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**A G E N D A**

UAF FACULTY SENATE MEETING #195

Monday, December 2, 2013

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

1:00	I	Call to Order – David Valentine A. Roll Call B. Approval of Minutes to Meetings #194 C. Adoption of Agenda	4 Min.
1:04	II	Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to approve Department of Communication Unit Criteria 2. Motion to approve Department of Anthropology Unit Criteria 3. Motion to approve the new program of Master of Music – Performance 4. Motion to approve the program deletion of the Master of Arts – Music 5. Motion to amend Math Placement Policy B. Motions Pending: None	1 Min.
1:05	III	A. President's Remarks – David Valentine B. President-Elect's Remarks – Cecile Lardon	10 Min.
1:15	IV	A. Chancellor's Remarks – Brian Rogers B. Provost's Remarks – Susan Henrichs	15 Min.
1:30	V	Discussion Item A. Draft Motion to Revise Non-UA Transfer of Courses (Attachment 195/1)	15 Min.
1:45	VI	Guest Speaker A. Chris Lott, Design Team Leader, eLearning Topic: CITE Fellows Program and supporting faculty innovation	15 Min.
2:00	VII	BREAK	
2:10	VIII	New Business A. Motion to amend English Placement Policy, submitted by Student Academic Development and Achievement Committee and Curricular Affairs Committee (Attachment 195/2) B. Resolution in Response to the <i>Shaping Alaska's Future</i> Draft Document, submitted by the Administrative Committee (Attachment 195/3)	15 Min.

2:25	IX	Governance Reports A. Staff Council – Brad Krick B. ASUAF – Brix Hahn C. Athletics – Dani Sheppard D. UNAC – Falk Huettmann UAFT – Jane Weber	10 Min.
2:35	X	Public Comment	5 Min.
2:40	XI	Members' Comments/Questions/Announcements A. General Comments/Announcements B. Committee Chair Comments Curricular Affairs – Rainer Newberry, Chair (Attachment 195/4) Faculty Affairs – Knut Kielland, Convener Unit Criteria – Chris Coffman, Chair (Attachment 195/5) Committee on the Status of Women – Jane Weber, Chair (Attachment 195/6) Core Review Committee – Miho Aoki, Chair (Attachment 195/7) Curriculum Review – Rainer Newberry, Chair Student Academic Development & Achievement – Cindy Hardy, Chair Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 195/8) Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 195/9) Research Advisory Committee – Peter Winsor, Chair	10 Min.
2:50	XII	Adjournment	

ATTACHMENT 195/1

UAF Faculty Senate #195, December 2, 2013

Submitted by Curricular Affairs Committee

**DRAFT Motion to Revise Non-UA Transfer of Courses**

**Motion:** To allow the UA Board of Regents' definition of general education requirements (R10.04.040) to be applied when determining which transfer courses may be used to meet UAF's core requirements.

**Rationale:**

Students transferring to UAF without an AA, AS, or a bachelor's degree from a regionally accredited institution do not receive core waivers and their transfer courses are evaluated on a course-by-course basis using the Non-UA Table of Substitutions (page 37 of the 2013-2014 UAF catalog). This results in many students receiving very little credit which will meet UAF core requirements. Currently, these same students can apply to UAA, have an evaluation of transfer credit done and be closer to completing UAA's general education requirements (GER) than they are to completing UAF's core. Once they have met UAA's GER they can then transfer back to UAF, request a UA GER waiver to meet UAF's core requirement (per BOR Policy P10.04.062, Section B) and be considered to have met the core education requirements at UAF. This motion seeks to avoid the unintended inconsistency between BOR policy which was meant to allow easy transfer of general education requirements between UA universities, and UAF's tightening in 2006 of core transfer guidelines in order to protect core standards. This motion also seeks to make it possible for transfer students, who have taken general education classes in good faith at other institutions, to receive a more liberal review of these transfer courses, based on the BOR definition of general education requirements.

**R10.04.040. General Education Requirements.**

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

5. Humanities :Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.

6. Social Sciences :Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.

B. Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/Social Sciences	15 credits minimum
at least 3 credits in the arts	
at least 3 credits in general humanities	
at least 6 credits in the social sciences, from 2 different disciplines	
Quantitative Skills/Natural Sciences	10 credits minimum
at least 3 credits in mathematics	
at least 4 credits in the natural sciences, including a laboratory	
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Total	34 credits minimum

**Current Non-UA Table of Substitutions, from 2013-14 UAF Catalog -**  
[http://www.uaf.edu/catalog/current/admissions/transfer\\_placement\\_chart3.html](http://www.uaf.edu/catalog/current/admissions/transfer_placement_chart3.html)  
 Found on p. 37 of the paper 2013-14 UAF Catalog

**TABLE OF SUBSTITUTIONS: NON-UA INSTITUTIONS**



This table describes courses accepted by transfer to UAF, from institutions outside the University of Alaska system, which may substitute for UAF's core curriculum. Students transferring from either UAA or UAS should consult [UA System 2012 - 2013 Table of Substitutions](#), or visit [www.uaf.edu/admissions/undergrad/transfer/](http://www.uaf.edu/admissions/undergrad/transfer/).

Core Curriculum Courses	Transfer Courses
MATH F107X--Functions for Calculus or MATH F103X--Concepts and Contemporary Applications of Mathematics	a 100-level or above mathematics course having a prerequisite of at least two years of high school algebra
MATH F200X, F201X, F202X, F262X, F272X, STAT F200X	a calculus or statistics course at the 100-level or above
ENGL F111X--Intro to Academic Writing	the required first semester composition course at the 100-level (must be basic freshman composition and not developmental)
ENGL F211X--Academic Writing About Literature OR ENGL F213X--Academic Writing About Soc & Nat Sciences	the second half of the introductory composition series at the 100-level or above
COMM F131X--Fundamentals of Oral Communication Group Context OR COMM F141X--Fundamentals of Oral Communication Public Context	a 100-level or above performance course in fundamentals of speech communication, public speaking or small group communication
Natural Sciences-8 credits	courses in basic natural sciences (biology, chemistry, earth sciences, physics) with labs, at the 100-level or above. Non-lab courses are transferable only as a second natural science course. To fulfill core requirements, a transfer student must complete two lab courses or two labs. Transfer of credit for courses in a natural science other than those listed requires approval of the dean of the College of Natural Science and Mathematics.
<b>Perspectives on the Human Condition</b>	
HIST F100X--Modern World History	a Western or non-Western civilization course at the 100- or 200-level (lower division), excluding individual national histories
ECON/PS F100X--Political Economy	a course in U.S. or comparative political economy, or U.S. economic history or macroeconomics at the 100-level or higher
ANTH/SOC F100X--Individual, Society and Culture	an introductory course in anthropology at the 100- or 200-level (lower division), an introductory-level course in sociology or lower-division social problems course, or a course in cross-cultural psychology
ENGL/FL F200X--World Literatures	an introductory or lower-division course in world or comparative literature
ART/MUS/THR F200X, HUMS F201X, ANS F202X--Aesthetic Appreciation	a history or appreciation course in art, theatre or music at the 100-level or above
BA F323X, COMM F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X--Ethics (Values and Choices)	an upper-division course in ethics, or, with approval of the philosophy department, a lower-division course in ethics
<b>Other</b>	
Library and Information Research (0-1 credit)	a 100-level library skills course
Foreign Language (may be substituted for 6 credits of Perspectives on the Human Condition)	two semester-length courses in a single Alaska Native language or other non-English language, or three semester-length courses (9 credits) in American Sign Language at the university level

**PROPOSED REVISION to Non-UA Table of Substitutions NOTE:**

- HIST F100X, ECON/PS F100X, ANTH/SOC F100X fall into the category of Social Sciences under BOR definition of General Education Requirements
- ART/MUS/THR F200X fall into the category of the Arts under BOR definition of General Education Requirements
- ENGL/FL F200X fall into the category of the Humanities under BOR definition of General Education Requirements

TABLE OF SUBSTITUTIONS: NON-UA INSTITUTIONS	
This table describes courses accepted by transfer to UAF, from institutions outside the University of Alaska system, which may substitute for UAF's core curriculum. Students transferring from either UAA or UAS should consult <a href="#">UA System 2012 - 2013 Table of Substitutions</a> , or visit <a href="http://www.uaf.edu/admissions/undergrad/transfer/">www.uaf.edu/admissions/undergrad/transfer/</a> .	
Core Curriculum Courses	Transfer Courses
MATH F107X--Functions for Calculus or MATH F103X--Concepts and Contemporary Applications of Mathematics	a 100-level or above mathematics course having a prerequisite of at least two years of high school algebra
MATH F200X, F201X, F202X, F262X, F272X, STAT F200X	a calculus or statistics course at the 100-level or above
ENGL F111X--Intro to Academic Writing	the required first semester composition course at the 100-level (must be basic freshman composition and not developmental)
ENGL F211X--Academic Writing About Literature OR ENGL F213X--Academic Writing About Soc& Nat Sciences	the second half of the introductory composition series at the 100-level or above
COMM F131X--Fundamentals of Oral Communication Group Context OR COMM F141X--Fundamentals of Oral Communication Public Context	a 100-level or above performance course in fundamentals of speech communication, public speaking or small group communication
Natural Sciences-8 credits	courses in basic natural sciences (biology, chemistry, earth sciences, physics) with labs, at the 100-level or above. Non-lab courses are transferable only as a second natural science course. To fulfill core requirements, a transfer student must complete two lab courses or two labs. Transfer of credit for courses in a natural science other than those listed requires approval of the dean of the College of Natural Science and Mathematics.
Perspectives on the Human Condition	
HIST F100X--Modern World History ECON/PS F100X--Political Economy ANTH/SOC F100X--Individual, Society and Culture	A course in each of three different social sciences
ENGL/FL F200X--World Literatures	A course in the humanities

ART/MUS/THR F200X, HUMS F201X, ANS F202X--Aesthetic Appreciation	A course in the arts
BA F323X, COMM F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X--Ethics (Values and Choices)	an upper-division course in ethics, or, with approval of the philosophy department, a lower-division course in ethics
Library and Information Research (0-1 credit)	a 100-level library skills course
Foreign Language (may be substituted for 6 credits of Perspectives on the Human Condition)	two semester-length courses in a single Alaska Native language or other non-English language, or three semester-length courses (9 credits) in American Sign Language at the university level

ATTACHMENT 195/2

UAF Faculty Senate #195, December 2, 2013

Submitted by the Student Academic Development and Achievement Committee  
and Curricular Affairs Committee

**MOTION:**

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

Effective: Fall 2014

Rationale: This motion amends the current (2013-14) catalog to incorporate changes that result from Statewide alignment of English 111X and DEVE placement (see placement table below). It further addresses reading placement, making reading classes a co-requirement with DEVE placement at the DEVE 060 and DEVE 104 level.

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

CAPS and **Bolded** - Addition

[[ ]] – Deletion

Page 34 of current 13-14 Catalog:

**PLACEMENT REQUIREMENTS**

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

**COURSE PREREQUISITES**

Course prerequisites indicate what previous preparation is needed to enroll in a course. An instructor has the right to drop any student from the course if he or she does not meet the prerequisite or has not received a grade of C- or better in all prerequisite courses. An instructor also has the right to waive a course prerequisite if the instructor [[has documentation]] **DOCUMENTS** that the student possesses **SUFFICIENT** background [[required]] to succeed in the class. **STUDENTS WHO TAKE A COURSE AT A HIGHER LEVEL THAN A CORRESPONDING PREREQUISITE COURSE**

**REQUIRED FOR A DEGREE PROGRAM ARE NOT EXEMPT FROM TAKING THAT REQUIRED COURSE.** [[Students need English placement at ENGL F111X or above (including reading) in order to enroll in perspectives on the human condition core courses.]] Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement [[(including reading),]] to register for **CORE** science courses.

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

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

### [[READING AND]] WRITING

Placement into writing [[and reading]] courses requires **EITHER PREREQUISITE COURSE CREDIT OR A STANDARDIZED PLACEMENT TEST WHICH MEASURES ACADEMIC SKILLS SUCH AS CRITICAL THINKING AND READING. THE SCORE FROM ANY OF THE TESTS (SEE TABLE) PLACES THE STUDENT IN THE APPROPRIATE WRITING CLASS. A WRITING SAMPLE, GIVEN ON THE FIRST DAY OF CLASS, MAY MODIFY THIS PLACEMENT. DEGREE OR CERTIFICATE SEEKING STUDENTS PLACED INTO DEVELOPMENTAL WRITING OR READING COURSES SHOULD REGISTER FOR THEM DURING THEIR FIRST SEMESTER. THESE COURSES ARE DESIGNED TO HELP STUDENTS GAIN COMPETENCIES NECESSARY TO SUCCEED IN COLLEGE-LEVEL COURSES.** [[a scored writing sample: SAT, ACT Writing, ASSET, COMPASS, ACCUPLACER, or a UAF –generated writing sample. Minimum scores for placement into English and Developmental English courses are listed in table 3 and table 4. A student will be placed in English F111X if the student’s ACT writing test score is 7 or above, the ACT English score is 18 or above, or the ACT reading score is 22 or above (or the student’s SAT writing score is 430 and SAT critical reading score is 510 or above, or your score on another university-approved placement test is equivalent).]] If the student’s standardized test scores are below the[[se]] minimums **IN THE PLACEMENT TABLE BELOW** and if the **STUDENT’S** high school cumulative GPA is 3.0 or higher, the student may **BE GIVEN PERMISSION TO** enroll in English F111X [[with permission of]] **BY** the Director of Composition or rural campus English/Arts and Letters faculty.

[[On the basis of test scores, students may be required to take Developmental English or Developmental Studies (Reading) courses. These courses are designed to help students gain competencies necessary to succeed in college-level courses. Students who earn a C- or higher in DEVE F070 place into English 111X automatically and do not have to re-test]]

### MATHEMATICS

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



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

Page 44 of the 2013-14 Catalog:

## PLACEMENT TESTS

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

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

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

ATTACHMENT 195/3  
UAF Faculty Senate #195, December 2, 2013  
Submitted by the Administrative Committee

**RESOLUTION:**

**WHEREAS,** The University of Alaska System is nearing completion of a major strategic planning effort, now called “Shaping Alaska's Future” (SAF) and described in draft form in a document of that name, and

**WHEREAS,** The performance and effectiveness of UAF will be measured against the goals and effect statements identified in SAF, and

**WHEREAS,** The stated goal has been to finalize the SAF document for consideration at the February meeting of the University of Alaska Board of Regents, and

**WHEREAS,** The University of Alaska Faculty Alliance has offered a number of general criticisms and suggestions for revision of the draft SAF, including much greater faculty input, and

**WHEREAS,** The UAF Chancellor's Cabinet has offered a fundamental re-casting of the draft SAF document that addresses many of the concerns raised by UAF faculty to the draft SAF document, and

**WHEREAS,** Very little time remains for faculty to have meaningful input on the SAF document,

**THEREFORE, BE IT RESOLVED THAT,** The UAF Faculty Senate recommends the following:

1. A revised draft SAF for comment be circulated prior to March 15; and
2. Faculty of every UA institution be given meaningful opportunity to review and provide feedback to the draft SAF documents; and
3. The target date for completion of SAF be delayed until the June 2014 meeting of the UA Board of Regents.

ATTACHMENT 195/4  
UAF Faculty Senate #195, December 2, 2013  
Submitted by the Curricular Affairs Committee

**Curricular Affairs Committee** 14 October 2013 **MINUTES** 1-2 pm Reich 300  
Present (voting): Rainer Newberry, chair, Rob Duke, Karen Gustafson, Sarah Hardy, Todd Radenbaugh (audio), Margaret Short; (non-voting): Libby Eddy, Alex Fitts, Doug Goering, Cindy Hardy, Holly Sherouse, Jayne Harvie

1. **Approved Minutes of last meeting** as amended by Jayne Harvie with attendance
2. **GERC update via Jonathan Rosenberg ± Cindy Hardy** ...plan is for outreach to faculty in November; web site being developed

**3. Revised Draft MOTION—was UNANIMOUSLY modified as follows:**

The Faculty Senate moves to amend the 2014-15 Catalog to reflect a new Mathematics and Developmental Mathematics placement policy, as indicated below:

EFFECTIVE: Fall 2014

CAPS and **Bolded** – Addition [[ ]] – Deletion

Pages 33-34 of current 2013-14 Catalog:

**PLACEMENT [[BY TEST]] REQUIREMENTS**

[[Students need to have UAF-approved placement test scores prior to registering for their first-semester classes. Students place into classes in the following ways: standardized test scores (ACT Plus Writing, SAT, ASSET, or ACCUPLACER), advanced placement credits, transfer credits or prerequisite coursework. Placement tests and are available at every UAF community campus as well as Testing Services, the Academic Advising Center, Community and Technical College, Rural Student Services, e-Learning and Distance Education, and Northern Military Programs at Fort Wainwright, Eielson Air Force Base and Delta Career Advancement Center.]]

**MANY UAF COURSES REQUIRE PLACEMENT. ALL STUDENTS PLANNING TO TAKE COURSES WITH SPECIFIC PLACEMENT REQUIREMENTS MUST MEET THOSE REQUIREMENTS PRIOR TO REGISTERING FOR THOSE COURSES.** Students who meet basic skills standards in reading, writing and mathematics may enroll in the appropriate 100-level or above courses. Those whose scores place below these standards are required to enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100-level courses. **SPECIFIC WRITING, READING, AND MATH PLACEMENT REQUIREMENTS ARE LISTED IN THE SECTION BELOW. MANY COURSE HAVE ADDITIONAL PREREQUISITE REQUIREMENTS THAT ARE LISTED IN THE CATALOG COURSE DESCRIPTION**

**COURSE PREREQUISITES**

**COURSE PREREQUISITES INDICATE WHAT PREVIOUS PREPARATION IS NEEDED TO ENROLL IN A COURSE. AN INSTRUCTOR HAS THE RIGHT TO DROP ANY STUDENT FROM THE COURSE IF HE OR SHE DOES NOT MEET THE PREREQUISITE OR HAS NOT RECEIVED A GRADE OF C- OR BETTER IN ALL PREREQUISITE COURSES. AN INSTRUCTOR ALSO HAS THE RIGHT TO WAIVE A COURSE PREREQUISITE IF THE INSTRUCTOR HAS DOCUMENTATION THAT THE STUDENT POSSESSES BACKGROUND REQUIRED TO SUCCEED IN THE CLASS.**

Students need English placement at ENGL F111X or above (including reading) in order to enroll in Perspectives on the Human Condition core courses. Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement (including reading), to register for science courses.

**READING AND WRITING** placement exams must be taken within two calendar years prior to the start of a course; mathematics placement exams must be taken within [[one calendar year]] **EIGHTEEN MONTHS (Note: Is this change in line with UAA/UAS?)** prior. Students enrolling in developmental or

lower division core courses must have completed any prerequisite courses within two calendar years of their enrollment. Academic advisors will assist with proper course placement for incoming and continuing students.

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

**[[ENGLISH]] WRITING/READING**

Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (See the degree program requirements for more detail.) [[ACT Plus Writing, SAT, ACCUPLACER, ASSET, or COMPASS test scores are]] **THE UAF MATHEMATICS PLACEMENT TEST IS** used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

**STUDENTS WHO HAVE LIMITED ACCESS OR LIMITED EXPERIENCE WITH THE INTERNET SHOULD CONTACT THE DEPARTMENT OF MATHEMATICS AND STATISTICS OR THE DEPARTMENT OF DEVELOPMENTAL EDUCATION FOR ASSISTANCE.**

[TABLE 2 TO BE CHANGED TO REFLECT POLICY CHANGE.]

Page 44 of the 2013-14 Catalog:

**PLACEMENT TESTS**

Test results are required for first-time degree or certificate students, transfer students with fewer than 30 acceptable credits, or students planning to take 100-level English, reading, mathematics, natural sciences core and perspectives on the human condition core courses. Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. **RESULTS OF THE UAF MATHEMATICS PLACEMENT TEST MUST BE ON FILE WITH THE OFFICE OF ADMISSIONS AND THE REGISTRAR OR THE LOCAL REGIONAL CAMPUS REGISTRAR’S OFFICE BEFORE YOU CAN REGISTER FOR DEVM OR MATH CLASSES.** A hold may be placed on your ability to register if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than [[one year old]] **EIGHTEEN MONTHS.** (Aligned??)

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

**4. As a follow-up to these changes, we discussed a global removal of 'or instructor permission' from all except 6xx courses. Most agreed that this was a logical approach combined with the indication that instructors could waive prerequisites as indicated in the motion above.**

**Adjourned amidst much rejoicing.**

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(Continued next page)

Present: Rainer Newberry; Sarah Hardy; Cindy Hardy; Rob Duke; Margaret Short; Karen Gustafson; Dennis Moser; Doug Goering; Alex Fitts; Linda Hapsmith; Donald Crocker; Casey Byrne; Libby Eddy; Holly Sherouse; Jayne Harvie

## **2. Approve Minutes of last meeting**

October 14 meeting minutes were approved.

## **2. GERC update via Jonathan Rosenberg ± Cindy Hardy**

Alex Fitts and Cindy Hardy provided an update on GERC. They have been working on a web site. So far, the material on it is information CAC members have seen. The next step will be to go to the academic departments. CAC members Karen G., Rob D., Dennis M. and Cindy H. can look at CLA-related issues; Margaret S. and Rainer N. can look at CNSM-related issues. Alex noted that all three universities will be notified of changes proposed through GELO.

## **3. OLD BUSINESS:**

*Is everyone ok with the global removal of 'or instructor permission' for course prerequisites? It's a discussion item at the next fac senate meeting. Perhaps...grab a senator and explain the intention during the break???*

Cindy pointed out that the paragraph regarding Course Prerequisites contained in the Math Placement Policy motion addresses the fact that instructor permission is a given, whether stated or not in the catalog. Libby noted that taking it out of the catalog course descriptions is just procedural and does not require a motion.

Karen noted need for a procedure to allow students into a course. Documentation of this kind is useful when backtracking for information, also.

Rainer suggested adding a field called "justification" to the online Google doc provided by the Office of Admissions and the Registrar (OAR). Libby and Rob will work on it. Instead of a special form for the College of Engineering and Mines, one standard form was suggested. Doug will bring this up at Dean's Council. Records retention for these forms was discussed. CEM keeps forms for a minimum of six years for specialized accreditation purposes. Not sure about NWCCU requirements. OAR will need to address issues between length and types of storage in OnBase and Banner.

## **4. NEW BUSINESS**

### **A. request to modify Committee-related bylaws OUR ASSIGNMENTS:**

1. Craft better description of the charge for each committee to be included in the Senate bylaws.
2. Write policies applicable for the areas of functioning that apply to all committees.
3. Write policies applicable to standing and permanent committees and, where necessary, for specific individual committees.

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

### **Some Of The Issue We Need To Address:**

1. Membership rules for **all committees**: review special policies in place (e.g., unit criteria) and add where necessary (e.g., minimum/maximum number of members, representation from different units, junior/senior standing, etc.).

2. How are non-Senate members elected or appointed? Can a non-Senator chair the committee?
3. Do we need a paragraph on conveners for the first meeting?

"STANDING

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

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The issue of voting vs. making decisions by consensus was discussed. Membership guidelines were also discussed. Donald proposed a statement for the bylaws similar to: "Ex officio members will include representatives from [name each unit; e.g., OAR, Advising Center, eLearning, Vice Provost's Office, etc.]. Removing "one-year term" from the language regarding non-voting membership was also suggested.

Rob noted the Bylaws requirement that the committee be chaired by a Faculty Senator. He will take a crack at rewriting the bylaws for the committee.

**B. WICHE Passport Initiative**

*Not terribly clear on this, but as I understand it, the proposal would be that we would sign off on a student having completed the oral communication, written communication, and (or) quantitative literacy portions of our General Education requirements if they have completed any or all of these at a different school. Certainly these are the easiest parts of the core to transfer. This should be pretty straightforward. Anyone object???*

This topic will be discussed at the next meeting.

The meeting was jovially adjourned.

ATTACHMENT 195/5  
UAF Faculty Senate #195, December 2, 2013  
Submitted by the Unit Criteria Committee

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE  
MINUTES: Tuesday, October 22, 2013—1:30-2:30 PM

**Attendees:**

Mark Conde  
Chris Kaufmann  
Cathy Winfree  
Torie Baker  
Leif Albertson  
Debu Misra  
Gilberto Fochesatto

**I. Housekeeping**

1. Approval of Agenda  
Approved without objection.
2. Approval of Minutes from 9/10/13 Meeting. See attachment.  
Approved without objection.
3. Adjustments to Meeting Schedule?
  - Deletion of February 4, 2014 meeting from calendar (B/c spring schedules will change)?
  - Doodle poll at end of fall 13/beginning of spring 14 to decide spring 14 meetings?

There was a brief discussion regarding deleting Feb 4 meeting because spring schedules are not yet known. It was agreed that we should delete the currently-scheduled Feb 4 meeting, and regard all spring meeting times as TBD.

**II. Dept. of Communication Unit Criteria**

The Chair clarified that standard practice is to present proposed unit criteria with the standard UAF template displayed using conventional type, whereas discipline specific modifications appear in all-caps.

Discussion of the Communication Unit Criteria included:

- How do we quantify performance against the criteria?
- It was noted that both quantitative and qualitative criteria appear, depending on disciplines.

- The committee would like to formalize a requirement for future unit criteria proposals to include a clear statement of the extent of faculty involvement in developing the proposals. (That is, a statement making it clear that these proposed criteria were reviewed and approved by a majority of the covered faculty.) In this case the cover email to the Unit Criteria Committee Chair did provide adequate clarification.
- It was noted that discipline specific additions to the unit criteria do not necessarily equate to additional performance expectations. The sense of the committee was that added language often works simply to clarify expectations, rather than increase them.
- The current proposal makes not significant changes to existing criteria – which have been approved previously.

The committee unanimously approved recommending the Communication criteria to the full Faculty Senate, with no suggested modifications.

### **III. Anthropology unit criteria.**

- The current proposal makes not significant changes to existing criteria – which have been approved previously.
- It is noted these criteria include statements clarifying the roles and expectations for curators. This is appropriate.
- Once again, the covering email did provide an adequate statement indicating that the proposed criteria had been reviewed and approved by the Anthropology faculty.

The committee unanimously approved recommending the Anthropology criteria to the full Faculty Senate, with no suggested modifications.

### **IV. Other Discussion.**

It was noted that we have received NEW criteria from the Music Department, to be reviewed when we meet two weeks from now.

**Question:** (Debu) Can we ask the Music Department chair (or other representative) to attend our next meeting, for clarification purposes.

**Answer:** This request has already been made.

### **V. Motion to Adjourn.**

Passed unanimously.



ATTACHMENT 195/6

UAF Faculty Senate #195, December 2, 2013

Submitted by the Committee on the Status of Women

**Committee on the Status of Women,**

**Minutes Wednesday, November 13, 2013; 9:15 am to 10:15 am pm, Gruening 718**

Members Present: Amy Barnsley, Jane Weber, Ellen Lopez, Megan McPhee, Kayt Sunwood  
Jenny Liu, Diana Di Stefano, Mary Ehrlander

Members absent: Derek Sikes, Michelle Bartlett, Shawn Russell, Nilima Hullavarad

1. Conversation Cafes

One in spring and one in the fall, do it with invitations. Fall Womens Faculty Luncheon. Spring: do a two hour conversation café. Each of us bring suggested topics of interest. Paper invitations? Wood Center Ball Room. Kayt can get printing of invitations. Tea, water, cookies. Kayt can help waiver. Half hour each table. Jane and Kayt will work with picking a date. Late February. Only women faculty? See purpose statement of committee.

2. Women's Center Advisory Board

Will meet December 5.

3. Promotion & Tenure Workshop Panel and next Luncheon Speaker

For the next meeting: brainstorm who could be on the panel. P&T is scheduled April 25. Jane will double check. More faculty centered. Less administrator. There is overlap between this workshop and the provost's workshop. Speed dating format? More hands on sharing. Is this efficient for time? Build time into the panel for Q&A with individual panelists.

4. Gender Justice Week- November 13-15

7pm tonight movie: Pussy Riot: A Punk Prayer, a documentary. Might be rescheduled.

1-2pm Thursday: The B-word Dialogues: Student led discussion on word choice

Our support would be greatly appreciated.

5. Revising Faculty Senate Bylaws on Committees

Is this a good description? 9 people. Two of which will be a senator. Should we change the bylaws? We agree that one senator will suffice. Jane will draft change the bylaws. "The purpose of the Committee on the Status of Women is to monitor the status of women faculty at UAF and to work proactively for gender equity." Possibly add wording like "providing a venue for networking, collaboration....advocacy...visioning... opportunities for women faculty". Do we want to do an annual report card? Jane does produce and will send end of year summary to all of us. Kayt's title is Women's Center Coordinator. Change wording to nine elected members, one ex-officio, Women's Center Coordinator: total of 11 total.

6. Spring meeting times: bring to the next meeting.

7. Upcoming CSW meetings:

Wednesday, December 11, 2013, 9:15-10:15 am

Meeting was adjourned at 10:15 am

Respectfully Submitted, Amy Barnsley

Minutes are archived on the CSW website: [www.uaf.edu/uafgov/faculty-senate/committees/13-14-csw/](http://www.uaf.edu/uafgov/faculty-senate/committees/13-14-csw/)

ATTACHMENT 195/7

UAF Faculty Senate #195, December 2, 2013

Submitted by the Core Review Committee

## **Core Review Committee**

Minutes from October 25th, 2013 Meeting

Voting members:

Miho Aoki (Chair), Walter Skya, Tyson Rinio,

Non-voting members:

Kevin Berry, Caty Oehring, Holly Sherouse, Allan Morotti, Carol Murphrey, Stacey Howdeshell

1. Meeting minutes from September 27th and October 11th meetings  
The committee did not object to the meeting minutes from September 27th and October 11th. The minutes will be forwarded to the Faculty Senate.
2. Oral and Written Intensive course assessment  
The assessment assignments are posted on the committee website. All syllabi are now available except the NRM course. The committee will review the assessment reports from the members in the future meetings. Miho will email the report to the dean and the instructor after the review.
3. Petitions and New Course Proposals  
There was no petitions or proposals to review. Several petitions are in the registrar's office and expected to come to this committee by the next meeting.
4. Core credits transfer  
The committee continued to discuss the draft letter to recommend modifying the current core course transfer policy and adopting the BOR policy (R10.04.040) for evaluating transfer credits. The modification would give more flexibility to the evaluation and accommodate transfer students who have not completed the general education requirements in other institutions. Caty will add more specifics in table format to the draft letter from Kevin by the next meeting.
5. Next meeting  
Next meeting will be November 8th Friday

ATTACHMENT 195/8

UAF Faculty Senate #195, December 2, 2013

Submitted by the Faculty Development, Assessment and Improvement Committee

**UAF Faculty Development, Assessment and Improvement Committee  
Meeting Minutes for October 28, 2013**

I. Franz Meyer called the meeting to order at 2:02 pm.

II. Roll call:

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

Excused: Mike Castellini

III. Report from Joy

Joy informed us that she has a CD on the recent webinar, “How the Brain Learns”, which anyone can borrow to watch on their computer (alas, it is not a DVD). She reported that she recently returned from the Teaching Professor Teaching Technology conference and shared that it was an excellent conference. She took four faculty members and two others came from CRCD. She has tried out Voice Thread in her recent email regarding the Graduate School meeting and asked if anyone had clicked on her link to see and hear it. She said she will continue to use it.

Joy informed us that ASTE (Alaska Society for Technology in Education) is in February around the same time as Lilly West. She has five new faculty members signed up for Lilly West and is hoping for more. The Lilly West conference will be in Newport Beach, CA on February 20 – 23, 2014. Joy is gearing up to attend the next POD (Professional and Organization Development Network) conference which she attends every year, and she reminded us that she will be gone for December and January.

Joy reported that the mentoring luncheon last week was well attended with between 35 – 40 mentees and mentors. The College of Engineering and Mines requested a meeting on mentoring. If the new NSF ADVANCE grant is successful Joy will bring Joanne Moody to UAF for mentor training next year.

Mike D. noted that he would like conference attendees to present something for our committee to help spread the information out to as many faculty members as possible. Joy said that the attendees her office helps provide travel funds for are already required to write a short report for her or present to their respective departments. (Enforcing this rule has proven difficult.)

The faculty learning groups are going well and generating a lot of interest. Joy has had to turn people down for this year’s groups.

V. Introduction of the “UAF Faculty Senate Bylaws on Committees” initiative

Franz explained that the Administrative Committee is asking for committee bylaws and mission statements for each Faculty Senate committee. Their goal is to group the bylaws by committee type as uniformly as possible. Mission statements will help determine where there may be overlapping of duties and if the respective workloads are evenly balanced. The AC would like these developed over November and December of this year. Franz encouraged us to agree to ours so that the AC could use it

as a guide for other committees. However, there is a lot to discuss, and much of it seems to go beyond the purview of our committee. One noted issue was that it is unclear how people are assigned to the FDAI Committee. Franz decided he would take our concerns and comments to the AC and hopefully get some clarification. He also decided to send out an email for our committee to discuss some of these issues further (e.g. Should there be a max/min number of members, and if so, what should those numbers be? If we elect a chair and vice-chair, must they be Faculty Senators? What should be the policy on members wishing to continue serving on the FDAI Committee beyond two years?)

#### IV. Report on recent progress on Fall 2013 Electronic Course Evaluation Vendor demos

Eric reported that two of the four vendors have presented so far this fall, and the next presentation will be this Friday, November 1 from 9:00 – 11:00 am in the Globe Room. He noted that the last vendor, a Canadian company, generated a very positive response (as they did last year). Eric asked us to encourage more faculty members to attend – especially rural faculty. After all four vendors have presented there will be a fifth debriefing meeting.

#### VI. Discussion on a potential renaming of the FDAI committee

Franz explained that he is looking into the official process for renaming a committee. We discussed the possible redundancy and ambiguity in our current name: “Improvement” being redundant and having a negative connotation, and “Assessment” implying that our committee is actually assessing faculty in some way. Joy suggested “Faculty Development and Teaching Assessment Committee”. Kelly suggested “Faculty Development and Assessment of Teaching Committee” so the acronym would be easier to say quickly. Franz suggested that we contribute suggested names through an email discussion that he will facilitate.

#### VII. Other Business (none)

#### VIII. Upcoming events

- a. Faculty Senate meeting: November 4, 2013
- b. next FDAI meeting: November 14, 2013 from 4:00 – 5:00 pm in Bunnell 222

#### IX. Adjourned at 3:00 pm.

Respectfully submitted by Kelly Houlton.

ATTACHMENT 195/9

UAF Faculty Senate #195, December 2, 2013

Submitted by the Graduate Academic and Advisory Committee

**Graduate Academic and Advisory Committee  
Meeting Minutes for 10/21/13**

Attending: Donie Bret-Harte, Mike Daku, Christina Chu, Jayne Harvie, Wayne Marr, Cheng-fu Chen, Amy Lovecraft, Mike Earnest, Franz Mueter

I. The minutes from our last meeting on 10/14/13 passed with one correction.

II. GAAC had a discussion with Carol Holtz of the Office of International Programs (OIP) regarding the current policy for completion of graduate programs by international students. After the faculty senate passed its resolution in 2011, OIP consulted with an immigration attorney, who said that the existing policy at that time was reasonable (completion date 2 weeks after thesis defense), but that setting the completion date for 60 days after the thesis defense also complied with the law. OIP changed the university policy to allow the completion date to occur 60 days following the thesis defense in order to allow time for revisions to the thesis. Carol felt that there was some confusion regarding what happens after a student reaches the program completion date. Students do not have to leave the country after their completion date if they 1) apply to a new academic program or 2) apply for OPT status (the application need not be approved, it just must be turned in). OPT status requires a letter from the chair of the graduate committee. The policy also allows for exceptions (for instance, for students who must defend early because of travel commitments by members of their graduate committee), if these are cleared with International Programs. Carol answered various questions posed by GAAC members. GAAC appreciates the information.

III. GAAC passed the following program changes and course proposals:

**5-GPCh.:** Program Change: [MA - Northern Studies](#)

**6-GPCh.:** Program Change: [MA and MS - Chemistry](#)

**8-GPCh.:** Program Change: [MS and PhD - Biochemistry and Molecular Biology](#)

**9-GPCh.:** Program Change: Secondary licensure

**14-GNC:** New Course: [COUN F667 - Ethnicity and Family Studies](#)

**16-GNC:** New Course: [FISH F676 - Aquatic Food Web Ecology](#)

IV. As Donie will be out of town for both the Administrative Committee on Friday, October 25 and the full Senate meeting on November 4, Franz Mueter volunteered to present our previously passed motions to the Administrative Committee. Amy Lovecraft volunteered to present the motions to establish a Master's of Music in performance program and delete the existing Master's of Arts in music program to the full Senate. Vince Cee volunteered to present the motion to amend GAAC's by-laws to allow graduate students to vote to the full Senate, assuming that it passes the Administrative Committee.

V. The next meeting of GAAC will occur on November 11, 2013.