MINUTES - DRAFT

UAF FACULTY SENATE MEETING #200
Monday, September 8, 2014
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

I Call to Order – Cécile Lardon

A. Roll Call

Faculty Senate Members Present:	Present – continued:
ABRAMOWICZ, Ken (14)	MEYER, Franz (15)
ALLMAN, Elizabeth (16)	MISRA, Debu (15)
BARNES, Bill (15)	MOSER, Dennis (16) – **Kathy Arndt**
BERGE, Anna (15)	NEWBERRY, Rainer (15)
BRET-HARTE, Donie (15)	PETERSON, Rorik (15)
CABLE-Young, Jessie (15) **– Jessica Cherry**	RICE, Sunny (16) – **Brian Himelbloom -** audio
CASCIO, Julie (16) - audio	SHALLCROSS, Leslie (15) - audio
COFFMAN, Christine (15)	SKYA, Walter (16)
COOK, Brian (16)	VALENTINE, Dave (16)
DEHN, Jonathan (15)	WEBER, Jane (16)
DISTEFANO, Diana (16)	WILDFEUER, Sandra (16)
DUKE, Rob (15) - audio	WINFREE, Cathy (15)
FALLEN, Chris (15)	Members Absent:
GIBSON, Georgina (16)	MAHONEY, Andrew (16)
HANKS, Cathy (16)	RADENBAUGH, Todd (15)
HARDY, Sarah (15)	RASLEY, Brian (15)
HARTMAN, Chris (16)	Others Present:
HEALY, Joanne (15) – **Phil Patterson**	Provost Henrichs
HORNIG, Joan (16)	Dean Paul Layer
HORSTMANN, Lara (15)	Wendy Croskrey
JOHNSON, Galen (15)	Cindy Hardy
JOLY, Julie (15)	Tim Wilson
LAN, Ping (15)	Jonathan Rosenberg, Wendy Croskrey
LARDON, Cécile (15)	Chris Beks, Michele Mouton
LAWLOR, Orion (16)	Caty Oehring, Holly Sherouse
LOVECRAFT, Amy (15)	Joy Morrison, Linda Hapsmith
MAXWELL, David (16)	Carol Gering, Annette Freiburger
MCDONNELL, Andrew (16)	Karen Gustafson, Sine Anahita

B. Approval of Minutes to Meetings #199

Minutes of Meeting #199 (May 5, 2014) were approved as submitted.

C. Adoption of Agenda

Cécile explained that today's agenda is special, focusing on the core revisions and issues with GERs due to their urgency this academic year. The agenda was adopted as submitted.

II Status of Chancellor's Office Actions

A. Motions Approved:
   1. Motion to approve the 2013-2014 degree candidates
   2. Motion to adopt the GELO Learning Outcomes
   3. Motion to amend guidelines for Group B Administrator Reviews
   4. Motion to approve Department of Computer Science Unit Criteria

B. Motions Pending: None

III A. President's Remarks – Cécile Lardon

Cécile welcomed new and returning members. She and President-elect Misra have been attending convocations and early faculty meetings at the schools, colleges and institutes, introducing themselves and talking about Faculty Senate issues.

She stressed the need for senators to stay informed on the issues and be engaged in their committees because they will be making some important decisions this year as the Faculty Senate.

Among the big issues she identified for the coming year were the revision of the Core Curriculum and the General Ed Requirements (GERs) which are being focused upon at today's meeting. A practice run of the presentation and discussion were done at the Administrative Committee, and they could not get through all the important issues even in that smaller setting. The Faculty Senate will be dealing with these issues all through the coming year.

Another big issue is the common calendar mandated by the Board of Regents last year. The three universities need to agree on the calendar, including a common course schedule.

Cécile noted that this is the year that Faculty180 will be required for annual activity reports. She practiced on the pilot system last year, and is aware that for different kinds of faculty there are different kinds of issues.

There is also a committee that will be moving forward on the electronic student course evaluations project which was led by Franz Meyer last year (via the Faculty Development, Assessment and Improvement Committee). A variety of software packages were evaluated and narrowed down to one system. This year the work will move forward on developing the questions and formats to be used and then run a pilot.

Faculty Alliance (FA) will be involved in the issues concerning the General Education Requirements at the system level. They recently sent a memo to President Gamble to request a competitive national search to replace VPAA Dana Thomas who is retiring in December. President Gamble has agreed to the search. Provost Henrichs will talk some more about that process in her remarks.

B. President-Elect's Remarks – Debu Misra

Debu welcomed everyone and acknowledged David Valentine and the good job he is doing as the chair of Faculty Alliance to address issues common to all three universities. He noted that Faculty Senate meets only once a month, which is not sufficient to cover every issue that comes up. He urged members to seek information from their colleagues and bring it to Senate meetings. He also encouraged members to email their constituents and be in contact with them. He noted that any faculty can come to the meetings and make public announcements before the Faculty Senate. He emphasized that it is the responsibility of Faculty Senate members to stay in contact with their constituents and make sure their voice is heard.

1:15 IV A. Provost's Remarks – Susan Henrichs
(Attachment 200/1)

Provost Henrichs described the results shown the attached report about the 2013-14 promotion and tenure review outcomes. The vast majority of candidates were successful in having a positive review or succeeding in their promotion and/or tenure application. Although there was a heavy workload of 50 files to review, she enjoyed seeing all the accomplishments and appreciated the hard work faculty put into their reports.

She touched on the upcoming vacancy of the statewide Vice President for Academic Affairs and Research (VPAAR) position. Because the decision to hold a national search was relatively new, she didn't know much more than Cécile had reported. But she encouraged those with substantial faculty and leadership experience to consider applying for the position, noting its importance to the three universities. The position requires someone who can be reasonably impartial while working with the three institutions and who is very familiar with how academic institutions work. UA statewide administration is mostly drawn from other walks of life rather than academe. There are very few employed there now who have extensive experience in the academic realm, particularly as faculty members. Understanding how universities are run and the role faculty play in shared governance is vitally important for the VPAAR. She encouraged faculty to consider who might possibly be qualified to fill this role from among their ranks.

Finally, the Provost talked about special program review. While program review usually refers to the accreditation process of reviewing academic programs, the Board of Regents has noted that university policy states that program review applies to all areas of what the university does, including research, administrative services, and student services.

The special program reviews she referred to in her remarks, however, were mandated by the Chancellor. Over the summer he reported on the outcomes of the Budget Options Group (BOG) and Planning and Budget Committee (PBC) processes whereby a large number of suggestions were reviewed about how the university could operate more efficiently and effectively during a time of funding reductions by the legislature. The special program reviews will begin with lower enrollment academic programs, and will follow a process very similar to that of ordinary program review. Beyond that, other programs to be reviewed include eLearning, Summer Sessions, Marketing and Communications and Public Information, Athletics, and KUAC.

The Chancellor has already spoken with Cécile and Debu about faculty involvement in the reviews. Some senate members will be designated to serve on specific review committees. But, anyone

interested in volunteering on a particular committee should let them know, also, and they will pass names along to the Chancellor.

Cécile commented about the hard work that was done last spring on the Planning and Budget Committee, noting that Chris Beks and David Valentine had also been involved in it. She noted that while the work is not glamorous, it's important. When asked how long the committees will be working, the Provost responded that some committees will be able to complete their work during this fall semester, while others will require work through the academic year. Further scheduling information will be forthcoming.

V Governance Reports

A. Staff Council – Chris Beks

Chris shared about issues that Staff Council is working on. They recently worked with Staff Alliance to suggest language changes to the propose furlough policy, and anticipate working on the proposed language for regulations later on. Additional issues include the tobacco-free (smoke-free) campus; and an emergency closure policy for staff due to bad weather. They just-finished a summary report about the survey among staff on how to make UAF a better place to work. It was submitted to the Chancellor who is hoping to implement some of the suggestions from the feedback. Cécile asked Chris to share the report, and asked what some of the recommendations were. Chris said they included better child care facilities, and better parking.

Debu added that when he had attended Staff Council meeting he had been asked if Senate will discuss the furlough policy. Chris responded that it was his understanding that Staff Alliance would share the final document they worked on. He will follow up to see that it does get shared with Faculty Senate. The main change was to separate out temporary reductions in pay from the furlough policy.

Jane W. requested more information about the Staff Council resolution concerning the Bunnell House child care facility. CSW is looking at the resolution. Chris promised to share the meeting minutes with Jane.

B. ASUAF – Mathew Carrick

Cécile noted that a student from ASUAF had stopped by briefly today, but had to leave for class. They plan to try and make reports at future meetings.

C. Athletics – Dani Sheppard

A report from Athletics was not available.

D. UNAC – Tim Wilson

Tim mentioned an issue concerning annual activity reports and those going up for promotion and tenure this year, and asked Debu to comment about it. Debu noted that use of Faculty180 to complete annual activity reports is mandatory for all faculty this year. Faculty who are going up for promotion, tenure, or pre- or post-tenure review must submit comprehensive files. Many of them have expressed concerns about having to do both a comprehensive file, and an annual activity report. According to the CBA, however, they should. United Academics is in discussions with Statewide Labor Relations to see if the

annual report in Faculty180 can be dropped this year for those submitting a comprehensive file for the promotion and tenure process.

Tim reported that the efforts of UNAC, faculty, staff, students and community leaders appear to have led to the reconsideration of President Gamble's bonus by the Board of Regents. He thanked Sine Anahita and all those involved in the petition and protests.

Amy L. commented that it's understandable that faculty wouldn't want to have to do both the comprehensive file and the Faculty180 report at the same time; however, if they did not do the Faculty180 report, she wondered if they would be disadvantaged later on when the annual information is needed in the future.

Provost Henrichs commented that Amy made a good point. While it may probably be several years before they ask faculty to prepare cumulative reports in Faculty180 (which has that capability), it is very possible that faculty would find themselves in the position of needing that information in Faculty180 down the road. The proposed MOA with the union might allow more time for those preparing comprehensive files to complete the annual report in Faculty180. They have to wait and see what Labor Relations will do with the request.

Lara H. asked when faculty will find out if they must do the Faculty180 report, noting she herself is one of those affected by the need to prepare a comprehensive review file and an annual report at the same time. The Provost responded that she doesn't know because the matter is in discussion between the union and Labor Relations, but she will try to find out.

Franz M. commented that one part of the issue is the same-day deadline for both the comprehensive file and the annual activity report. A flexible deadline for the Faculty180 report would help. The Provost noted that the deadlines are specified by the Collective Bargaining Agreement, and thus are outside her purview to change.

UAFT – Jane Weber

Jane reported that UAFT is currently in negotiations for their next contract. Regarding the Joint Health Care Committee, she reported that the options to receive the health care rebate for next year are being finalized. They should be done by mid-October.

VI New Business

A. Resolution in Support of Allowing Candidates for Promotion, Tenure, or Comprehensive Review to Opt for Open Meetings, submitted by the Administrative Committee (Attachment 200/2)

Cecile described the resolution and its history. It has been passed by the Faculty Senate each year for many years. There are huge differences in how this is handled across the units, but Senate can encourage open committee meetings through this resolution. The resolution was passed with no objections.

VII Presentation and Discussion
Rainer Newberry, Curricular Affairs Chair
Topic: Update and next steps: General Education Requirements
1. Implications of BOR resolution on Core and GER Changes (Attachments 200/3, 200/4 and 200/5)
2. Proposed modifications to UA's GER requirements (Attachment 200/6)

Cécile recognized the hard work put into the general education issues by Rainer, and by members of the General Education Revitalization Committee (GERC). She introduced GERC members who were present, including Sandra Wildfeuer, Cindy Hardy, Linda Hapsmith; and past chairs Jon Rosenberg, Dave Valentine and Alex Fitts. Cécile invited their participation in the discussion to be led by Rainer Newberry as chair of the Curricular Affairs Committee.

Rainer also acknowledged the hard work of GERC and Curricular Affairs on the topics at hand. He invited serious consideration and discussion from the Faculty Senate during the meeting today. He stressed how critical it is for members to be informed in order to communicate these issues with the faculty they represent--not just within their respective departments, but to the entire faculty of their respective schools and colleges. Right now, the Faculty Senate leadership is favoring action by the senate as the representative body of the faculty to pass changes to the Core, as opposed to taking decisions to everyone as a faculty referendum. This makes being informed on the issues and clearly communicating with faculty at their schools and colleges critical for senators.

Starting with Attachment 200/3 (also labeled "Attach 1") Rainer explained the terminology being used regarding what UAF calls its Core Curriculum. It's essentially comprised of two parts: one part is the general education requirements (GERs) as defined by BOR policy and University regulation. The other part is comprised of additional baccalaureate requirements (BRs) which UAF has defined. It's important to keep the terminology being used in mind, because it's in the process of being changed.

Several years ago the discussion began about how to better assess the UAF Core and improve it. The GERC was created to start addressing this. Then, last April, the Board of Regents passed the resolution quoted on Attachment 200/3. Rainer drew attention to the highlighted portion of the BOR resolution which reads as follows:

> to **charge** the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English **and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016**"

One problem is that no one is quite sure what the language in bold typeface above really means. So, the Faculty Alliance has agreed to attempt to clarify what this means with the Board of Regents. Primarily, the interpretation seems to be that the three universities have to have common general education requirements.

Rainer summarized what currently constitutes the General Education Requirements (at the end of Attachment 200/3, on page 6) as defined in University Regulation. These are required of all baccalaureate programs at all three universities. The GERC has been working on these GERs; but, additionally they have worked on parts of the UAF Core Curriculum which fall outside the defined GERs. The boxes on the first page of Attachment 200/3 aptly illustrate the difference between the GERs and the additional baccalaureate requirements (BRs) in UAF's core. The BOR resolution is requesting

more commonality between the three universities on the 34 credits of GERs (the left-side boxes on the attachment); although it remains unclear as to how similar they have to be.

The boxes on the right side of the first page of Attachment 200/3 show additional requirements for baccalaureate degrees (BRs). Each of the three universities has the right to add more requirements beyond the 34 credits of GERs, and can fundamentally change these BRs as they see fit through their Faculty Senates. The Oral and Written designators used at UAF are an example of added BRs.

Back when the UAF core curriculum was developed in the early 90s, it was taken to the entire faculty as a referendum. In contrast, the additional O and W requirements came about soon after by actions of the Faculty Senate. We can choose to go either way. While there's a lot of merit to saying Faculty Senate will take care of this, it does impose an awful responsibility on the Senate to act for the faculty as a whole; a responsibility to have thoroughly thought through the impacts.

Three items are listed on the right side of the first page of Attachment 200/3, including the Capstone experience requirement; the changes to O and W with the introduction of the new C (Communication); and additional course attributes of A, D, and E.

The Capstone experience will be on the October agenda for discussion, with the goal of bringing a motion to Faculty Senate in November for a formal vote. This would be the mode used in general for handling these additional BRs specific to UAF: the items would go before Senate for discussion; senators would be expected to communicate widely with their constituencies, and bring feedback to Senate; and then the item could come forward to the Senate as a motion for a formal vote. Of course, Faculty Senate has the right and obligation to decide whether not it's going to do that.

Curricular Affairs Committee is still discussing the O and W requirements, along with the Communication (C) designator proposed by GERC. CAC is looking for ways to move forward on this issue and come to agreement. But there is a good chance something will come to the Faculty Senate this year.

There is also the proposal for new course attributes (A, D, and E). This one is complicated by the fact that UAA uses the term "attribute" to mean something entirely different than UAF or GERC. The UA-wide integration of the GERs is further complicated by the fact that terms and usage are so different between the universities.

Cécile reiterated that the division of GERs from BRs is necessitated by UAF's revision of its Core Curriculum. The BRs are part of UAF's Core, along with the GERs. This is why both of these areas are being separated out as they are, so that revision of the Core can continue while the issues of common GERs are worked out between the universities.

Rainer asked everyone to keep in mind that there are additional requirements for baccalaureate degrees, as well. Each baccalaureate program has its own additional requirements beyond the baccalaureate core. He drew attention to Attachment 200/5 (pages 8 and 9 of the agenda) which contains Table 22 from the Catalog summarizing degree requirements by type of baccalaureate degree. Attachment 200/4 (page 7) shows pie charts illustrating the credit distribution for two different baccalaureate degrees: the BA in Psychology and the BS in Electrical Engineering. These illustrate just how different the baccalaureate degrees are; for example, the BA degree has specific additional requirements comprised of the 18 credits of humanities and social sciences. In contrast, the BS in Electrical Engineering, which is characteristic of engineering degrees in general, has no electives whatsoever, and the general ed requirements are also

major requirements. Faculty Senate needs to keep in mind that some baccalaureate degrees have room for additional BRs, while others have very little to no room at all.

Regarding the 34 credits of general education requirements (GERs), the General Education Revitalization Committee (GERC) addressed issues where they felt more flexibility in the requirements was needed. For example, the UA regulations require that six credits in social sciences must be from two different disciplines. GERC felt this was too restrictive and needed to be changed at the system level. The Faculty Alliance then appointed a committee to come up with a common set of learning outcomes, and last spring the UAF Faculty Senate approved those. (UAA and UAS have not likewise approved them yet, however.) Referring to the box with the bolded frame on Attachment 200/3, left side of page 5, Rainer talked about the fact that the next step that needs to happen is agreement among the three universities about what needs to change in the UA regulations. Each of the three Faculty Senates needs to agree about the needed changes and take action to say the UA regulations must be changed. The UA President can then potentially agree and authorize the change to the regulations. Ideally, this change to the UA regulations needs to happen this academic year so progress can be made by all three universities on the common GERs. [It was agreed that discussion would continue after the break.]

2:00 BREAK

VII Continuation – Presentation and Discussion
Rainer Newberry, Curricular Affairs Chair

Jonathan Rosenberg, past chair of GERC, complimented Rainer on his presentation. He added emphasis to Rainer's point about the separation between the GERs and additional requirements. On the one hand, GERC sees those as two necessary parts of the whole. The additional requirements are essential to the application and overall assessment of a general education program. On the other hand, it's in our interest to be rather legalistic about the differences between the GERs and additional requirements because the Regents' mandate is about common GERs among the three universities. The way we apply and assess the learning from the GERs can be left in the realm of the autonomous authority of the three universities. The proposed changed language with regard to the GERs was the product of the General Education Learning Outcomes Committee (GELO, a subcommittee of Faculty Alliance). Their idea was to loosen up some of the more restrictive language in the UA regulation in ways which are consistent with the goals of general education reform.

Cécile noted that a subtle point had been made about the distinction between the GERs and the rest of the baccalaureate requirements – what we consider the current Core Curriculum. The Core was devised as a comprehensive curriculum for the students, to serve as a solid foundation upon which to build the major requirements. It was a curriculum, not just a list of courses. Having to separate the GERs from the rest of the baccalaureate requirements in order to agree with the other universities still leaves the challenge of designing the rest of what is called the Core in order to make up a curriculum.

Rainer talked about the recommendations GELO came up with concerning how the GERs ought to be changed. These recommendations were reported to Faculty Alliance (FA), but FA hasn't officially taken them up, yet. Today, Faculty Senate is getting a preview of what the Alliance will be working on. If the Faculty Alliance approves these, then they will go to each of the Faculty Senates for approval. David V. emphasized that FA is not a decision making body – it's much more of a coordinating body seeking alignment between the three universities. The three Faculty Senates have the ultimate word on all of the proposed changes.

The changes to the GERs proposed by GELO are shown in Attachment 200/6 (page 10 of the agenda). Proposed changes are underlined, and old language is shown with strike-through formatting. Statements in all caps are Rainer's editorial commentary about the potential impact of the changes being made. The upper portion of the regulations provides definitions of various components of the GERs. However, while there is a math requirement, acceptable math classes are never specified. There's a definition for quantitative skills but no quantitative skills requirement per se. This leads to confusion later on, and is true of both the existing language and the proposed changes. He noted that there are no obvious changes to the definitions for Oral Communication Skills and Written Communication Skills which would impact the courses currently offered. (UAA does allow technical writing to fulfill the requirement, and this will have to be ironed out between the three universities later on.) There are no changes to the definition of Quantitative Skills, so it remains unclear what the differences are with mathematics.

Lara H. commented on the addition of the words "responding to diverse and changing audiences" to the definitions for oral and written communication skills. Rainer noted that no one is planning on using this difference to change the courses currently being offered. Jonathan R. agreed with Rainer that it's unlikely the courses offered will change. The language reflects the change that has taken place since the original language was created.

David pointed out that the word "English" has been dropped from Oral and Written communication skills. Conceivably, foreign language courses could be used to fulfill these requirements.

Lara H. commented that newer courses created would be held to the newer, different standard, while the older courses would be grandfathered in. Rainer responded that the point was that our current classes are intended to meet the requirements as written. In a sense, they are better described as they are right now by the proposed language than they are by the current language. Jonathan agreed.

Rainer asked David if it were really intended that non-English courses could fulfill these requirements. David didn't know. Rainer stressed that it illustrates how careful we have to be about what is approved. He noted that if non-English courses could be allowed to fulfill the requirements, it should be explicitly stated in the definitions. Perhaps the word "English" should be reinserted into the definition (or non-English specifically stated).

Anna B. noted that some of the language changes seem unnecessary and asked why we're spending so much time on that which makes no practical difference to what courses are being offered. For example the point of the communication class is to learn to communicate, so why do we need to add what kind of audience is being communicated to?

Rainer responded that what is going to happen almost certainly is the three Faculty Senates are going to be given this language or other language to approve and to a certain extent it's up to the Faculty Alliance to create a process so that a lot of time isn't wasted in the three Faculty Senates arguing about language changes.

David responded that FA started going over the language last March at its retreat. They asked GELO to explain why these specific changes were recommended. The response they received from GELO, however, was too general and did not explain the specific changes. At this point, the FA shares the same kind of frustrations as the Faculty Senate. One option might be for a faculty group in this Senate to look at these and propose the necessary wording that has to get done and why, because we'll be much more successful if we come in with minimal suggested changes and a strong rationale for that particular set of changes that makes things consistent with the intent of the GELO / GERC learning outcomes.

Rainer commented that this really is a Faculty Alliance matter. One possibility is that FA says this is not ready for prime time yet, and a committee with faculty from the three universities will be formed to look regulations and justify necessary changes. But saying it's not ready for prime time right now is perfectly valid.
Looking at the Natural Sciences language in the GERs (Attachment 200/6, #4 in the regulations) Rainer noted that he could interpret the language to mean that natural science courses must have a lab to fulfill the "practice" component.

"Arts" has been pulled out from "Humanities" in the revised regulations (Attachment 200/6, #5 and #6). Currently, the regulations have them combined together (see #6 strike-through text). Pulling out "Arts" allows the language revision to specify what constitutes an acceptable arts course to fulfill the requirement. Currently, only fine arts appreciation and fine arts history courses are allowed. The changed language intent is to allow 'skills' courses as long as content of the 'academic discipline' is included (which is the case in the majority of courses such as drawing, painting, theatre – these courses typically include theory as well as practice). This would drastically change the nature of Arts courses that would satisfy the requirement.

Humanities is a can of worms in the regulations because "history" is defined as a humanities; but, in UAF's Core Curriculum, history is considered a social science. Removing the mention of history in the regulation language removes that irregularity for UAF, but then we're left with the problem that UAA classifies history as a humanities. When it comes to implementing a common set of GERs, the problem of whether history is a humanities or a social science will re-emerge between the universities. We're going to have to come up with the same categories for different subjects. The proposed language would allow for further discussion about the matter rather than dictating it.

Under Social Sciences (Attachment 200/6, #7) the language "broad survey courses" has been removed from the description. It was the only category where this had been specified in the original language. The proposed language would much more flexibility in determining which courses can fulfill this requirement.

The overall intention of the proposed language changes to Arts, Humanities and Social Sciences in the UA regulations is to vastly broaden the possible courses that will fulfill the requirements. This has important implications depending upon exactly how the Board of Regents decides to interpret the common GERs. The more courses there are, the potentially more difficult it's going to be to make them all the same; but, on the other hand, potentially we can work around that, because the more choices there are means that students will be able to choose what they want to do and presumably benefit from that ability.

Rainer asked folks to keep in mind that there is no definition of what constitutes an acceptable mathematics course in the regulations.

Rainer drew everyone's attention to section B of the UA regulations (page 11 of the agenda, Attachment 200/6). One of the readily visible changes is to move the word "minimum" to the first line so there's no need for it to occur repeatedly in the rest of that section. The current requirement is for 15 credits of humanities, social sciences and arts, of which 12 credits are specified and one course is left open. The proposed change makes it much more flexible so that a student must take one arts class, one social sciences class, one humanities class, and then two more from among those groups. This is much more flexible than the current requirement.

Another proposed change addresses the requirement for 10 credits in Quantitative Skills and Natural Sciences. At least 3 of those credits must be in math (again bringing up the question of what is the difference between a math class and a quantitative skills class). Four of the credits must be in natural science, with a laboratory. The remaining three credits are unspecified. The proposed changes would specify that the remaining three credits must be from among math, natural sciences and quantitative skills courses. What gives Rainer heartburn is the question of how we are to distinguish between Math and Quantitative Skills courses when there is no definition of mathematics to differentiate the two. This will be difficult enough for UAF to address, as well as to then find common ground among the three universities.

Under section C of the regulation (page 11 of the agenda, Attachment 200/6), number 3 specifies that credit may be counted towards general education or a degree major requirement, but not both. However, several departments at UAF have taken the step of specifying exactly which course to take "as a means of satisfying the Core requirement." For example, they might say, "As a means of fulfilling the Core requirement for mathematics, take MATH 200." This may not violate the language of the regulation, but it violates the spirit of the regulation. The proposed language change would legitimize what is currently being done in these situations.

Also under section C of the regulation, Rainer noted that #5 is really a stinker. The proposed wording contravenes both the spirit and letter of the regulation by allowing each university to add "general education" curricula beyond the common core. The contradiction to regulation could be easily fixed, however, by removing the term "general education" from the statement altogether.

In the interest of time, Cécile suggested that anyone with questions or wanting to have further discussion, go to the Senate discussion group and post their questions. There will be further dialog in the Faculty Senate meetings on these topics.

Provost Henrichs clarified that the BOR has passed a resolution, which does not hold the same weight as a policy change. The regents do feel strongly about wanting to have common GERs throughout the system, but they've not yet incorporated that into policy. She believes that this leaves the faculty with some flexibility on interpreting how to implement this. She's eager to work with people to figure out a path that satisfies the Board and is very flexible and accessible for the students, but that also meets the learning outcomes that we want for the system.

Cécile mentioned that multiple groups of people will keep working on these issues, including Faculty Alliance, Curricular Affairs, and the GERC (in some fashion).

David V. shared his perspective on the views of the Board of Regents. They see what they're trying to accomplish as good things for the university system, but are not aware of a lot of the details with which faculty are well aware. For this reason, they get frustrated when they try to move the university in a particular direction and the faculty say "no" and fight with them about it. What he is hearing from regents and the UA president is that a response they would be much happier with is "here's what we can do, and here's what we can't do and why (with data and supporting evidence). The burden of proof is on the faculty to show why they believe a certain pathway is better than another. The Board tends to respond positively when the see things moving in the right direction, even when it's not in lockstep with what might be seen by us as micro-managing. One positive development is that the Faculty Alliance chair is now an ex officio member of the BOR Academic and Student Affairs Committee. This means there will be a faculty voice in the committee which first looks into these sorts of resolutions, and can feed information from faculty into that part of the decision-making process.

Cécile reminded everyone that David Valentine is chairing Faculty Alliance, and noted that next year she will also chair FA (due to a fluke in the usual rotation between universities). This will help keep us in the loop and provide opportunities to be able to help drive some of these changes.

Chris C., a senator from the English Department, shared that the BOR resolution causes big problems for her department. The department faculty do not see the resolution to be implementable. She has heard that UAA Faculty Senate passed a motion asking the BOR to reconsider the resolution on change to the GERs as well as the common calendar motion. She would like to see the UAF Faculty Senate consider a similar resolution. David noted he has seen some emails that align with what Chris said. After next FA meeting, Cecile will post a follow up on this topic.

Ken A. commented that before UAF follows suit with a knee-jerk reaction with a motion against what the BOR has done, more should be learned about this process. Curricular Affairs Committee has examined a lot of this, and they don't understand some of things that are in the proposed changes from GELO to the university regulations. There are many ways to interpret it and they don't know what the ramifications would be. He thinks we need to ask GELO to provide some rationale for what they're recommending so that when the three Faculty Senates look at it, they have some understanding of where this is coming from and the consequences it might have, because right now we are just guessing about what the implications of these changes might be. This would help CAC and the Faculty Senate to make rational decisions.

David M., a senator and faculty from the Department of Mathematics and Statistics, commented that in many ways we are the vanguard in as much as we've all been charged to do this across the system. The Math department needs to get it done in two years and they need to have a plan along with everybody else. However, they're also at the stage of scratching their heads and wondering what they're supposed to do. There has been no guidance to their department from anybody about what they need to do since the April 4 resolution. His largest concern is that there's a loss to his department's ability to innovate with the changes that are being mandated. And he doesn't know what the right mechanism is to convey that back up the channels. For example, there's the requirement that courses all share the same prerequisites. Right now UAF has a new prerequisite system for Math that is being trialed, and the sense that "things have to be the same" is very different from "let's try this to make things better." The requirement that things be the same at all three universities is a large inertia that needs to be overcome to try to innovate. It even creates a more hostile environment to innovation, and leads to just doing what's easy. The requirement to have the same course numbers is another similar issue. They have a difficult challenge in trying to prepare students for math classes at the low levels. They are trying various approaches, which can be seen when comparing the different catalogs. Some of the math courses could probably be aligned, but the courses used to prepare students for the higher levels are another matter. Requiring the same course numbers makes it very difficult for departments to innovate. He hopes that they'll find a way to address the needs of the BOR and still preserve the department's ability to innovate and try new things, and take advantage of the fact there are three campuses to use as sandboxes to try new things. What we do need to do better is talk to each other about what is working at each of the universities.

Cécile expressed that this was the perfect comment to end the discussion with today. They need to find the middle ground so that they respond to the BOR without losing the ability to innovate. David V. also agreed that this is the sort of information they need to bring back to the BOR.

VIII Public Comment

Alex F. announced a new web resource for undergraduate advisors. They've created a new site at the Academic Advising Center that takes the place of the old manual. Linda Hapsmith distributed cards and handouts. The site is public, so both faculty and students can access it for information. There is also a training site which requires FERPA certification to access. The training site has five modules, and completion certifies one to be an academic advisor. Deans and department chairs should get a copy of that certification, which is required by the end of this academic year to be an undergraduate faculty advisor.

Karen G. commented about the department chair policy which needs revision by Faculty Senate.

Sine A. asked FS to look at mandatory reporting rules under Title IX. She was concerned that shared governance was not a part of the discussion on mandatory reporting and suggested the topic be discussed at the Committee on the Status of Women.

Debu made an announcement on behalf of faculty member Kate Quick regarding adjuncts represented by UNAD. Her message was that when those represented adjuncts take required UA trainings, they should file a timesheet and be paid for the time spent.

Michele Mouton from the Office of Sustainability announced the first sustainability master plan for UAF would be coming out shortly. It will be posted online by September 24. Feedback on the plan is invited.

IX Members' Comments/Questions/Announcements

A. General Comments/Announcements

There were no comments by members.

B. Committee Chair Comments

Curricular Affairs – Rainer Newberry, Chair
Faculty Affairs – Chris Fallen, Chair
Unit Criteria – Chris Coffman, Convener
Committee on the Status of Women – Jane Weber, Chair (Attachment 200/7)
Core Review Committee – Jennifer Schell, Convener
Curriculum Review – Rainer Newberry, Chair
Student Academic Development & Achievement – Cindy Hardy, Convener
Faculty Development, Assessment & Improvement – Franz Meyer, Convener
Graduate Academic & Advisory Committee – Donie Bret-Harte, Convener
(Attachment 200/8)
Research Advisory Committee – Orion Lawlor, Convener
Information Technology Committee – Rorik Peterson, Convener

X Adjournment

The meeting was adjourned at 3:00 PM.

ATTACHMENT 200/1
UAF Faculty Senate #200, September 8, 2014
Submitted by Provost's Office

2013-14 Results Summary
Promotion and/or Tenure Review Candidates

	University-Wide Committee		Provost		Chancellor		Success
	Yes	No	Yes	No	Yes	No	Rate
UAFT Promotion and Tenure							
Promotion*	5	0	5	0	5	0	100.0%
UNAC Promotion and Tenure							
Promotion and Tenure: Mandatory Year	4	0	4	0	4	0	100.0%
Promotion and Tenure: Prior to Mandatory Year	7	0	6	1	7	0	100.0%
Tenure: Mandatory Year	3	1	3	1	4	0	100.0%
Tenure: Prior to Mandatory Year	0	0	0	0	0	0	N/A
Promotion*	7	2	6	2	7	1	87.5%
Promotion (Research Faculty)	5	2	7	0	7	0	100.0%
Total Promotion and Tenure Candidates	31	5	31	4	34	1	97.1%

	University-Wide Committee		Provost		Success
	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Rate
Fourth Year Pre-Tenure Review	8	8	14	2	87.5%
Sixth Year Post-Tenure Review	1	0	1	0	100.0%
Total Pre- and Post-Tenure Candidates	9	8	15	2	88.2%

*1 candidate withdrew their promotion file following the University-Wide Committee's review.

ATTACHMENT 200/2
UAF Faculty Senate #200, September 8, 2014
Submitted by Administrative Committee

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, and Meeting #192 in September 2013. For academic year 2014-2015, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #200 on September 8, 2014.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2014-15 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

Attach1: A statement to the UAF faculty Senate from the Curricular Affairs Committee RE the BOR resolution of 4 April 2014 and impacts on UAF's attempt at 'Core' reform

Driven initially by need for better assessment, for the last several years A General Education Revitalization Committee (GERC) [a subcommittee of CAC] has been engaged in proposed changes to UAF's 'CORE' Requirements. One aspect has been to use the terminology 'General Education Requirements (GERs)' in place of 'Core'. An offshoot of this effort has been one to create a single set of UA baccalaureate 'Learning Objectives'. These were approved by the UAF Faculty Senate.

Meanwhile, The BOR approved this resolution at their 4 April meeting:

"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. …..

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements. …..

the Board of Regents resolves to **charge** the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English **and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016**"

No one is sure how to interpret the bold statement*; Faculty Alliance is working to address this*.

Working with the Faculty Senate leadership, CAC proposed (and GERC approved) in April 2014 a multi-prong solution to this 'uniform GER' charge of the BOR.

'CORE' (old terminology) = GER (BOR 34 credits) + 'Baccalaureate Requirements' (BR)

34 credits (see below) to be semi-standardized between UAA-UAF-UAS; lower-division basic requirements

Get UAA-UAS-UAF agreement on proposed changes in University Regulations regarding GERs (See next page)

Get UAA-UAS-UAF agreement on at least overlapping sets of courses to satisfy the 34 credit GERs. If the GERC attribute system is adopted, discuss common UAA and UAS.

additional requirements, potentially different from those of UAA-UAS e.g., current O&W, Ethics

Begin faculty approval process for suggested modifications of these requirements (phased-in approach?)

1. 'Capstone' experience requirement
2. O/W ➔ 3C ? or something different?
3. Addition of A, D, E attributes (but this could also involve the 34 credits)

(+ Individual BS/BA/BBA/etc. degree requirements!)

The next page gives (top left) the current UA regulations for courses meeting the 34 credit GER and a proposed alternate version (top right). At the bottom is the current tally of credits required as part of the GER. UA regulations can be changed by agreement of the UAA, UAF, and UAS Faculty Senates (and presumed approval by all Chancellors & President), but--if so--need to be changed soon.

Current University Regulations	Proposed Revised language
Oral Communication Skills	**Oral Communication Skills**
Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.	Courses that fulfill this requirement provide guided practice in using oral communication as a tool to respond to and to communicate ideas to diverse and changing audiences.
Written Communication Skills	**Written Communication Skills**
Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.	Courses that fulfill this requirement **provide guided practice** in using writing as a tool to respond to and to communicate ideas to diverse and changing audiences.
Quantitative Skills	**Quantitative Skills**
Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem solving skills as well as skills in the manipulation **and/or** evaluation of quantitative data.	Courses that fulfill this requirement emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation **and** evaluation of quantitative data
Natural Sciences	**Natural Sciences**
Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.	Courses that fulfill this requirement introduce the student to the theory, methods, and **practice** of the natural sciences, integrating basic knowledge and disciplinary methodologies.
Arts	**Arts**
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.	Courses that fulfill this requirement introduce the student to the theory, methods, and **practice** of the arts as academic disciplines as opposed to those that **only** emphasize acquisition of skills.
Humanities	**Humanities**
Courses introduce the student to the humanistic fields of **language, arts, literature, history, and philosophy** within the context of their traditions.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.
Social Sciences	**Social Sciences**
Courses that fulfill this requirement are <u>broad survey courses</u> which provide the student with exposure to the theory, methods, and data of the social sciences.	Courses that fulfill this requirement **introduce** the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

[bold and underline are added to emphasize differences and are not in current or proposed regulations]

<u>Current</u> General Education University Regulations

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 [3 unspecified]**

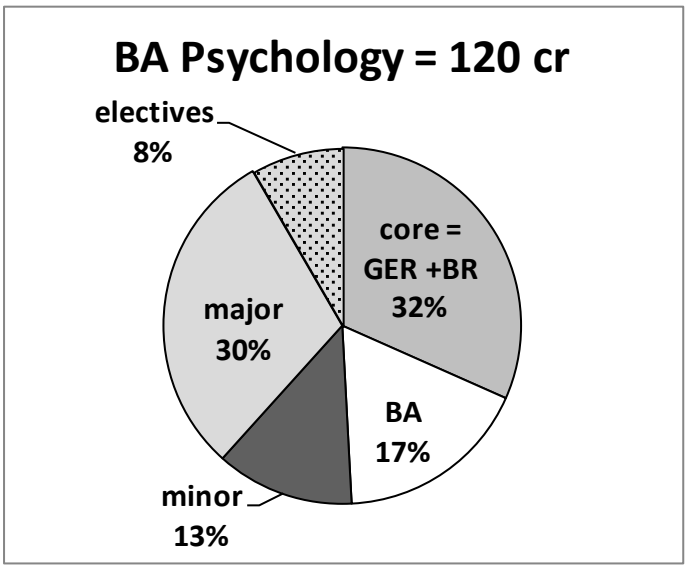
- **at least 3 credits in the arts**
- **at least 3 credits in general humanities**
- **at least 6 credits in the social sciences, from <u>2 different disciplines</u>**

Quantitative Skills/Natural Sciences — **10 credits minimum [3 unspecified]**

- **at least 3 credits in mathematics**
- **at least 4 credits in the natural sciences, including a laboratory**

Total — **34 credits minimum**

Credit Distribution comparison for two different Baccalaureate (Bachelor's) Degrees

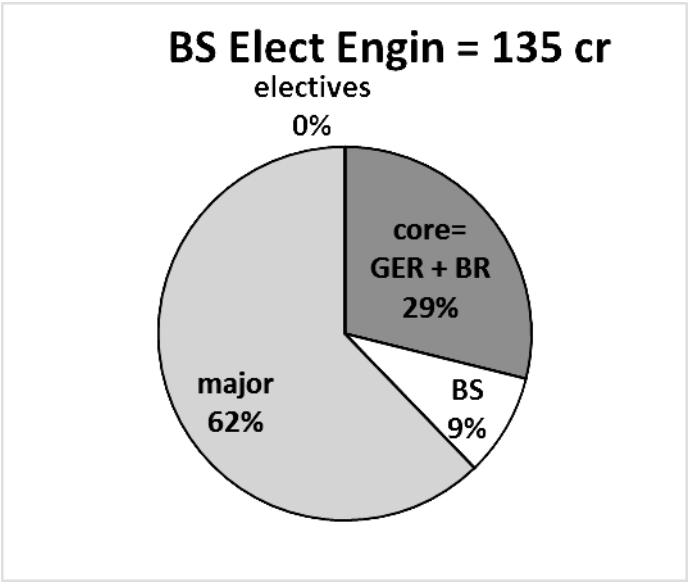


GER = General Education Requirement

BR = Baccalaureate Requirement

BA = additional courses required for BA (includes 18 credits of humanities & social sciences)

O/W courses are included in degree requirements



GER = General Education Requirement (some of which are also degree requirements)

BR = Baccalaureate Requirement

BS = additional courses required for BS (= science and math classes, all of which are also degree requirements)

O/W courses are included in degree requirements

UAF offers these baccalaureate degrees:

Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Emergency Management, Bachelor of Technology, and Bachelor of Arts and Sciences

Each of which has its own additional degree requirements 'beyond the core'.

TABLE 22 **SUMMARY OF BACHELOR'S DEGREE REQUIREMENTS**

	To be completed by all. See your degree requirements (e.g. BBA) for any specific required core courses:	
Academic Discipline	**Baccalaureate Core**	**Bachelor of Arts and Bachelor of Fine Arts***
Communications	ENGL F111X—3 cr ENGL F211X or ENGL F213—3 cr COMM F131X or COMM F141X—3 cr See individual degree programs for the writing and oral-intensive core requirements	2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2
Humanities and Social Sciences	Perspectives on the Human Condition (18 cr): ANTH/SOC F100X—3 cr ECON/PS F100X—3 cr HIST F100X—3 cr ART/MUS/THR F200X or ANS F202X or HUM F201X—3 cr ENGL/FL F200X—3 cr BA F323X or COMM F300X or JUST F300X or NRM F303X or PHIL F322X or PS F300X—3 cr or 12 credits from list at left plus 2 semester-length courses in a single Alaska Native or other non-English language or 3 semesters (9 credits) in American Sign Language taken at the university level	Humanities and Social Sciences (18 cr): Any combination of courses at the F100 level or above with a minimum of 6 credits in humanities and 6 credits in social sciences or up to 12 credits of a non-English language taken at the university level and at least 6 credits of social sciences
Mathematics	MATH F103X or MATH F107X or MATH F161X or STAT F200X or MATH F200X, F201X, F202X, F262X or F272X or any math course having one of the above as a prerequisite—3 or 4 cr	One 3-credit course at F100 level or above from math, computer sciences or statistics (excluding DEVM courses)
Natural Sciences	Complete any two (4-credit) courses. ATM F101X—4 cr BIOL F100X—4 cr BIOL F101X—4 cr BIOL F103X—4 cr BIOL F104X—4 cr BIOL F115X —4 cr BIOL F116X—4 cr BIOL F120X—4 cr BIOL F213X—4 cr BIOL F214X—4 cr CHEM F100X—4 cr CHEM F103X—4 cr CHEM F104X—4 cr CHEM F105X—4 cr CHEM F106X—4 cr GEOG F111X—4 cr GEOS F100X—4 cr GEOS F101X—4 cr GEOS F106X—4 cr GEOS F112X—4 cr GEOS F120X—4 cr GEOS F125X—4 cr MSL F111X—4 cr PHYS F102X—4 cr PHYS F103X—4 cr PHYS F104X—4 cr PHYS F115X—4 cr PHYS F175X—4 cr PHYS F211X—4 cr PHYS F212X—4 cr PHYS F213X—4 cr	No additional natural science unless required by the major or minor
Library and Information Research	Successful completion of library skills competency test or LS F100X or F101X—0–1 cr (complete during first 2 years)	
Other	Students must earn a C- or higher in courses used toward the baccalaureate core requirements.	*BFA general requirements are the same as the requirements for the BA degree except a minor is not required for the BFA
Major Complex		At least 30 cr
Minor Complex		Required: at least 15 cr*
Total Required	38–40 cr	120 cr

Complete the following degree requirements

Bachelor of Emergency Management	Bachelor of Science	Bachelor of Technology	Bachelor of Business Administration	Bachelor of Music	Bachelor of Arts and Sciences
2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	LAS F410 W,O/2, ED F486 O/2 and HIST F461 W
No additional humanities or social sciences unless required by major or minor	No additional humanities or social sciences unless required by major or minor	No additional humanities or social sciences unless required by major or minor	ECON F201—3 cr ECON F202—3 cr ECON F227—3 cr (BA F323X must be included in the courses used to meet the Perspectives on the Human Condition requirement.)	No additional humanities or social sciences except those required in the major	No additional humanities or social sciences except those required in the major. (ART/MUS/THR F200X, HIST F100X, ANTH/SOC F100X and ENGL/FL F200X must be included in the courses used to meet the Perspectives on the Human Condition requirements.)
	One 3-credit course at the F100 level or above from math, computer sciences or statistics (excluding DEVM courses). A 3-credit calculus course must be included in core or BS requirements	One 3-credit course at the F100 level or above from math, computer sciences or statistics (MATH F161X must be taken to meet the core math requirement)	STAT F200X—3 cr MATH F161X—3cr (MATH F262X must be taken to meet the core math requirement.)		MATH F205—3 cr MATH F206—3 cr (MATH F107X or MATH F161X must be taken to meet the core math requirement.)
No additional natural science required	One-year sequence in one natural science beyond the core-8 cr (Total natural science courses used to meet core and BS requirements must represent at least two different natural sciences.)	No additional natural science unless required by the major	No additional natural science required	No additional natural science required	2 additional core lab courses in the 2 disciplines not completed for the core natural sciences from the disciplines of biology, chemistry, physics and geoscience (2 different science discipline lab courses selected from the disciplines of biology, chemistry, physics and geoscience must be taken for the core natural science requirement.)
		Computer competency (any computer science or computer applications course)—3 cr TTCH F301 Technology and Society—3 cr Area of specialization—30+ cr Option—33 cr	Common Body of Knowledge—31–34 cr		Electives—at least 7 cr
At least 78 cr	At least 30 cr		At least 27–30 cr	85 or more cr	At least 56 cr
Optional: at least 15 cr	Optional: at least 15 cr		Optional: at least 15 cr		At least 15 cr
120 cr	120 cr	120 cr	120 cr	120 cr	120 cr

(Pg. 20 / minutes)

ATTACHMENT 200/6
UAF Faculty Senate #200, September 8, 2014
Submitted by Curricular Affairs Committee

This document contains proposed changes to University Regulation R10.04.040 put forth by the GELO subcommittee of the Faculty Alliance. The proposed additions to existing regulation have been underlined and deletions are noted with strikeouts.

R10.04.040. General Education Requirements.

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

1. Oral Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice~~. Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences. **NO OBVIOUS CHANGES ENVISIONED BY THIS LANGUAGE**

2. Written Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.~~ Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences. **NO OBVIOUS CHANGES ENVISIONED BY THIS LANGUAGE**

3. Quantitative Skills

Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data. **NOTE THAT 'MATHEMATICS' IS NOT DEFINED, NOR IS THE DIFFERENCE BETWEEN 'MATHEMATICS' AND 'QUANTITATIVE SKILLS'.**

4. Natural Sciences

~~Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.~~

Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies. **THIS COULD BE INTERPRETED TO MEAN THAT Nat Sci classes must have a lab ('practice') component.**

5. Arts

Courses that fulfill this requirement introduce the student to the methods and context of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills. **THE INTENT IS THAT THIS CHANGE WOULD ALLOW 'skills' classes (e.g., painting, drawing, sculpting, movie making, acting….) as long as there was some 'academic discipline' content. CURRENTLY ONLY FINE ARTS APPRECIATION AND FINE ARTS HISTORY CLASSES ARE ALLOWED.**

~~5~~.6. 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.~~ Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies. **Specific fields are not mentioned; fine arts is clearly separated from humanities. Leaves open the question of whether History is a social science (UAF) or a humanities (UAA).**

~~6~~7. 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.~~ Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies**. REMOVAL OF 'BROAD SURVEY COURSES' (IT'S THE ONLY CATEGORY FOR WHICH THIS IS SPECIFIED) WOULD ALLOW MUCH GREATER DIVERSITY OF ACCEPTABLE COURSES.**

B. Minimum Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees **MOVING 'MINIMUM' UP HERE SAVES REPETITION**

Written Communication Skills	6 credits ~~minimum~~
Oral Communication Skills	3 credits ~~minimum~~
Humanities~~/Social Sciences~~(non-arts)	~~15~~3 credits ~~minimum~~
Arts	3 credits
Social Sciences	3 credits
~~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~~	
Mathematics	3 credits
Natural Sciences, including a laboratory	4 credits

In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences

STUDENTS WOULD BE ALLOWED TO TAKE 1-3 social science classes (possibly all in the same discipline), 1-3 arts 'skills' classes, 1-3 humanities classes: 1 of each + 2 more of any.

At least 3 more credits from among natural science, mathematics, and quantitative skills

Currently (although not explicitly required by UA regs) all three Universities require 2 nat science classes + 1 a math (or statistics) class. Proposal is for 1 nat sci + 1 math + 1 nat sci *or* math *or* 'quant skills'. Unclear what constitutes 'quant skills' (checkbook balancing?) Lack of a specific discipline identified as 'quant skills' makes this problematic.

Total common core general education credits:	34 credits ~~minimum~~

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.
2. Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
3. ~~Credit may be counted towards general education or a degree major requirement, but not both.~~ No course may satisfy more than one common core general education requirement for a single student. However, general education courses may also satisfy degree or major requirements.

ENGINEERING AND SCIENCE DEPARTMENTS actually use GE science and math requirements as part of their major requirements, but do so with careful wording; this change would explicitly allow such.

4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.
5. Additional general education curricula beyond these common core general education requirements may be implemented by individual institutions for accreditation or other purposes and are not subject to transfer or commonality mandates set forth in Board of Regents policy or university regulation.

This seemingly contradicts BOR policy P10.04.062. "A student who has completed the general education requirements at one university system university or community college and transfers to another system university or community college will be considered to have completed the general education requirements at all University of Alaska universities and community colleges." It could most easily be made consistent with BOR Policy by removing the words 'general education' and replacing with 'baccalaureate'. BOR policy insists on transfer and commonality for General Education requirements, but only specifies the 'common core'.

ATTACHMENT 200/7
UAF Faculty Senate #200, September 8, 2014
Submitted by the Committee on the Status of Women

Committee on the Status of Women
Minutes Wednesday, Aug 20, 2014; 9:15 - 10:15 am, Gruening 718

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

Members absent: Jenny Liu (Sabbatical), Michelle Bartlett

1. Fall Women's Luncheon: September 16, Tuesday 12:30 pm to 2:00 pm, Wood Center Ballroom.

Margaret Thayer, retired curator of the Division of Insects at the Field Museum of Natural History, will be the speaker. Derek has helped coordinate with her and will introduce her. Her talk will begin shortly after 1pm. Setup will begin at 12:00. She will do a separate meeting and presentation for students, which Kayt will organize for a date TBD between the 10th and the 16th. Menu: vegan soup, two salads, 3 sandwiches, and probably a dessert.

2. Fall Conversation Café: Tuesday October 7, 12:30 to 2:00 pm. Probably in Wood Center Ballroom (Kayt will confirm).

Handouts for this event will be placed on tables at the Luncheon.Suggestion: Breakout sessions / small group format. Preparing for Faculty Success: Promotion and/or Tenure at UAF: For term, research and tenure-track faculty. Ellen, Mary, Erin, and Kayt will meet to finalize subject and details. Possibly meet with Margaret during her visit to discuss ideas. Then in the spring have a mentoring conversation café.

3. Women's Center Advisory Board

Met with Chancellor June 19th to discuss Kayt's report; state of the program, highlights, and goals. Chancellor Rogers noted that UAF needs to do a better job of retaining and promoting women faculty to Full Professor. The Women's Center and/or CSW hopes to take on this issue – initially to gather information. CSW might plan an information gathering event during which mid career women faculty are interviewed to record their concerns and what explains UAF's disparity in male versus female Full professors. Past reports on this issue are archived on the CSW portion of the Faculty Senate website and Sine Anahita's webpage.

Women's Center is getting the old credit union space. Some new furniture was provided. The space needs to be painted & carpeted, and the move completed. Trying to have it open for Fall semester.

4. Chairs for the year

Jane with Ellen as co-Chair with full support of present CSW members.

5. Upcoming CSW meetings

Wednesday, Oct 1, 10:30 - 11:30 am. Gruening 718
November, 5th, 10:30 – 11:30 am.
December 3rd, 10:30 – 11:30 am.

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

ATTACHMENT 200/8
UAF Faculty Senate #200, September 8, 2014
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic & Advisory Committee 2013-2014 End-of-Year report

Donie Bret-Harte, Chair
Members: Cheng-fu Chen, Elisabeth Nadin, Franz Mueter, John Yarie, Vincent Cee, Lara Horstmann, Michael Daku, Amy Lovecraft, Sophie Gilbert, Christina Chu, John Eichelberger, Laura Bender, Holly Sherouse, Mike Earnest

GAAC reviewed eight course and program proposals carried over from the previous year, and thirty-one course and program proposals submitted in 2013-2014. GAAC also considered two trial courses submitted in 2013-2014. Most of these were approved, usually after revisions to bring them into alignment with UAF faculty senate requirements for course syllabi. Of the items carried over from the previous year, two were withdrawn by their proposers, three were passed, and three were still awaiting requested revisions at the end of the year. Of the items submitted in 2013-2104, eight were carried forward to the next year. About half of these were received at the end of the year and there was insufficient time to review them before the spring semester ended. The rest had been reviewed previously, but were awaiting revisions.

The most problematic course proposal that we received was for a graduate math course on topics in geometry. GAAC members felt that there was no way to evaluate the course proposal for compliance with faculty senate requirements for syllabi, because the intent was for the syllabus to change every year, as different topics would be considered, and different instructors would be teaching the course. No satisfactory resolution was reached on this issue, other than to suggest that perhaps the course should be taught as a series of special topics, or that its content could be included in previously approved courses with this format that predate faculty senate syllabus requirements. This highlights a difference between how some departments prefer to structure their courses and faculty senate requirements.

GAAC did not pass many other motions this year, except to consider changes to our by-laws. A motion was passed to 1) allow graduate student members of GAAC to vote and 2) delete tax-related issues from the responsibilities of the committee. This motion passed with 5 faculty in favor, 2 opposed, and one abstaining. The provision to allow graduate students to vote generated strong feelings both for and against, which could not be resolved by discussion among the committee members. To summarize briefly, arguments in favor centered on recognizing the valuable role that the graduate students currently play in the work of the committee, and the training that this provides to future colleagues. Arguments against centered on the view that the work of the committee should be handled by the faculty, though the graduate student perspective in a more limited ex-officio capacity was valued. Due to the packed agenda at the end of the year, this motion has not yet been considered by the full Senate, but it will come up during the fall of 2014.

GAAC would like to thank Jayne Harvie for her help in making our meetings accessible to those members who couldn't be there in person, and her generous assistance with all aspects of Faculty Senate procedures and actions. Her institutional knowledge of the Senate was very valuable, and we appreciate her assistance.