

MINUTES
UAF FACULTY SENATE MEETING #156
Monday, February 2, 2009
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

I Call to Order – Marsha Sousa

Faculty Senate President Marsha Sousa cal

B. Approval of Minutes to Meeting #155

The minutes were approved as distributed.

C. Adoption of Agenda

The agenda was adopted as distributed.

II Status of Chancellor's Office Actions

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.

the account generated by the university. There may also be an additional email accounts used by the student for the Registrar's and Financial Aid offices. So they enter the university with more than one account. He'll check to if a student can go into self-service on Banner and select their preferred email account. Right now it's easier to tell students which account

Also to be accomplished this semester is to create a policy to include faculty on all faculty search committees. Drafting language for this will probably come through Faculty Affairs.

Sarah Fowell is the new Senate representative appointed to represent CNSM and fill the vacancy created when Heinz Wiechen passed away.

B. President-Elect's Report – Jonathan Dehn

Jon attended a budget meeting before the break to start planning in advance the statewide budget planning process. Some new groups may be formed to help design the budget requests and improve communication, so that what we feel is a budget priority gets into the budget and are presented; and to provide for feedback in both directions.

B. Provost's Remarks – Susan Henrichs

Regarding the Academic Master Plan, there's been a long period between January when the draft plan was fleshed out, and the next meeting on February 20. In between this time, there have been email exchanges to settle the non-controversial portions of the plan, and to better utilize the meeting time coming up.

There is another process beginning for UAF, called the "Academic Plan", not to be confused with the "Master Academic Plan" which is the statewide process. The UAF activity will focus on our academic programs, and is starting this semester and continues on to the fall '09 semester. Generally, we need to know where we're going as a university, and specifically, the plan is needed for the accreditation process which now has a strong emphasis on planning and implementation, as well as goal-setting and assessment of those goals. The academic plan is crucial to the process and must cover implementation and assessment of programs. It's also necessary for knowing where we're going, acting responsibly to get there, and being able to look back at our achievements.

She's discussed this with the deans as a first step, and is still talking about how to structure this. Faculty input is invited. Currently, the draft plan involves a campus committee in charge of first putting the plan together and then dealing with cross-cutting programs like Interdisciplinary and Honors programs, and cross-cutting issues like improving graduation rates for UAF, as well as putting together the final plan. Representatives for this committee will be from the Senate and the UAF units with academic orientation (schools, colleges and units like the Library which deal heavily with academic issues).

Each school/college/academic unit will have their own planning group to put together their academic plan relative to their unit and how they interact with other units. These subgroups will forward these plans to the campus committee who will pull everything together. Once she has the deans' feedback, she'll forward a written version of the draft to the Senate. The comment period will be relatively short (about a week). There will be an email sent out regarding this, so watch for it and plan to respond with comments.

Regarding the Indigenous Studies Ph.D., just because a budget request has been made, the Senate's approval is not presumed. If not approved, the budget request will be withdrawn. That said, she feels it is a very important program and supports it.

Anne C. asked about how the core review committee's work fits into the academic plan process. Susan responded that she envisions several committees working on the academic plan, of which one is the core committee. They'll have recommendations that will be taken into account for the development of the academic plan. The campuswide committee will no doubt pay close attention to the core committee's input.

VI Governance Reports

A. Staff Council – Juella Sparks

SC didn't meet in December, but next meets on February 20 and will include orientation for their 15 new members. Work is progressing nicely on the new staff appreciation day event. SC looks forward to meeting with the new HR director and plans to discuss the Staff Handbook and non-retention issues with her in the future. The staff council officers at the

ordering system because Banner was undergoing work at the time. The plan had been to populate the online ordering system with textbooks when the student registered for classes in Banner. Work is continuing on this operation and will hopefully be in place for next semester.

Data from Banner has been compiled. As of Jan. 26, 2009, 7,644 students had enrolled, and only 2,689 students of that number had ordered books online, which amounts to 35%. If students say they've ordered books online, it can be checked at the bookstore. Many ordered after the first day of class: 44.7% of the online orders (1,516 orders) came in after the first day of class, as of data collected through today, Feb. 2. Kiosks are available at the bookstore for ordering online. Seattle airport problems caused slowness with some of the students' orders, and Follett did not charge the students shipping in those cases.

Of the total student orders, only 2.2% were problems. There were 93 total complaints; 14 from faculty and 79 from students. All but six of those are resolved.

Follett has purchased a company to do digital textbooks, but that is still being implemented. Another issue is with their website, as they were supposed to offer multiple shipping methods, including USPS, UPS and FedEx. This will be fixed and USPS will be an option for shipping.

Scot E. talked about the handout [posted online] which covers the chronology of the planning process from its start in 2001 to now, and through 2013. Also included in the handout is a piece called "Roadmap and Timeline" that includes a recovery plan and business model modernization. This was given to statewide and UAF administration last year. The document includes the steps that were taken to inform the UAF community during the process. In retrospect, more could have been done to get the information out there. But this provides good background about what has been done and why.

Robert H. talked about the issue of the shipping costs and the prices of textbooks. When the bookstore was selling the books, the shipping costs were rolled into the price. Shipping prices have gone up dramatically since last year. Were the bookstore still selling the books, higher prices would have been seen there this year.

Marji I. talked about the Developmental Studies course she teaches, for which students typically enroll last minute. In one of her classes, only two students have books because they registered only the week before class started. Late registration is typical of these types of classes. What will be done to address this type of situation?

Robert H. said they worked with the vendor for WinterMester which had short lead time on registration. Contact Becky P. or him to work to get chapters available to them. They're still working on the online delivery, which would eliminate freight costs. They'll work with her on this issue.

Tim S. commented on registration for spring last November – it was up 15% over last year, and students are realizing they must register earlier as word gets out about buying books online.

Debra M. commented about the 2001 planning start, but how faculty have only just found out about this. In her developmental math class they're incorporating some computer programs with the textbook. It's been a nightmare to get the correct packaging of materials for her math course students. No one has gotten the computer materials.

Robert H. said he'll get with the Registrar's office and talk about what they can do about this sort of classes that has particular packaging needs. Scot E. also gave the name of Christina Study – a liaison with the bookstore and the vendor (Follett). Christina S. can help with custom publishing solutions, so get in contact with her before next semester.

Rainer N. pointed out that the obvious solution to the current problems is online textbooks and asked when this would be a reality for all courses. Scot E. said Follett is negotiating with the textbook publishers at this time, and that three to five years is a realistic timeline for the publishers and Follett to build their online inventory. It's going to steadily become the norm, but will take a few years for the industry. Rainer pointed out that students need to change courses for a variety of reasons, that it's a real issue that must be addressed, and online ordering is the long-term answer. Scot responded that while the desire has been to go online completely with textbooks, the reality of the industry is that it's still ironing out the logistics. Robert H. mentioned that Follett estimates having 30% of their inventory online 'very soon', and he believes it will be better this fall. Scot notes that there is plenty of competition over this issue in the industry right now.

Rainer suggested that in April the students be given an idea of what textbooks are available online. Becky P. said that Christina Study will be able to tell instructors what's available online when textbook adoptions are being made.

Ben P. commented that students ordering textbooks last minute is very common with all classes, not just the ones mentioned today. Most of the students wait until the week of class before ordering. This system is functionally equivalent to Amazon where students can look for used books. Has this been factored in with the bookstore model in terms of saving costs? Ben still has half his class without textbooks.

Scot E. talked about how this effort has only restored 35% of the original customer base which was lost because of competition like Amazon. They are definitely in competition with Amazon and that's healthy. This step only catches the bookstore up with the reality of today's market. Scot offered to look at Ben's enrollment list and see who's ordered through them and if they need any help. Becky P. said students and faculty having problems are encouraged to call them, and that Follett has been fantastic about reshipping orders and helping to straighten out problem orders.

Scot mentioned there's an 800-number, but it wasn't easily accessible off their web site. It will be more visible now, along with instructions on how to obtain help.

Ben P. commented that online texts are not going to be an option for many of the classes he teaches. But the issue remains that with no physical books available, students still are going to be without books regardless of who they order them from, when they're ordering them during that first week of class which is very typical.

Robert H. talked about the ripple effect with late registration – part of the answer lies in communicating earlier with students and getting registration accomplished earlier.

Jon D. said he sees a variety of paradigm shifts happening here. One of the paradigm shifts is that if you're a student you registering for classes, and that buying textbooks is something done at the end of that process, usually last-minute. Now we're requiring the students to go through a paradigm shift and there's always goi

Marji I. talked about her current concerns. She has gotten no emails from the bookstore with suggestions on helping her students. She has gotten one email saying online books were happening, but nothing about addressing problems. She has one student who went to the bookstore and was told to go to the kiosk, couldn't figure it out and so left. She wants some communication to the faculty to let them help their students at least the first time through.

Robert H. commented that he's helped students at the bookstore kiosks. They wanted more emails to go out. But there were constraints by university relations with whom they were working to send out communications, because of concerns about inundating faculty with emails.

Ken A. commented that putting a book on reserve for large classes isn't a feasible solution. He asked about what the costs are compared to the competition. He went online to Barnes and Noble, and students could save \$50-60 by going there. Is the university getting a cut or putting a middle layer in there that drives the price up, or is there some other reason why Follett is higher than other competitors. Robert H. said it went out to a competitive RFP process and only four companies bid on it. Barnes and Noble wasn't one of them.

Robert H. mentioned that a faculty textbook adoption module will be implemented next. There will be some hands-on training that will start for textbook adoptions. It will be a more automated process. One of the issues has been that online companies can sell the books more cheaply than they could. It was a situation where they were told by statewide that the deficit had to be repaid which was over half-a-million dollars and rising with no end in sight with the continuing costs. Scot E. talked about double-shipping costs, and how the cost of operations was over \$700,000 per year for shipping, with no cost recovery. They're still trying to whittle down the cost of this deficit. Last year it was \$200,000, but it can not be absorbed and the costs had to be stopped. The brick and mortar model is suffering nationwide.

Ken A. brought up the limiting factors for Alaska and Hawaii of distance and location. How are those costs factored in with their decisions, because if a decision is simply based upon what is done in the lower 48, it ignores the primary cost to students in both dollars and time to get the books here. If that's not factored in, then the system won't work. Right now we have a system where we're telling students it's ok to add a class a week and a half after it starts, but they won't get their book until a couple of more weeks after that. What does that say to the faculty? How long should faculty wait to give exams or quizzes when the students don't have their books. Marji I. mentioned freshman progress reports being due.

Jon D. said the problem is that a decision was made based upon the economic realities of what was going on rather than the mission of the university to teach the students. It really wasn't evaluated about how this would impact the students, and it's impacted the students badly. (Faculty Senate members present in the room applauded Jon's comment at this point.) He went on to say it's nothing short of a debacle with some classes where half the students don't have books. He asked about the number given of 2,689 books ordered. How many were delivered and is there confirmation of delivery of those orders?

Robert H. responded that they don't have confirmations with USPS, but, that they have ship dates and those have been the following day after the orders were placed. Students with

difficulties who contacted them were shipped books overnight delivery. Marsha asked if there was recourse for those students who paid for express delivery who didn't get their books for two to three weeks, did they get refunds. Robert said express mail has a refund on it, but that's not through Follett – it's through the mail service.

Marsha S. asked Robert H. if there was any way he wanted them to get him more cohesive data from their experiences in the classroom because what faculty have heard today is not lining up with what they're seeing when they go into the classroom. Robert said they can discuss book orders with the faculty made by their students with Follett. They're looking at over 1,000 students ordering in the past five days, so there's a situation with delays, but they want to make this better and that's why they're here to listen today.

Marji I. asked what the situation was with Financial Aid so students could charge books, because they don't get their loans three weeks in advance. Robert H. said they worked with the Business Office to set up textbook loans.

Marsha S. asked if Summer Sessions would be using online book ordering, and Robert H. confirmed that they would. He also mentioned that a trial order run was done with the military base students last fall, but general response from the audience was that military pay attention when they're given orders.

Ken A. asked if anyone outside the bookstore has considered doing a student survey to get more of their input and perspective as to why two-thirds are not even using the system. We need a more systematic response from the students. Brian R. agreed that needs to be done and it's actually in his notes to have it done. He reiterated he wants to hear more from the faculty, too, about what they're seeing in the classrooms. Ken A. emphasized that there is a 100% difference between the bookstore report heard today and what is going on in classrooms and from what they're hearing students report.

Amber T. commented on her appreciation for the data and finding out that there's a follow-up mechanism for determining if her students have actually ordered books when they report that they have. In her experience, they often say they've ordered textbooks when they have not. Marsha wrapped up the discussion and thanked Robert, Scot and Becky for attending in

Perry B. of GAAC brought the motion for the Ph.D. to the floor. They received feedback from the Anthropology department about some initial concerns they had; then GAAC reviewed it again and approved it. Ray Barnhardt came forward to describe the degree program. Ray B. talked about the Strategic Plan goals that the program addresses. One of the most critical statistics being addressed is, of the 599 Ph.D.'s granted by UAF, only 4 have gone to Alaska Natives. This is an inadequate number by any major comparison. This degree is not intended to compete with existing programs. Ray B. put together a list of Alaska Native graduate students with completed Master's degrees, who also have an interest in a doctorate degree, and the list numbers over 100 now. What these potential students want is what they address with this new proposal. Mellon Foundation money was used to survey potential students to see what they want, and the resulting data was used to put the proposal together. Along with the immediate needs and issues in Alaska, in 2004 the Alaska Federation of Natives passed a resolution calling for a program along these lines. Over the past 15 years or so, indigenous studies and related themes have emerged as fields of study in their own right and UAF is affiliated with many of these higher ed institutions and programs. This proposal will provide opportunities for UAF students here to engage with others all over the world and vice versa. The floor was opened for questions.

A vote was taken. The motion carried with the ayes; there were no nays, but one abstention.

These students don't fit the mold in the interdisciplinary studies program, either, thus the need for this option. He went to the Curricular Affairs committee and talked about a means to address these needs. The general degree completion option was the most palatable of three proposed ideas he had looked into extensively. He wants full disclosure with the Senate, though as a degree option, it doesn't need to be voted upon by the Senate. However, if there are serious concerns brought up today, he would take it back to committee.

The goal is not to have students abandon their degrees. Following this option requires students to have at least 100 credits before it can be considered, and requires 130 credits to complete. The Praxis I exam is required for outcomes assessment, which costs them \$130, another disincentive to walk away from another program. This will meet needs of transferring students, as well as those who are not passing a required core programmatic course in their area of study (like math, for example) and who just cannot finish the degree requirements. A third (more rare) group are students who have encountered a severe personality conflict with an instructor in a required senior-level course.

Faculty who would be responsible for students in this program will be the Academic Advising Center faculty who already help the undeclared baccalaureate students. They would form the committee to guide these students.

X Committee Reports

- A. Curricular Affairs – Amber Thomas / Falk Huettmann
Academic Calendar approved without the 2012-2013 year which is still under discussion. The B.A. in Film discussion is coming up in committee.
- B. Faculty Affairs – Cathy Cahill
No report is available.
- C. Unit Criteria - Brenda Konar
Meeting minutes are attached to the agenda (Attachment 156/5).
- D. Committee on the Status of Women – Alex Fitts / Jane Weber
Meeting minutes are attached to the agenda (Attachment 156/6).
- E. Core Review - Michael Harris / Latrice Bowman
No report is available.
- F. Curriculum Review - Rainer Newberry
Verbal report that curriculum review work continues and they're meeting this afternoon at 3:30 p.m.
- G. Faculty Appeals & Oversight – James Bicigo
No report is available.
- H. Faculty Development, Assessment & Improvement – Dana Greci / Julie Lurman Joly
Meeting minutes are attached to the agenda (Attachment 156/7).
- I. Graduate Academic & Advisory Committee – Ron Barry'
No report is available.
- J. Student Academic Development & Achievement – Marji Illingworth / Jane Allan
Meeting minutes are attached to the agenda (Attachment 156/8). Marji mentioned they're looking at ways that Faculty Senate can recognize student success and invites everyone's ideas.

XI Members' Comments/Questions

Ken B. would like to suggest that the senate form a formal group to work with the administration on the bookstore issue more closely in the next month. Marsha said they are actually considering this already, and she's talked with Brian R. about it. The goal is to get some student surveys out there and collect more concrete data, and to work more effectively with administration to address the very real issues they are experiencing. There is concern

that the bookstore staff do not see what is going on in the classroom and so do not realize the full impact of what's happened. Marsha S. will follow up with the chancellor about this. Marji I. said her class would fill out surveys; as did Cathy C. about her class. A committee of faculty, students and administration would be put together to look at the results and to address effective solutions. Ken B. asked for one more caveat, and mentioned his concern for the Gmail conversion and its implications down the line – he would want the committee to talk about this as well.

XII Adjournment

A motion was made to adjourn by Jon D. and seconded. The meeting adjourned at 3:15 p.m.