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AGENDA

UAF FACULTY SENATE MEETING #182

Monday, April 2, 2012

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

- | | | | |
|------|-----|---|---------|
| 1:00 | I | Call to Order – Catherine Cahill | 4 Min. |
| | | A. Roll Call | |
| | | B. Approval of Minutes to Meeting #181 | |
| | | C. Adoption of Agenda | |
| 1:04 | II | STATUS OF CHANCELLOR'S OFFICE ACTIONS | 1 Min. |
| | | A. Motions Approved: | |
| | | 1. Motion to Amend the Bachelor of Arts and the Bachelor of Science Degree Requirements | |
| | | 2. Motion to Amend the Educational Effectiveness Policy | |
| | | 3. Motion to Approve an Updated Procedure for the Program Review Process | |
| | | 4. Motion to Clarify the Academic Honors Policy | |
| | | 5. Motion to Approve a New “Directed Study” Category of Registration | |
| | | B. Motions Pending: None | |
| 1:05 | III | A. President's Comments – Cathy Cahill | 10 Min. |
| | | B. President-Elect's Remarks – Jennifer Reynolds | |
| 1:15 | IV | A. Chancellor's Remarks – Brian Rogers | 15 Min. |
| | | B. Provost's Remarks – Susan Henrichs | |
| | | C. Vice Provost's Remarks – Dana Thomas | |
| 1:30 | V | New Business | 20 Min. |
| | | A. Resolution Condemning the Proposed Tobacco User No Hire Policy, submitted by Administrative Committee (Attachment 182/1) | |
| | | B. Resolution to Endorse the UAF Mission Statement, submitted by Administrative Committee (Attachment 182/2) | |
| | | C. Election of the 2012-13 UAF Faculty Senate President-Elect (Attachment 182/3) | |
| | | D. Motion to Confirm the Nomination for the 2011-12 Outstanding Senator of the Year (Attachment 182/4) | |
| 1:50 | VI | Discussion Items | 15 Min. |
| | | A. Proposed Ad Hoc Committee to Review Electronic Faculty Activity Reporting Software – Cathy Cahill, Jennifer Reynolds | |
| | | B. Complete College America Program – Cathy Cahill | |
| 2:05 | | BREAK | |

2:15	VI	Discussion Items - Continued C. eLabs Draft Policy Discussion - (Attachment 182/5) D. Course Catalog, Timelines and Deadlines – Cathy Cahill	15 Min.
2:30	VII	Public Comments/Questions	5 Min.
2:35	VIII	Governance Reports A. Staff Council – Pips Veazey B. ASUAF – Mari Freitag, Robert Kinnard C. UNAC – Melanie Arthur UAFT – Jane Weber	10 Min.
2:45	IX	Members' Comments/Questions/Announcements A. Announcements B. Chair Comments / Committee Reports (as attached) Curricular Affairs – Rainer Newberry, Chair (Attachment 182/6) Faculty Affairs – Andrew Metzger, Chair Unit Criteria – Perry Barboza, Chair Committee on the Status of Women – Jane Weber, Chair (Attachment 182/7) Core Review Committee – Latrice Laughlin, Chair Curriculum Review – Rainer Newberry, Chair Faculty Appeals & Oversight Faculty Development, Assessment & Improvement – Josef Glowa, Chair Graduate Academic & Advisory Committee – Orion Lawlor, Chair (Attachment 182/8) Student Academic Development & Achievement – Cindy Hardy, Chair Research Advisory Committee – Peter Webley, Orion Lawlor, Co-chairs C. Other Comments	15 Min.
3:00	X	Adjournment	

ATTACHMENT 182/1
UAF Faculty Senate #182, April 2, 2012
Submitted by the Administrative Committee

RESOLUTION:

WHEREAS

The University of Alaska Statewide administration has proposed a policy that the University of Alaska would not hire tobacco users, or anyone whose spouse or dependents are tobacco users;

WHEREAS

A university employee may have no knowledge or control over the tobacco use of family members such as a 25-year old dependent child;

WHEREAS

Tobacco use rates are high in some countries, including many with highly productive potential university faculty and staff, and this policy would limit hiring of these potential faculty and staff;

WHEREAS

The rate of tobacco use among Alaska Natives is approximately double that of the state population as a whole, and this policy would have a disproportionate effect on the hiring of Alaska Natives by the University of Alaska;

WHEREAS

Extrapolating medical costs from lifestyle choices and its use in hiring decisions suggests the potential of institutional control over other conditions such as weight, exercise, diet, sleep, and blood chemistry, and is a form of discrimination that contradicts University of Alaska non-discriminatory hiring policies;

AND WHEREAS

Many other avenues for cost reduction in the University of Alaska's approach to health care self-insurance have not been explored or tested, including numerous suggestions from the UA Joint Health Care Committee;

THEREFORE BE IT RESOLVED

The UAF Faculty Senate condemns the proposed policy of not hiring a specific group of people based on higher predicted medical expenses, and views this as incompatible with the operation of an open, inclusive institution.

Further, the UAF Faculty Senate urges the University of Alaska administration to actively investigate suggestions from the Joint Health Care Committee, in a collaborative approach to addressing the problem.

State of Alaska Division of Public Health:

<http://www.hss.state.ak.us/dph/infocenter/topics/tobacco.htm>

<http://www.hss.state.ak.us/dph/chronic/tobacco/factsheets.htm>

Proposed tobacco user policy: <http://www.alaska.edu/files/benefits/HealthCareFY13Q-A.pdf>

ATTACHMENT 182/2
UAF Faculty Senate #182, April 2, 2012
Submitted by the Administrative Committee

RESOLUTION

The UAF Faculty Senate endorses the revised UAF Mission Statement shown below.

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research and education emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

PERSONAL STATEMENTS:

**Sukumar Bandopadhyay, Professor of Mining Engineering
Candidate for President-Elect**

I have been an active member of the UAF senate, beginning with Fairbanks Assembly and then with faculty senate since 1983. During these years I have seen a considerable amount of change. The Senate has grown in stature and recognition around the university system. I was particularly impressed with the position faculty Senate took during difficult budget years when the university administration tried to restructure the academic programs (1994), and more recently on the status of women and minority.

My ten plus years of service on the faculty senate and leadership positions on various senate committees over the years has given me insight into the support the senate receives from the professional staff, senators, committee chairs and faculty members. They are as dedicated and committed as any group of members I have ever had the pleasure to be involved with. I deeply appreciated the support I received from all my colleagues.

I feel that my background of 30 years at UAF as faculty member, leadership position at UNAC, University Executive as the Dean of the School of Mineral Engineering, University-wide Promotion and Tenure Committee, University-wide Post-tenure Review Committee, Faculty Affairs Committee, Curriculum Review Committee, give me a diverse background that covers a broad area of the faculty senate activities. That, coupled with my service of ten plus years on the faculty senate affords me the insight and experience needed to lead the UAF faculty senate.

If elected, I will solicit your help and listen to your ideas. I look forward to working with you. Thank you.

PERSONAL STATEMENT – DAVID VALENTINE:

David Valentine is a Professor of Forest Soils and Chair of the Department of Forest Sciences in the School of Natural Resources and Agricultural Sciences. He earned his MSc and PhD from Duke University (1984 and 1990, respectively) in Ecosystem Ecology. He worked as a Postdoctoral Fellow and Research Associate at the Natural Resource Ecology Laboratory at Colorado State University. During that time, he was also awarded a Distinguished Postdoctoral Fellowship from the Department of Energy, and worked at the Agricultural Research Service. He joined the UAF faculty in 1996. His research focuses mostly on boreal forest soil carbon dynamics and how they may be altered by climate change; his work is part of the Bonanza Creek Long Term Ecological Research program (NSF- and USFS-funded) and is also supported by McIntire-Stennis funding. He has supervised several MSc and PhD students. He has taught courses in soils (introductory and graduate level), decision-making in natural resource management, and environmental ethics. He is president of the UAF chapter of the Phi Kappa Phi Honor Society, which recognizes outstanding undergraduate and graduate scholarship across all disciplines.

Dr. Valentine was first elected to the Faculty Senate in 2010, motivated primarily by his desire to contribute to the revision of the UAF Core Curriculum. Quickly learning the value of the maxim “be

careful what you wish for”, he joined the Curricular Affairs Committee and was asked to chair its subcommittee, the General Education Revitalization Committee (GERC), during spring 2011. In May 2011, GERC proposed a new, LEAP-based set of objectives and student learning outcomes to the Faculty Senate, which adopted them for the purposes of revising the UAF Core Curriculum. He stepped down as chair in fall 2011, but continues to serve on GERC as it continues development of the new general education curriculum. He has also served on various campus-wide committees, including the Pre- and Post-Tenure Review Committee (once as co-chair), the Planning and Budget Committee, the Center for Global Change Science Steering Committee, the Rasmuson Library Dean Search Committee, and the Natural Resources & Sustainability PhD Program Development Committee (joint with Dept. of Economics).

Several challenges face the Faculty Senate. First, thanks to the talents and efforts of past and current leaders, it is a well-functioning body. By not being the dysfunctional “squeaky wheel” that motivated faculty in the past to seek election and effect change, it runs the perverse risk of dropping off the radar screens of busy faculty. The Faculty Senate should continue to work to assert its relevance and value to faculty, and to attract the best senators possible. Second, UAF is in the midst of efforts to update its general education curriculum, to more actively assess and manage its effectiveness, and to more effectively assess student outcomes across the entire curriculum. This must continue to be a faculty-driven effort, with the Faculty Senate playing the lead role. Third, the higher education environment is changing rapidly. Increased availability of and emphasis on distance delivery is decoupling student location from educational opportunities, with mixed results. Moreover, students can more easily assemble degree programs from across the UA system. These pose challenges to both UAF and the entire UA system with respect to finding the best ways to serve students' needs. Fourth, under budgetary pressures, the federal funding environment for research is changing, in many cases for the worse. The Faculty Senate should seek ways to partner with UAF administration to facilitate alternative sources of funding for research and scholarly activities. Overall, the Faculty Senate is addressing these challenges well, but they will continue to demand focused efforts by the Senate in order to ensure the results we would want.

UNOFFICIAL BALLOT
FACULTY SENATE PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 2012-13.

Sukumar Bandopadhyay

David Valentine

THE OFFICIAL VOTING BALLOT WILL BE DISTRIBUTED AT THE MEETING.

ATTACHMENT 182/4
UAF Faculty Senate #182, April 2, 2012
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to confirm by acclamation the nomination of David Valentine as 2011-2012 Outstanding Senator of the Year.

EFFECTIVE: Immediately

RATIONALE: A single nomination was received for the 2011-2012 Outstanding Senator of the Year Award. It was agreed, however, that the nominee was truly outstanding. Therefore, the Administrative Committee, containing members of the OSYA committee (including past award recipients, the Faculty Senate President-Elect, and the Provost) unanimously agreed to forward the confirmation of this nomination to Faculty Senate. A formal resolution shall be prepared for presentation to the recipient at the May meeting.

For discussion only: possible revisions of a DRAFT policy on science labs by distance delivery. The original draft by the UA Distance Science Labs Task Force was distributed to Faculty Senate members by email on March 12, 2012.

UA Distance Science Labs Task Force

Adopted by Faculty Alliance February 24, 2012, for Review and Approval by Faculty Senates

Chair: Daniel B Monteith

Task Force Members: John M Petraitis, Andy Veh, James T Pantaleone, Mark A Fitch, Jacqueline E Cason, Rich Collins, Rainer Newberry, Orion Lawlor, Michael S Stekoll, Deborah K Barnett, Cathy L Connor

Instruction methods are changing and evolving rapidly, with exciting opportunities but serious challenges, and this requires a more open and inclusive university-wide discussion including students, instructors, faculty, adjuncts, and administration. The University of Alaska has a mission to provide Alaskan students access to higher education. Laboratory natural science courses, which are a vital part of our bachelor's GER/core, pose particular challenges to ensure both access and quality. Crucially, lab science is about sensing and interacting with the physical environment, with the complexities as found in nature.

This policy defines a RECOMMENDED **review process** for GER/core lab science courses as defined below. WE RECOMMEND THAT existing lab science courses, distance or not, that have not been reviewed by **A MAU-APPROVED*** ~~this process~~ **can no longer be offered** as GER/Core lab science courses starting Fall 2013.

*The specific procedures for doing such reviews will presumably vary among the MAUs.

This RECOMMENDED policy applies only to **lab science** courses accepted for the lab science requirement of the bachelor's GER/core at any MAU. Policies vary widely between the [UAA GER /L lab](#) courses, [UAF natural science core](#) courses, and [UAS GERS lab natural science](#) courses. Lab science courses affect every baccalaureate major, touching every department.

Principle: just as course content is governed by the department that controls the prefix (e.g., BIOL), **instructional method** for lab sciences is also a substantive issue that must be approved by that department. Disciplines can best determine content; disciplines are in the best position to judge instructional methods. However, Faculty Senate oversight is important to maintain overall quality control.

In addition to review of existing GER/core lab science courses, this RECOMMENDED policy requires review for GER/core lab science courses that **add or change primary delivery method** between:

- Hands-on in-classroom equipment.
- Take-home physical kits.
- Remotely operated equipment.
- Virtual/simulation, purely software onscreen.

When a new or existing GER/core lab science course changes primary delivery method, this modification **requires course approval** from the MAU department. Courses may be delivered experimentally using a new method up to two times prior to full review, with notification to and monitoring by the MAU department. Review **WILL ALSO BE CONDUCTED** ~~is also needed~~ via the ordinary MAU faculty senate curriculum process. Ongoing assessment and review is highly recommended.

THESE ARE Issues for **faculty to address** in proposing a lab course **OR IN REVISING THE MODE OF DELIVERY** (see also: *Supplemental Questions for Online Course Approval Requests*, Berkeley Division of Academic Senate Committee on Courses of Instruction) **WE RECOMMEND THAT A FORM BE CREATED FOR NEW AND REVISED SCIENCE LAB COURSES THAT INCLUDES THE FOLLOWING:**

1. What are the goals and outcomes of the existing face-to-face sections?
2. What delivery methods will be used from the list above, and in what proportions?
3. What are the goals and outcomes of the lab sections? Are the goals and outcomes different for different modes of lab instruction? How will the goals and outcomes be achieved, and assessed?
4. If a new mode of delivery for an existing lab course is proposed, how will the new lab section be different from existing lab sections?
5. Is there a population of students identified that need this course?
6. Student preparation: How will students be advised and screened for technology proficiency? Do they have the prerequisite knowledge and preparation? Do they have the self-pacing skills needed for distance delivery? Are technologies introduced at an appropriate pace?
7. How will students and instructors interact? How will students and other students interact? Will the technology support a “community of learning”?
8. Will a fully asynchronous course include some synchronous time for students to ask and answer questions? Are synchronous sessions required (lecture/discussion) or optional (office hours)?
9. What are the expectations for student-faculty communications, such as email latency and frequency, and how will they be met?
10. What internet connection (bandwidth) will be required for students? For instructors?
11. Specific technology questions: a. For take-home kits, how will the kits be purchased? Maintained? Are there safety concerns? How does the equipment in the kits compare with in-classroom lab equipment?
b. For simulations, how will they be used in this course, and how do they compare with reality? How do they compare with professional methods or practices in the field? What software will be required?
12. How will plagiarism and academic integrity issues be addressed?

Issues for **REVIEWERS TO ASSESS** ~~departments to discuss~~ during the **ROUTINE** lab course review process (see also: *Best Practices for E-Labs*, [Southern Association of Colleges and Schools](#), substituting “e-labs” for “programs”) **ARE LISTED BELOW. THE COURSE INSTRUCTORS WILL SUBMIT RELEVANT INFORMATION ADDRESSING THE QUESTIONS BELOW.**

1. What are students supposed to be learning in the existing face-to-face sections? Are they learning that, and how is it assessed?
2. Will distance courses affect face-to-face enrollment? Will distance courses draw students away from existing courses, eventually replacing them, or primarily draw in new students?
3. What impacts will this course have on the program’s professional accreditation? What effect will the course have on downstream courses, using it as a prerequisite?
4. How will the course design work be supported, for the significant effort to develop a new distance course or convert an existing course? How much effort is it? Will it appear in faculty workloads?

5. Who will choose instructors for the course? How will instructors be trained in the changing technology for distance learning?
6. How is the enrollment cap determined for each distance section?
7. Will there be teaching assistants for additional distance sections?
8. How will the department validate the domain knowledge for the courses in their discipline? Who will be responsible for that validation?

BROADER-SCALE ISSUES THAT EVENTUALLY NEED TO BE ADDRESSED BY GROUPS OUTSIDE OF THE UA FACULTY ALLIANCE (e.g., UNIONS)

~~Issues for the Faculty Senate curriculum council to address for a reviewed lab course:~~

1. How will coordination be maintained between campuses?
2. How will intellectual property issues be handled? Who owns the course content—the faculty who develop the course, the department, the university, the book publisher?
3. How will software, servers, and information technology be vetted, supported and standardized? How will these be maintained for the entire lifetime of the course?

Issues the UA Task Force decided not address:

- Non-GER/core science labs. Individual departments should choose how their own 300 and 400 level lab courses are designed and delivered. Further, their choices, will--in the vast bulk of cases--only impact their department and those equivalent ones of the other MAUs.

- Transferability of distance delivered courses, both between MAUs and from other institutions. UA Board of Regents Policy addresses transferability of credit both in general and for GER courses in particular (See sections P10.04.060 and P 10.04.062).

The UA Task Force recommends a annual or semi-annual inter-MAU faculty meeting would be useful to integrate the university system, which will assist with issues like transferability.

ATTACHMENT 182/6
UAF Faculty Senate #182, April 2, 2012
Submitted by Curricular Affairs Committee

**Curricular Affairs Committee
Meeting Minutes for February 22, 2012**

Voting members present: Rainer Newberry – Chair; Anthony Arendt; Jungho Baek; Jun Watabe; Brian Himmelbloom (phone); Diane McEachern (phone); Todd Radenbaugh (phone); Dave Valentine.
Voting members absent: Retchenda George-Bettisworth; Debra Moses

Non-voting members present: Ginny Kinne (for Linda Hapsmith); Donald Crocker; Libby Eddy, Lillian Misel; Carol Gering.
Non-voting members absent: Mike Earnest, Doug Goering, and Dana Thomas (due to executive workshop).

1. Approve minutes from 8 February (see attached)

Minutes were approved with one correction to the motion wording about the Dean’s and Chancellor’s honors lists.

2. Motions (see below and next page)

MOTION:

To approve a new category of registration, “Directed Study,” to allow a student to contract with an instructor to enroll individually in a course that exists in the catalog, outside of the regularly-scheduled sections of the course in a given semester. The difference between “Directed Study” and the current “Individual Study” would be that “Individual Study” would be reserved for contracted 1:1 courses that do not exist in the UAF catalog. Courses taken as Directed Study would be transcribed with the existing subject and course number from the catalog.

Effective: Fall 2012

Rationale: The majority of current Individual Study enrollments are actually for courses that exist in the UAF catalog. The student contracts with an instructor to take an individual section of the course outside of the regular course schedule. These are posted to the student’s transcript as a -97 course number. It then raises questions about course content for transfer credit to other institutions; does not meet prerequisites in Banner; and does not automatically feed into degree requirements in DegreeWorks. Reserving the -97 “Independent Study” designation only for courses that do not exist in the UAF catalog would minimize these problems for students and advisors.

Note for discussion: If anyone is concerned that the course should be somehow denoted on the transcript as not being taken in the regular classroom setting, we have the ability to add some kind of notation to the title, such as:

ENGL F333 Women’s Literature (DS*) 3 cr

Transcript legend could define ‘DS*’ as a Directed Study.

Discussion:

Dave V. asked if the purpose of the Directed Study was to cover low enrollment courses. That function was acknowledged by the group, but the main purpose was providing a means to put a permanent course on the student's transcript (as opposed to an Independent Study). Having the actual course on the transcript is much easier to deal with for addressing credit transfers.

Issues were discussed at length having to do with Core courses and labs courses. The issue of faculty workloads was also a big factor with regard to what signature approvals should be required to offer Directed Study. Department chairs could (should?) address issues of course equivalency, but Deans should address issues of faculty workload. It was noted that any faculty could potentially teach any course as a Directed Study. Adding various statements to address course content and faculty workload issues was discussed. Rainer noted that having input from Dean's Council would be helpful on these issues. Another issue that was noted was the possibility of someone using the Directed Study to teach a course by distance. The possibility of modifying the Independent Study / Directed Study form as needed (if problems arise) was discussed. For example, a statement could be included on the form certifying that the course content is equivalent, along with the required department chair signature; and, a statement about faculty workload could be added with the dean's signature. It was decided these types of issues could be addressed later on as the need arises, or if they potentially arise in the Faculty Senate.

It was decided to approve the motion with just one modification to the very first paragraph:
"Courses taken as Directed Study would be transcribed with the existing subject and course number from the catalog **AND THE SUFFIX (D.S.*).**"

The committee discussed the next motion:

MOTION TO AMEND CATALOG LANGUAGE
"BEYOND THE CORE", Page 136 of 2011-2012 Catalog

[Remove the language in brackets]
INSERT THIS LANGUAGE IN ALL CAPS

Under Bachelor of Arts, first column, paragraph after "Minimum credits required for degree":

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex **[that are not in the primary discipline of that major or minor]** may be used to fulfill the B.A. degree requirements in humanities, social sciences or mathematics. Courses used to fulfill **[minor degree]** requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

Similarly, under Bachelor of Science, second column:

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex **[that are not in the primary discipline of that major or minor]** may be used to fulfill the B.S. degree requirements in mathematics or natural science. Courses

used to fulfill [**minor degree**] requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

EFFECTIVE: IMMEDIATELY (FALL 2012)

RATIONALE: There are many cases in which a course might be required for a major or a minor (example: PSY F101 for a BA in Psychology) but that course also carries a General Education designator (such as “S” for Social Sciences). Strictly interpreted the way it’s written, the PSY F101 could not be counted toward the required credits in Social Sciences and Humanities, no matter how many PSY credits were earned (say, 36). This would have the unintended and unfortunate consequence of requiring well over 120 credits for a B.A. degree and well over 130 for a B.S. degree if the language is not altered. This is something that has been broadly misunderstood in the advising community for many years (ever since the inception of the Core, as far as we can tell). This was brought before Curricular Affairs in 2009 (see documentation provided) and both the Registrar’s Office and the Academic Advising Center was under the impression this change had already taken place.

Note that with this change, no credits used toward the major could be used toward GERs until they have gone over 30, or for a minor over 15.

There was much discussion about the fact that this is a CLA issue, particularly with regard to the issue of credit hour production. Support by the CLA dean and associate dean was noted. Rainer asked faculty to discuss it widely, particularly Jun since he is in CLA. The committee approved the motion as presented.

3. Reports from subcommittees

a. GERC- Dave Valentine

Dave reported about the ambitious schedule the committee has set for completing their work. However, progress has stalled over some sticking points, particularly how to address the Writing skills component, how to address a Language requirement; whether or not to incorporate the Freshman Experience (or to what extent); and how to satisfy the need for ten credits in Natural Science and include the quantitative course requirement. (An NS quantitative course was clarified to mean a course on how to work with data and make inferences from data.)

BOR policy requires 34 credits of Core, and UAF currently has 39. The committee must also consider how their proposed options satisfy the student learning outcomes they set last spring.

It was agreed that Alex Fitts would be invited to give the CAC an update at the next meeting.

b. Stacked Courses- Anthony Arendt (Copy of report attached)

CAC members were asked to read the included report summarizing faculty responses about stacked courses for the next meeting.

Summary of Survey on Stacked Courses

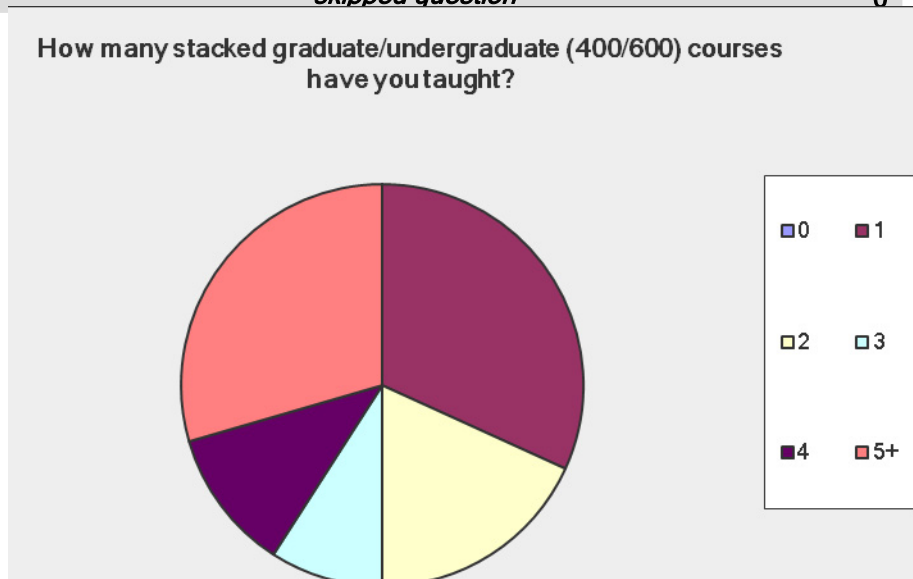
February 21, 2012

Prepared by Orion Lawlor, Lara Horstmann (Graduate Academic and Advisory Committee) and Anthony Arendt (Curricular Affairs Committee), with assistance from Colleen Abrams (Student Systems and Data Specialist), Sara Lundemo (Admin Assistant, Office of the Provost), Mike Earnest and Dana Thomas.

Overview: A six question survey was sent on November 21, 2011 to approximately 85 faculty who have taught and/or are currently teaching stacked courses. Results were returned on Dec 12, 2011. Sara Lundemo provided the following summary tables/graphics. Responses to the open ended questions are listed at the end of the document.

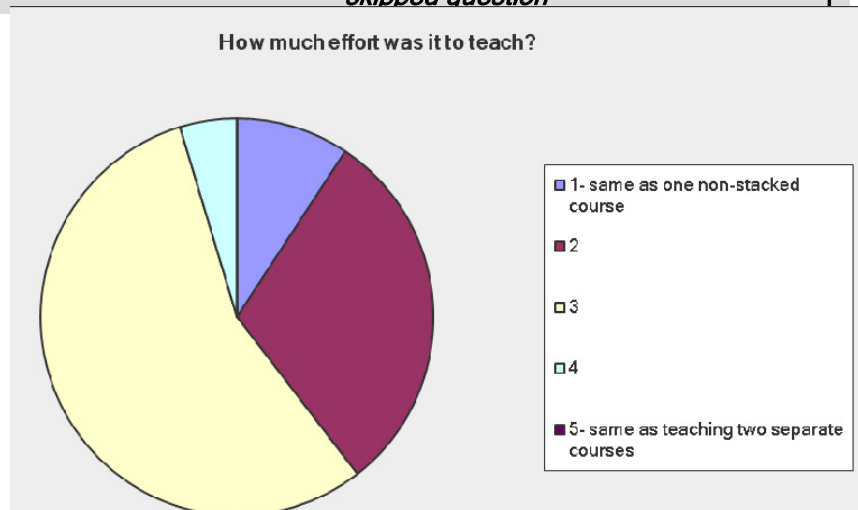
Question 1

How many stacked graduate/undergraduate (400/600) courses have you taught?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1	31.8%	14
2	18.2%	8
3	9.1%	4
4	11.4%	5
5+	29.5%	13
<i>answered question</i>		44
<i>skipped question</i>		0



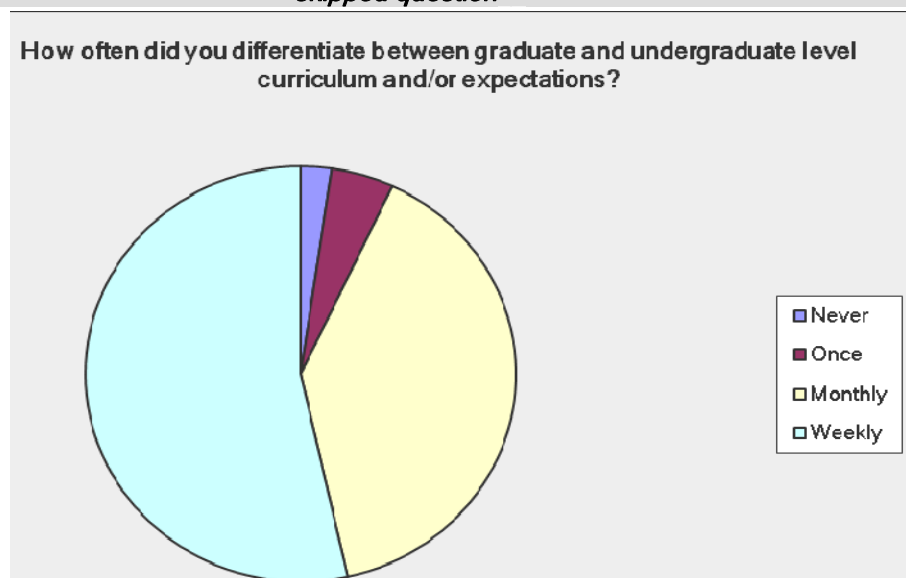
Question 2

How much effort was it to teach?		
Answer Options	Response Percent	Response Count
1- same as one non-stacked course	9.3%	4
2	30.2%	13
3	55.8%	24
4	4.7%	2
5- same as teaching two separate courses	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		1



Question 3

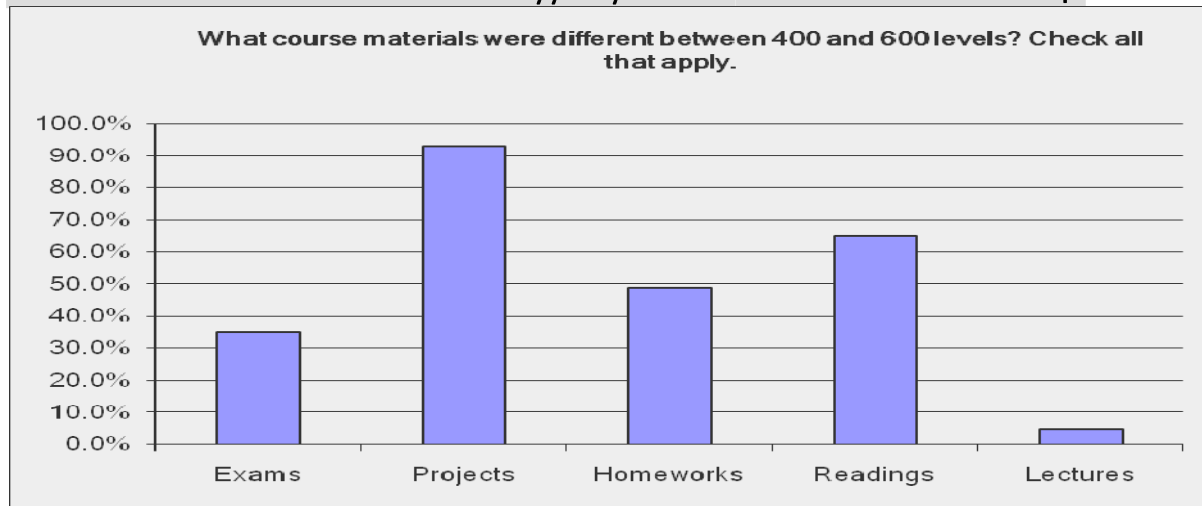
How often did you differentiate between graduate and undergraduate level curriculum and/or expectations?		
Answer Options	Response Percent	Response Count
Never	2.3%	1
Once	4.7%	2
Monthly	39.5%	17
Weekly	53.5%	23
<i>answered question</i>		43
<i>skipped question</i>		1



Question 4

What course materials were different between 400 and 600 levels? Check all that apply.

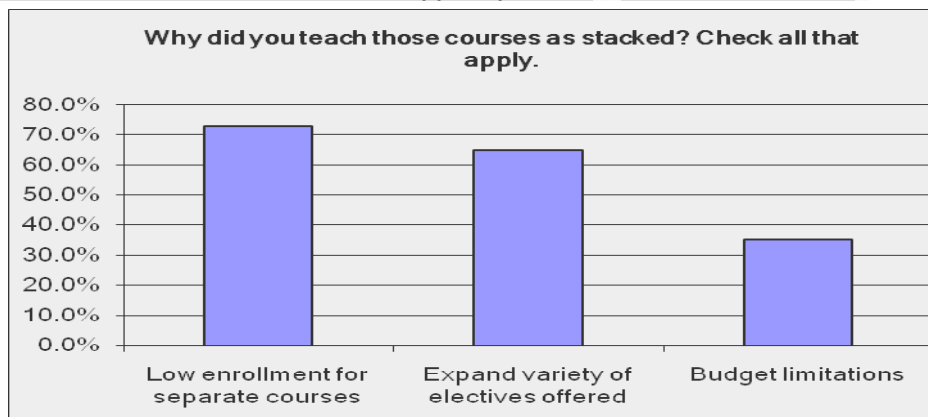
Answer Options	Response Percent	Response Count
Exams	34.9%	15
Projects	93.0%	40
Homeworks	48.8%	21
Readings	65.1%	28
Lectures	4.7%	2
Other (please specify)		20
<i>answered question</i>		43
<i>skipped question</i>		1



Question 5

Why did you teach those courses as stacked? Check all that apply.

Answer Options	Response %	Response Count
Low enrollment for separate courses	73.0%	27
Expand variety of electives offered	64.9%	24
Budget limitations	35.1%	13
Other (please specify)		18
<i>answered question</i>		37
<i>skipped question</i>		7



Responses to open-ended questions:

It was extremely difficult to have a discussion that meets the needs of both. There is not as much time to get into a scholarly discussion with the graduate students.

The greatest issue I have with it is that 2/3 of the classes taught toward our Secondary Education Masters degree are stacked. In addition, several of those classes are taught by adjunct faculty that does not differentiate toward the 600 level. As a result, our master students are not sufficiently prepared for writing a thesis or doing research. If differentiated stacked classes work well. I actually had 400 level students writing optional research papers. 400 level students determined that 600 level lectures and activities were interesting and relevant at several of my classes. However, I tend to teach toward the 600 level and my 400 level students may have to work a bit harder. On the other hand other instructors work at the 400 level and just add on a research paper without teaching how to do it or any other components of a 600 level class.

I think it works great. The course is challenging and the graduate students are held to higher standards in terms of the quality of the writing and presentations. The graduate students complete all the assignments that the undergraduates complete, along with additional readings and a significant project (NIH grant proposal) that is due at the end of the semester. I have taught this particular stacked course 3 times, and believe the undergrads benefit from contact with grad students, and the grad students benefit from the opportunity to mentor the undergrads. The quality of in-class discussions also increases when grad students are present, and the work of the undergrad students rises to the quality of the grad students' work when they have more contact with each other. I like the stacked course procedures and would love to see them continue.

It would be a mistake for the senate to make it more difficult for faculty to participate in stacked courses (no more paperwork for faculty since there is no tradition of followup enforcement by the senate on existing rules, or consistently applied sanctions for ongoing course/paperwork discrepancies). Faculty currently receive no compensation or merit considerations from the administration for doing the extra work for stacked courses. If the senate wants to do something real about increasing the rigor of UAF courses (and, I don't think they do), then they should concentrate on the large number of underqualified (or unqualified) adjunct and other faculty teaching required undergrad courses. In my wilderness concepts course, I have between 1 and 3 grad students per semester, so the interaction with these few students is great and rewarding for me (we do not have a faculty approved grad program in Geog).

So far no undergraduate students have been enrolled in this class.

What worked: the interaction between the different types of students, grad students helped the undergrads. Undergrads gave a new perspective to the grads. What didn't: it is a little hard to have different levels of mathematics ability, but I can get by.

There are no guide lines for the expectations of stacked classes, and think that has reduced the potential rigor of the grad level course. We see undergrads taking the 600 option to get graduate credit because they know it is usually the same class. I looked at previous syllabuses, and often the only difference (I saw) was a "project" required. Same lecture; same homework; same exams. My approach was to give additional homework and exam questions, and I think some students were unfortunately surprised, while some appreciated it. In any case, I think the requirements should be at least clarified (and in my opinion, made more strict). I have less opinion about the workload issue because the number of students is the elephant in the room on that one, which is not taken into consideration in the workload, only the activities report.

Ultimately, like any un-stacked course, it depends on the mix of students. I've taught stacked courses for a dozen years and find that they are workable and a very efficient use of my time.

Exposing undergrads to grads helps raise the level of involvement (or it can).

Honestly, everything works well as long as more is expected of the grad students, and they do more- and a higher level of work. I've been teaching stacked courses since I've been here (13 years). And, my previous job at UNM had stacked classes, plus the school where I obtained my PhD (Arizona State) had stacked classes; no problem with any of them.

I wouldn't change a thing. The stacking approach works for my course. Also, helps our small faculty size meet graduate and undergraduate program requirements.

Graduate level Ss sharing regularly with undergrad Ss raised undergrads personal expectations. Graduate Ss knew from their syllabus that their expectations were more than a research paper. Graduate Ss responded regularly to each others' writings; undergrad Ss responded occasionally to grad work.

Meeting with 400- and 600-level students together, with periodic additional meetings with the 600-level students.

I have offered Vertebrate Paleo as a stacked course, but have not had any grad students take it, so my answers above reflect essentially no experience. But, I was interested to do this to a) increase enrollment, and b) offer more choices for grad students. I feel that if I had grad students, I could offer them something that reflected their skills, primarily in the form of different/more readings (from the peer-reviewed literature), and enhanced projects. My design does not include differences in the lecture component however.

It is difficult to schedule a stacked 400/600 level course at a time that works for undergrads and grads so as to achieve sufficient aggregate enrollment. Grad classes work better in the late afternoon/early evening, not mid-day and the grad stacking scares off undergrads (per the "yellow sheets")

I think it worked pretty well, but I would be open to suggestions on how to make it even better.

Stacked options allows our department to offer specific methods courses we need for NCATE. The students are similar enough in the stages of their careers/education where it is an effective tool for our department.

It worked well.

When the enrollment at the 600-level was moderate 5-12 students, it worked well for me to run a separate lab/seminar for them. But when 600-level enrollment is very low, this does not work as well. It also depends on the quality and motivation of the graduate students; some graduate students probably get more out of being in the regular 400-level labs while other certainly benefit from a separate lab. On a different note, I do not get any workload "credit" for running a separate graduate student lab/seminar, so there is a cost to me.

Question 1 is ambiguous. Are you asking how many specific courses I have taught as stacked courses (3 or 4), or how many courses that are stacked do I teach on a regular basis (1)? I find it is important to differentiate the duties of graduate and undergraduate students in terms of preparation and participation on a daily basis. The stacked course I teach most often is an oral intensive class for undergraduates. Every week, one undergraduate must prepare an outside reading for presentation. I generally dedicate 1 hour each week to this task. Undergraduates not presenting that week are expected to participate as audience members, but do not have to prepare the text being presented. The graduate students however must prepare the outside reading, engage the undergraduate in discussion of the reading, and provide detailed feedback to me re: the students performance on this task. This means the graduate students have 30% more readings to prepare during the semester, and must engage those readings on a deeper level and discuss them on a deeper level every week. It also places the graduate students in a mentorship role with the undergraduates--giving advice on how to prepare and present the articles, etc. Also the graduate students take different exams and have different requirements for papers, etc. Specifically, I encourage graduate students to identify how the class feeds into their thesis work (otherwise why are they taking my course?) and to design the research or writing projects to feed directly into their theses (often as part of the literature review or rationale for their own work). I believe this course works particularly well as a stacked course because as an oral intensive course the expectations for the undergraduates is already a little higher than a standard course, and allows me to differentiate instruction in the ways described.

In practice, my stacked classes have tended to be either mostly grad or mostly undergrad. When mostly grad, the graduate seminar quality of the course comes out and the undergrads learn from the experience. When the class is predominantly undergrad I usually lecture somewhat more, the graduate students participate in discussion but have tended to focus heavily on the research for their final papers. The variation in how the courses work is more dependent on the individual characteristics of the students and the dynamics of the particular class than on whether the class is stacked or not.

Some undergrads would rather work alone on their projects, but I think the team approach is useful. I am not certain I assigned enough 'extra' work to the grad students.

Graduate students complained more about the workload than did undergraduates. Grads presentations of literature reviews and research helped instruct and set high standards for undergrads. Grads did appropriate MA and PhD level work; undergrads mostly performed at higher level than in stand-alone 400-level classes.

I have had more graduate students, so lectures (common) are more aimed at that level, which makes it hard for undergraduates. I think stacking is not optimal, but is of great assistance to get more offerings for advanced undergraduates.

It worked fine, and the expectations for the graduate students were that the projects and papers had more depth. There was a difference in the final presentation of graduate work over undergrad work.

I think it works good having stacked courses: 1, gives us a chance to teach more courses for our students 2. Some classes have low enrollment and it gives us a chance to teach to a reasonable size class 3, The budget really plays a big role in this also 4. I have no problem teaching stacked classes

worked: graduate students in stacked courses had to do more difficult projects, and had to present those projects to the full stacked class

I find it really really hard to create a level of lecture that's a good balance between 400 and 600. Everything else I can make different for the two sets of students. So I wind up spending GOBS of time outside the classroom working with the undergrads (they're a little lost) and the grads (the lectures don't adequately prepare them for their homework). I have found it very useful to simply schedule a grad recitation in addition to the 3-hours/week of normal lecture. I give out homework assignments with each lecture, so every student recognizes during each lecture that there are two different levels being taught. I think that works well.

not as much graduate discussion as would be ideal.

This makes for a bigger group and better class dynamics. Also those taking the course for graduate level can contribute additional information.

Generally the stacking works well. Undergraduate students sign up very fast and sometimes not many spots for grad students.

This particular class is probably an exception. It was an evolution class and the undergrads were (sadly) as unprepared as the grads. Thus the course worked wonderfully well: pushing the undergrads a bit, but also pushing the grads in turn, and just as much, in order to justify the few more years of training that they carried under their belts.

Sometimes it takes longer to explain material when you have a diverse crowd BUT in the end they understand the material better. Typically good undergrads do as well in the graduate classes in ATM. I took grad classes as an undergraduate (my university did not stack them) and I usually did better than the grads as I had only one job, to study. The grad students had to also do research. I think it takes some doing but can be a very positive experience for both groups.

Writing is very different from Ph.D. students in the same class with undergrads who are juniors! Life experiences, work history all very different. Too different at times. Students were in the class though for similar reasons and committed to these.

Entry Criteria, Devoted Teaching time

Had to be careful to make sure I was not making graduate assumptions of undergraduate students.

What worked: I could accommodate the needs of a majority of the graduate students. What did not work well: (1)

Some of our high performing grad students were frustrated (2) Some of the students in general trailing thought that the graduate students tended to dominate the class - especially in the interactive sessions during lecture time. This discrepancy in entry level varies from year to year. Last year was particularly challenging for me. Thanks for giving this issue a UAF wide thought.

Grad students often draw out higher caliber of work from undergrad students. Can be difficult for grad students to get equivalent motivation especially when they are the minority. Using the grad students to take on seminar leading was very effective.

Everything worked as designed.

Worked well: graduate students benefit from hearing introductory material, which may get skipped in a pure 600 level class. Undergraduates benefit from hearing at least a bit of more advanced material, interacting with upper level students, and seeing more of the literature than they would otherwise. Didn't work well: graduate students get less advanced lectures than they want and deserve. It's tough to keep two classes straight, and tempting to essentially offer one mediocre course with two numbers.

ATTACHMENT 182/7
UAF Faculty Senate #182, April 2, 2012
Submitted by the Committee on the Status of Women

Committee on the Status of Women
Minutes for Thurs, Mar 29, 2012; 11:30-1:00 pm, Gruening 718

Members Present: Melanie Arthur, Derek Sikes, Kayt Sunwood, Jane Weber, Nilima Hullavarad, Jenny Liu, Stefanie Ickert-Bond, Johnny Payne, Ellen Lopez
Members absent: Shawn Russell

1) Brown Bag - "Career Development Mapping" 3/22 brown bag lunch went well but need a new room due to technological issues.

2) Speaker for Women Faculty Luncheon, Sep 25th, 2012. Shawn Russell, who has wanted to attend, will be flown in. 25th Birthday of Women's & Gender Studies, 2012: Celebration with food & cake, this Friday 5-6:30 multi-level lounge. Will do a larger celebration in the fall. Plan to bring in a nationally known speaker - Carolyn "Biddy" Martin, 19th president of Amherst College, Provost of Cornell from 2000-2008 (longest serving provost). Perhaps a collaboration with CSW could happen also and perhaps Carolyn could be the speaker for the luncheon? Need to confirm ASAP so we have time to setup a speaker if needed. Kayt will communicate with Carolyn on this and get back to us.

3) Panelists for Promotion / Tenure Workshop, Friday, April 27. 10-12 room 109 in Butrovitch. Derek Sikes will moderate. Panelists who have agreed: Paul Layer, Roxie Dinstel, Sine Anahita and Melanie Arthur. Ellen will ask Courtney who has recently completed a fourth year review. Steffi will ask Ute Kaden in Education. Kayt will run the eLive internet connection.

4) Spousal Hire Policy. Melanie update: Too late for this academic year for senate. Melanie will no longer be on faculty senate when it can be discussed. No policy in place but having a policy and corresponding budget is on Chancellor's list of goals for 2012 & Vision 2017 Plan. An initiative in 2003 was drafted based on concerns of violation of fair hiring regs. Does CSW want to take this on? ~25% of universities have policies, another ~15% have policies that oppose partner accommodation. AAUP has a set of best practice recommendations such as: a transparent policy, known to candidates, hiring process of spouse should be as similar to a typical hire as possible. Concerns rest mostly on the issue of possible lowering of standards to hire a spouse and lack of transparency regarding the process of direct hiring. Dean Payne added that currently, with no policy we can't even ask a candidate if a job candidate has a spouse. With a policy we could provide the policy to the candidate and legally make it a topic of discussion. The 2003 proposal suggested provost cover 1/3 of hire cost at least initially. The policy draft currently would only cover tenure-track hires but this could be relaxed. Melanie added that a hire will not proceed unless there is motivation by all parties involved so why limit it to only tenure-track positions?

CSW agreed to pursue this by working from the 2003 draft and senate comments. Jane will invite Mae Marsh, Director of Diversity and Equal Employment, to next CSW meeting.

Next Meeting - (after the P&T workshop in April); Thurs 10 May 2012, 10:00-11:30AM (to accommodate guest Mae Marsh).

Meeting was adjourned at 12:40; Respectfully Submitted, Derek Sikes
These minutes are archived on the CSW website:

<http://www.uaf.edu/uafgov/faculty-senate/committees/committee-on-the-status-o/>

ATTACHMENT 182/8
UAF Faculty Senate #182, April 2, 2012
Submitted by the Graduate Academic and Advisory Committee

**GAAC: Graduate Academic Advisory Committee of the UAF Faculty Senate
2012-02-24 Meeting Minutes**

Voting Members: Orion Lawlor, Lara Horstmann, Vincent Cee, Chung-Sang Ng, Donie Bret-Harte,
Elisabeth Nadin
Non-Voting: Tim Bartholomaus, Laura Bender, Lillian Misel

Curriculum progress:

- #9, with a revised syllabus PETE 646 is approved.
- #12, with a revised syllabus BIOL 6xx (Scientific Teaching) is approved.
- #13, with a revised syllabus BIOL 6xx (Arctic Plants and Vegetation Ecology) is approved.
- #15, with revised paperwork BIOL 675 (Vegetation Description and Analysis) is approved.
- M. Ed. in counseling changes #26, #27, and #28 are approved, pending a fix on the catalog language in #28.
- #32, with revised paperwork EE 608 (Power Electronics) is approved.

We're actually still waiting for a few changes for several other courses, which can still be approved electronically if we get updates by Monday (February 27).

Regarding the NSF/NIH Responsible Conduct in Research (RCR) graduate training requirement discussed last meeting, the Chancellor has already issued a policy on this, [UAF Policy 10.07.001](#) (June 8, 2010), so it is not clear any further action is required.

Next meeting: Friday, March 23, 9am.