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Zoom Link: https://zoom.us/j/842713331

**AGENDA**
**UAF FACULTY SENATE MEETING #214**
Monday, April 4, 2016 – 1:00 - 3:00 PM
Wood Center Carol Brown Ballroom

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| 1:00 | I. | Call to Order – Debu Misra<br>A. Roll Call<br>B. Approval of Minutes to Meetings #213<br>C. Adoption of Agenda | 4 Min. |
| 1:04 | II | Status of Chancellor's Office Actions<br>A. Motions Approved:<br>1. Motion to agree to discontinuation of the BA and Minor in Russian Studies<br>B. Motions Pending:<br>1. Motion to approve Unit Criteria for the Geophysical Institute | 1 Min. |
| 1:05 | III | A. President's Remarks – Debu Misra (3 Min.)<br>B. President-Elect's Remarks – Orion Lawlor (3 Min.) | 6 Min. |
| 1:11 | IV | A. Interim Chancellor's Remarks – Mike Powers (3 Min.)<br>B. Provost's Remarks – Susan Henrichs (3 Min.)<br>C. VC for Research – Larry Hinzman (3 Min.)<br>D. Members' Questions/Comments (3 Min.) | 12 Min. |
| 1:23 | V | Governance Reports<br>A. Staff Council – Faye Gallant<br>B. ASUAF – Mathew Carrick<br>C. UNAC – Chris Coffman<br>UAFT – Jane Weber<br>UNAD – Katie Boylan<br>D. Athletics – Dani Sheppard | 10 Min. |
| 1:33 | VI | Guest Speaker: Jim Johnsen, UA President<br>Topic: Current State of the University of Alaska | 20 Min. |
| 1:53 | VII | Members and Public Comment | 5 Min. |
| 1:58 | VIII | New Business<br>A. Election of 2016-17 President-Elect (Attachments 214/1 and 214/2)<br>*Results will be announced following the brief break.* | 7 Min. |
| 2:05 | BREAK | | |
| 2:10 | VIII | New Business - continued | 20 Min. |

B. Motion to confirm the Outstanding Senate Service of the Year selection, submitted by the OSSYA Screening Committee (Attachment 214/3)
C. Motion to approve Unit Criteria for the Institute of Northern Engineering, submitted by Unit Criteria Committee (Attachment 214/4)
D. Resolution re Leave and Benefit Rates charged for Overload Contracts, submitted by the Faculty Affairs (Attachment 214/5)
E. Motion to limit number of courses in classification lists, submitted by Curricular Affairs Committee (Attachment 214/6)
F. Motion to approve a New Minor in Creative Writing, submitted by Curricular Affairs Committee (Attachment 214/7)
G. Motion to approve discontinuation of BA in Theatre, submitted by Curricular Affairs Committee (Attachment 214/8)
H. Motion to approve Strategic Pathways Memo, submitted by the Administrative Committee (Attachment 214/9, and Handout of PBC Memo on SP)

2:30 IX Discussion and Information Items 15 Min.
A. Deadlines for Communication Plans – Jennie C.
B. Progress Report on Mathematics PhD Program Revitalization – Debu M. (Attachment 214/10, and Handout of 2013 Revitalization Report)
C. FYI: Results of UAF Faculty Senate Elections (Attachment 214/11)

2:45 X Public Comment 5 Min.

2:50 XI Members' Comments/Questions/Announcements 10 Min.
A. General Comments/Announcements
B. Committee Chair Comments
Administrative Committee – Orion Lawlor (Attachment 214/12)
*Standing:*
Curricular Affairs – Jennifer Carroll, Chair (Attachment 214/13)
Faculty Affairs – Chris Fallen, Chair (Attachment 214/14)
Unit Criteria – Mara Bacsujlaky, Chair (Attachment 214/15)
*Permanent:*
Committee on the Status of Women - Jane Weber, Chair
Core Review – Andy Seitz, Chair (Attachment 214/16)
Curriculum Review - Rainer Newberry, Chair
Faculty Administrator Review Committee – Debu Misra, Chair (Attachment 214/17)
Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 214/18)
Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 214/19)
Information Technology Committee – Julie Cascio, Chair
Research Advisory Committee – Jessica Cherry, Chair
Student Academic Development & Achievement – Sandra Wildfeuer, Chair

3:00 XII Adjournment

**Mara Bacsujlaky**
**Statement of Candidacy for President-Elect of the UAF Faculty Senate**

I am an assistant professor of Extension, specializing in 4-H and positive youth development. I have been with the university since 2007, after working in a variety of fields in the private sector, including a stint as a geologist characterizing and developing clean-up plans for superfund sites, and as a community planner for Tanana Chiefs Conference. Prior to joining UAF, I was a successful grant writer for several non-profit organizations, and as non-tenure track faculty, I continue to fund my position and professional activities through grants, for which I am either a principle investigator or co-principle investigator. Working with two other 4-H faculty, we collaboratively research and obtain funding that supports the delivery of non-traditional 4-H programming to in-risk youth or underserved youth in remote rural villages. My principle projects include delivering healthy living skills programming to incarcerated youth in the Fairbanks Youth Facility, managing a Federally-Recognized Tribes Extension Program in Bristol Bay and managing and administering an informal mentoring program, now in its sixth year, in Tanana, Eagle, Sitka, and at Effie Kokrine Early College Charter School. I have served on a number of federal grant review committees and am currently a member of the USDA's national working group on Vulnerable Populations. Within UAF, I served as chair of the review committee during the accreditation review process for the Mechanical Engineering department, and I am an ex-officio faculty representative on the Extension's Statewide Advisory Committee. I became interested in the inner workings of a university system - which operates through very different mechanisms than are found in the private sector - when I was elected to the UNAC Representative Assembly four years ago. Since then I have served as a faculty senate alternate, and was recently elected to a full senator position representing Extension. I am the current chair of the Unit Criteria Committee, and I also chair the subcommittee tasked with developing Blue Book revisions addressing promotion and due process for non-tenure track faculty.

I am submitting my candidacy for President-Elect because, as we teach in 4-H, one learns best by doing. It was only after serving as an alternate and through the process of participating in Administrative Committee meetings as chair of a standing committee, that I fully appreciated the effort that goes into making shared governance vital and relevant, not simply a term found in articles on academic arcana. I view the role of Faculty President-Elect as one who uses their leadership position to create and facilitate an environment that enhances exchange and discourse among senators, so that their work in Faculty Senate is effective, informed and productive. In addition, the President-Elect is a liaison between UAF faculty senate and the other components of shared governance: the Faculty Alliance and UAA and UAS faculty senates, UA and its affiliated campus administration, and the Board of Regents. An active, engaged faculty senate with strong, balanced leadership is a critical component in our university's ability to be successful in retaining and supporting quality faculty and staff, providing quality education to students in a healthy, safe and creative environment, and contributing to life-long learning for all community stakeholders, whether local, regional, national or international.

In this time of great uncertainty and budgetary turmoil we need to stand and work together to create the most equitable, fair, transparent and supportive work and educational environment for faculty, staff and students. This is done through careful, committed and reasoned work in faculty affairs and in shared governance, and through leadership that establishes dialogue and connection among representatives of the three branches of shared governance: Faculty Senate, Administration and the Board of Regents. As a leader, were I elected as Faculty Senate President-Elect, I would work to achieve those connections and to foster an environment that maximizes the Senate's efficacy, so that faculty, students, staff and community stakeholders work, learn, recreate and innovate in an institution that not only retains its current quality, but improves in value over time, growing and operating in a proactive, rather than reactive manner, regardless of external stressors.

**Chris Fallen, Research Assistant Professor, Geophysical Institute**
**Personal Statement for UAF Faculty Senate President Elect Nomination**

I accepted a nomination to serve as the University of Alaska Fairbanks (UAF) Faculty Senate President Elect for the 2016-2017 academic year. I am an assistant research professor in the space physics group of the UAF Geophysical Institute (GI). I have served on Faculty Senate as a representative for the International Arctic Research Center (IARC) unit from 2011 to 2015, and I am currently an Alternate for the GI unit for the 2015 to 2017 term. During my time in Senate, I served on the Faculty Affairs Committee (FAC), and most recently as Chair from 2014 to 2016. During my time as Chair, FAC has successfully brought motions to the Senate that updated the Department Chair policy and the Senate bylaws. Ongoing FAC projects include a resolution on overload benefit rates charged by UA and, in collaboration with the Unit Criteria Committee, revisions to the "Faculty Blue Book."

I have broad-based experience in several areas of the University of Alaska mission that help make me uniquely qualified to represent all UAF Faculty as Senate President-Elect. Research Faculty are not tenure-track and typically set bipartite workloads composed of research and service. However, even as research faculty I also regularly take on tripartite workloads that include teaching, previously at the invitation of the College of Engineering and Mines, and currently at the invitation of the College of Natural Science and Mathematics. Formerly as a graduate student, I occasionally taught on an adjunct basis through multiple modalities including online, blended, and classroom (including remote classrooms) at satellite classrooms located throughout Alaska and the United States. My research projects studying the Arctic Space Environment have been externally funded by the Air Force Office of Scientific Research and the National Science Foundation. One particularly unique project involved productive collaboration with students and faculty in the College of Liberal Arts.

During this time of uncertainty for UA, it is important for the Faculty Senate, through shared governance, to act for faculty-driven growth of the core research, service, and teaching missions of UAF rather than simply accepting administrative-driven cuts. The key driver of recent acute Alaska state budget crises affecting UA is the volatility of an economy dominated by resource extraction. As such, it is imperative that the faculty of UAF take on leading responsibilities for promoting the undeveloped Alaska knowledge economy by strengthening the core UA academic missions that continue to serve Alaskans throughout the state and the country. As President-Elect of Faculty Senate, I will advocate for all Faculty at UAF and help to strengthen the academic missions of the university through the framework and opportunities of shared governance.

ATTACHMENT 214/3
UAF Faculty Senate #214, April 4, 2016
Submitted by the OSSYA Screening Committee

**MOTION**:

The UAF Faculty Senate moves to confirm the nomination of Dr. Andrea Ferrante for Outstanding Senate Service of the Year for 2015-2016

EFFECTIVE: Immediately

RATIONALE: The screening committee has carefully reviewed the nominations according to the award criteria, and with concurrence of the Faculty Senate President, forwards the nomination of Dr. Ferrante for confirmation by the Faculty Senate. Procedures stipulate that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

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ATTACHMENT 214/4
UAF Faculty Senate #214, April 4, 2016
Submitted by the Unit Criteria Committee

**MOTION:**

The UAF Faculty Senate moves to approve the Unit Criteria for the Institute of Northern Engineering (INE), housed administratively in the College of Engineering and Mines.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Institute of Northern Engineering. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

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# UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF *INSTITUTE OF NORTHERN ENGINEERING (INE) RESEARCH* FACULTY AND INE UNIT CRITERIA, STANDARDS, AND INDICES

***THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE INSTITUTE OF NORTHERN ENGINEERING DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.***

***RESEARCH FACULTY ARE NOT ELIGIBLE FOR TENURE. AS MODIFIED THIS DOCUMENT REPRESENTS RESEARCH FACULTY THAT DO NOT HAVE A JOINT APPOINTMENT WITH AN ACADEMIC DEPARTMENT. FACULTY WITH JOINT APPOINTMENTS WITH INE AND AN ACADEMIC DEPARTMENT ARE TO BE EVALUATED ACCORDING TO THE ACADEMIC DEPARTMENT'S UNIT CRITERIA.***

## CHAPTER I

### Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

## *PREAMBLE*

***THE PURPOSE OF UNIT CRITERIA FOR INE IS TO ESTABLISH METRICS FOR RESEARCH FACULTY TO ASSESS THEIR PROFESSIONAL GROWTH, TO GUIDE FACULTY PREPARATION OF MATERIALS FOR PEER REVIEW PANELS, AND TO GUIDE PEER REVIEW PANEL MEMBERS EVALUATING CANDIDATES SEEKING PROMOTION. UNIT CRITERIA METRICS FOCUS ON A RESEARCH FACULTY MEMBER'S TOTAL CONTRIBUTIONS, IMPACT, AND STATURE AS THEY RELATE TO THE CURRENT WORK ASSIGNMENT, WHICH SHOULD DEMONSTRATE PROFESSIONAL GROWTH AT EACH FACULTY RANK.***

***THE INE UNIT CRITERIA ARE MEANT TO SATISFY A NEED, IDENTIFIED BY BOTH RESEARCH FACULTY AND PEER REVIEW PANEL MEMBERS, TO HAVE SPECIFIC GUIDELINES DESCRIBING WORK PERFORMANCE EXPECTATIONS AT EACH FACULTY RANK (ASSISTANT, ASSOCIATE AND FULL PROFESSOR). THE INE UNIT CRITERIA INCLUDE THE BASE LEVEL PERFORMANCE REQUIREMENTS OF THE UNIVERSITY WITH ADDITIONS TO ADDRESS THE DIVERSE WORK AREAS UNDERTAKEN BY INE RESEARCH FACULTY.***

***RESEARCH FACULTY WITHIN INE CONDUCT A BROAD ARRAY OF ACTIVITIES THAT FALL INTO THE CATEGORIES OF BASIC RESEARCH, APPLIED RESEARCH AND TECHNOLOGY DEVELOPMENT, ENGINEERING RESEARCH AND PRACTICE, AND COMMERCIALIZATION OF INTELLECTUAL PROPERTY. RESEARCH FACULTY PROVIDE TECHNICAL CONSULTING TO INDUSTRY, GOVERNMENT ENTITIES, AND COMMUNITY STAKEHOLDERS, AND THEY FORM RESEARCH AND DEVELOPMENT AND TECHNOLOGY IMPLEMENTATION PARTNERSHIPS WITH INDUSTRY, ACADEMIC COLLABORATORS, AND COMMUNITY STAKEHOLDERS. THE RANGE OF DISCIPLINE FOCUS WITHIN INE CAN INCLUDE PHYSICAL, BIOLOGICAL AND ECOLOGICAL SCIENCES AS WELL AS ENGINEERING, ECONOMICS, AND BIOMEDICAL RESEARCH. THE DIVERSITY OF ACTIVITY AND DISCIPLINE FOCUS MAKE IT CHALLENGING TO EXAMINE INE RESEARCH FACULTY PROFESSIONAL ACCOMPLISHMENTS SINCE MEASURES OF CONTRIBUTION, IMPACT, AND STATURE VARY FOR THESE DIVERSE DISCIPLINES. INE DEFINITIONS OF CONTRIBUTIONS, IMPACT, AND STATURE NEED TO BE SUFFICIENTLY GENERAL TO ENCOMPASS THIS BREADTH OF WORK FOCUS AND ACTIVITIES.***

***CONTRIBUTIONS ARE INDICATIVE OF A RESEARCH FACULTY MEMBER'S KNOWLEDGE, SKILLS AND EXPERIENCE; THEY ARE THE MEANS OF COMMUNICATING RESULTS TO A BROADER COMMUNITY, THUS ENSURING THE HIGHEST DEGREE OF POTENTIAL IMPACT FROM THE WORK. CONTRIBUTIONS MAY INCLUDE PUBLICATIONS, PROPOSALS, INNOVATIONS AND INTELLECTUAL PROPERTY, TECHNOLOGY DEVELOPMENT AND TRANSFER, AND CAPACITY GROWTH WITHIN THE UNIVERSITY OR EXTERNAL ENTITIES. THE TYPE OF CONTRIBUTION IS LESS IMPORTANT THAN ITS IMPACT. FOR EXAMPLE, PUBLICATIONS MAY INCLUDE JOURNAL ARTICLES, BOOKS,***

***CUSTOMER REPORTS, MAPS, INTERPRETIVE MATERIALS, PHYSICAL MODELS, REVIEWS AND MONOGRAPHS.***

***IMPACT IS THE MEASURE OF THE IMPORTANCE OF A RESEARCH FACULTY MEMBER'S CONTRIBUTIONS TO SCIENCE, ENGINEERING, COMMUNITIES, INDUSTRY, ECONOMICS, AND OTHER FACETS OF SOCIETY AND THE NATURAL WORLD. GIVEN THE INQUIRY NATURE OF A RESEARCH FACULTY MEMBER'S WORK, RESULTS CAN AFFECT MANY AREAS OF SOCIETY. MEASURES OF IMPACT MAY INCLUDE SETTING NEW RESEARCH DIRECTIONS, DEVELOPING NEW TECHNIQUES OR TOOLS TO BE USED BY OTHERS, INCREASING THE CAPACITY OR EFFICIENCY OF PROGRAMS OR ORGANIZATIONS TO PERFORM THEIR MISSION OR CONDUCT BUSINESS, AND INFLUENCING ORGANIZATIONAL POLICY OUTCOMES.***

***STATURE IS A FUNCTION OF THE RECOGNITION THAT A RESEARCH FACULTY MEMBER RECEIVES FROM THE SCIENTIFIC/ENGINEERING COMMUNITY AND/OR SOCIETY. EXPRESSIONS INDICATIVE OF STATURE MAY INCLUDE REQUESTS FOR EXPERT ADVICE AND CONSULTATION BY OTHER PROFESSIONALS, MANAGERS OR ORGANIZATIONS; REQUESTS TO LEAD RESEARCH TEAMS OR PROJECTS; AND INVITATIONS TO SERVE ON ADVISORY OR REVIEW BOARDS/PANELS. STATURE MAY ALSO BE INDICATED BY REQUESTS TO ORGANIZE OR CHAIR COMMITTEES, WORKSHOP OR SYMPOSIA; INVITATIONS TO ADDRESS SCIENTIFIC OR PROFESSIONAL ORGANIZATIONS; RECOGNITION BY PROFESSIONAL SOCIETIES OR EXTERNAL GROUPS; OR HONORS AND AWARDS.***

***THE FOLLOWING SECTIONS IN THE INE UNIT CRITERIA DESCRIBE ACTIVITIES RELEVANT TO ACCOMPLISHMENTS AT THE ASSISTANT, ASSOCIATE AND FULL PROFESSOR RANKS. THESE SECTIONS ATTEMPT TO ACCOUNT FOR THE BROAD CATEGORIES OF FOCUSED WORK THAT ENCOMPASS INE RESEARCH FACULTY EFFORTS.***

## CHAPTER II

## Initial Appointment of Faculty

### A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

### B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

### C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

**D. Process for Appointment of Faculty with Special Academic Rank**

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

**E. Following the Selection Process**

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

**F. Letter of Appointment**

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

## CHAPTER III

## Periodic Evaluation of Faculty

For promotion to associate professor, an assistant professor has to meet the criteria at the associate level. For promotion to full professor an associate professor has to meet the criteria for full professor. Criteria for associate and full professor include an assumption that criteria at the previous level(s) continue to be met. Listed examples are not meant to imply that all of those provided are equally meritorious.

**A. General Criteria**

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence ***AS DEMONSTRATED BY FACULTY CONTRIBUTIONS, IMPACT AND STATURE AS DEFINED IN THE PREAMBLE*** from the following areas: 1) effectiveness in teaching ***WHEN INCLUDED IN THE WORKLOAD ASSIGNMENT*** 2) achievement in scholarly activity; and 3) effectiveness of service**.**

**Bipartite Faculty**

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

## B. Criteria for Instruction

***THIS SECTION DOES NOT APPLY TO BIPARTITE RESEARCH FACULTY WITH BIPARTITE WORKLOADS. FOR A BIPARTITE RESEARCH FACULTY WITH A BIPARTITE WORKLOAD, ANY TRAINING, EDUCATION AND WORKFORCE DEVELOPMENT ACTIVITIES ARE DESCRIBED UNDER THE CRITERIA FOR RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY. HOWEVER, BIPARTITE FACULTY MAY TEMPORARILY ACCEPT A TRIPARTITE FUNCTION, I.E. THE FACULTY IS FORMALLY TEACHING A CLASS, AND IF SO, A TRIPARTITE FUNCTION SHOULD BE CONSIDERED DURING PROMOTION REVIEW IF THE RESEARCH FACULTY MEMBER HAS AN ASSIGNED TEACHING WORKLOAD. THE TRIPARTITE EVALUATION SHOULD BE PART OF THE REVIEW IN THE SAME PROPORTION AS IT IS TO THE WHOLE WORKLOAD FOR THE ENTIRE REVIEW PERIOD.***

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

### 1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

**2. Components of Evaluation**

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

## C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline ***AND AUDIENCE.*** Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

**1. Achievement in Research, Scholarly and Creative Activity**

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

**2. Components of Research, Scholarly and Creative Activity**

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Grants and contracts to fund research, development, creative works and consulting services.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art ***AND ENGINEERING WORK, SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS*** at galleries, ***CONFERENCES AND MUSEUMS,*** selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art ***AND ENGINEERING WORKS***, ***SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS*** and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***INVENTION DISCLOSURES WITH SUBSTANTIAL DOCUMENTATION, PATENT APPLICATIONS AND AWARDS, AND TRANSFER OF DEVELOPED INTELLECTUAL PROPERTY (PATENTS, COPYRIGHTS, AND TRADE SECRETS) TO A COMMERCIAL ENTITY.***

***n. INVITATION TO EDIT OR REFEREE ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS CAN BE TAKEN AS EVIDENCE OF OBTAINING STATURE FROM COLLEAGUES***.

***o. INVITATION TO PARTICIPATE IN THE DEVELOPMENT OF STANDARDS AND REGULATION BY NATIONALLY AND INTERNATIONALLY RECOGNIZED STANDARDIZATION BODIES AND REGULATORY ENTITIES, AS WELL AS THE CONSULTING ON THE DEVELOPMENT OF STANDARDS, REGULATIONS AND LEGISLATION.***

***p. TECHNICAL REPORTS PROVIDED TO AN EXPERT AUDIENCE OR PRIVATE ENTITY.***

***q. ACQUISITION, DOCUMENTATION AND TRANSFER TO THE PUBLIC DOMAIN***

***OF SIGNIFICANT DATA SETS.***

***r. STRATEGIC PLANNING AND TECHNICAL AND SCIENTIFIC LEADERSHIP OF RESEARCH FACILITIES AND INFRASTRUCTURE TO DEVELOP NEW RESEARCH CAPABILITIES, DEVELOP RESEARCH PARTNERSHIPS, AND THE SUPPORT OF NON-TRADITIONAL BUSINESS VENTURES AND APPLIED RESEARCH AT THE UNIVERSITY, E.G. RECHARGE AND ENTERPRISE CENTERS.***

***s. SUCCESSFUL MENTORING/TEACHING OF INTERNS, UNDERGRADUATE AND GRADUATE STUDENTS INCLUDING BUT NOT LIMITED TO; FORMAL AND INFORMAL ADVISING, LABORATORY TRAINING, PARTICIPATION IN FIELD WORK, UNDERGRADUATE COMPLETION OF RESEARCH PROJECTS (E.G. URSA, CAPSTONE PROJECTS ETC.), STUDENT/INTERN PUBLICATIONS, CONFERENCE PAPERS, AND POSTERS STEMMING FROM PI/CO-PI RESEARCH, CURRICULUM DEVELOPMENT, GUEST LECTURES AND OTHER COURSE ACTIVITIES, STUDENT RECRUITMENT/RETENTION (INCLUDING FUNDING OPPORTUNITIES FOR GRADUATE AND UNDERGRADUATE STUDENTS).***

***SPECIFIC INE CRITERIA FOR <u>RESEARCH PERFORMANCE</u> BEFORE PROMOTION/ TENURE OR APPOINTMENT TO:***

***I. RESEARCH ASSISTANT PROFESSOR: EVIDENCE OF EXPERTISE, ABILITY AND INTENT TO ESTABLISH A SUSTAINED RESEARCH PROGRAM AT INE.***

***II. RESEARCH ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT TRANSLATE INTO FUNDED INDEPENDENT AND/OR COLLABORATIVE PROJECTS OR PUBLICATIONS. EXAMPLES FOR SUCH A RESEARCH PROGRAM MAY INCLUDE:***

- ***LEADERSHIP IN PREPARATION AND SUBMISSION OF RESEARCH PROPOSALS;***
- ***ACQUISITION OF EXTERNAL RESEARCH FUNDING;***
- ***PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS, OR EQUIVALENT, DEMONSTRATING SIGNIFICANT SCIENTIFIC CONTRIBUTIONS. IT IS IMPORTANT FOR THE FACULTY MEMBER TO CLEARLY DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS IN THE NARRATIVE.***
- ***PRESENTATION OF RESEARCH RESULTS AT NATIONAL PROFESSIONAL MEETINGS;***
- ***COMPLETION OF CONTRACT RESEARCH REPORTS;***
- ***DEVELOPMENT OF INTELLECTUAL PROPERTY INTO PROTECTED FORMATS (PATENTS, INCLUDING PENDING PATENTS, COPYRIGHTS, AND TRADE SECRETS) AND COMMERCIALIZATION OF SUCH INTELLECTUAL PROPERTY THROUGH UNIVERSITY OR PRIVATE VENTURES;***
- ***PROVISION OF GUIDANCE TO PROFESSIONAL ORGANIZATIONS, AND***

***BRANCHES OF GOVERNMENT, E.G., BOARD OF ADVISORS, STANDARD COMMITTEES, CONSULTING ON IMPACTS OF LEGISLATIVE ACTION;***

- ***INVITED PARTICIPATION IN PEER REVIEW ACTIVITIES;***
- ***PUBLICATION OF RELEVANT DATA AND METADATA, CONTRIBUTION TO CYBER STRUCTURE, OR CONTRIBUTION TO PUBLICLY AVAILABLE COMPUTER MODELS;***
- ***SUCCESSFUL MENTORING OF GRADUATE AND/OR UNDERGRADUATE STUDENT RESEARCH (WHICH CAN BE DEMONSTRATED FOR INSTANCE BY ONE OR MORE OF THE FOLLOWING: STUDENT PRESENTATIONS, PUBLICATIONS, AWARDS OR GRANT SUCCESS).***

***THE PEER REVIEW PANEL SHOULD ENSURE THAT PUBLICATIONS AND MEETINGS ARE SPONSORED BY REPUTABLE ORGANIZATIONS. PAPERS IN PROCEEDINGS OF CONFERENCES KNOWN FOR RIGOROUS PEER-REVIEW AND DOCUMENTED LOW ACCEPTANCE RATES MAY BE CONSIDERED AS SUPPLEMENTAL PUBLICATIONS, WHERE APPLICABLE. PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR, AND THEIR CO-AUTHOR'S(S') ROLE AND CREATIVE CONTRIBUTIONS IN MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE FACULTY ROLE AND CONTRIBUTIONS ALSO APPLIES TO COLLABORATIVE PROPOSALS.***

***III. RESEARCH PROFESSOR: MUST HAVE SUSTAINED A CONSISTENT, PRODUCTIVE, INDEPENDENT AND/OR COLLABORATIVE RESEARCH PROGRAM(S) SINCE ADVANCEMENT TO RESEARCH ASSOCIATE PROFESSOR. A RESEARCH PROGRAM SHOULD HAVE PRODUCED QUALITY RESEARCH PRODUCTS THAT MAKE SIGNIFICANT IMPACT TO THE FIELD AND TO HAVE EARNED THE FACULTY MEMBER NATIONAL AND/OR INTERNATIONAL STATURE IN THE AREA OF RESEARCH. THIS COULD BE DOCUMENTED THROUGH:***

- ***SERVICE IN A LEADERSHIP ROLE IN PROJECT AND PROGRAM EXECUTION, FOR EXAMPLE IN INTERNAL PROJECT TEAMS, COMPLEX MULTI-DISCIPLINARY AND/OR MULTI-AGENCY OR MULTI–INSTITUTION PROJECTS***
- ***QUALITY PUBLICATIONS IN RIGOROUS PEER-REVIEWED JOURNAL ARTICLES, CONFERENCE PUBLICATIONS AND OTHER FORMS OF LITERATURE SUCH AS MONOGRAPHS, BOOKS, REVIEWS, AGENCY AND CUSTOMER REPORTS, MODELS, MAPS, AND NOVEL INTERPRETATIVE MATERIALS. FOR EXAMPLE, EVIDENCE OF QUALITY PUBLICATIONS MAY INCLUDE:***
    - ***THE NUMBER OF CITATIONS PAST PUBLICATIONS HAVE RECEIVED***
    - ***THE QUALITY OF THE JOURNALS SUCH AS THEIR "IMPACT FACTOR"***
    - ***EXTERNAL REVIEWS STATING THE PAPERS MADE MAJOR CONTRIBUTIONS***
    - ***INVITED TALKS AND BOOK CHAPTERS***
    - ***PROFESSIONAL AWARDS***
- ***SERVICE IN A LEADERSHIP ROLE IN PROJECT AND PROGRAM EXECUTION, FOR EXAMPLE IN INTERNAL PROJECT TEAMS, COMPLEX***

***MULTI-DISCIPLINARY AND/OR MULTI-AGENCY OR MULTI–INSTITUTION PROJECTS***

- ***IMPACTS MAY INCLUDE SETTING NEW RESEARCH DIRECTIONS, DEVELOPING NEW TECHNIQUES OR TOOLS TO BE USED BY OTHERS, INCREASING THE CAPACITY OR EFFICIENCY OF PROGRAMS OR ORGANIZATIONS TO PERFORM THEIR MISSION OR CONDUCT BUSINESS, AND INFLUENCING ORGANIZATIONAL POLICY OUTCOMES.***
- ***THE FACULTY MEMBER SHOULD HAVE ATTAINED A NATIONAL AND/OR INTERNATIONAL REPUTATION WHICH MAY BE DEMONSTRATED BY:***
    - ***A HIGH NUMBER OF PROFESSIONAL ARTICLE EXTERNAL CITATIONS;***
    - ***PROFESSIONAL ACTIVITIES WITH EXTERNAL COLLABORATORS;***
    - ***PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS;***
    - ***INVITATIONS TO ADDRESS SCIENTIFIC OR PROFESSIONAL ORGANIZATIONS;***
    - ***INVITATIONS TO WRITE SYNTHESIS PAPERS;***
    - ***REQUESTS TO ORGANIZE OR CHAIR COMMITTEES, WORKSHOPS, OR SYMPOSIA;***
    - ***RECOGNITION BY PROFESSIONAL SOCIETIES AND EXTERNAL GROUPS;***
    - ***HONORS AND AWARDS; OR***
    - ***DOCUMENTED OPINIONS OF OTHER ENGINEERS AND/OR SCIENTISTS IN THE FIELD.***

***THE PEER REVIEW PANEL SHOULD ENSURE THAT PUBLICATIONS AND MEETINGS ARE SPONSORED BY REPUTABLE ORGANIZATIONS. PAPERS IN PROCEEDINGS OF CONFERENCES KNOWN FOR RIGOROUS PEER-REVIEW AND DOCUMENTED LOW ACCEPTANCE RATES MAY BE CONSIDERED AS SUPPLEMENTAL PUBLICATIONS, WHERE APPLICABLE. PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR, AND THEIR CO-AUTHOR'S(S') ROLE AND CREATIVE CONTRIBUTIONS IN MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE FACULTY ROLE AND CONTRIBUTIONS ALSO APPLIES TO COLLABORATIVE PROPOSALS.***

**D. Criteria for Public and University Service**

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

***EXPECTATIONS FOR THE SERVICE COMPONENT OF A BIPARTITE POSITION WITHIN INE WILL VARY BY INDIVIDUAL RESEARCH FACULTY AND WILL BE EXPLICITLY OUTLINED IN BIANNUAL WORKLOAD ASSIGNMENTS. IT IS NOT UNUSUAL THAT THE SERVICE COMPONENT IS 10% OR LESS OF THE BIANNUAL WORKLOAD.***

1. **Public Service**

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

***l. HOSTING EVENTS AT RESEARCH FACILITIES, E.G., TOURS, OPEN HOUSES ETC. INTENDED FOR PUBLIC OR PROFESSIONAL OUTREACH (MAY ALSO BE COUNTED AS UNIVERSITY OR PROFESSIONAL SERVICE DEPENDING ON THE AUDIENCE).***

2. **University Service**

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

***c.*** Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school. ***WITHIN THE INE THIS MAY INCLUDE RESEARCH CENTER DIRECTOR.***

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY***.

j. Prizes and awards for excellence in university service.

**k.** ***SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.***

l. ***PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION***.

**3. Professional Service**

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

***g. SERVING AS A MENTOR/ADVISOR, COMMITTEE MEMBER OR EXTERNAL EXAMINER FOR STUDENTS AT OTHER INSTITUTIONS.***

**4. Evaluation of Service**

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ATTACHMENT 214/5
UAF Faculty Senate #214, April 4, 2016
Submitted by the Faculty Affairs Committee

**RESOLUTION:**

**WHEREAS** the UA charges different leave and benefit rates to the units for overload teaching assignments for full-time faculty members than for teaching assignments for adjunct faculty and staff members. The benefit rate charged for overload teaching assignments for full-time faculty members is considerably higher than for teaching assignments for adjunct faculty and exempt staff, leading to the denial of overload contracts for full time faculty due to significantly higher cost; and

**WHEREAS** the UA currently charges the units combined leave and benefit rates of
UNAC 46.3% ((salary × 13.7% leave) × 28.7% benefits)
UAFT 45.5% ((salary × 12.7% leave) × 29.1% benefits)
for teaching overload contracts for full-time faculty members; and

**WHEREAS** the full-time faculty member does not receive any additional benefits or leave except for incremental retirement contributions outside their main contract; and

**WHEREAS** the effective leave and benefit rate charged to units for teaching assignments for adjunct faculty and exempt staff members is 10.70%; and

**WHEREAS** as a result, overload contract for full time faculty members are charged an additional 35.6% UNAC, 34.8% UAFT in leave and benefits, substantially inflating the cost of these contract to the units. Because of the higher cost, some units regularly and categorically deny overload contracts to full-time faculty members; and

**WHEREAS** the question arises whether an overload teaching contract for full time faculty members truly generates leave and benefits cost of 35.6% UNAC, 34.8% UAFT warranting the charges to the units; now

**THEREFORE BE IT RESOLVED THAT** the UAF Faculty Senate requests the UA Statewide to set overload teaching contract leave and benefit rates for full-time faculty members in line with the teaching contract leave and benefit rates for adjunct faculty and exempt staff.

ATTACHMENT 214/6
UAF Faculty Senate #214, April 4, 2016
Submitted by the Curricular Affairs Committee

**MOTION:**

The Faculty Senate moves to limit each program designator (e.g. ANS, ECON) in the list of general education requirements for the baccalaureate degree to no more than five (5) total courses in humanities, arts, and social sciences.

EFFECTIVE: Fall 2016

RATIONALE: Placing this modest limit on the number of courses per program per list will:

- Allow the GER to be regularly and systematically assessed without frequent changes in course offerings
- Provide a list of courses to students from which to choose that realistically reflects available courses
- Ensure that courses on each list are carefully considered and designed to meet GER specifications

The Faculty Senate adopted a resolution at its May 7, 2015 meeting calling for the adoption of a classification list system that will meet general education requirements in arts, humanities, and social sciences.

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ATTACHMENT 214/7
UAF Faculty Senate #214, April 4, 2016
Submitted by the Curricular Affairs Committee

**MOTION:**

The UAF Faculty Senate moves to approve a new minor in Creative Writing, housed in the English Department at the College of Liberal Arts.

Effective: Fall 2016

Rationale: There is a strong interest in creative writing among UAF's students. However, currently creative writing courses can only be used to satisfy (h) or (w) requirements, or as electives. This minor aims to satisfy student demand for creative writing to constitute a formal part of a degree program.

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**Overview:**

Creative writing is already an .important and high-profile discipline in CLA: the English Department offers an MFA in Creative Writing (with 30 students currently enrolled), as well as a combined MFA/MA degree (creative writing/literature). The faculty expertise and program-strengthening structures necessary for the MFA will form a solid basis for the minor: the English Department already has the faculty needed to run the minor, hosts the Midnight Sun Visiting Writer Series (which brings high-profile writers to UAF to present their work, provide craft talks, and meet one-on-one with students to discuss their writing), and is home to two creative writing journals: the undergraduate journal, *Ice Box* and the graduate journal, *Permafrost*.

The minor in creative writing will build on an already necessary restructuring of the undergraduate creative writing curriculum. The proposed new curriculum replaces the current three introductory genre-specific courses (ENGL F271, F272, F273 that focus on fiction, poetry and nonfiction respectively) with a multi-genre introductory course, offering genre-specific courses in fiction, nonfiction and poetry at the 300-level, and offering the existing Topics in Creative Writing as a 400-level course. Such a restructuring makes for a more pedagogically sound curriculum, providing students a suite of courses that starts with the teaching of principles and skills applicable across the genres then progresses towards more advanced study at the 300- and 400-level.

**Proposed Minor Requirements:**

Complete the following:

Complete the following:

1. ENGL F270X Introduction to Creative Writing 3credits
2. Two of the following:
   ENGL F375 W: Intermediate Creative Writing: Fiction (h) 3 credits
   ENGL F376 W: Intermediate Creative Writing: Poetry (h) 3 credits
   ENGL F377 W: Intermediate Creative Writing: Nonfiction (h) 3 credits

3. Two of the following:
    ENGL F470 W: Topics in Creative Writing (h)  3 credits
    ENGL F471 W: Undergraduate Writers' Workshop (h)  3 credits
    ENGL F488 W: Dramatic Writing (h)  3 credits
4. Minimum credits required: 15 credits

**Relationship to Purposes of the University:**

*Shaping Alaska's Future* asserts that to preserve local traditions, UA should position itself as "a major center of culture and the arts in Alaska." By offering a minor in creative writing, UAF will be further aligning itself with this mission, providing a means to nurture artistic talent and foster Alaska's culture in Interior Alaska. Undergraduate students whose passion lies in artistic and cultural expression through writing will be more likely to attend UAF if creative writing is offered as a formal part of their degree; by addressing their interests and providing a formal means to explore them, UAF will be more likely to engage and retain these students. There is existing demand from students for creative writing to form a recognized part of their degree program. UAF already provides formal study of the arts at the undergraduate level in music, theatre and art. By formalizing creative writing, the arts programs offered at UAF overall will be strengthened.

ATTACHMENT 214/8
UAF Faculty Senate #214, April 4, 2016
Submitted by the Curricular Affairs Committee

**MOTION:**

The UAF Faculty Senate agrees to discontinuation of the BA in Theatre, housed in the College of Liberal Arts.

EFFECTIVE: Fall 2016

RATIONALE: As part of the special program review process, a curriculum overhaul was approved which phases out the BA in Theatre, while incorporating a Theatre track within the expanded BA in Film, to be called Film and Performing Arts.

**********

**Background and Information:**

In response to Special Program Review, Provost Henrichs has approved the Department of Theatre & Film's Improvement Plan which involves a major curricular overhaul. We are taking our two separate BA degrees, Theatre (THR) and Film (FLM), and combining them to create one BA in Film & Performing Arts, with the new course designator: FLPA. We will maintain minors in both Theatre and Film.

Because we don't want to lose students interested in Theatre, we would like the "Theatre" section of the catalog to remain with information about the Theatre Minor and with a note to see the "Film and Performing Arts (Theatre Track)" BA section of the catalog for major information.

Both the Theatre and Film programs housed within the Department of Theatre and Film contribute substantially to the departmental mission of providing training in the discipline of the Dramatic Arts. *We propose an expansion of the Film BA to include a track in "Theatre" while we phase out the Theatre BA.* This innovative restructuring at the departmental level will yield the most fruitful results in terms of attracting new majors, retaining current majors and minors in both Theatre and Film, increasing class enrollments, producing graduates in a timely manner, and cutting costs.

The Theatre and Film programs are affected by this shift. All of our former FLM and THR courses that were cross-listed with other departments such as Journalism, Art, and English still will be as FLPA courses cross-listed with other departments. By maintaining our strong relationships with Alaska Native Studies, Anthropology, Art, English, Foreign Languages, Journalism, History and Northern Studies, we will continue to support the interdisciplinary approach to film *studies* while maintaining a curriculum for *film production and performance* within our own department.

ATTACHMENT 214/9
UAF Faculty Senate #214, April 4, 2016
Submitted by the Administrative Committee

To: President Johnsen, Interim-Chancellor Powers, Provost Henrichs, and VCAS Burrell

From: UAF Faculty Senate

Approved: April 4, 2016

Re: Strategic Pathways Implementation and Potential Impact

We begin by thanking President Johnsen for requesting the Faculty Alliance and other governance groups on March 14 to develop criteria for evaluation of academic programs and administrative services for inclusion in Phase 1 of Strategic Pathways (SP). We have three broad recommendations for the overall implementation of SP that we believe will assist UA in preserving the academic excellence and service we provide to Alaska during these difficult times:

- That the changes in academic programing at each university be undertaken in a way that does not provide a temporary illusion of cost savings while significantly reducing the ability to generate revenue and that the core mission of the university system be protected.
- That SP and budget adjustments be coordinated across the university system so as not to result in decisions that contravene the ultimate goals of SP.
- That a pathway for reorganization of administrative services be included along with the SP process in order to ensure that all areas of the university system are strategically reorganized.

1. The senate understands that academic programs draw the bulk of cost for the university and are therefore the focus of SP in its current form. However, academic programs are also the core mission of the university and must be handled with care in any restructuring. It is still unclear if there will be significant cost savings through the reorganization of academic programs using SP and it could be anticipated that such reorganization may impact revenue generation and potentially quality of our offerings. **The UAF faculty senate strongly supports the feedback of the Planning and Budget Committee of UAF to you on March 14, 2016, on the SP concept**. In particular, we agree that any changes must be made with the following questions in mind:
   - *Will a particular implementation of Strategic Pathways help UA to educate Alaskans at a reduced cost?*
   - *Will a particular implementation of Strategic Pathways improve Alaska's college enrollment, retention, and graduation rates?*
   - *Will a particular implementation of Strategic Pathways improve the ability of students to transfer among UA institutions?*

2. The senate feels that there are still significant unclear aspects of SP, its implementation schedule, and its potential impact. Currently, UAF is struggling with state appropriated budget cuts and strategy to balance the budget for FY 17. However, such planning is being done without the broad consideration of potential alignment to SP concepts. **Each campus is planning independently to meet the gap, without considering how SP is going to shift costs across the UA system**. This is particularly troublesome, because each university will make adjustments that are deeper than a shared planning of cost adjustments within the SP purview. Hence, programs might be cut inadvertently, which could have survived and been strengthened.

3. Finally, the senate feels strongly that there is a significant lack of information or direction on how SP will address reorganization of Administrative Services at UAF and across the UA system in the context of budgetary planning and future directions. It is evident that vacant faculty positions are not being filled at this point while many senior administrative positions are being actively searched for filling. Do these positions contribute critically to the core mission of the university? Or, could the university be equally effective without those positions being filled, focusing instead on serving and strengthening the core mission of academic excellence and job training? For research to remain viable, or even grow as a revenue source, administrative positions related to proposal writing and contracting are important to preserve and align closely with the needs of researchers. **It may be prudent to develop a "concept" similar to SP where administrative services (major blocks or units) be strategically reorganized using the same principles of focus, access, scope, excellency, and consistency put forth by SP for academic programs**. Such concept and implementation, in parallel with academic program reorganization may have a positive impact on the implementation of SP and reduction of adverse impact on each university within the UA system.

Thank you very much for your attention and consideration. We appreciate all your diligence in protecting the interest of UAF during these difficult times.

# REPORT TO THE FACULTY SENATE AND PROVOST: REVITALIZING THE MATHEMATICS PHD

In Faculty Senate meeting #191 on May 6, 2013, a motion was passed that the Faculty Senate supports continuation of the PhD program in Mathematics at UAF, contingent on the Department of Mathematics and Statistics submitting annual reports to the Faculty Senate each December until the next program review, originally scheduled for this academic year. This document is a fourth progress report. (An additional progress report with enrollment numbers was drafted in April 2014 at the request of the Faculty Senate.)

A copy of the original revitalization plan is attached as an appendix.

**Recruitment.** DMS is actively working to attract strong students to its PhD program. We now have four PhD students who are enrolled, or about to enroll. One other initially accepted admission, but for family reasons later declined. Most of these have come as the result of direct contact with and encouragement from UAF DMS faculty members. This seems to be an effective means to recruit graduate students to UAF.

(1) [redacted] started in Fall of 2014 as an MS/PhD student.

[redacted] passed his MS comprehensive exams in Spring 2015, and is making excellent progress in the program. He is being advised on an MS thesis by Prof. Allman, and should earn the MS in Spring 2016. For his PhD he will be advised by Prof. Berman or Prof. Williams.

(2) [redacted] started in Fall 2015 as an MS/PhD student.

She will be advised by Prof. Avdonin.

(3) [redacted] started in Fall 2015 as an MS/PhD student.

She will be advised by Prof. Rybkin.

(4) [redacted] was accepted as MS/PhD student and will begin in Spring 2016.

He will be advised by Prof. Allman.

Students who initially accepted admission at UAF and then declined:

(1) [redacted] planned to start in January 2015 as an MS/PhD student, under Prof. Avdonin.

We are continuing to look for good potential PhD students, and encourage their applications. With six math faculty expressing a strong interest in PhD supervision, we still have capacity to admit several more students. After an initial period of serving as teaching assistants, most PhD students will transition to teaching courses (as Baños will in Spring 2016). Through teaching and some grant funding (see below), we believe that even in a time of tight budgets we can fund several more students without negatively impacting other programs.

*Commentary:* One of the main concerns expressed about the Mathematics PhD at UAF in previous years was that only one faculty member, Prof. Avdonin, had supervised PhD research in recent years. That we now have at least 4 different faculty advising PhD students is a marked improvement to the Mathematics PhD program at UAF. In addition, our PhD students are very strong, and their presence in the department — dedicated, hard-working, motivated students — improves the educational atmosphere for all mathematics graduate students at UAF.

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*Date*: November 30, 2015.

**Revision of PhD program of study.** The PhD revitalization committee has worked incrementally to revise the MS examination system both to help MS students graduate more quickly and to make the examination system fit better with the goals of training independent researchers (future PhD recipients). The PhD examinations (comprehensive exams, advancement to candidacy) and examination schedule is set. There is still a need for further refinements to the Master's level examination system, but this requires a broader departmental discussion that has been slowed down by a large number of sabbatical leaves.

*Commentary:* One of the best outcomes of DMS' PhD revitalization plans is that the faculty has looked more carefully at its Master's examination procedure, which needs modification. This work is not complete, but the dialog about the system has begun the process of revision. This has strengthened the Master's program of study at UAF.

**Funding.** Four DMS faculty (Allman, Berman, Rhodes, Williams) interested in advising PhD's made federally funded grant applications in Fall 2014. Of these, Allman and Rhodes' application was successful with the award of an NIH R01 grant in late summer 2015. This grant includes funding for a PhD student for three years, and for a post-doctoral researcher for two years (9 months per year). Many other DMS mathematics faculty are grant-funded (Avdonin, Bueler, Rybkin, Maxwell) though we note that Avdonin was required by his program officer to *remove* the funding he sought for a graduate student.

*Commentary:* Without a doubt, having a PhD program, even a small one, increases the competitiveness of DMS faculty in applying for federally funded grants. In these times of tight budgets, when one of the priorities put forth by President Johnsen for generating revenues at UAF is to increase research productivity, it is extremely important that faculty of all departments at UAF remain competitive for research funding.

**Allocation of resources.** It is important to point out that PhD students at UAF do not affect the budget concerns of DMS and UAF more generally. (In fact, the presence of PhD students may help. See below.) The PhD program has been designed as a program of individual study and mentorship between a student and faculty advisor. This model is the 'European' one, or the 'British' one, where a student pursues independent research with a faculty 'tutor.' There are no additional classes offered at the graduate level that are exclusively for PhD students. PhD students must complete the course work required by the MS degree, but then expand their breadth and depth through independent studies.

PhD students require faculty time in the form of mentoring (as do all graduate students), but this is a good investment of time, since PhD students can advance a faculty member's research agenda. (In general, this is not true of MS students in Mathematics.) In addition, PhD students without RA-ships from individual grants can be funded by teaching a course under a TAship. As budgets tighten, this provides a cost-effective way for DMS to continue to meet its extensive service obligations.

**Conclusions:** One of UAF's key messages is that we "are Alaska's research university." UAF is the only university in the state offering a PhD degree in mathematics. The presence of PhD students in our department has improved the overall quality of our graduate students. The seriousness of our current PhD students sets a good tone and they are role models for the Master's students in DMS. We have evidence, too, that the lack of a PhD program would negatively effect faculty recruitment: An excellent candidate for a faculty job in Statistics accepted an offer at another university, despite, by his own account, having many more options for research collaborations here at UAF. He cited the lack of a PhD degree program in Statistics as his primary reason for not accepting the job here. Finally, offering a PhD in Mathematics at UAF increases the competitiveness of DMS faculty in applying for federally-funded research grants.

The sense of DMS is that the revitalization plan is meeting its short term goals, and that the health of the graduate programs in Mathematics is quite strong at the moment.

For further information, please contact Elizabeth Allman. The PhD revitalization committee would be pleased to meet with interested parties to discuss the program.

Respectfully submitted,

Elizabeth Allman, Sergei Avdonin, Leah Berman,

John Rhodes, Alexei Rybkin, Gordon Williams

cc: CNSM Dean Layer

ATTACHMENT 214/11
UAF Faculty Senate #214, April 4, 2016
Submitted by the Administrative Committee

**Faculty Senate Election Results as of March 25, 2016:**

## COLLEGE OF LIBERAL ARTS

Representatives:
Sine Anahita, At-large (18) – *replaces Walter Skya (16)*
Wendy Croskrey, Arts and Communication (18) – *replaces Jamie Clark (16)*
Daryl Farmer, At-large (17)
Eileen Harney, English & Humanities (17)
John Heaton, Social Sciences (17)
Jeff May, At-large (18) –*replaces Diana DiStefano (16)*
Siri Tuttle, Language & Culture (17)

Alternates:
Jim Bicigo, Arts & Communication (xx) – *Fills vacant seat*
Sarah Stanley, Engl. & Humanities (xx) – *replaces Gerri Brightwell (16)*
Robin Shoaps, Language & Culture (xx) – *replaces Patrick Plattet (16)*
Alexander Hirsch, Social Sciences (17)
Jamie Clark – At-Large (18) – *Fills vacant seat*

## LIBRARIES

Representatives:
Leslie McCartney (17)
Steven Hunt (18) – *replaced Dennis Moser (16) and re-elected to new term.*

Alternate: Kathy Arndt (18)

## COLLEGE OF NATURAL SCIENCE AND MATHEMATICS

Representatives:
Donie Bret-Harte (17)
Stefanie Ickert-Bond (18) – *replaces Cathy Hanks (16)*
David Maxwell (18) – *re-elected to new term*
Roman Makarevich (18) – *replaces Elizabeth Allman (16)*
Franz Meyer (17)
Rainer Newberry (17)
Lisa Lunn (17)

Alternates:
Bernie Coakley (17)
Larry Duffy (17)
Javier Fochesatto (18) – *replaces Falk Huettmann (16)*
Gordon Williams (18)

## COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

Representatives:
Bill Barnes (18 – CRCD-CTC) – *re-elected to new term*
Jennifer Carroll (17 – CRCD)
Julie "Jak" Maier (17– CRCD)
Kate Quick (18 – CRCD) – *replaces Jane Weber (16)*
Jennifer Tilbury (17 – CRCD-CTC)
Sandra Wildfeuer (18-CRCD) – *re-elected to new term -*

Alternates:
Andy Anger (17 – CRCD-CTC)
Cindy Hardy (17- CRCD)
Galen Johnson (17 – CRCD-CTC)

## COLLEGE OF ENGINEERING AND MINES

Representatives:
Srijan Aggarwal (18) – *replaces Chris Hartman (16)*
Anna Liljedahl (18) – *replaces Jenny Liu (16)*
Rorik Peterson (17)

Alternate:
Debu Misra (18)
Dejan Raskovic (17)

## SCHOOL OF NATURAL RESOURCES AND EXTENSION

Representatives:
Julie Joly (17)
Mingchu Zhang (18) – *replaces John Yarie (16)*

Alternate: Joshua Greenberg (17)

## COOPERATIVE EXTENSION SERVICE

Representatives:
Mara Bacsujlaky (18) – *replaces Julie Cascio (16)*
Candi Dierenfield (17)

Alternate: Art Nash (18) – *replaces Mara B. (16)*

## SCHOOL OF EDUCATION

Representatives:
Valerie Gifford (17)
Sean Topkok (18) – *replaces Joan Hornig (16)*

Alternate: Carie Green (17)

## SCHOOL OF FISHERIES AND OCEAN SCIENCES

Representatives:
Ana Aguilar-Islas (18) – *replaces Andrew McDonnell (16)*
Eric Collins (17)
Sarah Hardy (17)
Julie Matweyou (18) – *replaces Sunny Rice (16)*

Alternates:
Melissa Good (18) – *replaces Brian Himelbloom (16)*
Gay Sheffield (17)

## SCHOOL OF MANAGEMENT

Representatives:
Ken Abramowicz (18) *re-elected to new term*
Nicole Cundiff (17)

Alternate: Thomas Zhou (17)

## GEOPHYSICAL INSTITUTE

Representatives:
Jeff Benowitz (18) – *replaces Andrew Mahoney (16)*
Don Hampton (17)

Alternate: Chris Fallen (17)

## INT'L ARCTIC RESEARCH CENTER – **RESULTS PENDING**

Representatives:
Jessica Cherry (17)
Bob Bolton (18) *re-elected to new term*

Alternate: *Result to be added as of 03/25/2016*

ATTACHMENT 214/12
UAF Faculty Senate #214, April 4, 2016
Submitted by the Administrative Committee

**UAF FACULTY SENATE ADMINISTRATIVE COMMITTEE**
**Meeting Minutes for Friday, March 25, 2016 – 1:00 - 3:00 PM**
Chancellor's Conference Room (330 Signers' Hall)

Present: Mara Bacsujlaky; Donie Bret-Harte; Jennie Carroll; Jessica Cherry; Chris Fallen; Alex Fitts (ex officio); Provost Henrichs (ex officio); Orion Lawlor (Chair); Franz Meyer; Debu Misra; Rainer Newberry; Andy Seitz; Sandra Wildfeuer
Absent: Julie Cascio; Jane Weber;

COMMENTS
President's Comments – Debu Misra:

Debu reported that the Planning and Budget Committee, working by means of sub-groups, is reviewing proposed cuts by each vice chancellor for a target gap of $36.2 million (due by April 4).

The Faculty Alliance is reviewing statewide Title IX policy and regulations. They're also working on concurrent enrollment policy, and developing criteria for program and administrative service review for Phase 1 of Strategic Pathways (due April 9).

He noted that President Johnsen has requested meetings with all governance groups on April 21 to discuss Strategic Pathways.

Chancellor's Cabinet had an educational briefing about recruitment and retention. They also talked about statewide transformation. The March Dean's Council meeting was cancelled.

President-Elect's Comments – Orion Lawlor:

Orion urged committee members to attend the meetings with the chancellor search candidates. Feedback can be submitted at the Chancellor's web site via an electronic form.

Provost's Comments – Susan Henrichs:

Provost Henrichs recapped the university budget developments at the legislature. The House forwarded a budget of $300 million with a fixed allocation for $25 million, which is effectively $275 million for UA; the Senate forwarded a budget of $325 million but also requested an overall state budget reduction of $100 million, which effectively appropriates approx. $310 million for UA. How the university decides to reframe itself for FY18, FY19 and FY20 will be a key factor for consideration. SOM and CEM will add surcharges to their tuition (super tuition). She noted that President Johnsen is open to raising general tuition to the WICHE average. UA tuition is still well below that average.

She invited any and all ideas for cutting costs and raising revenues. She can be emailed directly; or, the Office of Management and Budget has a form on their web site.

The changes to the BA degrees of Film and Theatre were discussed. The discontinuation of the Theatre BA will go to the level of the BOR.

NEW BUSINESS

- Motion to approve Unit Criteria for the Institute of Northern Engineering (INE), submitted by the Unit Criteria Committee – passed by the Administrative Committee

- Resolution re Leave and Benefit Rates charged for Overload Contracts – passed with revisions by the Administrative Committee

- Possible Motion to approve a new Minor in Creative Writing – passed by the Administrative Committee – contingent upon being passed at Curricular Affairs Committee next week.

- Possible Motion to agree to discontinuation of the BA in Theatre - passed by the Administrative Committee – contingent upon being passed at Curricular Affairs Committee next week.

DISCUSSION / INFORMATION ITEMS FOR ADMINISTRATIVE COMMITTEE

- Memorandum on Strategic Pathways
  The Administrative Committee requested revisions. Jennie C. offered to make revisions and send it back around to the full committee for approval to go to the Faculty Senate on April 4. The PBC memo should be included with the agenda, as back up to this memo.

- Proposed Academic Misconduct Policy
  The proposed policy was assigned to the CAC subcommittee that is already working on the revision to the grade appeals policy. The subcommittee has a student member, and a member from the Dean of Students Office.

- Two draft motions to limit the number of "X" courses per program
  The Administrative Committee examined two draft motions to limit the number of "X" courses per program for classification lists. One motion limited courses per subject code to a flat total of five across the classification lists; while the other would limit them to four per classification list. The committee approved the flat limit of five courses across the classification lists which will facilitate course assessment.

- Update on the Grade Appeals Policy changes
  Jennie C. provided an update on the subcommittee's efforts to revise the policy to bring it in line with UA regulations.

- Progress Report on Mathematics PhD Program Revitalization
  The report will be included in the April meeting agenda as a discussion item. DMS faculty will be invited.

The meeting was adjourned shortly after 3:00 PM.

ATTACHMENT 214/13
UAF Faculty Senate #214, April 4, 2016
Submitted by the Curricular Affairs Committee

**Curricular Affairs Committee**
**Meeting Minutes for February 17, 2016, 1-2:30 pm**

Present: Ken Abramowicz, Jennie Carroll, Mike Earnest, Alex Fitts, Doug Goering, Cindy Hardy, Eileen Harney, Jayne Harvie, Joan Hornig, Ginny Kinne, Jenny Liu, Lisa Lunn, Rainer Newberry, Caty Oehring, Patrick Plattet
Absent: Casey Byrne, Cathy Hanks, Holly Sherouse

1. Approval/Amendment of Agenda

The agenda was approved with the addition of a motion to agree to the discontinuation of the Russian Studies BA and Minor.

2. Approval of minutes
    a. Draft Minutes 02/03/2016
    Minutes were approved as submitted.

3. Old Business
    a. Grade Appeals Policy Subcommittee update

Joan summarized the first subcommittee meeting which occurred on February 12. The discussion centered on aligning the UAF policy with Regents' policy which allows students to have an advocate present with them. They also talked about the general student need for more advising on what constitutes a viable grade appeal, and the need to educate and help students with the appeal process. One idea they discussed was about having a standing grade appeals committee, as well as having a pool of students to serve on appeals committees. Ken noted that Regents' policy is lacking in the area of possible outcomes for grade appeals, but the subcommittee is more generally tasked to address UAF policy, not BOR policy. Ginny commented she's looking forward to clear instructions with outlined steps to follow on the submission process of grade appeals. The committee will look at better documentation of some of the steps of the appeals process; e.g., communications between a student and their instructor before an appeal process is started. Language in the Catalog also needs clarification to smooth the process of changing grades (grade calculation errors vs. how a grade was assigned). The CAC was supportive of changing the wording of the Catalog statement, "an error in calculation of the grade" to "an error in assigning the grade," which would allow for more flexibility in the process (page 48 current Catalog). The subcommittee will meet again next week.

    b. GER classification implementation update

Rainer commented about the process they've been using to assign courses into the bucket lists. It's been based off examining the current course description in the Catalog. A mechanism or process is needed to address this for future course additions, because simply basing it off of course descriptions may not be appropriate in every case -- descriptions can be worded in such a way that a large number of courses could meet the criteria specified in university regulations. Jennie is planning to put together a document that tells how to add courses to the buckets, and to establish a form for doing so. She'll be talking to Core Review) Committee on that topic.

Ginny asked whether courses added in the future will be retroactive for students. Jennie responded that blanket petitions could be used for students when a course makes it to the bucket lists. Once a course has the "X" designation it will count. Setting limits to four courses per subject code has been proposed. Specific assessment guidelines might also help to limit the list size. Assessment needs to be addressed. Courses open for registration in mid-March, or April 4 for new freshman. OAR staff are working right now on preparing for the upcoming registration. The existing list needs to be closed now to accommodate registration. The committee will work on a plan for adding courses in the future.

4. New Business
    a. Motion to agree to the discontinuation of the BA and Minor in Russian Studies

Alex provided the background on the discontinuation of the program. It actually came about a few years back as a result of special academic program review, but the paperwork had never followed to formalize the decision. Some minor program change paperwork will be turned in to include a Russian emphasis option in the Foreign Language degree program. The committee approved the motion and it will go forward to the Administrative Committee.

    b. Alaska Native focused GER (Alaska Native Studies Council letter to BOR and resolutions from UAA and UAS students attached)

Jennie recapped the handout materials which included a letter from the Alaska Native Studies Council to the Board of Regents (which occurred last October), and two resolutions of support from UAA and UAS student governance organizations.

The committee was supportive of the Alaska Native addition to the GER, and discussed various ways it might be rolled into the existing requirements (e.g., as its own bucket, or as an attribute or course decoration). Addition of Alaska Native GER course options might also be a practical opportunity to move other needed changes forward at the system level, since that effort had already stalled due to UAA's unwillingness to consider previous proposed changes for alignment. Relation to LEAP outcomes was discussed.

The committee agreed to take this topic to the Administrative Committee for discussion.

The meeting was adjourned just shortly after 2:00 PM.

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**Curricular Affairs Committee**
**Meeting Minutes for March 2, 2016, 1-2:00 pm**

Present: Ken Abramowicz, Casey Byrne, Jennie Carroll, Alex Fitts, Catherine Hanks, Cindy Hardy, Eileen Harney, Jayne Harvie, Joan Hornig, Ginny Kinne, Lisa Lunn, Rainer Newberry, Caty Oehring, Patrick Plattet, Holly Sherouse,
Absent: Mike Earnest, Doug Goering, Jenny Liu
Visitor: Claire Gelvin-Smith, Student Support Services

1. Approval/Amendment of Agenda
   The agenda was approved as submitted.

2. Approval of minutes
    a. Draft Minutes 2/17/16 – Approved with one correction to attendance.

3. Old Business
    a. Grade Appeals Policy Subcommittee update

Joan reported on the second meeting of the committee, held last week. Alex F., Ginny K., Paul Layer and Amber Cagwin worked on making a concrete list for students that will help make them more aware of the appeals process and what types of things they need to have a decent, successful shot at it. The list will also include the timeline. Ginny noted that the list and timeline will probably be one side of a sheet that contains a grade appeals form. At their next meeting they will also tackle the misalignment of UAF policy with the UA regulations.

    b. GER classification implementation update
        i. Draft Guide
        ii. Motion to limit programs to some number of courses per bucket

Jennie noted that the draft course approval guide includes language from Alex that instructors must agree to participate in UAF GER assessment activities. The approval of Faculty Senate will be sought regarding capping the number of courses per subject code for each bucket. Administrative Committee was very supportive about capping the number. A motion has not yet been written, but the goal is to have one for the April Faculty Senate meeting. The goal for the March Faculty Senate meeting is to settle putting a cap on the number of courses per subject code for each bucket.

Jennie shared a document from Holly Sherouse that shows the GER classification language to be included in the catalog. A brochure will also be prepared. The committee's blessing is needed so OAR can get the information correctly into the catalog. There was a brief discussion on the communication plan component.

The categorization of History as a humanities at UAA, and as a social science at UAF, and its effect on transfer credit between the three universities was discussed at length. Depending upon how one reads the UA regulation, it can actually fit into either category. The History Department is opposed to their courses being classified as humanities courses.

Jennie will meet with the Core Review Committee tomorrow and discuss the draft course approval guide and their role in the process of implementation. After that, she'll be able to share the guide with the departments. Removing a course from the buckets will require the renumbering of that course. The effect on graduation requirements and DegreeWorks was discussed.

Rainer clarified that, while UAF does not teach history as a humanistic field, there is nothing in the regulations that prohibits it from being offered as a social science.
The need to retain the (s) and (h) designations with courses was brought up (as required by the BA degree).

    c. Alaska Native focused GER issue update
        i. Draft options

Before CAC makes any further move about this topic and the draft options in the hand-out to the committee, Jennie would like to go back to the ANS Council and see where they wish to go with it. She doesn't want to get ahead of the Council and their ideas for the system-wide changes they would like to see. UAF could act on this issue by itself, as laid out in the three options shown in the handout.

The merits of having a GER based course on Alaska Native peoples vs. a more generic potential requirement on Alaska "per se" were discussed.

Using an attribute might simplify the designation of potential courses available to fulfill a potential new requirement.

Cindy noted that the initiatives so far have come from the student groups. Having it considered at the Faculty Alliance level is appropriate for consideration as a requirement system-wide. Rainer noted there is still value in having UAF Faculty Senate weigh in on the idea. Should this be brought up to the FS as a discussion? Jennie thought it would be more appropriate to go back to the ANS Council first.

4. New Business (from goals set at beginning of AY)
    a. Attributes (Civic Engagement etc.) – should we begin moving this forward?

This topic could be discussed further in the GER subcommittee, and then bring ideas forward to the full committee in the future.

    b. Athletics – what do we need to address?

The committee recapped the concerns that had been mentioned last semester, particularly concerning the long absences of students due to traveling great distances to competitions. Dani Sheppard will be invited to a future meeting to answer questions. Charlie Hill was also mentioned as someone who knows the NCAA rules. After meeting with them, the committee can decide upon any potential actions for the Senate to consider.

The Library Sciences discussion is coming up. Representatives from the Library will attend the March 30 meeting.

ATTACHMENT 214/14
UAF Faculty Senate #214, April 4, 2016
Submitted by the Faculty Affairs Committee

**Faculty Affairs Committee**
**Meeting Minutes: Wednesday, February 24, 2016**
9:00 AM, Kayak Room, 408 Rasmuson Library, UAF

**Present:** Andreas Anger, Nicole Cundiff, Chris Fallen, Valerie Gifford, Joshua Greenberg, Julie Maier, Leslie McCartney, Walter Skya

**Absent:** John Eichelberger (Ex-Officio), John Heaton

Meeting called to order at 9:01 AM by Chris Fallen.

Agenda approved.

Minutes from January 20, 2016 meeting approved, with one typing amendment.

***Old business:***
Department Chair policy revision was sent to AdCom and has now been completed.

Overload resolution was brought up at AdCom but the Provost was not present. A further AdCom meeting is scheduled for this Friday. If the issue is not address at the meet, Chris will follow up with email for next steps.

Valerie reported that Blue Book meeting is scheduled for later today. Discussions have been about promotion for instructions and those who hold non-tenure positions. Amendments will be submitted later this year.

***New business:***
None.

***Other Business:***
None.

***Next meeting:***
Doodle Poll to be sent out to arrange.

Adjourned at 9:22.

ATTACHMENT 214/15
UAF Faculty Senate #214, April 4, 2016
Submitted by the Unit Criteria Committee

**Unit Criteria Committee Meeting Notes**
**Monday, January 20, 2016**

- Minutes approved
- Agenda approved

OLD BUSINESS

1. The committee reviewed the GI criteria, in particular the research section. There seems to be a formatting issue, possible due to Google Docs. The committee went through the criteria for service, teaching and research.

Editorial Notes: Management and direction of research facilities should fall under service, not research. Mentoring students fits under teaching. Curating samples and data, etc will stay under research. The majority of the meeting was spent editing the GI criteria.

The committee noted the overall need for programs to be more specific about specific unit criteria. For example, is there a specific number of publications desired or a target number of graduates? It is in the program's interest to be more specific.

Mara will wordsmith the document with our changes and send it around to the committee by next Friday via email.

2. Joint Primacy issue – still pending. Will take up at a future meeting.
3. A subcommittee has been formed to begin work on the promotion process for term faculty.

The meeting concluded with a discussion of the spring meeting schedule. We agreed to meet Monday Feb 15th from 2:15-3:15 and March 21st 2:15-3:15. After those meetings, we will revisit the schedule to see if it is still working for members.

Adjourned
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**Unit Criteria Committee Meeting**
**Monday, February 15, 2016.** 2:15 – 3:15 PM at 304-C Eielson

Committee members present: Mara Bacsujlaky, Chris Hartman, David Maxwell, Sarah Hardy, Sunny Rice and Carie Green. Excused: Mark Hermann, Jennifer Tilbury, Bob Bolton.

Guests present: Lorrie Rea, Nicole Misarti, Jerry Johnson, Anna Liljedahl, all INE

Meeting notes from last meeting were approved as was agenda.

<u>INE unit criteria:</u> INE faculty presented proposed unit criteria; this is the first unit criteria for INE. Also presented on the process undertaken for developing the unit criteria, which was inclusive

throughout development, as well as subjected to vote of approval of unit members prior to being forwarded to this committee.

As part of presentation also explained in detail diversity of faculty work and positions within INE; presented good rationale and support for detailed preamble. Other points/issues/questions posed by committee members focused on stipulated percent service in proposed criteria, order of newly inserted items relative to those already in approved template, and discussion on the matter of to what degree management of a research facility may be considered research. Both low percentage service and management of research facilities are deeply embedded in INE research-driven culture; committee members felt it is important the unit criteria reflect and/or do not contradict unit culture. Minor changes were suggested by committee members, in addition to correction of some formatting errors.

INE faculty will correct formatting, modify according to committee comments, and return finalized unit criteria to committee chair prior to the Feb. 26 Ad Com meeting. Unit criteria will vote electronically. It is anticipated INE criteria will be on the Feb 26 meeting agenda of Ad Com.

CNMS unit criteria : Committee reviewed prior to meeting proposed revised unit criteria. Other than formatting issues, there were no concerns or suggested changes/deletions to proposed criteria. Committee unanimously approved CNMS unit criteria – but returned unit criteria to unit for formatting corrections. Committee chair will notify unit that criteria formatting must be corrected prior to criteria moving forward to Ad Com.

There was no time left in meeting to address old business: joint primacy. Mara gave a brief update on progress of blue book revisions.

ADJOURN – 3:25 PM –
Next Meeting: March 21, 2:15 -3:15, Eielson 304-C.

ATTACHMENT 214/16
UAF Faculty Senate #214, April 4, 2016
Submitted by the Core Review Committee

**Core Curriculum Review Committee**
**Meeting Minutes for February 4, 2016**

Meeting time: 8:30 to 9:30 am
Meeting location: Chancellor's Conference Room
Meeting convener: Andy Seitz and Margaret Short

| Name | Present |
|---|---|
| Andy Seitz (co-chair) | X |
| Margaret Short (co-chair) | X |
| Bobbi Jensen | X |
| Brian Kassof | X |
| Burns Cooper | X |
| Caty Oehring | X |
| Gabrielle Russell | |
| Ginny Kinne | X |
| Hayley Williams | X |
| Kathy Arndt | X |
| Kevin Berry | |
| Kevin Sager | |
| Larry Duffy | X |
| Marsha Sousa | X |
| Tony Rickard | X |
| Yelena Matusevich | |

1. Meeting minutes from 4 December 2015 approved.

2. The meeting schedule for the remainder of Spring 2016 was established as 8:30 to 9:30 am on March 3, April 7 and April 28. Jayne will schedule a room and will send out meeting information to the committee.

3. Petitions
    a. Withdrawn – Petition to have the class "Japanese II" taken at Nagoya Gakuin Daigaku count for the oral intensive requirement ("O"). The petition was withdrawn because the class, which is 8 credits, transferred in as JPN F302 O (3 rc) and JPN F397 (5 cr). Because JPN F302 O is already designated as an oral intensive class, the "O" is automatically attached to the incoming transfer credits and there is no need to petition it.

    b. Tabled : Petition to have CHEM F497 Neuroinflammation count as both an O and W class. The committee felt that the class does meet the Faculty Senate requirements for O and W designators, but it was not clear on the course syllabus. Therefore, the committee requested that the course instructor add language to the syllabus that specifically describes how the course addresses and meets the Faculty Senate O and W requirements. After the syllabus is

modified, the petition will go to the Committee Chair, rather than the entire committee, for approval.

4. Discussion
    a. There was brief discussion about the role of the Core Review Committee after the new "bucket approach" is implemented. The Core Review Committee will still have several roles, including: 1. The Committee will review O and W designator petitions for students using older catalog years. 2. The committee will review requests for inclusion of courses in the non-PHC core requirements, such as requests to have new courses meet natural sciences or mathematics core requirements. 3. The committee will review petitions from students requesting non-core designated courses (non X courses) to meet core requirements. 4. The committee will review requests for inclusion of courses in the new PHC "buckets."

ATTACHMENT 214/17
UAF Faculty Senate #214, April 4, 2016
Submitted by the Faculty Administrator Review Committee

**Report of Faculty Administrative Review Committee (FARC)**

**Meeting Date: March 29, 2016**

Present: Sandra Boatwright (for Richard Boone); Mike Daku; Larry Duffy; Eric Heyne; Glenn Juday; Debu Misra (Chair); Walter Skya; Jayne Harvie (note-taking).

Excused: Jane Weber; Richard Boone

Absent: Leroy Hulsey

The following summary was prepared for update and recommendation to the Faculty Senate:

1.) Each member provided the status of its respective administrator review. Three of the reviews are finished and evaluative summary reports have been turned in to the respective supervisors. Completion and submission of another two reviews were reported via email to the chair. The rest are very close to completion, with approximately five chairs in the process of finalizing their respective committee's evaluative summary report to be submitted on or prior to April 8, 2016.

2.) There was general shared concern among the committee members about the long gaps of time between reviews of an administrator over the years. While in some instances, there is enough turn-over in the position that reviews never occur, in some instances, there have never been reviews of even long-term administrators. The following suggestions were made to address this situation:

- Start the clock immediately upon hire of both new and interim administrators.
- Reviews should occur at the end of their second year on the job, and thereafter every three years.

Other recommendations included:

- Compile a manual for this committee which includes best practices for the process of reviews, along with templates of survey questions and templates for interviews and reports.
- To facilitate subsequent administrator reviews, keep a repository of four major recommendations from the previous review. These recommendations will give the subsequent committees something to work with and a place to start at the next review.

3.) Other discussion occurred around the fact that the committees never know how their input is used by the supervisor. This makes a constructive process of continuous improvement very hard to detect or track over time. There should be a feedback process on each review from the supervisor of each administrator being reviewed.

ATTACHMENT 214/18
UAF Faculty Senate #214, April 4, 2016
Submitted by the Faculty Development, Assessment and Improvement Committee

**UAF Faculty Development, Assessment and Improvement Committee**
**Meeting Minutes for March 8, 2016**

I. Franz Meyer called the meeting to order at 10:03 am.

Roll call

Present: Gerri Brightwell, Candi Dierenfield, Diana DiStefano, Andrea Ferrante, Kelly Houlton, Steve Hunt, Duff Johnston, Chris Lott, Trina Mamoon, Franz Meyer, Joy Morrison
Excused: Mike Castellini, Brian Himelbloom
Absent: Bernie Coakley, Cindy Fabbri, Channon Price

II. News on Electronic Course Assessment Implementation Committee (ECAI)

Andrea reported that the information website "Inspire us!" for UAF's Blue electronic course evaluations is fully functioning and public (http://www.uaf.edu/inspire-us) . There are tabs which include historical results – including the old paper versions – and FAQs for students and faculty. There is also a link to a YouTube video on how to fill out the surveys on Blue. A few more items will be added including information on instructors' reports and testimonials on how faculty have used their results to change and fine-tune their teaching and courses.

Andrea explained that Marketing and Communications are designing flyers for the spring semester which will hopefully be ready to hand out right after Spring Break. He also plans on getting an article regarding electronic evaluations in the Cornerstone after Spring Break. Andrea reminded us of the following dates: April 4 to 17 – faculty can start adding their own questions; and April 18 to May 2 – students will have access to fill out the surveys.

Joy asked if faculty are supposed to print their results. Andrea replied that they are stored electronically on Blue, but faculty could print them as well. Since the comments are private, faculty do not need to provide a copy for P and T files as access to appropriate parts of the surveys will be made available to review personnel.

Andrea reported that there is no consensus yet on numerical averages and how they relate to the old paper system. He also stated that since some unit criteria is under review, some of the numbers have been eliminated anyway.

III. Upcoming activities of the UAF Office of Faculty Development (report from Joy)

Joy reported that she is noticing a significant amount of stress amongst first-year faculty as she meets with them. There is a lot of uncertainty about future employment as only 5 of the 28 faculty members are tenure track.

Joy informed us that she will be getting a copy of UAA's video on faculty bullying that was shown last month. She reported that there are not so many incidences of faculty-to-faculty bullying but instead hears about TA-to-TA bullying and staff complaints. Joy indicated that her office will focus on faculty only.

Joy will be hosting a two-hour open house with pizza for second-year faculty later today to discuss various issues. She also added that a few faculty members were able to get special funding to attend ASTE (Alaska Society for Technology and Education).

IV. Upcoming activities by UAF eLearning & Distance Education

Chris referred us to the Faculty Development Events calendar: https://iteachu.uaf.edu/events/ as well as the iTeach Summer Clinic, May 9-13, info and application here:
https://iteach.uaf.edu/

He informed us that although the March iTeach is filled and they have closed the application process, it will still be possible for one or two more faculty to be included if they contact him.

V. Discussion on Status of the Faculty Mentoring program

Joy shared two survey drafts via Google docs with the committee in advance of our meeting. One survey is for second-, third-, and fourth-year faculty and the other is for deans. We discussed various different wordings and additional questions, including who drives the process and who initiates the meetings – the mentor or the mentee? What topics are discussed and/or what activities do you do with your mentor? Joy will revise both surveys and asked that everyone comment via email with their approval, thoughts and/or suggestions. She is hoping to implement the surveys after Spring Break.

VI. Introduction to the Quality Matters program and UAF's involvement

Chris explained that the program provides a diagnostic of the quality of online education using a research-based Rubric. The Rubric is revised every year and research driven. Formal reviews apply only to online courses or the online portion of hybrid courses. He stated that UAF is implementing the course content and curriculum peer review of
course design and content but it does not apply to course delivery. For now eLearning and Distance Education is completing training of all designers at the end of this week to support faculty who wish to participate, and they are working to put peer review teams of three together using certified reviewers from multiple institutions. Reviews will take
approximately three weeks to complete.

If you are interested or know of faculty who might be, please direct them to Chris or let him know so he can reach out to them.

VIII. Upcoming events

a. Next FDAI meeting: Tuesday, 04/05/16, 10-11 am in Bunnell 222
(also: Tuesday, 05/03/16, same time/place)
b. Next admin committee meeting: 03/25/16
c. Next Faculty Senate meeting: 04/04/16

IX. Adjourned at 11:01 am. (Respectfully submitted by Kelly Houlton.)

ATTACHMENT 214/19
UAF Faculty Senate #214, April 4, 2016
Submitted by the Graduate Academic and Advisory Committee

**Graduate Academic and Advisory Committee**
**Meeting Minutes for February 24, 2016**

Attending: Don Hampton, John Yarie, Mike Daku, Donie Bret-Harte, Laura Bender, Amanda Loebl, Jayne Harvie

I. GAAC did not have a quorum today. Minutes from our meeting of 2/17/16 were reviewed and corrected, but could not be passed in the meeting. They were subsequently passed in an email vote.

II. Update from the graduate school. There was more discussion about proposed changes in policy regarding setting a ceiling on the number of times that a comprehensive exam could be taken, as introduced at our last meeting. GAAC is generally in support of providing such a ceiling, because it will help everyone to have policies in place before an awkward situation arises. GAAC will have to approve changes to the catalog, and would like to weigh in on the policy as it is developed.

A further update is that graduate student health insurance for next year looks like it can remain the same policy at the same cost as last year, which is good news.

III. GAAC discussed the proposals that are currently under review and revisions that have been received. The following proposals were deemed to be ready to pass, and were passed by an email vote after the meeting:

**27-GCCh.:** Course Change: **GEOS F330 - The Dynamic Alaskan Coastline**
**36-GCDr.:** Course Drop: **ENVE F648 - Solid Waste Management**
**37-GCCh.:** Course Change: **ENVE F650 - Advanced Topics**
**38-GNC:** New Course: **CE F665 - Introduction to Watershed Hydrology**
**39-GPCh.:** Program Change: **MS - Environmental Engineering and Environmental Quality Science**
**40-GPCh.:** Program Change: **MS - Civil Engineering**
**41-GPCh.:** Program Change: **MA - Anthropology**, pending some small changes (Daryl has communicated these to the proposers)
**42-GNC:** New Course: **NRM F667 - Survey Research in Human Dimensions of Natural Resources**, pending correction of prerequisite in syllabus

IV. Our next meeting will be March 9, 2016 at 1:15 pm.

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**Graduate Academic and Advisory Committee**
**Meeting Minutes for March 9, 2016**

Attending: Don Hampton, Anne Beaudreau (by zoom), Sean McGee (by zoom), Mitch Reed, Daryl Hampton, Donie Bret-Harte, Mike Daku, Amanda Loibl, Jayne Harvie

I. Minutes from our meeting of 2/24/16 were passed.
II. GAAC discussed the draft modification of the academic appeals policy and grade appeals policy forwarded to us by Sandra Wildfeuer of SADA. It is likely that the academic appeals policy will mostly apply to graduate students. Amanda and Holly will find out how many

graduate students are affected by grade appeals in courses. GAAC had the following comments on the two motions: 1) After comparing with the BOR and UA Regulation documents, the main issue that we see is that there is no provision for the presence of an advocate for the student in either draft motion (grade appeals or academic appeals). This might put these draft motions (and our existing appeals policies) out of compliance with BOR policy, which states that "A party may choose an advisor to be present at all times during the proceedings." However, both draft motions state that "The meeting will be closed to outside participation, and neither the student nor the instructor or [[d]]**D**epartment chair may be accompanied by an advocate or representative. Other matters of format will be announced in advance." This was mentioned this as one of the primary drivers for updating the appeals policy, but it doesn't seem to have made it into the draft motions yet. One GAAC member who had experience with an issue involving general counsel commented that it is really important that policies be followed as they are laid out; where the university can get into trouble with the law is when there is a policy specified, but it is not followed. 2) Many appeals regarding graduate students are brought through the graduate school. GAAC requests that a representative of the graduate school be a non-voting member on any appeals involving graduate students (either grade appeals or non-grade academic decision appeals), so that the graduate school is aware of what is going on. We believe that most appeals involving graduate students are not grade appeals, but there is always the possibility that there could be a grade appeal, so we'd like that language in both policies. GAAC believes that this is not precluded by BOR or UA regulation. 3) We are in support of broadening faculty membership on appeals committees to include non-tenure track faculty. However, we feel that adjunct faculty should be compensated for their time if they agree to serve on appeals committees, because they are paid a flat fee per course taught, and do not receive salary. It seems unfair to ask them to serve as unpaid volunteers. 4) At present, no policy restricting eligibility requirements for department chairs has passed the senate, and in some departments, faculty have elected chairs that have partial administrative appointments. This has been a topic of active discussion in the Administrative Committee for the Senate. It seems like it would be better to define the department chair as it was in the original document, in order to be consistent with current practice and not create problems for these departments. 5) Our catalog representative, Amanda Loibl, commented that the marketing department requires that "department chair" be lower case, not upper case, in all documents. Capitalizing it throughout the document seems unnecessary, and could create a conflict with marketing. 6) We understand from Jayne Harvie that these documents are still being worked on. GAAC would like to see them again, after the subcommittee is happy with them, before they go to the Administrative Committee and the full Senate. GAAC's recommendations were sent to Sandra Wildfeuer and Joan Hornig (chair of the subcommittee) after the meeting.

III. The following course and program changes were passed by GAAC:
**4-GNC:** New Course: **DVM F724 - Veterinary Bioanalytical Pathology**
**5-GNC:** New Course: **DVM F741 - Biology of Disease II - Pathology of Organ Systems I**
**35-GCCh.:** Course Change: **DVM F603 - Veterinary Science Research and Methods**

IV. New assignments were made

V. GAAC will meet again on March 23 at 1:15 pm.