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A G E N D A

UAF FACULTY SENATE MEETING #205
Monday, March 2, 2015
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

1:00	I	Call to Order – Cécile Lardon A. Roll Call B. Approval of Minutes to Meetings #204 C. Adoption of Agenda	4 Min.
1:04	II	Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to approve a new Minor in Teaching English to Speakers of Other Languages 2. Motion to approve a new Master's of Security and Disaster Management B. Motions Pending: None	1 Min.
1:05	III	A. President's Remarks – Cécile Lardon	5 Min.
1:10	IV	A. Chancellor's Remarks – Brian Rogers B. Provost's Remarks – Susan Henrichs C. Interim VC for Research – Dan White	15 Min.
1:25	V	Governance Reports A. Staff Council – Chris Beks B. ASUAF – Mathew Carrick C. UNAC – Tim Wilson UAFT – Jane Weber D. Athletics – Dani Sheppard	10 Min.
1:35	VI	Old Business A. Call for nominations: Outstanding Senator of the Year Award Nominations due by March 23, 2015 B. Call for nominations: Faculty Senate President-Elect Personal Statements due by March 23; nominations close at April 6 meeting.	5 Min.
1:40	VII	New Business A. Motion to amend the Department Chair Policy, submitted by the Administrative and Faculty Affairs Committees (Attachment 205/1) B. Motion to approve IARC Unit Criteria, submitted by the Unit Criteria Committee (Attachment 205/2)	20 Min.
2:00	BREAK		

2:10 VII New Business - continued 10 Min.
C. Motion to approve a new Minor in Aerospace Engineering, submitted by Curricular Affairs Committee (Attachment 205/3)

2:20 VIII Discussion Items 5 Min.
A. Report to the Faculty Senate and Provost on Revitalization of the Math PhD Program - Cécile Lardon, Provost Henrichs (Attachment 205/4)

2:25 IX Guest Speaker 10 Min.
A. Matt Erskin, Follett Bookstore Manager
Topic: Partnering with faculty to bring down textbook prices.
Question and Answer 5 Min.

2:40 X Public Comment* 5 Min.

2:45 XI Members' Comments/Questions/Announcements 15 Min.
A. General Comments/Announcements
B. Committee Chair Comments
Curricular Affairs – Rainer Newberry, Chair (Attachment 205/5)
Faculty Affairs – Chris Fallen, Chair (Attachment 205/6)
Unit Criteria – Chris Coffman, Chair
Committee on the Status of Women – Jane Weber, Chair (Attachment 205/7)
Core Review Committee – Leah Berman, Chair
Curriculum Review – Rainer Newberry, Chair
Student Academic Development & Achievement – Cindy Hardy, Chair (Attachment 205/8)
Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 205/9)
Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 205/10)
Research Advisory Committee – Orion Lawlor, Chair
Information Technology Committee – Rorik Peterson, Convener

3:00 XII Adjournment

*Comments from the public are welcomed. Any subsequent assignment of an issue arising from public comment to a Senate committee is made by the Faculty Senate President.

ATTACHMENT 205/1
UAF Faculty Senate #205, March 2, 2015
Submitted by the Administrative and Faculty Affairs Committees

MOTION:

The Faculty Senate moves to adopt the following changes to the UAF Department Chair Policy.

Effective: Immediately

Rationale: The Department Chair Policy has not been revisited or reviewed since 2000. With recent changes made to the United Academics (UNAC) Collective Bargaining Agreement (CBA) in 2014, it is pertinent to review and revise the existing policy.

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

UAF Department Chair Policy

The following is a description of the role and duties of the department chair, and procedures for the election of department chairs at the University of Alaska Fairbanks. The size and composition of departments and programs are defined by each individual college and school.

I. ROLE OF THE DEPARTMENT CHAIR

A. The department chair [[is the administrative and academic officer of the department and as such]] has the primary responsibility [[and authority]] for: (1) leadership in developing high quality academic programs which fulfill department, college, and university objectives; (2) leadership in the implementation of college and university policies and programs at the department level; (3) leadership in developing resource requests and an appropriate departmental budget; and (4) service on the college/school executive committee.

B. The department chair is first a faculty member. The department chair is primarily a teacher-scholar serving as a leader of his/her department colleagues. The department chair is a role model for faculty responsibility.

C. The department chair is responsible for providing mechanisms and processes for members' participation in discussion and decision-making within the department. All members of the department [[should]] **WILL** be informed of these mechanisms and processes. Regular meetings [[should]] **WILL** be held for purposes of communicating information, discussing issues, and making decisions on department matters.

D. The department chair is **REQUIRED** [[expected]] to communicate faculty perspectives and concerns to the administration and other segments of the community as appropriate. The department chair is the primary spokesperson **FOR** the faculty of the department. The department chair will also **BE REQUIRED TO** convey administration views and concerns to the faculty.

II. DUTIES OF THE DEPARTMENT CHAIR

The department chair is responsible, either directly or by delegation, for performance of at least the specific duties enumerated below (the duties are not prioritized) which shall be performed in

accordance with the extant collective bargaining agreements on the role and status of department chairs.

A. Academic Programs

1. Initiate, plan, oversee implementation of, and review the [[preparation]] **PREPARATION,** and offering of the academic program, after appropriate involvement of members of the department and consultation with the dean.

2. [[Ensure]] **FACILITATE** interdepartmental coordination and cooperation.

3. [[Take leading role in ensuring]] **PROMOTE** academic program [[quality]] **QUALITY, INCLUDING PROGRAM ASSESSMENTS.**

4. Ensure reports are prepared as needed. Ensure that course [[schedule]] **SCHEDULES AND OTHER NECESSARY DOCUMENTS** are prepared in a timely manner.

5. Ensure **THE** catalog is current.

6. Supervise **THE DEPARTMENT OFFICE.** [[departmental office and ensure that files and records are maintained.]]

7. Keep the dean informed of departmental and faculty activities. Act as a liaison with the University community.

B. Personnel

1.[[Coordinate and evaluate]] **FACILITATE COORDINATION OF** professional activities of all members of the department, to include providing guidance to faculty concerning expectations regarding promotion and tenure. [[Request and obtain faculty activity reports as appropriate to this process]].

2. Provide recommendations for appointments, [[promotion]], sabbatical leaves, [[tenure]], and release of faculty after consultation with members of the department.

3. Review and recommend to **THE** dean/director workloads[[,]] **IN CONSULTATION WITH AND** as proposed by faculty members.

4. Take a [[lead]] **LEADING** role in departmental faculty and staff recruitment and retention.

[[5. Provide for the management and supervision of support staff.]]

[[6.]] **5.** Appoint appropriate committees within the department.

[[7.]] **6.** Facilitate support for faculty teaching, research and service activities.

[[8.]] **7.** Function as spokesperson and advocate for the department, both within and outside the University community.

C. Students

1. Administer the departmental student [[advisement program and counsel students.]]

ADVISING PROGRAM.

2. Recruit students in cooperation with other members of the department and the dean.

3. Act on student petitions.

4. Provide for the management of student assistants.

5. Address student concerns as appropriate.

D. Budget, Inventory, Facilities, Etc.

1. Initiate resource and budget requests with justifications.

2. Maintain fiscal control of departmental budgets.

3. Ensure upkeep of equipment and facilities assigned to the department**.**

III. ELECTION AND TERMS OF SERVICE OF THE DEPARTMENT CHAIR

A. Departments Involved

The procedures will apply to every unit that is considered a department.

B. Eligibility to Vote

All **[[**full-time**]]** faculty members holding academic rank who are affiliated with the department **AND ARE REPRESENTED THROUGH THE CURRENT APPLICABLE COLLECTIVE BARGAINING AGREEMENTS** are eligible to vote. [[Visiting faculty who are in an academic rank position are eligible to vote.]]

A **[[**full-time**]]** faculty member currently holding academic rank is affiliated with a department if

[[: 1) the chair of that department evaluates the faculty member or;]]

[[2)]] the chair of [[the]] **THAT** department reviews the faculty member's workload agreement.

C. Eligibility to be Nominated and Serve as Department Chair

[[Only tenured members of a department who are eligible to vote are eligible to be nominated and serve as department chair. Only in exceptional circumstance, where the majority of the department faculty feel that options are severely limited, should there may be deviation from this policy**.]]**

THE SENATE RECOMMENDS THAT ONLY TENURED MEMBERS OF A DEPARTMENT WHO ARE ELIGIBLE TO VOTE BE NOMINATED AND SERVE AS DEPARTMENT CHAIR, EXCEPT UNDER EXCEPTIONAL CIRCUMSTANCES.

D. Procedures for Elections

1. By March 15, those faculty in the department who are eligible to vote will establish a list

of nominees for department chair. The names of the nominees will be placed on an official secret ballot for the department and distributed from the dean's office to those faculty eligible to vote.

2. Faculty members eligible to vote [[but]] who are absent because of sabbatical leave, leave of absence, or for other official reasons will be provided with an absentee ballot.

3. Secret ballots are to be cast. **EACH BALLOT SHALL INCLUDE THE OPTION TO VOTE FOR "NONE OF THE ABOVE"**.

4. THE DEAN'S OFFICE SHALL TALLY THE VOTES. THE RESULTS MAY BE VERIFIED BY ANY FACULTY MEMBER REQUESTING TO DO SO.

5. The person receiving a simple majority of the votes cast will be elected. [[In the case of a tie which cannot be resolved by the voters, the dean shall select the department chair from those faculty involved in the tie vote.]] **IF "NONE OF THE ABOVE" RECEIVES A MAJORITY VOTE, A NEW ELECTION MUST BE HELD.**

[[4.]] **6.** If no nominee receives a simple majority of the votes, a runoff election of the top two nominees shall be held immediately under the same procedures outlined above. **IN THE CASE OF A TIE, THE DEAN SHALL SELECT THE DEPARTMENT CHAIR FROM THOSE NOMINEES INVOLVED IN THE TIE VOTE.** The deadline for accepting ballots for the run-off election will be the last working day prior to April 15.

[[5.]] **7.** Departments and the provost will be notified of election results by May 15.

E. Term of Elected Department Chair

A department chair shall serve for a term of two years, beginning July 1, following his/her election. **THE DEPARTMENT CHAIR MAY SERVE CONSECUTIVE TERMS.** [[The department chair may continue in the position indefinitely by a simple majority of the voting faculty of the department.]]

F. Department Chair Disputes, Vacancies, and Recall

1. If an action of the department chair is [[appealed]] **DISPUTED** by a simple majority of the eligible voting members of the department and the issue cannot be resolved within the department, the matter shall be referred to the dean for arbitration. If necessary, the dean will refer the matter to the Provost. [[(See Section F 6 for recall procedure.)]]

2. If the department chair's position becomes vacant due to unexpected prolonged leave, illness, death, resignation, or other circumstances, the dean shall appoint a department faculty member **OR OTHER TENURED FACULTY MEMBER WHO IS ELIGIBLE TO SERVE AS A DEPARTMENT CHAIR AS DEFINED BY THIS POLICY.** An election to fill this position will be held the following April 15.

3. The department chair shall appoint an acting department chair whenever [[their absence]] **ABSENT** from the department **AND UNAVAILABLE TO CARRY OUT CHAIR DUTIES.** [[is for a period of less than two months]] **THE CHAIR SHALL NOTIFY DEPARTMENT MEMBERS AND DEAN OR DIRECTOR OF SUCH APPOINTMENT.** If this absence extends beyond two months, the procedure defined in Section F. 2. above is to be followed.

4. Election of a new department chair may be requested by petition to the dean signed by three-quarters of the eligible voting members of the department or by the petition of the Dean to the department approved by **THREE FOURTHS** [[3/4's]] of the voting members of the department. After the election by the faculty [[and ratification by the Dean]], the new department chair will take office immediately and serve the unexpired term.

G. Acknowledgement for Department Chair Duties

A Department chair's duties may be acknowledged through release time, remuneration, and/or their service component of their faculty duties. Any acknowledgement must be agreed upon between the Department chair and the Dean and must be consistent with UAF and Board of Regent's policies and extant Collective Bargaining Agreements.

ATTACHMENT 205/2
UAF Faculty Senate #205, March 2, 2015
Submitted by the Unit Criteria Committee

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the International Arctic Research Center (IARC).

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from IARC. With changes and revisions agreed upon with IARC faculty, the unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND INTERNATIONAL ARCTIC RESEARCH CENTER UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE INTERNATIONAL ARCTIC RESEARCH CENTER (IARC). ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

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

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

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

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

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

IN ACCORDANCE WITH THE BOARD OF REGENTS POLICY ON PROMOTION AND TENURE, IARC FACULTY MAY BE EXEMPTED FROM A TRIPARTITE RESPONSIBILITY. SUCH FACULTY HAVE BIPARTITE RESPONSIBILITY. THE BIPARTITE RESPONSIBILITIES ARE TO BE CLEARLY STATED AT THE TIME OF HIRE AND CAN BE ANY COMBINATION OF TWO OF THE THREE TRIPARTITE MISSIONS, I.E., TEACHING, RESEARCH, OR SERVICE.

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

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

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. ***EVALUATIONS SHOULD BE CONSISTENT WITH AN INDIVIDUAL FACULTY MEMBER'S JOB DESCRIPTION AND WORKLOAD AGREEMENT.***

Bipartite Faculty

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

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

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

B. Criteria for Instruction

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

1. Effectiveness in Teaching

IARC HAS A LARGE NUMBER OF BIPARTITE FACULTY THAT DO NOT HAVE A TEACHING COMPONENT TO THEIR WORKLOAD. FOR THESE FACULTY, SCHOLARLY ACTIVITY AND SERVICE CRITERIA ARE THE DOMINANT CRITERIA FOR EVALUATION.

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

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

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

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

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

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

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

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

ALTHOUGH THESE ACHIEVEMENTS WOULD NOT BE EXPECTED TO OCCUR ON AN ANNUAL BASIS.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

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

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

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

1. Achievement in Research, Scholarly and Creative Activity

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

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

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

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

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

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

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

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

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

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

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

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

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

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

m. NEW AND UNIQUE ADAPTATIONS OF EXISTING RESEARCH BASED TECHNOLOGY OR KNOWLEDGE IN ORDER TO SOLVE PROBLEMS RELEVANT TO ALASKA

n. EDUCATION AND OUTREACH MATERIALS FOR DISSEMINATION OF RESEARCH FINDINGS AND/OR RESEARCH PROCESS TO A BROAD COMMUNITY OF STAKEHOLDERS. (K-12 STUDENTS, LIFE-LONG LEARNERS, GENERAL PUBLIC, RESOURCE AGENCIES, POLICY MAKERS ETC.)

o. SCIENTIFIC REPORTS DOCUMENTING PROJECT FINDINGS PRESENTED TO PROJECT CONTRACTOR/FUNDER.

p. DOCUMENTATION AND DISSEMINATION OF LOCAL AND TRADITIONAL KNOWLEDGE (LTK) FROM ALASKAN COMMUNITIES (WITH THEIR CONSENT AND APPROVAL) TO THE BROADER COMMUNITY OF STAKEHOLDERS.

D. Criteria for Public and University Service

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

1. Public Service

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

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting

g. Prizes and awards for excellence in public service.

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

i. Training and facilitating.

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

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

l. INSTITUTIONAL REPRESENTATION AT IARC EDUCATIONAL DISPLAYS, BOOTHS AND EXHIBITS AT PUBLIC EVENTS.

m. DISSEMINATION OF RESEARCH BASED INFORMATION IN AN EASILY UNDERSTOOD FORMAT THAT CAN BE USED BY FEDERAL AND STATE AGENCIES, NON-GOVERNMENTAL ORGANIZATIONS AND THE PUBLIC.

n. ASSISTING REGIONAL AND LOCAL ORGANIZATIONS UNDERSTAND DATA AND SCIENTIFIC FINDINGS NECESSARY TO PLAN AND FASHION POLICY.

o. PRODUCTION OF IARC FACT SHEETS TO DISSEMINATE INFORMATION TO A BROAD AUDIENCE IN AN EASILY UNDERSTOOD FORMAT.

2. University Service

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

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

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

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

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

f. Service in support of student organizations and activities.

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

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

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

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

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

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

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

4. Evaluation of Service

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

CHAPTER IV

PROMOTION GUIDELINES FOR IARC RESEARCH FACULTY

IARC RESEARCH FACULTY ARE PRIMARILY BIPARTITE WITH A SIGNIFICANT FOCUS ON SCHOLARLY AND SERVICE EFFORTS WITH A CORRESPONDING REDUCTION IN TEACHING EFFORT. ACCOMPLISHMENT IN RESEARCH, SERVICE AND TEACHING AS OUTLINED ABOVE WILL BE EVALUATED IN ACCORDANCE TO AN INDIVIDUAL FACULTY MEMBER'S WORKLOAD AGREEMENT.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH IARC, SHOULD BE CONSIDERED RELEVANT TO PROMOTION DECISIONS. IN ADDITION, THE NATURE OF A FACULTY MEMBERS WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION DECISIONS.

1. PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

TO BE ELIGIBLE FOR PROMOTION TO A RESEARCH ASSOCIATE PROFESSOR:

a. A RESEARCH ASSISTANT PROFESSOR WILL HAVE ACHIEVED TECHNICAL MASTERY AND MATURITY IN THEIR RESEARCH FIELD AND ACHIEVED A NATIONAL REPUTATION FOR THEIR ACHIEVEMENTS.

b. A RESEARCH ASSISTANT PROFESSOR WILL HAVE PURSUED A COURSE OF RESEARCH TO THE POINT OF ESTABLISHMENT OF A SOUND AND WELL-FOUNDED LINE OF SCHOLARLY INVESTIGATION.

c. A RESEARCH ASSISTANT PROFESSOR WILL HAVE DEMONSTRATED SERVICE LEADERSHIP, COLLABORATION, AND ADMINISTRATION.

EVIDENCE OF ACCOMPLISHMENT FOR PROMOTION TO ASSOCIATE PROFESSOR INCLUDES BUT IS NOT LIMITED TO:

i. PUBLICATION OF A SERIES OF PAPERS IN REFEREED JOURNALS OR PEER REVIEWED BOOK CHAPTERS. DUE TO THE HIGHLY INTERDISCIPLINARY NATURE OF ARCTIC SYSTEM SCIENCE IT IS EXPECTED THAT MANY OF THESE WILL BE MULTI-AUTHOR ARTICLES BUT A GOOD NUMBER SHOULD BE FIRST-AUTHORED.

ii. DEMONSTRATED SUCCESS IN SECURING RESEARCH FUNDING AS PRINCIPAL INVESTIGATOR OR CO-PRINCIPAL INVESTIGATOR.

iii. Participation in national or international research projects.

iv. Serving on national or international committees.

v. Assuming a leadership role in the Arctic Research and broader science community demonstrated through, but not limited to, organizing workshops and conference sessions, serving as an officer in professional Societies, leading and/or acting as guest editor for a special topic journal issue, and developing strong partnerships between IARC and industry or between IARC and resource agencies or between IARC and communities.

vi. Service to IARC and the University through participation in committees and administrative tasks.

vii. Demonstrable service to the public and professional community at large.

viii. Mentoring of graduate students and teaching, although not mandatory, is encouraged.

2. Promotion to Research Professor

To be eligible for promotion to research professor:

a. A Research Associate Professor will have achieved an international reputation for their achievements in scholarly activity and leadership.

b. A Research Associate Professor will have demonstrated consistent success in securing external funding to support research programs as principal investigator.

c. A research Associate Professor will have demonstrated excellence in service.

d. A Research Associate Professor will have a strong record in mentoring new faculty, which may include post docs.

Evidence of accomplishment for promotion to Research Professor includes but is not limited to:

i. Publishing in well cited sources, including peer refereed journals, book chapters and edited volumes. Due to the highly interdisciplinary nature of Arctic System Science it is expected that many of these will be multi-author articles but a good number should be first-authored.

ii. Invitations to give talks at national and international meetings.

iii. Writing of critical reviews of work in the chosen field.

iv. Leadership in both international and national research projects.

v. Assuming a leadership role in the Arctic Research and broader science community demonstrated through, but not limited to, organizing

workshops and conference sessions, serving as an officer in professional Societies, leading and/or acting as guest editor for a special topic journal issue, and developing strong partnerships between IARC and industry or between IARC and resource agencies or between IARC and communities.

vi. A demonstrated ability to obtain funding for him/herself and his/her post-docs, graduate students, and technical assistants.

vii. Excellence in service to the University and the community at large.

viii. Success in mentoring graduate students and teaching, although not mandatory, will also be viewed as positive indicators of accomplishment.

ATTACHMENT 205/3
UAF Faculty Senate #205, March 2, 2015
Submitted by the Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to approve a new minor in Aerospace Engineering, housed in the CEM Department of Electrical and Computer Engineering.

Effective: Fall 2015

Rationale: This new minor will ensure a constant and growing stream of students for academics and research affiliated with UAF aerospace efforts, such as Alaska Space Grant Program (ASGP) and Alaska Center for Unmanned Aircraft Systems Integration (ACUASI). See the program proposal #50-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

Formalizing a minor in Aerospace Engineering leverages the interest by students and the community in aeronautics and space systems engineering, including very popular unmanned aircraft systems (UAS) efforts seen in the news. In addition, this program leverages the new UAS joint position between CEM and the GI's Remote Sensing Directorate/Alaska Center for UAS Integration (ACUASI), Dr Michael Hatfield/ECE. This minor will provide increased ability for UAF engineers to highlight their work in a critical engineering field, and will elevate the status of UAF by the aerospace community and potential students. The program will ensure a constant and growing stream of students for academics and research affiliated with UAF aerospace efforts, such as Alaska Space Grant Program (ASGP) and ACUASI.

As a point of reference, this semester, a graduate course in UAS design was offered in ECE (EE493/693), which already has 10 students enrolled—a very solid turnout given the size of the ECE graduate program.

Proposed Minor Requirements:

Aerospace Engineering Minor

1. Complete the following:*
   ME 451, Aerodynamics—3 credits
   ME 452, Introduction to Astrodynamics—3 credits
2. Complete three of the following:*
   ME 450, Theory of Flight—3 credits
   ME 453, Propulsion Systems—3 credits
   ME 408, Mechanical Vibrations—3 credits
   EE 434, Instrumentation Systems—4 credits
   EE 444, Embedded Systems Design—4 credits
   EE 471, Fundamentals of Automatic Control or ME409, Controls—3 credits
   GEOS 422, Geoscience Applications of Remote Sensing—3 credits
3. Minimum credits required—15 credits

Note: This minor may require substantial additional courses for non-ME and non-EE majors.
*These courses have prerequisites that need to be taken into consideration. Students must earn a C- grade or better in each course.

Relationship to Purposes of the University:

This minor will provide increased ability for UAF engineers to highlight their work in a critical engineering field, and will elevate the status of UAF by the aerospace community and potential students. The program will ensure a constant and growing stream of students for academics and research affiliated with UAF aerospace efforts, such as Alaska Space Grant Program (ASGP) and the Alaska Center for Unmanned Aircraft Systems Integration (ACUASI).

This minor supports the desires of UA President, and efforts of local and state leaders to develop a robust aerospace industry in Alaska. Complementary efforts include UAF's ACUASI program and its role as lead entity in the FAA's Pan Pacific UAS Test Range Complex (PPUTRC), as well as the ASGP, Kodiak Space Launch Facility, Poker Flat Research Range (PFRR), and the proposed Alaska UAS Technical Park being coordinated through the state & borough. These activities represent a significant number of highly skilled jobs for Alaska's economy and increasing focus on UAF programs.

Minor program will be overseen by the College of Engineering & Mines. Dr. Michael Hatfield will act as minor coordinator. Dr. Hatfield has previous experience in administering space systems engineering degree at the US Air Force Academy.

REPORT TO THE FACULTY SENATE AND PROVOST: REVITALIZING THE MATHEMATICS PH.D.

In Faculty Senate meeting #191 on May 6, 2013, a motion was passed that the Faculty Senate supports continuation of the Ph.D. program in Mathematics at UAF, contingent on DMS submitting annual reports to the Faculty Senate in December until the next program review in academic year 2015-2016. This document is a third progress report. (An additional progress report with enrollment numbers was drafted in April 2014 at the request of the Faculty Senate.) We report enrollment and recruitment figures for the Mathematics Ph.D. program.

Recruitment. DMS is actively working to attract new students to its Ph.D. program. We now have three Ph.D. students accepted into the program at UAF.

(1) Hector Baños started in Fall of 2014 as an MS/PhD student.

He appears to be making good progress in his required MS core course (Algebra) and has been taking one graduate elective, Math 665: Configurations, related to his broad area of study (discrete geometry). He is also doing an independent study on polytopes — related to a possible research area. He will be advised by Leah Berman or Gordon Williams.

(2) Gökhan Göksu will start in January 2015 and an MS/PhD student.

He was recruited, and will be advised by Sergei Avdonin.

(3) Ranjan Dissanayake was accepted as and MS/PhD student to begin in Fall 2015.

He will be advised by Elizabeth Allman, and applied to UAF to work in her area of research. Because of sabbatical schedules, she has asked that he defer beginning his Ph.D. studies until Spring 2015.

Revision of Ph.D. program of study. The Ph.D. revitalization committee will work in Spring 2015 to revise the MS/PhD examination system both to help MS students graduate more quickly and to make the examination system fit better with the goals of training independent researchers.

Funding. Four DMS faculty (Allman, Berman, Rhodes, Williams) interested in advising Ph.D.'s made federally funded grant applications in Fall 2014. Each application included funding for graduate students which, if the grant proposals are successful, will be used to train Ph.D. students. Two other DMS faculty (Avdonin, Rybkin) currently have NSF funding. Avdonin was required by his NSF program officer to remove graduate student funding before his award was made.

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

Respectfully submitted,

Elizabeth Allman, Sergei Avdonin, Leah Berman,

John Rhodes, Alexei Rybkin, Gordon Williams

cc: CNSM Dean Layer

Date: December 2, 2014.

ATTACHMENT 205/5
UAF Faculty Senate #205, March 2, 2015
Submitted by the Curricular Affairs Committee

Curricular Affairs Committee
Minutes for January 12, 2015 3-4 pm Reich 300

Present: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Joan Hornig, Ken Abramowicz, Rainer Newberry, Todd Radenbaugh (remote), Jayne Harvie, Caty Oehring, Casey Byrne, Libby Eddy, Linda Hapsmith, Stacey Howdeshell

I. Minutes of 10 Dec meeting were approved

II. We confirmed that the meeting time this semester will be at 1 pm alternate Mondays, starting 'today'—next meeting 26 January, 1 pm and so on

III. Old business

***A.* Update** *from GERC concerning 'C' requirement.*

This from Leah Berman: The current scheme under consideration is to have departments be responsible for developing plans for how students in each of their degree programs will address the Communications learning outcomes (which we've developed) without requiring specifically notated courses.

Some obvious questions are
(1) What would such a plan look like (we're working on some samples)
(2) Whose responsibility would it be to approve the plans initially
(3) What accountability would there be later as to whether the plan is (a) working, and (b) being followed.
Presumably we'll hear more soon!

B. motion for consideration regarding probation: on hold for the moment

C. Motion regarding National exams and how counted:
see below—underlined statement to be added

CREDIT FOR NATIONAL EXAMS
There are several ways to earn college credit by receiving a passing score on a national exam. For any of the following exam options, grades are not computed in the UAF GPA. Credit received for exams is not considered UAF residence credit and is not considered to be part of the semester course load for classification as a full-time student. Credit is awarded to current or previously enrolled degree students at UAF. Rules that apply to transfer courses (including the Table of Substitutions) also apply to course credit received through a National Exam.

[note: these national exams include College-Level Examination Program (CLEP), College Board Advanced Placement Exams (CEEB), and International Baccalaureate (IB) exams]

Current table of substitutions with regards to 'Perspectives' courses

UAF course	**qualifying substituting transfer course**
Perspectives on the Human Condition	
HIST F100X--Modern World History	introductory courses in different social sciences
ECON/PS F100X--Political Economy	
ANTH/SOC F100X--Individual, Society and Culture	
ENGL/FL F200X--World Literatures	an introductory course in the humanities
ART/MUS/THR F200X, HUM F201X, ANS F202X--Aesthetic Appreciation	an introductory course in the arts which does not stress skills acquisition

D. Towards a plan to make forward motion regarding changes in UAF's general Education Requirements
(1) 9-person UA committee. UAF Fac Senate Pres agrees to add Newberry to UAF's list if he steps down from Chairing CAC. Brian Cook has agreed to chair CAC spring 2015.
(2) This committee makes recommendations to individual CAC-like committees and Faculty Senates concerning 'how many rules should be changed? How should they be changed?'
(3) GERC chair is following up with possible list of courses for the CLA 'buckets

Overview of possible changes to UAF's GER

Current Requirement	Proposed change to resemble UAA/UAS
HIST F100X--Modern World History ECON/PS F100X--Political Economy ANTH/SOC F100X—Individual, Society and Culture	Two Introductory courses in two different (??) social sciences#
ENGL/FL F200X--World Literatures	An introductory course in the humanities (which could be a foreign language course)
ART/MUS/THR F200X, HUMS F201X, ANS F202X--Aesthetic Appreciation	an introductory course in the arts (*which is not exclusively based on skills acquisition)
BA F323X, COMM F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X--Ethics	An additional social science, humanities, or Arts course
1 Math + 2 lab natural science lab courses	Unclear: UAA & UAS require 1 Math + 2 Sci

Notes: # current wording of GER; unclear if UAA-UAS want to change
*** Not the current wording: unclear if UAA-UAS want to change**

Curricular Affairs Committee
Minutes for Mon., January 26, 2015 1-2 pm Reich 300

Present: Ken Abramowicz (audio); Casey Byrne (audio); Brian Cook, Chair; Libby Eddy (audio); Alex Fitts (audio); Catherine Hanks; Linda Hapsmith (audio); Cindy Hardy; Jayne Harvie; Stacey Howdeshell (audio); Rainer Newberry; Todd Radenbaugh (remote); Holly Sherouse (audio)

I. Approve minutes from January 12 meeting
Minutes for January 12 were approved as submitted.

II. Dates/times/locations of future meetings. Jayne has secured us the following locations:

- January 26 at Runcorn Room (here)
- February 9 at Kayak Room (408 RASM)
- February 23 at Runcorn Room
- March 9 at Kayak Room

- March 23 at Runcorn Room
- *Note: April 6 is Faculty Senate Meeting*
- April 13 at Kayak Room
- April 27 at Runcorn Room
- *If needed, May 11 at Kayak Room (last Senate meeting on May 4)*

III. Old business

Brian recapped the following items of old business with the Committee:

A. GERC and "C" – GERC has not met yet this semester, but Leah tells me this is the first task they have before them.

Brian has met with Leah Berman (GERC Chair). The C-O-W group will get together again soon and pick up the discussion.

B. Email from GERC Chair to Dean CLA – GERC has not yet met; they plan to discuss possible ways of creating buckets at a future meeting

Dean Sherman has not responded to the bucket list communication, yet. Brian and Leah will devise a process for creating bucket lists of courses and present that to the dean.

C. Statewide Gen Ed committee updates – UAF reps are Rainer Newberry, Leah Berman and Mary Ehrlander. Rainer can fill us in on any other information he has about the committee or its process.

The three reps have been endorsed by the Administrative Committee of the Faculty Senate. Meetings will have to occur via audio or video conference as there are no travel funds to bring all the membership together.

D. Probation/disqualification policy – still on hold, per Alex

A revised probation letter is in the works. PAIR data has been requested.

E. AP, CLEP, IP testing motion – approved by Administrative Committee; not needed to go to full Senate for vote

Brian recapped the decision of the Administrative Committee to approve the language addition to the Catalog. The change falls into a gray area, and it was agreed that it did not require the review of the full Faculty Senate.

Motion: to modify verbiage in the UAF catalog concerning how credit acquired from National exams can be used to satisfy UAF 'core' requirements.

see below—underlined statement to be added

CREDIT FOR NATIONAL EXAMS

There are several ways to earn college credit by receiving a passing score on a national exam. For any of the following exam options, grades are not computed in the UAF GPA. Credit received for exams is not considered UAF residence credit and is not considered to be part of the semester course load for classification as a full-time student. Credit is awarded to current or previously enrolled degree students at UAF. Rules that apply to transfer courses (including the Table of Substitutions) also apply to course credit received through a National Exam.

Clarification: these national exams include College-Level Examination Program (CLEP), College Board Advanced Placement Exams (CEEB), and International Baccalaureate (IB) exams]
Current table of substitutions with regards to 'Perspectives' courses

UAF course	**qualifying substituting transfer course**
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ANTH/SOC F100X--Individual, Society and Culture	
ENGL/FL F200X--World Literatures	an introductory course in the humanities
ART/MUS/THR F200X, HUM F201X, ANS F202X--Aesthetic Appreciation	an introductory course in the arts which does not stress skills acquisition

Justification: It has been the traditional policy of the Registrar's office to treat credit earned from national exams in the same way that it treats transfer credits. However, nowhere can a statement be found that indicates such is the case. Adding the underlined statement above will make that policy clear.

F. Teaching English to Speakers of Other Languages (TESOL) minor – approved by Ad Comm – moving to February faculty senate meeting

1. Update on Ad Comm discussion of budget situation in relation to this motion (and others brought forward)

It was noted that new and existing Minors are exempt from program review.

MOTION:

The UAF Faculty Senate moves to approve a new minor in Teaching English to Speakers of Other Languages (TESOL), housed in the CLA Department of Linguistics.

Effective: Fall 2015

Rationale: This new minor will effectively prepare students for careers in English as a second language (ESL) teaching in the U.S. and abroad. See the program proposal #18-UNP on file in the Governance Office, 312B Signers' Hall.

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[Removed from this agenda for brevity: "Overview" and "Relationship to Purposes of the University" sections quoted from the original proposal from Linguistics; they will be included with the motion to Faculty Senate]

G. Aerospace engineering minor update – Michael Hatfield is supposed to be sending me information in advance of our meeting on Monday, so I hope to have a handout which answers the specific questions we have about the proposal. I will send this around as soon as I get it and have copies for the meeting. He has agreed to come to a future meeting if we have additional questions or require more clarification.

Support for the new minor was expressed by the Registrar's Office as they get enquiries from students. In spite of the large number of required credits to obtain this minor, it was agreed it still had merit. It was felt that language in the proposal alluding to future degree programs in the field should be removed because of the budget situation. Brian will contact Michael Hatfield about removing the statement from the Format 3B form. The proposal (as requested to be revised) was approved to move forward to the Administrative Committee (for the March Faculty Senate meeting).

IV. New business

A. Revisions to current bylaws

Who on the committee is allowed to vote, and what constitutes a quorum were discussed at length. The topic of what actions the committee can take with and without a quorum was discussed. The recent online discussions of the TESOL and AE minors were good examples of how online communication can function effectively. The TESOL minor was a simple proposal to approve without controversy. The AE minor, on the other hand, involved some controversy in the online discussion and was recommended for further discussion at the scheduled meeting.

- Considerations for **All Senate Committees**:
  - A **standard format for all committee bylaws** with two sections: (1) a description of the committee's charge and (2) rules related to membership, voting, etc.
  - Can committee **chairs vote**? According to Roberts' Rule committee chairs generally do not vote, but considering the size and nature of our committees that may be neither necessary nor desirable.
  - What constitutes a **quorum**? Again, we need to consider the size of our committees.
  - Do we allow **electronic voting**? If so, under what circumstances and how should it be done How do we want to **manage absences** by members? While most people come fairly regularly or all the time, some do not. This not only disrupts the work of the committee they are a member of but also makes activities reporting and workload assignments unfair.
  - Similarly, some Fairbanks-based members only **attend by phone**, especially if they would have to go to the other side of campus. This makes committee work more difficult and sometimes less thorough, especially since members who attend by phone often "multi-task" and do not pay focused attention.
- Considerations for **Standing Committees**:
  - **Voting members** must be Senators or Alternates; can have non-voting ex-officio members.
  - Rules for **representation of units**? This is currently done for some committees (e.g., Unit Criteria). It would be very difficult to accomplish this for all permanent committees because some units are very small and individual Senators have personal preferences for committees.
  - Remove sections that are **instructions for stakeholders** rather than bylaws.

Current Bylaws	Proposed Changed (11/25/2013)
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.	The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes ~~on all levels except the graduate level~~. ~~In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary~~." Membership and ex officio member appointments: 1. Members are appointed by the Administrative Committee. 2. Non-voting ex officio member(s) may be appointed by the Provost; 3. In addition to the non-voting ex officio member(s), the committee may add non-voting ex officio members as deemed necessary. Meetings and appointment of chair:

	1. The Chair at the end of the academic year will represent the committee on the Administrative Committee over the summer break, or will appoint a continuing committee member to be his or her representative. 2. Upon convening of the first meeting each academic year, the committee shall consider nominations for Chairperson with the previous chair or appointed representative acting as the Chair. If neither are available, the senior committee member will preside until a new Chair has been selected.

Curricular Affairs Committee bylaws were approved as amended above, with the additional change in the final section (Appointment of chair, number 2): "…If neither are available, ~~the~~ a senior committee member will preside…"

ATTACHMENT 205/6
UAF Faculty Senate #205, March 2, 2015
Submitted by the Faculty Affairs Committee

Faculty Affairs Committee
Minutes for Monday, December 8, 2014

Present: Elizabeth Allman, Chris Fallen, Bella Gerlich (Ex officio), Galen Johnson (called in), Leslie McCartney, Walter Skya, David Valentine
Absent: none

Meeting called to order.

Minutes of November 17, 2014 meeting approved and accepted.
Agenda approved.

Resumption of reviewing department chair comments about the Department Chair Policy. Chris made changes as we went. The committee decided:

Comments from Debra Jones – Part 2, B1. Decided to leave as is.

Comments from Cecile Lardon – her comments are now irrelevant as document has changed since the comments were made.

Comments from John Rhodes - grammar in various clauses amended.

Chris to forward to Administrative Committee.

We have been assigned to revise the by-laws for the committee; reorganize them and separate out the purpose of committee from organizational issues. Chris will share on google his initial attempt to revise, please review draft during holidays. Main changes in language, track changes on word document. Vote on this in January. Doodlepoll to be done in January. Next Ad Com is Friday, 23 Jan. Try to meet on Monday January 19 or 20, 2015.

We need to work on Joint Appointment procedures.

Review the Student Code of Conduct over the holidays. Board of Regents wants it unified across all campuses.

Dean policy resolution was discussed. Should this be taken to the Administrative Committee?
Meeting adjourned.

Faculty Affairs Committee
Minutes for Monday, January 22, 2015

Present: Elizabeth Allman, Chris Fallen, Bella Gerlich (Ex officio, called in), Galen Johnson (called in), Leslie McCartney, Walter Skya, David Valentine

Absent: none

Meeting called to order.
Minutes of December 8, 2014 approved and accepted. Agenda approved.

Old Business:
Department Chair Policy Revisions: Motion to adopt revisions was brought to the AdCom Committee; discussion ensued and motion was tabled. Add again to the agenda for the next AdCom Committee meeting.

Bylaw Revisions:
Separate the charge of the committee from procedures. Specify if Committee Chair can vote; what is a quorum; if electronic voting can be used. Strike out voting by proxy.
Voting: All matters are decided by a majority vote of the entire voting membership of the committee. With a group of 7, 4 is a quorum. Strike second sentence; last sentence 'provide' not provided. Accountability of participation of members needs to be address. Chronic absences and non---participation will be reflected in the final report by the Chair. Chair provides minutes of meetings to Jayne Harvie for Faculty Senate Agenda.
Fiscal reporting – strike line about fiscal issues.

Student Code of Conduct:
Review UAA policy and the review at next meeting for changes or approval.

Joint Appointment Policy:
Postpone until next meeting.

Other:
This is Bella Gerlich's last meeting; she has taken a position at Texas Tech. We will need another Ex---offico to be appointed (Provost is to make this appointment).

Adjourn.

ATTACHMENT 205/7
UAF Faculty Senate #205, March 2, 2015
Submitted by the Committee on the Status of Women

Committee on the Status of Women
Minutes for Wednesday, January 14, 2015

Members Present: Jane Weber, Derek Sikes, Megan McPhee, Diana Di Stefano, Mary Ehrlander, Kayt Sunwood

Members absent: Michelle Bartlett, Erin Pettit, Jenny Liu, Ellen Lopez
Members on sabbatical: Amy Barnsley

1. Spring meetings: Wednesdays, 2:15-3:15, Feb 4, March 11, April 8.

2. Spring Conversation Café: Ellen and the committee (Kayt, Erin, & Mary) have not yet met to plan this, but will soon.

3. Promotion/Tenure workshop: Friday April 24th 10am-12pm (-1pm), Springfest day, place TBD probably Regents Conference Room in Butrovitch. Discussion of plan to try a new idea to have 3 breakout tables, preparing for 4th year review, going up for tenure, and post tenure. Discussion of difficult logistics of running 3 tables for the remote audience (which is a large audience for this event normally). Idea to do break outs is in response to past experiences when attendees asked very specific questions that weren't of much general interest/value. Discussion returned to idea of original design which has worked so well in the past, with the addition of adding an initial comment that attendees are encouraged to ask questions during the Q&A but given the limited time, we will encourage them to focus on questions of general interest and to save very specific questions for one-on-one after the event (and extend event to 1pm if we can get the room for that long). Also – keep the focus on *planning strategically* for one's academic career. 5-7 minutes per panelist with a notice given to speakers at the 5 minute mark. Kayt will manage the flier preparation and distribution. Add idea to poll attendees at start, how many are preparing for 4th year review, going up for tenure, or post-tenure?

Panelists were discussed: Ginny Eckert (full), Mary Ehrlander (full), Diana Di Stefano, Ellen Lopez. Derek will ask Diana Wolf. Jane will try to find someone in CRCD (College of Rural and Community Development).

Respectfully Submitted, Derek Sikes, These minutes are archived on the CSW website:
http://www.uaf.edu/uafgov/faculty-senate/committees/14-15-csw/

Committee on the Status of Women
Minutes for Wednesday, February 4, 2015

Members Present: Jane Weber, Derek Sikes, Mary Ehrlander, Kayt Sunwood, Ellen Lopez, Diana Di Stefano, Megan McPhee

Members absent: Michelle Bartlett, Erin Pettit, Jenny Liu
Members on sabbatical: Amy Barnsley

1. UAF Conversation Café. Ellen passed around and explained the flier she prepared for the Feb 24th 1-2pm, UAF Women's Center (Wood Center) event. "Creating our own supportive professional networks ~Especially in uncertain times. Light Refreshments!" For more information please contact Ellen Lopez or Kayt Sunwood. Co-sponsored by the UAF Faculty Senate, Committee on the Status of Women & The UAF Women's Center. Fliers will go up soon.

2. Promotion/Tenure workshop: Friday April 24th 10am-12pm (-1pm), Springfest day, place TBD probably Regents Conference Room in Butrovitch. Discussion about the current climate of shrinking budgets and anticipation of greater levels of concern from attendees. Uncertainty about possible changes made to the handling of workloads and related issues discussed. We would like to invite someone who is particularly knowledgeable about these issues. Alex Fitts would be ideal - Mary will invite her to talk for the first 5 minutes.

Also – keep the focus on *planning strategically* for one's academic career. 5-7 minutes per panelist with a notice given to speakers at the 5 minute mark. Kayt will manage the flier preparation and distribution. Add idea to poll attendees at start, how many are preparing for 4th year review, going up for tenure, or post-tenure? Jane will check on food & coffee from Faculty Senate.

Six panelists: **Ginny Eckert** (full), **Mary Ehrlander** (full), **Diana Di Stefano**, **Ellen Lopez**. Derek asked **Diana Wolf**, who agreed. Jane invited **Sandra Wildfeuer** (interior Aleutians campus, Associate Professor), who agreed.

3. Spousal Hires. Kayt raised the issue of more spousal hiring problems, 3-4 recent losses of faculty related to this issue. Likely to get worse as budgets shrink and likely to impact female faculty more than male.

Respectfully Submitted, Derek Sikes, These minutes are archived on the CSW website: http://www.uaf.edu/uafgov/faculty-senate/committees/14-15-csw/

ATTACHMENT 205/8
UAF Faculty Senate #205, March 2, 2015
Submitted by the Student Academic Development and Achievement Committee

Student Academic Development and Achievement Committee (SADA)
Meeting Minutes for December 12, 2014

Attending: Cindy Hardy, Libby Eddy, Alex Fitts, Jennifer Tilbury, Curt Szuberla, Ben Kuntz, Colleen Angiak, Sandra Wildfeuer

The committee met and discussed the following items:

Meeting times: We discussed possible meeting times for next semester. At least for the group gathered, it seems like Thursday or Friday afternoons will work best. Cindy or Jayne will send out a Doodle poll to find a regular monthly time for Spring semester. We may meet the week before classes start

Regional Educational Labs Northwest: We discussed a presentation on a report presented by REL on Developmental Ed in the UA system. REL was contacted by the AK State Board of Education and the Board of Regents and asked to do this study. Members of SADA went to the presentation and agreed to write up a response to the data presented. The committee had the following comments:

The data presented suggested that a combination of HS GPA and Accuplacer gave slightly better course placement than either GPA or Accuplacer alone. However, we noted that there may be some assumptions in the data that need to be clarified. For example, if they are comparing our DEVM data to national data, they need to note that our DEVM 105 (Intermediate Algebra) is considered part of the Math sequence at other universities.

We also noted that the data is only looking at students who recent AK high school graduates. However, one member reported a statistic Dana Thomas related that 70% of developmental ed students are not recent HS grads, so using HS GPA is not the primary placement tool.

We also noted that the study only looks at students intending to get a bachelor's degree. This means that students who are taking Certificate or Associate programs were not included. Along these lines we wondered if students who were in AA or AS programs were included or if students in the "Bachelors-intended" or premajor programs were included. We discussed the definition of "Bachelor's Intended": students who don't have the core preparation for admission to a degree program. These students are not considered bachelors and not considered associates students, but are in their own category. Since the report is state-wide, we wondered if UAA or UAS have a similar system. We noted that UAF policy in English and Math involves placement by test scores, with a little wiggle room in English. Starting this semester, however, all math placement is done through ALEKS scores.

This led to a discussion of placement and advising in Math and English overall, including differences in placement for rural and urban Native students, advising work-arounds to current placement policies, and questions about whether the assessments for DEVE cover what students will be covering in their classes. We noted that UAF, UAA, and UAS are three different schools with different student populations. We questioned why, with our departments looking at data and analyzing it, outside researchers were called in to generate this report. We also asked why ACT and SAT scores were used in the study, when they are not designed as placement tools and are poor predictors of success in particular classes. We noted that the ACT, SAT, and WorkKeys are now taking the place of the HS Qualifying exam; however, only the ACT and SAT are used for College admission.

Statewide Alignment: Sandra reported that the statewide committee to align Math/DEVM courses met and agreed to some alignment of courses. The committee is made up of the chairs of Math departments and developmental math departments or programs at all three Universities. They have agreed on a system of common numbering, based on UAA's current numbering. They are still discussing a common designator; however, both UAA and UAS currently use MATH as their developmental math designator, so the designator change only needs

to be resolved at UAF. These changes still need to be approved by the campuses. They anticipate these changes being ready for the Fall 2015 catalog

Cindy reported that the alignment committee for ENGL/DEVE has not yet met, but has exchanged e-mail. The committee consists of the chairs and program heads of ENGL, DEVE, and Composition from all three Universities. The committee wil take up the work of the Community of Practice, which resulted in placement changes and alignment in ENGL and DEVE across the UA system. Cindy noted that, for ENGL 111, 211, 213, there is already alignment of course numbering and designator. The difficulty will be in aligning developmental courses: UAF uses DEVE, UAA uses PRPE, and UAS uses ENGL. UAF also has reading classes under a separate (DEVS) designator. Cindy notes that she is leaning toward proposing a new designator that would encompass all academic writing and reading classes, such as WRTG.

We also noted that the GERC process is on hold, waiting for a statewide group to be appointed by Faculty Alliance to reach agreement on alignment of general education requirements.

Survey of obstacles to student success: This is an idea that we have been putting on the back burner for a while. We discussed how to develop a survey to get at what happens to the students that disappear, or that do not do well.

In general, the committee is interested in going forward with this project. Alex suggested using Survey Monkey and suggested that we develop questions by starting with what information we
what types of questions. She noted that using Survey Monkey won't cost anything because UA has an account, but that we might need incentives help to get students to complete the survey. We agreed that we should include rural students. Cindy noted that the Nontraditional Student Club on campus has done a similar questionnaire of their members. Alex suggested that we target students that have had academic difficulty, rather than asking all students to participate.
We discussed possible groupings, such as if a student has an F, or W, or NB on their transcript, they would get the survey.

Alex noted that students will get a warning when their GPA drops below 2.3 or they have more than one I, W, NB in a semester. We could tie the survey in with this warning. We also agreed to try to make this contact helpful and encouraging after they get a warning: "UAF really cares, what troubles did you have , what can we do about it?" If we can do this, without a great cost to university, it can have positive impact on students.

Next meeting: January 22, 2-3:30 pm

ATTACHMENT 205/9
UAF Faculty Senate #205, March 2, 2015
Submitted by the Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for January 26, 2015

I. Kelly Houlton called the meeting to order at 4:05 pm.

II. Roll call
Present: Bill Barnes, Diana DiStefano, Andrea Ferrante, Mark Herrmann, Brian Himelbloom, Kelly Houlton, Duff Johnston, Chris Lott, Trina Mamoon, Joy Morrison, Channon Price, Paul Reichardt (visiting), Leslie Shallcross, Amy Vinlove
Excused: Franz Meyer
Absent: Cindy Fabbri

III. Report by UAF eLearning & Distance Education and the Office of Faculty Development

Chris reported that eLearning & Distance will be offering an online presentation on February 12 from 1 – 2 pm about "Making the World Your Lab". Their third Thursday presentation with OIT for February is on Presence and Participation in Online Classrooms (February 19 from noon – 1 pm). Chris also reminded us that applications are open for the iTeach 4-day workshops March 6, 9, 11 and 13. Applications can be found at http://iteach.uaf.edu/about/

Joy reported that she would like to take a few new faculty members to the Lilly West conference in California this spring. She also said she would like to take a member from the FDAI committee to the POD conference next fall in San Francisco. Joy informed us that she met with several Faculty Development specialists while she was in South Africa and will invite some of them to the POD conference as well.

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

Andrea reported that the ECAI committee has been developing the core questions for this spring's pilot of the electronic course evaluations as well as working with PAIR on identifying a student cohort (aiming for 10% of students with a good cross section of classes, colleges and delivery methods). This is proving to be tricky because of the large amount of work PAIR is doing right now. He informed us that the committee is now working on about four open-comment questions. He and Sally Skrip met via phone with a representative from eXplorance Blue last Friday and set up the milestones for the next few months in order to have the evaluations made available to students by April 20. Next week will be a "kick-off" meeting with eXplorance Blue to learn more about what information they will need from Banner and Blackboard. Last week Andrea and CP attended the ASUAF meeting to get some student feedback on the core questions as they stand now. The core questions will be posted on the Faculty Senate web page for a week to gather faculty feedback.

V. Discussion with Dr. Paul Reichardt on the State of Faculty Development at UAF

We asked Dr. Reichardt for his input and perspective on creating a stronger faculty development culture on campus. He shared the following things to consider/keep in mind: 1) this is a challenge at other institutions as well; 2) one of the best and most popular opportunities was to offer advice via senior faculty members on promotion and tenure; 3) activities that are requested by faculty will give us

presentations that will be attended and sends a clear message that the OFD is here for faculty; 4) identify two or three institutional priorities: where is UAF not living up to its potential (IAS results?); 5) do not dwell entirely on lack of attendance – if what you are delivering is providing a real benefit for a few faculty members then that is a good thing; 6) find out answers to these questions: Where are faculty in their instructional development? What do faculty really think about outcomes assessment? What comes out of it that is of value? There must be some sort of interest or perceived need from faculty for "Faculty Development" to succeed; 7) keep in mind there are as many challenges facing research faculty as there are for teaching faculty; 8) have attendees of presentations/workshops outside of UAF share the information that was covered with their fellow UAF faculty; 9) if the Tuesday 1 – 2 pm time slot is a problem, make use of what is already scheduled, such as the GI weekly seminar series, CLA faculty meeting times, meeting with Deans and Directors, etc.; 10) consider applying a filter to the survey results Joy has already collected – maybe we already have the information we need; and 11) develop an online tutorial that faculty can access on their own time.

During our discussion, several points were brought up. Paul shared a handout with us listing examples of faculty development activities at three universities. These included matching funds for travel, scholarship, equipment, etc. by partnering with other agencies; a listing of whom to call for help with things like instructional design, devising essay questions, etc.; interdisciplinary mentoring; an Annual Assessment Academy to examine practices and impacts of outcomes-based assessment of student learning; and co-sponsored grant-writing workshops. While the three universities were anonymous, Paul offered to identify them to Joy if any of these particular points were of interest.

Some of the challenges that were discussed were finding meeting days and times that work for most faculty, making sure that awareness of any faculty development opportunities – whether they are offered through the OFD, OIT or eLearning and Distance Education – is consistently and cohesively made available to faculty, limited capacity for in-depth workshops/presentations, and funding shortfalls. Paul explained that when he initially set up the Office of Faculty Development he had some money to do so and wanted a better way of addressing faculty needs than just reacting to requests. He also noted that since there was a lack of interest on campus in high-quality teaching, he wanted to encourage very talented research-oriented faculty to be able to teach their classes more effectively. He suggested (as noted above) to identify two or three areas that UAF needs to work on and let that drive our approach instead of relying on a push from the Provost or Chancellor. Mark noted that a lot of professional development happens informally between colleagues. CP brought up the issue that since so many "specialists" are available these days it seems that faculty are less involved with being good "generalists". He believes that this changes the need for faculty development. But Paul opined that maybe it just changes the *focus* of faculty development.

We were all very grateful for Dr. Reichardt sharing his wisdom and suggestions with our committee. He gave us a lot to consider and offered the encouragement that maybe it is not as bad as it seems.

VI. Other Business

a. Scheduling future FDAI meetings – We will ask if Franz will send out a Doodle Poll so we can accommodate as many members as possible.

VII. Upcoming Events

a. Next FDAI meeting: TBD
b. Next Administrative Committee meeting: 2-20-15
c. Next Faculty Senate meeting: 2-2-15

VIII. Adjourned at 5:13 pm

(Respectfully submitted by Kelly Houlton.)

ATTACHMENT 205/10
UAF Faculty Senate #205, March 2, 2015
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee
Meeting Minutes for February 3, 2015

Attending: Mike Daku, Jessie Cherry, Cheng-fu Chen, Laura Bender, Mike Castellini, Mitchell Reed, John Yarie, Donie

I. GAAC welcomed Mike Castellini, who is now representing the Dean of the Graduate School at GAAC.

II. Minutes from the GAAC meeting of 12/02/14 were passed.

III. GAAC members reviewed a proposed memo to Arleigh Reynolds of the Department of Veterinary Medicine regarding the possibility of cross-listing some Veterinary Medicine course with the Department of Biology and Wildlife and with the School of Fisheries and Ocean Sciences.

IV. GAAC passed several course proposals and changes:

11-GCCh.: Course Change: **ANTH F625 - Human Osteology**

32-GPCh. Program Change: **Master of Natural Resources Management and Geography (MNRMG**)

35-GCCh.: Course Change: **GEOS F482 / F682 - Geoscience Seminar**

38-GPCh.: Program Change: **MS - Wildlife Biology and Conservation**

39-GPCh.: Program Change: **Master of Business Administration**

41-GNC: New Course: **MBA F642 - Economics of Environmental and Business Sustainability** (pending renaming the learning outcomes, so that they are clear)

V. It was agreed that we will invite someone from the School of Education to brief committee members on the massive changes being proposed to the Master's of Education program.

VI. New items were assigned for review.

VII. GAAC will meet again Feb. 17, 2015.