FOR MORE INFORMATION, CONTACT:
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A G E N D A

UAF FACULTY SENATE MEETING #196
Monday, February 3, 2014
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

1:00	I	Call to Order – David Valentine A. Roll Call B. Approval of Minutes to Meetings #195 C. Adoption of Agenda	4 Min.
1:04	II.	Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to amend English Placement Policy B. Motions Pending: None	1 Min.
1:05	III	A. President's Remarks – David Valentine (Attachment 196/1 *Memo re Report on PhD – Mathematics*) B. President-Elect's Remarks – Cécile Lardon	10 Min.
1:15	IV	A. Chancellor's Remarks – Brian Rogers B. Provost's Remarks – Susan Henrichs	15 Min.
1:30	V	Governance Reports A. Staff Council – Brad Krick B. ASUAF – Brix Hahn C. Athletics – Dani Sheppard D. UNAC – Falk Huettmann UAFT – Jane Weber	10 Min.
1:40	VI	Public Comment	10 Min.
1:50	VII	Discussion Item A. FS Committee Missions – Cécile Lardon	10 Min.
2:00	VIII	BREAK	

2:10 IX New Business 10 Min.

A. Motion to amend graduation walk-through policy, submitted by Graduate Academic and Advisory Committee (Attachment 196/2, and Handout of Graduate School's Form)
B. Motion to approve a new minor in Leadership, submitted by Curricular Affairs Committee (Attachment 196/3)

2:20 X Guest Speaker 15 Min.

A. Eric Williams, Student Liaison
Topic: UAF Sustainability Master Plan

2:35 XI Members' Comments/Questions/Announcements 15 Min.

A. General Comments/Announcements
B. Committee Chair Comments
Curricular Affairs – Rainer Newberry, Chair (Attachment 196/4)
Faculty Affairs – Knut Kielland, Convener
Unit Criteria – Chris Coffman, Chair (Attachment 196/5)
Committee on the Status of Women – Jane Weber, Chair (Attachment 196/6)
Core Review Committee – Miho Aoki, Chair
Curriculum Review – Rainer Newberry, Chair
Student Academic Development & Achievement – Cindy Hardy, Chair (Attachment 196/7)
Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 196/8)
Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 196/9)
Research Advisory Committee – Peter Winsor, Chair

2:50 XII Adjournment

ATTACHMENT 196/1
UAF Faculty Senate #196, February 3, 2014

UNIVERSITY OF ALASKA FAIRBANKS
UAF Faculty Senate
312B Signers' Hall, University of Alaska Fairbanks, P.O. Box 757500, Fairbanks, AK 99775-7500 • (907) 474-7964 • Fax (907) 474-5213
www.uaf.edu/uafgov/faculty-senate

MEMORANDUM

FEBRUARY 3, 2014

TO: DEPARTMENT OF MATHEMATICS AND STATISTICS

FROM: David Valentine, President
Cecile Lardon, President-Elect
UAF Faculty Senate

SUBJECT: Annual report to the senate concerning revitalization of the PhD program in mathematics

The Faculty Senate Administrative Committee has received and reviewed your "Report to the Faculty Senate and Provost: Revitalizing the Mathematics Ph.D.", submitted in December 2013 pursuant to a motion passed by the Faculty Senate at its May 6 2013 meeting (reference http://www.uaf.edu/files/uafgov/12-13_FS-191-Motion-supporting-continuation-of-PhD-Math-and-revitalization-plan_signed.pdf). The report identifies several areas of progress toward revitalizing the Mathematics Ph.D., and the Administrative Committee unanimously accepted it as demonstrating adequate progress to this point toward a sustainable program. Of course, it is too early to gauge how your efforts will translate into increased numbers of students in the program. We therefore request an update later this spring—before April 23, if possible--to the Faculty Senate and Provost of how many students have committed to matriculation in the Mathematics Ph.D. Program.

Thank you for your work and responsiveness in this matter.

cc: Brian Rogers, UAF Chancellor
Susan Henrichs, UAF Provost

ATTACHMENT 196/2
UAF Faculty Senate #196, February 3, 2014
Submitted by Graduate Academic and Advisory Committee

MOTION:

The UAF Faculty Senate moves to amend walk-through requirements for graduate students as shown below.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The Graduate School requested that the Graduate Academic and Advisory Committee review the current policy along with a new form.

****

CAPS - Addition
[[ ]] - Deletion

Graduation "Walk-Through" Policy

To meet the definition of having "essentially completed all degree requirements" (current policy) to "walk through" graduation ceremonies, a student must have met the following requirements:

a. successfully completed all required tests, course work and thesis/project defense **BY THE MONDAY PRECEDING COMMENCEMENT**; and

b. submitted to the Graduate School by the date set for filing a thesis/dissertation in Spring Semester, [[a memorandum]] **THE REQUEST FOR COMMENCEMENT WALK-THROUGH FORM** signed by the student, [[and]] the major advisor**, ALL COMMITTEE MEMBERS, DEPARTMENT HEAD AND DEAN**, [[certifying]] agreeing that any required revisions to the project/thesis/dissertation can be completed by [[July 31]] **AUGUST 1** of the same year. For a thesis/dissertation, the student must submit the final copy to the Graduate School by **AUGUST 1** of the same year **TO BE ELIGIBLE FOR SUMMER GRADUATION.** If the student is a Ph.D. candidate, the major advisor or designated committee member must also agree to participate in the graduation ceremonies; and
c. for Ph.D. candidates, filed a $\leq$ 50 word abstract of the dissertation research along with the signed [[memorandum]] **REQUEST FOR COMMENCEMENT WALK-THROUGH FORM**.

NOTE: Individuals who "walk through" graduation ceremonies will NOT be listed in the graduation program. These students' names, and if Ph.D. recipients, descriptions of dissertation research, will appear in the program of the academic year in which the degree is formally granted.

ATTACHMENT 196/3
UAF Faculty Senate #196, February 3, 2014
Submitted by Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to approve a new minor in Leadership (housed in the School of Management).

Effective: Fall 2014

Rationale: There is high student interest and strong support across programs for this new minor which will be housed in the School of Management. See the program proposal #1-UNP on file in the Governance Office, 312B Signers' Hall.

****

Overview:

The purpose of the Leadership minor is to strengthen the abilities of UAF graduates to lead and contribute effectively in both the public and private spheres, especially in the Alaska business community. The minor consists of a choice of two out of three LEAD/BA courses and an additional three courses from among a choice of electives across multiple disciplines.

Proposed Minor Requirements:

Leadership

School of Management
Northern Leadership Center
907-474-5401
www.uaf.edu/som/programs

The minor in leadership and management is administered by the Northern Leadership Center. Its purpose is to strengthen the abilities of UAF graduates to lead and contribute effectively in both the public and private spheres, especially in the Alaskan economy.

Minor

1. Complete 2 of the following: (6-credit hours)
   *LEAD/BA 470 –Leadership Theory and Development--3 credits
   *LEAD/BA 472 —Leading Change--3 credits
   *HSEM/LEAD 456 – Leadership and Influence During Crisis

2. Complete 9-credit hours from one of the following "tracks" OR with the written approval of the Director of the Northern Leadership Center, any three 3-credit hour courses from any combination of tracks.

Business Administration

- BA F280 – Sports Leadership
- BA F307 – Introductory Human Resource Management
- BA F460O – International Business

Military Science

- MILS 101 – Foundations of Officership
- MILS 102 – Basic Leadership
- MILS 201 – Individual Leadership Studies
- MILS 202 – Leadership and Teamwork

Political Science

- PS 212 - Introduction to Public Administration
- *PS 301 – American Presidency
- *PS/PHIL 412W – Modern Political Theory
- *PS 437 - United States Foreign Policy

Communication

- COMM 330 – Intercultural Communication
- COMM 331O – Advanced Group Communication
- COMM 335O – Organizational Communication
- *COMM 475 – Applied Communication in Training and Development

Outdoor Leadership

- NRM 161 – Introduction to Wilderness Leadership (required for this track)
- *NRM 361 – Advanced Wilderness Leadership (required for this track)

Select from the following skills courses for the remaining required credits

- RECR F140H Beginning Rock Climbing
- RECR F140K Advanced Rock Climbing
- RECR F170G Intro to Ski Mountaineering
- RECR F170N Intro to Winter Camping
- RECR F140L Technical Climbing
- RECR F140Y Kayaking
- EMS F150 Wilderness Emergency Care

3. Minimum credits required--15 credits

*These courses have prerequisites that need to be taken into consideration. Consult with the Leadership Minor coordinator.

ATTACHMENT 196/4
UAF Faculty Senate #196, February 3, 2014
Submitted by Curricular Affairs Committee

Curricular Affairs Committee
Meeting Minutes for 11 November 2013 1:15-2:15 pm Kayak Room

Present: Rainer Newberry; Cindy Hardy; Rob Duke; Margaret Short; Karen Gustafson; Dennis Moser (audio); Todd Radenbaugh (audio); Doug Goering; Alex Fitts; Jonathan Rosenberg; Carol Gering; Libby Eddy; Jayne Harvie
Absent: Sarah Hardy

1. Approve Minutes of last meeting

Minutes for the October 28 meeting were approved as amended (added Alex Fitts' name to attendance).

2. GERC update via Jonathan Rosenberg ± Cindy Hardy–SEE GERC WEBSITE:

gerc.community.uaf.edu

Jonathan mentioned that three meetings will be coordinated to share information and invite feedback (one on lower campus, one on upper campus, and one to involve rural campuses). Rainer assigned Todd R. and Karen G. to look over the new web site, and all CAC members were asked to review it as well. Provide any feedback to Jonathan.

GERC is keeping GELO apprised of their work. The issue of transferability is being kept in mind. A resolution will be going to the Faculty Alliance, and routed to each of the three Faculty Senates, to propose changes to general education requirements in the current UA Regulations.

The issue of transferability will be added to the new GERC web site.

Libby E. noted that the Office of Admissions and the Registrar would need some rules and guidance on what will be the new recognized equivalencies for transferring courses between universities in and outside of Alaska.

Formal rubrics are needed to connect student learning outcomes to LEAP outcomes.

3. OLD BUSINESS: Due to time constraints, old business was put off until the next meeting in order to discuss item C – Academic Calendar.

A. global removal of 'or instructor permission' for course prerequisites?

So far the electronic discussion has mostly been of the variety 'we need to keep this because potential students need to know that I'm just kidding about the prerequisites and will allow them into the course if they just ask'.

I propose we go ahead and create a motion…..

B. request to modify Committee-related bylaws OUR ASSIGNMENTS:

1. Craft better description of the charge for each committee to be included in the Senate bylaws.
2. Write policies applicable for the areas of functioning that apply to all committees.

3. Write policies applicable to standing and permanent committees and, where necessary, for specific individual committees.

FIRST TASK: Each committee will draft the scope and nature of their work as they understand it. This should include current information available in the bylaws.

Some Of The Issue We Need To Address:

1. Membership rules for **all committees**: review special policies in place (e.g., unit criteria) and add where necessary (e.g., minimum/maximum number of members, representation from different units, junior/senior standing, etc.).
2. How are non-Senate members elected or appointed? Can a non-Senator chair the committee?
3. Do we need a paragraph on conveners for the first meeting?

PROPOSED REVISED WORDING (THANKS TO ROB DUKE!!!!!!!!!!!)

" STANDING

1. The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes ~~on all levels except the graduate level~~. ~~In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary~~."

MEMBERSHIP AND EX OFFICIO MEMBER APPOINTMENTS

1. Members are appointed by the Administrative Committee.

2. Non-voting ex officio member(s) may be appointed by the Provost;

3. In addition to the non-voting ex officio member(s), the committee may add non-voting ex officio members as deemed necessary.

MEETINGS AND APPOINTMENT OF CHAIR

1. The Chair at the end of the academic year will represent the committee on the Administrative Committee over the summer break, or will appoint a continuing committee member to be his or her representative.

2. Upon convening of the first meeting each academic year, the committee shall consider nominations for Chairperson with the previous chair or appointed representative acting as the Chair. If neither are available, the senior committee member will preside until a new Chair has been selected.

C. OLD OR NEW??? ACADEMIC CALENDAR APPROVAL… SEE ATTACHED

Libby noted that the Summer I session in 2017 will only be 5 weeks long; however, it will include all the required contact time of a normal 6-week session.

This version of the academic calendars now includes eLearning dates.

Rainer noted the lack of a study day in spring of future years because of final exams schedule. He also mentioned the tight dates for turning in grades.

Doug G. mentioned UAF courses have more contact hours than those at UAA, which makes UAF calendar harder to put together.

CAC approved the academic calendars for 2015-16 and 2016-17.

Meeting adjourned with everyone's sanity seemingly intact.

Curricular Affairs Committee
Meeting Minutes for 11 November 2013 1:15-2:15 pm Kayak Room

Present: Rainer Newberry; Cindy Hardy; Rob Duke; Margaret Short; Karen Gustafson; Dennis Moser; Todd Radenbaugh (audio); Doug Goering; Alex Fitts; Jonathan Rosenberg; Carol Gering; Libby Eddy; Caty Oehring, Jayne Harvie

1. Approved Minutes of last meeting

2. GERC update via Jonathan Rosenberg + Cindy Hardy Website has example courses for most proposed designators for most categories including designators. Faculty will be notified about the site and two open meetings will be held during week of Dec 2.

3. OLD BUSINESS:

A. global removal of 'or instructor permission' for course prerequisites?
No update from Registrar (and Vice Provost Fitts?). Not sure where to go with this.

B. request to modify Committee-related bylaws OUR ASSIGNMENTS: PROPOSED REVISED WORDING (THANKS TO ROB DUKE!!!!!!!!!!!!)

__" STANDING

1. The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes ~~on all levels except the graduate level~~. ~~In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary~~.

MEMBERSHIP AND EX OFFICIO MEMBER APPOINTMENTS

1. Members are appointed by the Administrative Committee.

2. Non-voting ex officio member(s) may be appointed by the Provost;

3. The committee may add non-voting ex officio members as deemed necessary.

MEETINGS AND APPOINTMENT OF CHAIR

1.The Chair at the end of the academic year will represent the committee on the Administrative Committee over the summer break, or will appoint a continuing committee member to be his or her representative.

2. Upon convening of the first meeting each academic year, the committee shall consider nominations for Chairperson with the previous chair or appointed representative acting as temporary Chair. If neither are available, a senior committee member will preside until a new Chair has been selected.

This wording was unanimously approved.

4. NEW BUSINESS

➔ **A. SADA MOTION (Enclosed) WAS UNANIMOUSLY APPROVED.**

B. Motion to change transferability of 'core' courses BASICALLY effects making transfers of "Perspectives on Human Condition" courses more flexible. All in attendance approved the concept, although some members had reservations. We agreed to move this forward as a discussion item to the FAC SENATE and to revisit with specific modifications at next meeting.

C. Motion to change BOR Core Soc Sci requirements
BoR regulation R10.04.040A.6.. requires cores for the Social Science requirement:
*"Courses that fulfill this requirement are **broad survey** courses which provide the student with exposure to the theory, methods, and data of the social sciences." Request that the words "broad survey" be removed.*
THIS IS A PLACEHOLDER FOR THE PROBLEM OF MIS-MATCH BETWEEN THE PROPOSED GER REQUIREMENTS AND BOR REGULATIONS. GER REQUIREMENTS CANNOT BE IN VIOLATION OF BOR REGULATIONS. CHOICES ARE TO MODIFY ONE OR THE OTHER.

We agreed that this is a problem that needs to be addressed with all the pieces at once.

MOTION:
The Faculty Senate moves to adopt the following changes to the 2014-15 Catalog that update the Writing placement sections and clarify catalog language on placement and prerequisites.

Effective: Fall 2014

Rationale: This motion amends the current (2013-14) catalog to incorporate changes that result from Statewide alignment of English111X and DEVE placement (see placement table below). It further addresses reading placement, making reading classes a co-requirement with DEVE placement at the DEVE 060 and DEVE 104 level.

The motion also reflects changes in the Placement section amending language in the recently passed Math placement motion (but not amending the Math placement portion of that motion), changes in language that have accumulated in the catalog over time, and language changes that clarify current practice in student placement.

CAPS and **Bolded** – Addition [[ ]] – Deletion Page 34 of current 13-14 Catalog:

PLACEMENT REQUIREMENTS
Many UAF courses require placement. All students planning to take courses with specific placement requirements must meet those requirements prior to registering for those courses.[[Students who meet basic skills standards in reading, writing and mathematics should enroll in the appropriate 100-level or above courses. Those whose scores place below these standards
must enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100-level courses.]] Specific writing, reading, and math placement requirements are listed in the section **S** below. [[However, many courses have additional prerequisite requirements that are listed in the catalog course description.]]

COURSE PREREQUISITES

Course prerequisites indicate what previous preparation is needed to enroll in a course. An instructor has the right to drop any student from the course if he or she does not meet the prerequisite or has not received a grade of C- or better in all prerequisite courses. An instructor also has the right to waive a course prerequisite if the instructor [[has documentation]] **DOCUMENTS** that the student possesses **SUFFICIENT** background [[required]] to succeed in the class**. STUDENTS WHO TAKE A COURSE AT A HIGHER LEVEL THAN A CORRESPONDING PREREQUISITE COURSE REQUIRED FOR A DEGREE PROGRAM ARE NOT EXEMPT FROM TAKING THAT REQUIRED COURSE.**[[Students need English placement at ENGL F111X or above (including reading) in order to enroll in perspectives on the human condition core courses.]] Students need mathematics placement at DEVM F105 or above, and ENGL F111x placement [[(including reading),]] to register for **CORE** science courses.

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

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

[[READING AND]] WRITING

Placement into writing [[and reading]] courses requires **EITHER PREREQUISITE COURSE CREDIT ORA STANDARDIZED PLACEMENT TEST WHICH MEASURES ACADEMIC SKILLS SUCH AS CRITICAL THINKING AND READING. THE SCORE FROM ANY OF THE TESTS (SEE TABLE) PLACES THE STUDENT IN THE APPROPRIATE WRITING CLASS. A WRITING SAMPLE, GIVEN ON THE FIRST DAY OF CLASS, MAY MODIFY THIS PLACEMENT. DEGREE OR CERTIFICATE SEEKING STUDENTS PLACED INTO DEVELOPMENTAL WRITING OR READING COURSES SHOULD REGISTER FOR THEM DURING THEIR FIRST SEMESTER. THESE COURSES ARE DESIGNED TO HELP STUDENTS GAIN COMPETENCIES NECESSARY TO SUCCEED IN COLLEGE-LEVEL COURSES.** [[a scored writing sample: SAT, ACT Writing, ASSET, COMPASS, ACCUPLACER, or a UAF –generated writing sample. Minimum scores for placement into English and Developmental English courses are listed in table 3 and table 4. A student will be placed in English F111X if the student's ACT writing test score is 7 or above, the ACT English score is 18 or above, or the ACT reading score is 22 or above (or the student's SAT writing score is 430 and SAT critical reading score is 510 or above, or your score on another university-approved placement test is equivalent).]] If the student's standardized test scores are below the[[se]] minimums **IN THE PLACEMENT TABLE BELOW** and if the **STUDENT'S** high school cumulative GPA is 3.0 or higher, the student may **BE GIVEN PERMISSION TO** enroll in English F111X [[with permission of]] **BY** the Director of Composition or rural campus English/Arts and Letters faculty.
[[On the basis of test scores, students may be required to take Developmental English or Developmental Studies (Reading) courses. These courses are designed to help students gain competencies necessary to succeed in college-level courses. Students who earn a C- or higher in DEVE F070 place into English 111X automatically and do not have to re-test]]

MATHEMATICS
Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (see the degree program requirements for more detail.)The UAF mathematics placement test used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

Students who have limited access or limited experience with the internet should contact the department of mathematics and statistics or the department of developmental education for assistance**.**

Page 44 of the 2013-14 Catalog:

PLACEMENT TESTS
Test results are required for first-time degree or certificate students, transfer students with fewer than 30 [[acceptable]] **TRANSFER** credits, or students planning to take 100-level English, reading, mathematics, natural sciences [[core]] and [[perspectives on the human condition core]]**GENERAL EDUCATION** courses. UAF mathematics placement test results must be on file with the office of admissions and the registrar or the local regional campus registration office before you can register for DEVM, Math, or [[core]] **GENERAL EDUCATION** science classes. Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. Your ability to register may be blocked if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than one year old.

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

ATTACHMENT 196/5
UAF Faculty Senate #196, February 3, 2014
Submitted by Unit Criteria Committee

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
MINUTES: Tuesday, November 5, 2013—1:30-2:30 PM at Rasmuson Library 502

Attendance: Chris Coffman, CLA (English), Steve Sparrow – Interim Dean of School of Natural Resources, Christine Cook, SOE Counseling, Javier Fochesatto (audio), CNSM, Torie Baker (audio), School of Fisheries (Cordova), Cathy Winfree (audio), Allied Health CNA program at CTC, Leif Albertson (audio), Co-Op Extension – (Bethel), Debu Misra (audio), CEM; Kathy Butler, Music (guest); Absent – Mark Conde

I. Housekeeping

1. Approval of Agenda

2. Approval of Minutes from 10/22/13 Meeting. – need to add Christine Cook to minutes, otherwise approved

3. Upcoming Project: Development of Bylaws.
Proposed process: Chris will draft language and bring to meeting on 11/19/13. – Chris will come up with Bylaws language; suggested to talk with David Valentine or Cecilia Lardon to make sure we are within the guidelines that they are thinking; mentioned that we do not want students to be present on this committee (question #2 under Some of the Issue We Need to Address)

4. Process Question (for Bylaws)
Decide by vote or consensus? – prefer a vote rather than consensus as it gives freedom to express different perspectives; Chris will write-it up in the Bylaws – need to make sure that we allow enough time for discussion and letting everyone have time to express their views and reservations; voting is important, but is it simple majority or 2/3? People are to think about it and work out the details over email

5. Use underlining rather than all Caps in revisions – Bryan Rogers suggested; agree with underlining (all caps seems to be shouting); no objections to the change

II. Dept. of Music, Proposed Revisions to Unit Criteria
Guests from the Music Department – Dr. Kathy Butler-Hopkins – in attendance
Had originally had many charts in the unit criteria and now they took those out as they are not as easy for others to read – no more charts or wordy language, simplified the document; still working on unit criteria for theory and music ed. – this is the criteria for performance faculty (creative faculty in the department);
Need to clarify that this is only for performance faculty; is there going to be a separate document for the theory and music ed. faculty, or incorporate these faculty into this document? – Kathy was

unsure at this time, but thought Theory and music ed. faculty may go through the blue book; will more than likely incorporate some criteria into this document for them

Concern with statement on page 3 regarding typical workload – brought up that it could be a problem in the future as it impacts ability to negotiate your workload with the dean, as well as the differences in what 70% teaching means (6 classes, 4 classes, etc.); the language does not necessarily add anything; Kathy agreed to take it out

Concern with statement on page 6 regarding the satisfactory research or numbers of significant performances/creative activities; possibly include some more flexible language; discussion of terms for promotion to the rank of associate – is it only satisfactory or is it good? – this was in reference to the blue book language. Kathy agrees with concerns, so will take the comments back to the faculty and see if they want to revise it (although it has already been passed by the faculty)

Concern with statement on page 6, letter f – concern because in the past sometimes performances have not been reviewed and it is to protect faculty as it is out of their control; could be misconstrued – maybe could be some way to clarify that they are looking at press or external peer review, or something to that extent, versus reviews by other faculty or Deans (as opposed to Dean external review letter, which is already a requirement); Kathy is thinking they will take out the statement as a whole, or to add the statement of press reviews to help clarify; possibly take out "external evaluations" and exchange for "press reviews"; independent evaluations – Kathy will take it back to the Music faculty and determine wording

Also added that on page 6 – need to add a statement that indicates that it is the activities beyond the associate level to be promoted to full

Also some statement saying those with different workloads would be evaluated based on those workloads

Page 9 – explain and clarify word adjudications (letter g)

Kathy will take it back to the Music department and bring it back again for revisions – Debu moved and Javier seconded

Definitely meeting on December 3rd for Fisheries information;
November 19th to review Bylaws and Kathy will shoot for bringing it back to the committee at that time

Adjourned at 2:15pm

UAF FACUTLY SENATE UNIT CRITERIA COMMITTEE
Minutes for Tuesday, November 19, 2013---1:30 to 2:30 PM at Rasmussen Library 502

Attendance: Chris Coffman, CLA (English); Steve Sparrow-Interim Dean of School of Natural Resources; Javier Fochesatto (audio), CNSM; Torie Baker (audio), School of Fisheries (Cordova); Cathy Winfree (audio), Allied Health, CTC; Debu Misra (audio), CEM; Mark Conde (audio), GI.

I Housekeeping
A. Agenda approved as written
B. Minutes of 11/5/13 approved as written.

II School of Management: Reaffirmation of Existing Unit Criteria
Need to clarify the following criteria:
1 Effectiveness in Teaching-pg. 6
H--how would they document this section
I-- mentor instead of mentoring-pg. 7
C. Criteria for Research, Scholarly, and creative Activity
SPECIFIC SOM CRITERIA FOR REAEARCH PERFOMANCE: pg. 9
clearly describe the two tracks
formatting of paragraphs last page: pg. 11
SPECIFIC MANAGING CRITERIA FOR SERVICE
B. Professor: look at language on line 5 "and" should it be "or"
Chris will ask a representative of the Department of the SOM to attend the meeting in January to discuss the unit criteria and specific areas of concern.

III. Ongoing Project: Development of Bylaws.
Chris presented a proposed draft of updated bylaws.
Discussion held on how unit criteria committee will decide matters by vote, ie simple majority or a 2/3 vote and should ex officio members vote.
Vote will carry by simple majority, >50%. Cathy moved and Javier seconded.
Ex officio members should attend and share information but not have a vote. Javier moved and Cathy seconded.
Discussion held on how often departments are required to have their unit criteria reviewed and approved. Chris will research and get back to committee with the current answer.

No New Business.
Next Meeting: December 3, 2013.
Meeting adjourned at 2:15.

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
Tuesday, December 3, 2013—1:30-2:30 PM, Rasmuson Library 502

Attendance: Chris Coffman, Christine Cook, Steve Sparrow, Mark Conde
On Audio - Torie Baker, Leif Albertson, Debu Misra, Brenda Konar (guest from Marine Science and Limnology); Dr. Kathy Butler-Hopkins & Dr. Karen Gustafson (guests from Music)
Absent: Javier Fochesatto, Cathy Winfree

III. Housekeeping

6. Approval of Agenda

7. Approval of Minutes from 11/19/13 Meeting. See attachment. – approved minutes

IV. Graduate Program in Marine Science and Limnology, Proposed Revisions to Unit Criteria

See attachments. – first chapter took out unit (GURU) that no longer exists; just started a minor (rather than only graduate) so changed wording to include undergraduate and graduate students; Torie moved to approve and send to faculty senate and Christine seconded; all approved

Guest from Marine Science and Limnology:

- Dr. Brenda Konar (left at 1:40 after discussion – very few questions/concerns)

V. Dept. of Music, Proposed Revisions to Unit Criteria

See attachments. – no one had any concerns as the criteria seemed to address all the concerns submitted; Christine proposed to submit them to the Senate; Tori and Debu both seconded; all in favor of passing for consideration by the Senate

Guests from the Music Department: - guests showed up after passing, and we did not have any concerns, so they were good with it all

- Dr. Kathy Butler-Hopkins
- Dr. Karen Gustafson

- Question: MUSIC FACULTY ARE EXPECTED TO CONSISTENTLY PERFORM IN THEIR AREAS OF EXPERTISE. THE STATURE OF THE PERFORMANCE VENUE OR THE LEVEL OF REVIEW IN ATTAINING THE PERFORMANCE WILL BE CONSIDERED. – is this deliberately vague regarding the "consistently perform"? It was purposely vague because when the numbers were in on the previous draft then it was a concern with limiting faculty; Chris C. mentioned that other units have set numbers, so if in the future this comes up you can add specific numbers in later; Music faculty said that at times this does come up (i.e., is 3 enough, versus 5, etc.) – it can be a double edge sword with giving specific numbers – you want a criterion, but do not want to be so specific as to limit promoting people who have not had a number of performances in a particular time frame; have sent to the faculty with the numbers and had no response/concerns, then sent without the numbers and again had no response/concerns; they looked at Art criteria and they have no numbers either; no other concerns and criteria moved forward

General discussion on meaningful criteria – including language to provide better guidance to faculty in making determinations; difficult situations may have problems with the vague language in some of the unit criteria standards

VI. Continued Discussion of Committee Bylaws - See attachment. – currently 8 voting members; Debu mentioned a quorum is usually 2/3 of the committee, but will check on Robert's Rules; After review, we are thinking that to pass anything a majority of the membership needs to be present – 50%; in the current case with 8 voting members, to

conduct business you need 4 present; but, to pass a vote there needs to pass by the total of **all** committee members; so in this case – at least 5 need to be present to make a vote

VII. Spring Meetings: Doodle poll will be sent out by Jayne in early January to determine a meeting time for the spring semester
Last meeting for this semester

2:10 – Mark motioned to adjourn and Christine seconded

ATTACHMENT 196/6
UAF Faculty Senate #196, February 3, 2014
Submitted by Committee on the Status of Women

Committee on the Status of Women,
Minutes Wednesday, December 11, 2013; 9:15 am to 10:15 am pm, Gruening 718

Members Present: Amy Barnsley, Jane Weber, Kayt Sunwood, Mary Ehrlander. Derek Sikes, Ellen Lopez, Megan McPhee and guest Sine Anahita

Members absent: Michelle Bartlett, Shawn Russell, Nilima Hullavarad, Jenny Liu, Diana Di Stefano

1. Women's Center Advisory Board

They met on December 5, and it was very positive. There is a need to advocate for the funding. The plan is to move to Wood Center next fall. A subcommittee of the Advisory Board will be working on a needs assessment: How can women's center help the stakeholders? Carol Gold and Jane Weber co-chair. There is more engagement in the Women's Center this year. The move to Wood Center has had a very positive effect.

2. Conversation Cafes

March 11, 12:30 to 2:00pm. Kayt will reserve the room from 12:30 to 2:30. Subject will be on mentoring. Different tables focused on different topics. Tea, water and cookies.
We will call it Conversation Café on Faculty Mentoring. We are inviting all faculty: men and women. Brainstorm topics: Formal vs. informal mentoring. What I wish somebody told me. Mentors outside your department. Faculty mentoring students. How to be a good mentor. Definitions/ Best Practices table. When mentoring goes sour. Paper invites- include brainstorm ideas. RSVP by Feb 7. Key things that come from each table summarized and shared later. Who will be the discussion leader at each table? Ellen will work with Jane for list of faculty, write up flyer and brainstorm how this will work. Kayt will try to get waiver for food and we should look on a website for prices. Goal 50-60 people.

3. Promotion & Tenure Workshop Panel

April 25, 10am to 12noon. Panel: deans and directors or just faculty? What is our goal? Planning strategically is our goal. Is it redundant with the other workshop? Brainstorm: Roxie, Ellen, Inna Rivkin, Steffi Ickert-Bond, Mary Ehrlander, Amy Barnsley, Sine, Diana Brian, Nicole Molders, Diane O'Brien, Karen Gustafson. After note: Steffi agreed.

4. Fall 2014 Luncheon Speaker

Date not chosen yet.

5. Spring meeting times

Wednesday 9:15-10:15 am.

6. Upcoming CSW meetings:

January 22, 9:15 to 10:15 am., February 26, March 26, April 16.

Respectfully Submitted, Amy Barnsley
These minutes are archived on the CSW website:
http://www.uaf.edu/uafgov/faculty-senate/committees/13-14-csw/

ATTACHMENT 196/7
UAF Faculty Senate #196, February 3, 2014
Submitted by Student Academic Development and Achievement Committee

Minutes of the Student Academic Development and Achievement Committee
December 13, 2013

Attending: Curt Szuberla, Gordon Williams, Sarah Stanley, Brandon , Cindy Hardy, Sandra Wildfeuer, Colleen Angaiak, Joe Mason, Alex Fitts (ex-officio), Libby Eddy (Registrar)

The committee met and discussed the following items:

Math and Writing placement motions: These have both passed the Faculty Senate and have been approved for Fall 14. Students can begin taking ALEKS PPL for placement in March for Fall 14 registration. Brandon noted that he will be taking over the Advisor roundtable meetings and would like to have information on the placement changes for the next roundtable, February 5.

Learning Commons: This has been an ongoing agenda item for our committee. We reviewed the history of SADA's involvement with this project, going back to the 2009 motion to establish a Learning Center. At that time, it looked like the library was going to have space available and wanted to explore the idea of a learning commons. They have set aside conference rooms for students to study or meet in small groups, and have space that faculty can reserve for tutoring sessions. However, this is only part of the original concept set out in the motion.

Do we want a sub-committee of SADA to work on the Learning Commons? The members of the original subcommittee are no longer on SADA, so we could form a new subcommittee. We noted that space in Lola Tilly Commons may be opening up, so we could put in a proposal; however, we can't assume that this space will be available.

We discussed the point of a learning commons. Cindy agreed to send out the original motion and the subcommittee's proposal to the Library Dean. WE discussed the benefits of localized tutoring centers such as the Math Lab and the Writing Center. For example, students going to the Math Lab on the 3rd floor in the Math Department can get math help right in the department, and they know where math faculty offices are, and they can ask them questions. Compartmentalization serves a purpose.

We noted the advantages of the Learning commons model in the Library. It is a space where students can gather, and a centralized location is nice for students so they don't have to pack up all their stuff to go to writing lab to print, then to Chapman to get to the math lab, etc. Furthermore, the Learning Commons model would also make other services available, such as advising, in a central location. However, it wouldn't take the place of other labs; it would be an outreach of those labs. It would be a combined area for focused teaching and learning, including faculty development, TA training, a place for faculty and students to mix.

We discussed issues the current departmental labs face. One of the problems with math lab in Chapman is the building fights us. Math wants it to be a student center with offices around it.
Instead, they have a closet at one end of the building and faculty and students have to make an effort to have interaction. On the other hand, the foreign language lab is in the middle of building and provides a social space for faculty-student interaction.

We agreed that there is a need for a new kind of space similar to the Learning Commons model. We also agreed (it was nearly lunch time) that a good coffee shop and decent food should be part of the model. We noted that the physical space, including the type of furniture and technology would be important in setting up a learning commons.

We agreed that there is energy on the committee to pursue this and to develop a social interaction space that facilitate human to human interaction among students, tutors, faculty, and advisors. We also agreed that this model should involve outreach to rural campuses. We also noted that the UAF Budget is dismal and that this is being termed "the year that changed everything." However, we should still plan for future .

Cindy will send out the Learning Commons motion that passed the Faculty Senate as well as the proposal the former subcommittee submitted to the Library Dean. Sarah and Brandon indicated that they would like to be on a subcommittee to pursue this.

Committee definition: Cindy noted that our work on committee definition may come back to haunt us. Cecile Lardon is gathering committee definitions from all faculty senate committees to look at areas of overlap and areas that need to be addressed by committees. She will bring the committee definitions to the Administrative Committee in the spring and may, at that point, ask for changes in committee definition. All the definitions will go to the Faculty Senate together as a motion.

Obstacles to student success: This has been an ongoing agenda item. Do we want to do a survey on this? Sine Anahita, who developed the Faculty Work/Life Survey for the Committee on the Status of Women, is willing to help us with this. Sarah noted that her original idea was to look at institutional factors that lead to student success. She noted a study in Thailand that approached this topic by looking at common features of students who struggle then looking at students with those features who succeed anyway, highlighting the strengths and resolve of these students. We noted that this would not be easy data to identify—but that the easy data may not be useful data—it's easy to find students who fail , for example, but not those who might have failed but didn't.

We noted some resources that might lead to demographic data that would be useful in this. Advising center used to ask for such things as whether student commute, work, care for children, etc. Student Support Services serves students who are first generation, low income and they may be able to identify students who are succeeding that should be failing. We noted that the Comprehensive Advisor model serves students that are nontraditional and who need someone to talk to about more than just scheduling classes.

We noted that good study design is hard, especially accounting for researcher bias. We should look at what UAF has done to develop a baseline study of struggling populations, and see if we can identify the three largest hurdles to student success. It may turn out that it's not any of the things we think of. Alex noted that the TRIO intake sheets list 30 risk factors. Cindy suggested inviting Sine Anahita to discuss a study design.

Sandra noted that IAC has set up a Student Success Corner where students can talk about their goals with a staff member who has skills in life coaching. Sarah noted a study she plans to look at patterns of students who repeat English 111X through questions and an interview process.

We will continue to discuss this in the new year.

Next meeting: After the first day of class!

ATTACHMENT 196/8
UAF Faculty Senate #196, February 3, 2014
Submitted by Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for December 5, 2013

I. Franz Meyer called the meeting to order at 4:05 pm.

II. Roll call:

Present: Bill Barnes, Mike Castellini, Mike Davis, David Fazzino, Andrea Ferrante, Kelly Houlton, Franz Meyer, Channon Price, Leslie Shallcross, Amy Vinlove
Excused: Cindy Fabbri, Trina Mamoon, Joy Morrison

III. News and Notes

No one had any news or special notes.

IV. Welcoming C.P. Price to the committee

C.P. introduced himself and the rest of the committee briefly introduced themselves to him. C.P. has served previously on this committee for about 20 years. He took last year off while he was on sabbatical in South Africa. Welcome back!

V. Renaming the FDAI committee

Our email discussion from a few weeks ago produced a suggested new name of Faculty Professional Development Committee. C.P. voiced concerns over deleting "Assessment" from the moniker since this committee has always over-seen the assessment of faculty and been involved with policy questions and implementation. He feels that we should make it clear that this committee will continue to have a say in faculty assessment. Franz decided we would postpone voting on the motion and continue to discuss the issue via email.

VI. Discussion on review committee appointment procedures

Franz informed us that a recent Promotion and Tenure Unit Peer Review Committee brought four major concerns to the attention of the Faculty Senate. The concerns are 1) lack of unit criteria for research faculty; 2) how committees are formed; 3)lack of care when assigning committee membership; and 4) lack of guidance regarding evaluation procedures. They reported that lack of unit criteria has made it difficult to justify non-appointment of tenure, that committee members seem to be randomly chosen by the Provost's office, some appointees are no longer with the university, and that faculty of equal rank as the candidate were being appointed to these review committees. C.P. pointed out that this is common in small units, but that the lack of collegiality is a problem. After some discussion it was decided that our committee should be involved in helping to solve these issues, but since we do not have any research faculty serving on our committee, we should not take the lead.

VII. Other Business

a. How to solicit input to the FDAI from the faculty community

We discussed that FDAI committee members send emails out to their units explaining the FDAI committee's role and to ask that any concerns be sent our way. We also discussed the possibility of including a link on Joy's OFD webpage as well as the Faculty Senate webpage for faculty to submit concerns to our committee directly and anonymously.

b. A note on the ELearning Department and their Faculty Development offerings

A recent ELearning presentation in which the words "faculty development" were used copiously has lead Franz to suggest that Chris Lott join us for our next committee meeting to explain the opportunities that ELearning offers faculty at UAF. Franz stated that our committee needs to understand how FDAI, the Office of Faculty Development, and ELearning should work together and what our roles are. It was pointed out that ELearning is always communicating with Joy, and that their offerings tend to be focused on instructional development.

Other – Mike D. asked if we had made a decision on the current Mission Statement, to which Franz responded that we had discussed it and it was sent to the Administrative Committee, so there could be slight, but not major, changes made.

VIII. Upcoming events

a. Scheduling FDAI meetings for the Spring Semester

Thursdays from 4:00 – 5:00 PM seem to work for those present, so our next meeting is set for January 23, 2014. See you next year!

IX. Adjourned at 4:40 pm.

Respectfully submitted by Kelly Houlton.

ATTACHMENT 196/9
UAF Faculty Senate #196, February 3, 2014
Submitted by Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee
Meeting Minutes for 11/11/2013

Attending: Donie Bret-Harte (by phone), Amy Lovecraft, John Yarie, Christina Chu, Karen Jensen, Laura Bender, Sophie Gilbert, Wayne Marr, Franz Mueter, Elisabeth Nadin, Mike Ernest, Lara Horstmann

I. Minutes from our meeting of 10/23/13 were passed.

II. GAAC passed the following course proposals and program changes:
4-GPCh: Program change**: PhD - Natural Resources and Sustainability**
10-GCCh.: Course Change: **BIOL F615 - Systematic and Comparative Biology**, pending correction of disabilities services number
11-GCCh.: Course Change: **FISH F411 - Human Dimensions of Environmental Systems**
15-GNC: New Course: **FISH F681 - The North Pacific Fishery Management Council: A Case Study**
17-GNC: New Course: **EE F648 - VLSI Design**
18-GNC: New Course: **CE F660A - Project Management Boot Camp**

Four new course proposals and program changes were assigned for review

III. GAAC discussed the reactions of the faculty senate and the administrative committee to our motion to change GAAC's by-laws to make graduate student representatives voting members. The motion was referred back to committee, with a request for greater specificity in how graduate student representatives would be selected, and how conflicts of interest would be handled. In addition, some members of the faculty senate felt that it was inappropriate to have graduate student representatives on a faculty committee at all; it is unlikely the motion could be modified sufficiently to attract the support of these senate members. Laura Bender pointed out that the student regent is a voting member of the University of Alaska Board of Regents.

GAAC members felt that graduate students are valuable members of our committee, and provide important input on policies and procedures, as well as course and program proposals. In terms of selection of representatives, it was pointed out that departments across the university differ in how formally their graduate students are organized, so we can't necessarily count on having graduate student organizations find representatives to GAAC. Laura Bender noted that normally it is difficult to find graduate students who are willing to serve. She suggested that the graduate school publish an annual announcement of vacancy to which graduate students could apply, then the Graduate Dean appoint up to two graduate student representatives. This proposal was supported by several members of the committee. Amy Lovecraft felt that it is important to assess how the faculty that she represents would feel about having graduate students be voting members. GAAC will continue the discussion of this issue, and how to handle conflicts of interest, at our next meeting.