be its guiding premise. That is to say, some members of FSAC question the validity of a general strategy to achieve/maintain a Carnegie institutional classification (Research University) primarily by way of granting interdisciplinary PhD degrees. We recommend the UAF Administration and UAF faculty think more carefully what it means to be a "Research University". No university worth that classification pursues a strategy of granting so many interdisciplinary PhDs rather than constructing bona fide PhD programs. Further, an emphasis on linking tripartite faculty to interdisciplinary "focus areas", with the requirement that every faculty member establish a record of supervising graduate thesis/dissertation research (most of this entailing the supervision of interdisciplinary PhD students), is likely to be impracticable. It also brings to the fore the prospect of faculty service on graduate student advisory committees such that these become merely supernumerary. Finally, FSAC is concerned that the proposed specificity for promotion criteria is inconsistent with the general intent of the phrasing in current promotion guidelines/regulations, the latter allowing for diverse ways in which faculty may meet the "sustained excellence" criterion.

3. Members of FSAC were informed of email communication between Norm Swazo and UAF Institute directors regarding non-tenure track research faculty who have an interest in having elected representatives to the UAF Faculty Senate and who would like to have new unit criteria

more responsive to their concerns vis--vis promotion review. Thus far, responses have been received from Roger Smith and Vera Alexander. Swazo will continue to respond to inquiries and otherwise assist research

class whether or not they've taken COMPASS and had advising, and that this can cause problems for students who end up in classes they're not ready for.

Wanda reported that Hunter Boylan has said that mandatory placement is ineffective without considering non-cognitive issues. Compass still needs to be correlated with ACT. We now have enough data to renorm COMPASS for each class. At an ACT meeting, she learned that a web-based test is in the works and may have solutions that may be helpful.

We agreed that a placement test alone is not adequate for any mandatory placement program but must be combined with advising. There was some discussion of the advantages and limitations of Banner - whether we could block students from registering without a placement test or advising or if setting up something like this would be too complicated and overload Banner. Do we block students from registering from Natural Sciences classes if they test for DEVM or DEVE, for example? How many blocks would we need and how would they be removed? Several people also expressed concern that there has been an erosion of support mechanisms for students, with decreased funds (i.e.: the loss of SSSP funds and of faculty positions in Student Assistance), making it easier for students to slip through the cracks and self-place.

We agreed to set up a subgroup to talk with Math about the logistics of placement into their classes. Jane Weber, Greg Owens, Wanda Martin, and John Bruder will follow up on this.

Class Size:

The rest of the meeting was devoted to discussion of class size. Ron reported that the committee had previously sent forward a recommendation on class size, based on NCATE and NADE guidelines. At the time, we recommended both Math and English be capped at 18. Currently English is capped at 25 and Math at 30, though larger classes occur in both. On the rural campuses, the cap is 20. Currently on the main campus there are two DEVM070 classes with 40 students in each. Ron pointed out some economic issues affecting this. From an administrative viewpoint, larger enrollments in DEV classes compensate for lower enrollments in other classes.

Since the departments set the caps on class size, this needs to go first to CRA. Can we demonstrate the difference between student success in larger and smaller classes? Studies have been done at the elementary and secondary level, but not at the post-secondary level. We agreed to try two DEVM070 classes, taught by Jane Weber - one large one and one at the national norm to see if we can generate some preliminary data on this.

The next meeting will be Tuesday, November 23, from 12-2.

ATTACHMENT 91/14
UAF FACULTY SENATE #91
DECEMBER 7, 1999

Faculty Development, Assessment and Improvement Committee report -
Dan White, Chair

The Faculty Development, Assessment and Improvement Committee met on November, 11 and 18, 1999 to discuss objectives for the 99/00 academic year.

