

DRAFT MINUTES
 UAF FACULTY SENATE MEETING #199
 Monday, May 5, 2014
 1:00 p.m. – 3:25 p.m.
 Wood Center Carol Brown Ballroom

I Call to Order – David Valentine
 A. Roll Call

Faculty Senate Members Present:	Present – continued:
ABRAMOWICZ, Ken (14)	SHORT, Margaret (15)
ALBERTSON, Leif (14) – Julie Cascio	VALENTINE, Dave (14)
BAKER, Tori (14) – audio	WEBER, Jane (14)
BARNES, Bill (15)	WEBLEY, Peter (14)
BERGE, Anna (15)	WINFREE, Cathy (15) - audio
BRET-HARTE, Donie (15)	WINSOR, Peter (14)
CEE, Vincent (14) – Karl Knapp	YARIE, John (14)
COFFMAN, Christine (15)	ZHANG, Xiong (14) – Rorik Peterson
COOK, Christine (14) - audio	
DAVIS, Mike (14)	Members Absent:
DEHN, Jonathan (15)	CABLE, Jessie (15)
DUKE, Rob (15) - audio	CONDE, Mark (15)
FALLEN, Chris (15)	CHEN, Cheng-fu (14)
GIBSON, Georgina (14)	CABLE, Jessie
GUSTAFSON, Karen (14)	FOCHESATTO, Javier (14)
HARDY, Sarah (15)	HAN, Xiaoqi (15)
HEALY, Joanne (15) - audio	LOVECRAFT, Amy (15)
HORSTMANN, Lara (15)	MCCARTNEY, Leslie (15)
JOHNSON, Galen (15)	
JOHNSTON, DUFF (14)	Others Present:
JOLY, Julie (15)	Chancellor Rogers
KIELLAND, Knut (14) – Falk Huettmann	Provost Henrichs
LARDON, Cécile (15)	Vice Provost Fitts Libby Eddy
MEYER, Franz (15)	Cindy Hardy Jon Rosenberg
MISRA, Debu (15)	Brad Krick Mary Ehrlander
MOSER, Dennis (14)	Eric Madsen Sarah Stanley
NEWBERRY, Rainer (14)	Linda Hapsmith Martha Mason
RADENBAUGH, Todd (15) - audio	
SHALLCROSS, Leslie (15) - audio	

B. Approval of Minutes to Meetings #198

Minutes for April 7, 2014 were approved as submitted.

C. Adoption of Agenda

David noted the unusual order of items on today's agenda, and asked for any changes or additions. Cécile explained that the order was changed so that new senators might be able to attend and catch the discussion about the general education requirements since it's an issue that will carry over to next year.

Karen G. asked if the department chair policy topic could be added as a discussion item. David added it as the last discussion item (new item "D" at XI – Discussion Items).

II Status of Chancellor's Office Actions

A. Motions Approved:

1. Motion to reaffirm Department of Foreign Languages and Literatures Unit Criteria
2. Motion to endorse the Electronic Course Evaluation Report Results

B. Motions Pending: None

III A. President's Remarks – David Valentine

David reminded everyone of the Usibelli Awards ceremony at the UA Museum of the North on Tuesday, May 6 at 5:30 PM. All members of Faculty Senate are invited to attend to attend this celebration of faculty who are being recognized for their accomplishments in teaching, research and public service.

B. President-Elect's Remarks – Cécile Lardon

Cécile commented about what a great experience this past year has been and how much she has learned about how Faculty Senate functions. She looks forward to next year, noting the great opportunity to having a lasting impact on the functions of our institution and shaping its future.

IV A. Chancellor's Remarks – Brian Rogers

The Chancellor echoed congratulations to the Usibelli Award winners and encouraged everyone to attend and celebrate tomorrow.

Over the last several weeks the Chancellor has been reviewing the promotion and tenure files and has enjoyed reading about the breadth and depth of what faculty do. He congratulated those who have been promoted and/or tenured.

The biggest challenge faced last month was over the issue of injections at UAF-CTC. It highlighted the need for considering the risks to our students and thinking about their safety. He asked that faculty report any safety and risk issues they see. Though an unfortunate situation, it's believed there are no lasting impacts on the students.

The legislature completed their budget work last month. While the university did well on the capital budget as reported at the last meeting, the operating budget did not come out very well. Funding was

received for half of the pay raises, but the other half will have to be absorbed internally. Travel funding will be cut by about 15%; and, systemwide another \$15.9 million will be cut from the operating budget. Decisions will be made in the coming month after the Planning and Budget Committee finishes compiling their recommendations.

B. Provost's Remarks – Susan Henrichs

Provost Henrichs described the Academic Leadership Institute and invited interested faculty to apply for the next academic year.

The Planning and Budget Committee (PBC) is finishing up their report on various options for reducing expenditures and increasing revenues. The report will be made available online in the next week or so and will contain their recommendations for consideration at Chancellor's Cabinet. She expressed thanks to the Faculty Senate leadership and other faculty members of PBC for their hard work.

David encouraged faculty to apply for the Academic Leadership Institute. He had taken part in that a couple of years ago and found it to be a useful and informative experience.

V Adoption of Consent Agenda

David described the consent agenda and related procedure for approving it at this point in the meeting. With no objections, the consent agenda passed unanimously.

- A. Motion to approve the 2013-2014 degree candidates, submitted by the Administrative Committee (Attachment 199/1)
- B. Resolution of Appreciation for David Valentine, submitted by the Administrative Committee (Attachment 199/2)
- C. Resolution for the Outstanding Senator of the Year, submitted by the Administrative Committee (Attachment 199/3)
- D. Special Recognition of Senate Service

VI Governance Reports

A. Staff Council – Brad Krick

On behalf of Staff Council, Brad thanked Faculty Senate for the opportunity he had this year to share with them about staff matters. He also expressed appreciation for the hard work on the Planning and Budget Committee by both faculty and staff.

With regard to the issue of geographic salary differentials, last year Staff Alliance sent some recommendations for compensation changes to President Gamble. Following up on that this year, they were told it would cost the UA system an additional \$6.4 million annually. President Gamble indicated he would consider adding a funding request for this to the legislature, but that it was a tall order in light of the current budget situation. Brad said he wants to know if the \$6.4 million figure includes Fairbanks or not, so he will take this question to UA Human Resources.

David commented that it had been a pleasure working with Brad this past year.

B. ASUAF – Brix Hahn

No report was available.

C. Athletics – Dani Sheppard

No report was available.

D. UNAC – Falk Huettmann

UAFT – Jane Weber

Jane reminded everyone about Open Enrollment which runs through May 16. She also mentioned the information from Healthyroads regarding the \$600 credit if employees have biometric screening done and fill out a personal health assessment online. She also mentioned that the Joint Health Care Committee passed a motion to allow 90-day refills from local retail pharmacies. She thinks the pharmacy benefit change should be effective on July 1.

VII Public Comments

There were no public comments.

VIII Members' Comments/Questions/Announcements

A. General Comments/Announcements

Mike Davis, CRCD Bristol Bay representative, thanked the Chancellor for attending the commencement ceremony at BBC.

Debu M. mentioned Mike's retirement from the university. He thanked him for his service to the university.

B. Committee Chair Comments

No comments were made by any of the committee chairs or members.

Note: Committee Annual Reports are included in the attachments noted below if they were received by April 30. These reports and those received after April 30 will be posted as separate documents at the [Faculty Senate Meetings](#) web page; and, at each committee's web page.

Curricular Affairs – Rainer Newberry, Chair (Attachment 199/4)

Faculty Affairs – Knut Kielland, Chair

Unit Criteria – Chris Coffman, Chair (Attachment 199/5)

Committee on the Status of Women – Jane Weber, Chair (Attachment 199/6)

Core Review Committee – Miho Aoki, Chair (Attachment 199/7)

Curriculum Review – Rainer Newberry, Chair

Student Academic Development & Achievement – Cindy Hardy, Chair

Faculty Development, Assessment & Improvement – Franz Meyer, Chair
(Attachment 199/8)

Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair
(Attachment 199/9)

Research Advisory Committee – Peter Winsor, Chair

IX Presentation

Rainer Newberry, Curricular Affairs Committee Chair

Topic: Implications of the BOR Resolution re General Education Requirements (Attachment 199/10)

Rainer directed everyone to page 33 of the agenda (Attachment 199/10). He described the purpose of his presentation: to bring everyone up to speed with regard to the resolution that the Board of Regents passed at its April 4th meeting. The passage of this resolution requires further modification to the work done by of the General Education Revitalization Committee (GERC) and the Curricular Affairs Committee (CAC) on the core curriculum. The top portion of page 33 contains a partial written summary of what is being addressed, and the bottom portion shows a graphical representation of what CAC and GERC have agreed upon as a course of action from this point to address general education requirements (GERs) and baccalaureate requirements (BRs).

Rainer recapped some of the history of the work being done concerning the core curriculum. About seven years ago, then-Vice Provost Dana Thomas convened a working group called the Core Revitalization and Assessment Group (CRAG). A subcommittee of Curricular Affairs Committee, known as GERC, was formed to further work on the recommendations from CRAG. The “Core” became referred to as the General Education Requirements, a name more in line with terms used by other universities.

GERC worked on a new set of general education learning outcomes which were passed by the Faculty Senate in the spring of 2011. GERC has since been working on revised general education requirements which fit with the newer learning outcomes. At the same time, the General Education Learning Outcomes Committee (GELO, a subcommittee of the Faculty Alliance) was formed to generate common learning outcomes among the three universities. GELO’s efforts (building on the set of learning outcomes already passed by UAF Faculty Senate) have resulted in the motion found in today’s agenda to endorse a common set of learning outcomes for the three universities (Attachment 199/11).

To recap where we are today, Rainer noted the three universities had agreed about the nature of the student learning outcomes, and UAF’s General Education Revitalization Committee had created a proposal for a general education curriculum. But, now the Board of Regents has passed a resolution (highlighted on Attachment 199/10) which charges the faculty across the UA system to develop and adopt common general education learning outcomes and requirements.

Currently, if a student satisfies any or all portions of general education requirements at one university, they’ve satisfied the general ed requirements for all of the three universities. The impact of the BOR resolution takes this further and makes the requirements identical across the system.

Curricular Affairs Committee, GERC, and Faculty Senate leadership have proposed a multi-pronged solution in response to the BOR resolution. They’ve proposed taking the older “core” and breaking it down into two parts, as follows: 1.) general education requirements (GERs) as defined by the BOR policy; and, 2.) baccalaureate requirements (BRs) which are in addition to the 34 credits of GERs (e.g., ethics, and “O” and “W” courses). The diagram on page 33 (Attachment 199/10) shows this division of GERs and BRs. In this fashion, they hope to satisfy the BOR resolution charge by making the 34 credits of GERs as standard as possible among the three universities; but, there will still be additional baccalaureate requirements (BRs) that fall outside of the GERs and what BOR policy says must be identical.

Rainer pointed out one problem in the BRs section on the right side of the diagram (Attachment 199/10). The A, D, and E attributes may potentially fall into both categories of GERs and BRs. He will come back to this point later in his presentation.

In their proposal for new GERs, GERC identified university regulations which need to be updated and/or changed. Page two of Attachment 199/10 shows a table at the top of the page with current university regulations and proposed revisions. (Current GERs in university regulation are shown at the bottom of the page in bold print.) There needs to be agreement among the three universities on these proposed changes to the regulations. Faculty Alliance is tasked with addressing this matter right now. It's anticipated that action regarding these changes may return to the individual faculty senates next fall. (The box on the left side of page one of Attachment 199/10, outlined with a bold black border, depicts this need for agreement between the universities). Once there is agreement on changes to university regulation, then the three universities can proceed to standardize their courses to meet the charge of the BOR's resolution.

Probably the biggest changes being proposed are to the Social Sciences regulation (see the table at the top of page 34 of the agenda – Attachment 199/10). Removal of the language requiring *broad survey courses* has been proposed, along with removal of the requirement that the credits come from *two different disciplines*. Agreement on these proposed changes must occur first before all three universities can proceed to unify the GERs and fulfill the charge in the BOR resolution. But, once this discussion is started at the system level, it's difficult to know where it will stop or how long it will take.

In the meantime, the Faculty Senate can move ahead on considering the baccalaureate requirements because they are above and beyond the lower division GERs. Rainer mentioned the capstone experience motion which is included in today's agenda. It falls under BRs rather than GERs. He also mentioned the proposed Communication changes (and how they tie in to O and W) which is included as a discussion item today. The third area concerning the A, D, and E attributes is complex and controversial – and is an area that may overlap with the lower division GERs. It is not up for discussion today.

Rainer hopes that the September Faculty Senate meeting will be largely devoted to addressing these matters. It's also hoped there will be forward movement over the summer at the system level. Overall, the goals are to improve the core experience for students in a way that fulfills the BOR resolution to align the three universities as much as possible.

Debu asked about the capstone course motion. Rainer noted the capstone experience motion is on page 36 of the agenda. Information for the discussion item regarding Communication requirements is on page 48.

David reiterated that the September Faculty Senate meeting in the fall would be largely devoted to discussion about the issues raised during this presentation.

Mark C. asked what will be required of the capstone experience. Rainer noted that the key phrasing of the motion on page 36 of the agenda is that it's the responsibility of each program to decide for itself what constitutes its capstone experience. Each program will evaluate and modify it as needed, using it as part of their assessment. Mark expressed his concern that while many departments may already have a capstone, a department that doesn't but is mandated to do so might produce a bad outcome. David postponed further discussion of the capstone motion to later in the agenda. Rainer stressed that they want the motion to go to a vote of the entire faculty.

Cécile commented that what began as a revision to the existing core has gotten infinitely more complex. Two groups have dedicated a large amount of time (multiple years) to the matter. We must think through how we conceptualize a core set of courses or requirements that we want all students to have, and what set of that we want to consider as their basic education – and is that enough as opposed to having the broader core as it is defined so far. Do we want to move toward GERs that are all lower division courses, as many universities have already done? Is this new model something we can get behind or do we want something else? As Rainer pointed out, it gets very complicated.

Cindy H. noted that GERC members were planning to come at 1:50 PM and wish to be part of the discussion.

Anna B. asked to what extent there is room for discussion at this point. With the action by the Board of Regents, it doesn't seem like there's room for much flexibility in the discussion and proposals. David responded that he believes there is a lot of flexibility. The Board has defined what it wants with respect to general education—a set of courses that provides a broad background in the natural sciences, social sciences, humanities and the arts, which they wish to be uniform across the system. One possibility, for example, is that the three universities can agree on a list of courses offered at their respective campuses that fulfill GERs. Anna said this type of bucket list approach where each campus has its own offerings (but accepts those of the other two campuses) makes sense to her. It allows students to explore a more diverse set of possibilities for fulfilling GERs.

Rainer noted that UAF is indeed fortunate that David (with his strong background of working on this effort since it was started years ago, and having chaired GERC in the past when the learning outcomes were first revised) will continue next year as Chair of the Faculty Alliance. This will greatly facilitate communication between Faculty Alliance and UAF Faculty Senate, and he hopes UAF takes advantage of this opportunity to move the process forward.

David commented regarding Anna's question about how much room for discussion there is at this point in time. Considering how Curricular Affairs Committee (CAC) has brought this forward, one can see that it's doing its best to encourage the widest and most careful discussion possible; first, by bringing parts of the plan forward at various stages of gestation to the Faculty Senate for either passage of a motion, or for discussion; or, in the case of the attributes to give us a heads- up that we'll be discussing these things in the fall. Second, CAC is bringing motions forward which focus on having faculty referenda in order to encourage a broad discussion among faculty. All faculty should have an opportunity to weigh in and have their voices heard.

Ken A. asked Rainer about the process continuing over the summer months. How does he envision that faculty will be involved? Will CAC or the Administrative Committee be taking it over? Rainer responded that he didn't know at this time. One possibility would be to devote much of the September Faculty Senate meeting to talking about where things stand now, rather than anything new taking place during summer. Rainer is hoping, in the meantime, for modifications in the university regulations to occur so that UAA, UAS and UAF are in agreement about the GERs. This is the single biggest hurdle to unifying the GERs across the system. Rainer assured Ken that he is not planning any subversive activities while no one is looking.

Falk H. commented that he feels the new requirements would make education better, but he wondered how that's possible in a limited-budget environment. He also was wondering how eLearning fits into these new requirements.

Rainer responded that to his knowledge, eLearning has not been explicitly addressed as part of the changes to the baccalaureate requirements in GERC's proposal. Jonathan R. confirmed Rainer's statement. David commented that there is an implicit notion that if we're going to have a uniform set of GERs, that students from across the state would be able to choose (and almost certainly some of them would do so remotely) from a menu of courses shared among the three universities.

Jonathan R. noted that 99% of GERC's work was done before the BOR resolution. There were some discussions after the fact that this could lean heavily on eLearning to the detriment of classroom learning in order to have a unified set of GERs.

Jon D. mentioned that the Faculty Alliance had an eLearning task force a couple of years ago. Some guidelines exist from that group, and FA should dust off that report.

Cécile encouraged everyone to think about the attributes that are attached to courses (e.g., O and W which already exist, and the new proposed attributes to be discussed later in the meeting). These need to be considered in terms of learning outcomes and the way those are being defined. Further discussion will take place in the fall.

David noted that FA will meet this Friday. The first thing FA will do in the fall is hold a retreat in mid-August. He plans for the GERs and changing university regulations to be the main item on the agenda.

Rainer commented (in preparation for the motion concerning the capstone experience) that another big issue involves considering how approval will be secured for the proposed changes. Obviously the Faculty Senate could simply pass motions. An alternative means is to put changes before all the faculty by means of referenda. We can also work with departments, schools and colleges directly. The point is to get buy-in from faculty and not force changes onto them.

Cécile responded to Rainer's comments in terms of adapting to changes and agreeing to changes, acknowledging it can be tempting to recreate our own experiences. She admired what GERC has done in terms of unshackling themselves from what is familiar and thinking outside the box instead. They've focused on looking to the future, not the past. She urged faculty to be willing to think of the future in terms of what will benefit their students the most.

Chancellor Rogers reminded everyone that the BOR resolution is mainly focused on English and Math requirements as the priority for change in the immediate future.

2:05 BREAK

X New Business

- A. Motion to adopt the GELO Learning Outcomes, submitted by the Administrative Committee (Attachment 199/11)

David described the motion (page 35 of the agenda) which contains learning outcomes developed by the General Education Learning Outcomes Committee, a subcommittee of the Faculty Alliance. The motion has been submitted to all three Faculty Senates for approval. He compared the GELO learning outcomes with those passed by UAF Faculty Senate in 2011, noting the absence of the original bullet points in GELO's version along with some proposed wording changes. It was noted that GELO used the outcomes passed by UAF Faculty Senate as their starting point (original motion linked below).

http://www.uaf.edu/files/uafgov/10-11_Motion175_GER-student-learning-outcomes-all-sigs-amended12-5-2011.pdf

Jonathan R. added that the 2011 learning outcomes passed by UAF Faculty Senate were modifications of the LEAP (Liberal Education and America's Promise) outcomes from the Association of American Colleges and Universities (AACU). The removal of the bullet points allows greater flexibility to each of the three universities as they decide how they will realize the outcomes. The bullet points for UAF, however, are still reflected in the work and proposal by GERC. Rainer further clarified what GELO had removed and noted the explanation provided in the rationale of the motion (Attachment 199/11). David commented that GELO had worked on the original bullet points, but then determined they were "in the weeds" and decided to keep at the 30,000-foot level instead. There's room, down the road, for those points to be put back in.

Debu asked if they have heard anything from the other two Faculty Senates. David said UAF is the first to consider the motion.

Bill B. asked for clarification about quantitative literacy. Jonathan R. responded that it goes beyond mere quantification to the ability to apply mathematical reasoning and quantitative data to other areas and real world problems. David added that it emphasizes the ability of students to work with and interpret quantitative information.

Alex F. (who chaired GERC several years ago) read aloud the AACU definition of quantitative literacy: Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).
<http://www.aacu.org/value/rubrics/QuantitativeLiteracy.cfm>

Debu mentioned a conversation he had recently with Rajive Ganguli who had been a member of GERC years ago. He noted they are getting into a new technological paradigm, and wanted to know if the replacement of the term "technological competence" by "quantitative literacy" would still allow for programs or departments to move students into the technological domain or technological learning. David said he didn't see why not. Jonathan R. noted that in the discussions of this topic at GERC--but mainly at the GELO Committee--that "technological competence" was subsumed in all of those other areas (inquiry, analysis, creative and critical thinking related to the generation and use of quantitative data, and obviously communication of various kinds, and information literacy).

Mark C. commented that he's a little troubled by wording "graduates *shall achieve* the following outcomes..." He suggested using the wording "demonstrate competence in..." in place of "shall achieve." Rainer stressed that these are our objectives, nothing more. Mark responded that he was happy with the emphasis that these outcomes are objectives.

Donie B.H. observed that the learning objectives are so broad that they encompass everything faculty would want students to know. David agreed, noting that the broad generality of the objectives has been both a blessing and a curse for GERC. The breadth encapsulates the knowledge, skills and preparation that we hope students gain, but it's been routinely criticized that these are so broad they cannot be

assessed. It's an ongoing discussion which was present in 2011 with the adoption of the learning outcomes here at UAF and continues to today.

Falk H. wondered about the effects if these are adopted at UAF. David responded the goal is to have common learning outcomes among the three universities. It helps set the groundwork for what Rainer was describing in his presentation on general education requirements. Rainer added it would also allow faculty to proclaim to the Board of Regents that the three universities share common learning outcomes. Falk said he is asking about implementation on the ground in the departments and what implications this has on the budget. He asked if there is a vision for what this would accomplish financially for faculty and departments. David said the vision is that each of the three universities will develop a set of courses and tracks and requirements that will enable these things to be achieved. That's where the budget consequences or other consequences (or lack thereof) will come out. We're committing ourselves here to say these are the things every baccalaureate student should achieve.

John Y. asked how far-reaching our approval of this motion is. David clarified that approval today is for UAF, with the hope that UAA and UAS will also endorse these at their Faculty Senates. If UAA and UAS also endorse these, then learning objectives will be shared across the system. John felt that wording in the motion was confusing, particularly the leading sentence before the list of objectives that says, "All baccalaureate graduates in the University of Alaska system shall achieve..." David reiterated that these objectives were modified by the GELO subcommittee of Faculty Alliance.

Provost Henrichs proposed an interpretation, as follows: UAF has already passed a set of learning outcomes. Now, Faculty Alliance asks UAF to consider a slightly modified set that are largely compatible with ours. Upon favorable action today, the other two Faculty Senates must also pass these. However, if they do not, then this motion doesn't really have force because it references the whole system. If the motion is not also endorsed by the other two universities, then UAF reverts to its original learning outcomes.

David asked if a friendly amendment might be proposed to the motion to change the effective from "immediately" to "upon approval by the other two Faculty Senates."

Ken A. asked what UAF does in the interim until the other two universities have decided. David responded that UAF would operate under the current version, pointing out that the two documents are quite similar. Jon R. agreed with David, and pointed out that the three senates are functioning as a tri-cameral body and asked about the scenario where one or both of the other universities propose further changes. David responded that the GELO will have to function as a conference committee and bring it back to the Senates again.

A vote was taken and the motion passed by majority with one abstention.

B. Motion calling for Faculty Referendum re Completion of Capstone Experience in Majors or Programs, submitted by the Curricular Affairs Committee (Attachment 199/12)

Rainer explained there are effectively three parts to this motion. The first is that it be put before the faculty as a whole for a vote; so, passing this motion would send it forward to the entire faculty. The second part is a capstone experience (0-3 credits) would become part of the baccalaureate degree. The third part is that it would become the responsibility of each program/department/baccalaureate degree to devise how it will meet the capstone requirement.

Fundamentally, the rationale for the motion is contained in the second sentence of the rationale paragraph. The verbiage is actually from the bullet point that accompanies UAF's current learning outcome #4 concerning "Integrate and Apply Learning." (It's still in effect until the GELO motion is approved at UAA and UAS.)

A question was asked about the meaning of the 0-credit capstone. Rainer noted that a capstone experience might be something other than a course. There are also 0-credit courses where students are required to participate in activities (Music does this, for example, for required recitals). The idea behind the 0-3 credits is to make it as flexible as possible for departments.

Mark C. commented about the fact that it's hard to object to sending a motion out to the whole faculty. Departments who don't already have a capstone experience are going to look at this as a new thing they have to do. Capstone courses that he's seen are customized to individual students and involve a lot of work on one-off projects. It's a lot of work when you have many students doing one-off projects that must be assessed. Rainer reiterated that the motion does not require a capstone course per se – each department can make their own determination about what the capstone experience will be. The advantage to the department of having a capstone experience is it provides a means of evaluating how well it's doing in terms of its educational objectives. Mark noted the difficulty in evaluating customized experiences because a standardized or calibrated instrument is needed to effectively evaluate something. He does see this as good for instruction, but expects implementation will be difficult. Rainer responded that approving the motion and sending this out to the entire faculty means Faculty Senate as a body thinks it's a good idea.

David said that constitutes the downside to the motion. If the Faculty Senate endorses it and the whole faculty then votes it down, Faculty Senate winds up with egg on its collective face. Mark feels we're just passing it on, not necessarily endorsing it.

Georgina G. commented that it seems odd we're trying to make it a requirement when what it might be at each department is so varied. Her vote doesn't necessarily mean it's a good idea. She wondered what the point of it might be when it's so open and broad. Rainer reiterated that there can be requirements with credits attached.

David provided some context to explain why the capstone is being proposed. There's a perceived value in students learning to integrate knowledge from various parts of their education into one course or experience. So, GERC has proposed through the Curricular Affairs Committee that this should be a university-wide requirement in order to meet the goal of integrative knowledge. The assessment that will be part of this will tell us whether or not students are achieving that, or so it's hoped. If this is a worthless exercise it would become evident, implying that a different capstone experience would be needed.

Provost Henrichs gave the example of a portfolio approach as a possible 0-credit capstone demonstrating that the requirement was met. Students could collect papers or other work products from their senior level work to demonstrate they achieved the learning outcome the program desires. It's some additional work for the student, but not necessarily more than one credit's worth.

Mark C. asked if that type of work would be graded or if it would appear on the student transcript. David said he believed that it would largely depend upon the individual department or program. In SNRE, they have a senior thesis and a course that are graded. Mark wondered if students would take it seriously if it were not graded. David responded that if the program doesn't show that they're meeting

the learning outcome because students aren't putting much effort into it, then there's a problem. But this is working backward from the learning outcome. If the program fails, it should become evident.

Rainer proposed taking out the "0-3 credits" language from the motion. Georgina expressed support for that change.

Ken A. shared why the Curricular Affairs Committee modified the motion as they did. GERC felt it was important to have an integration experience and CAC agreed with them. At the same time when the general education requirement of integration is applied at the upper division, the most appropriate place to design it seems to be within the department or program. They are the ones most able to identify what the best integration experience would be for their particular students. They would also be in the best place to assess whether that experience was successful or not. They would then be able to use that assessment measurement to close the loop and make modifications for improving the educational experience going forward. Control of the capstone integrative experience is kept at the program and department, maximizing the probability of having a useful assessment that could lead to improved education.

Julie J. stated she understands the impulse and agrees with the motivation for the motion, but shares a similar concern over the vagueness of what's being required. She's not concerned about the 0-3 credits issue. But, there's no actual description of what is being required in the motion. The rationale describes why we would want to do this, but there's nothing in the actual motion about integrative learning. There's no definition of "capstone experience." There's no sense of assurance that anything specific is going to be accomplished. She would like to see more language in the actual wording of the motion.

Jon R. agreed with Julie's point. On the one hand, GERC purposely left it vague and didn't want to presume what a capstone experience should be for programs. The purpose and application of integration should be in the proposal, however. But they don't want more specificity than that because they want to leave it to the experts in the departments or programs.

David asked about incorporating the bulk of the rationale into the motion itself and whether or not there could be a friendly amendment.

Rainer thought a motion to table might be in order, and then bring it up again in September with more explicit wording. Chris C. seconded a motion to table. A vote was taken and the motion was tabled.

Rainer invited input from everyone and promised to bring something forward in September that addresses the concerns expressed today. Alex reminded everyone that GERC's proposal has more information on the capstone and rubrics for assessment. Rainer said he would go back to that information from GERC.

C. Motion to amend Faculty Senate Bylaws concerning FARC,
submitted by the Administrative Committee (Attachment 199/13)

David described the need for revising the motion concerning the Faculty Administrator Review Committee. The changes are needed because of what happened this year with no Group A reviews taking place. This possibility had not been considered when FARC was created. So, this motion creates a mechanism to handle this type of situation in the future so that Group B administrator reviews may be addressed notwithstanding the occurrence of Group A reviews.

A vote was taken and the motion was approved unanimously.

D. Motion to approve Department of Computer Science Unit Criteria,
submitted by the Unit Criteria Committee (Attachment 199/14)

Chris Coffman, Unit Criteria Committee Chair, explained that the Computer Science Department had moved from the College of Natural Science and Mathematics to the College of Engineering and Mines. They have worked from the standard unit criteria template and added some criteria that are specific to their unit, most notably with regard to journal and conference publications. The committee recommends their criteria be approved. A vote was taken and the motion was passed unanimously.

XI Discussion Items

A. New Communication (“C”) vs Current O and W Requirements
– Rainer Newberry (Attachment 199/15)

Rainer directed everyone to page 48 of the agenda (Attachment 199/15). Currently, baccalaureate students are required to take two written-intensive courses and one oral-intensive course, which are upper division. There is some unhappiness with this system because, in part, it’s difficult to maintain whether or not a particular course has all the pieces to fulfill these requirements, and because of the inflexibility implied by the fact a course must written and/or oral intensive.

In response to these issues, GERC came up with an alternative system that would involve “communication” (“C”) courses instead. Each student would need to take three “C” courses instead of the two “W” and one “O” courses.

The attachment, under Proposal I, shows the draft guidelines for communication courses that GERC developed. It shows what a course would need to include in order to qualify as a “C” course, and what this would potentially mean in terms of changing the system. Explicitly, all existing “O” and “W” courses would need to be modified to meet the new “C” requirements. As with the current system, a student may take any “C” course from any department as long as they have the required prerequisites.

For better or worse, the majority of Curricular Affairs Committee members were not happy with the new system. So, Proposal II describes a different approach where each program will simply devise for its own students what it considers to be adequate communication requirements. There would be no overarching UAF baccalaureate requirement for either “O” courses, “W” courses, or “C” courses.

There are advantages and disadvantages to both of these systems. The reason to bring this forward as a discussion item is to get Faculty Senate’s responses to these. Ultimately, if we were to move forward with a change from “O” and “W” courses to three “C” courses, Rainer would want it to go forward to the UAF faculty as a referendum.

David stressed that no motion is being put forward at this time. This is merely an effort by Curricular Affairs Committee to “crowdsource” from Faculty Senate and get input.

Mark C. said it looks like a student could accomplish a “C” course without necessarily doing any written-intensive or oral-intensive work; they could essentially accomplish it through videography or dance. Rainer said he’s not sure, but he pointed out that in Proposal I, under item 1, it’s stated that at least three objectives from the list of five must be accomplished in each “C” course. Three of those five objectives stress writing.

Anna B. noted that the attachment states that “in practice neither course content nor effectiveness are actually monitored.” How would the new proposal effectively monitor courses? Rainer responded that it was one of the reasons CAC was unhappy with the proposal; they were also wondering if this would be any easier or practical to enforce. And, that’s why there’s an alternative proposal which puts the task on the departments to monitor and assess communication requirements they have set for their programs.

Ken A. noted that the annual report from the Core Review Committee says, “Since reviewing syllabi is very limited in terms of assessing the effectiveness of the course, the committee discussed an alternative way of assessing the communication skill development: asking departments to submit reports...” During the last several years, the assessment of the “O” and “W” courses has not been successful. The report also says, “While there were few course syllabi that fully incorporated the Faculty Senate Oral and Writing intensive course guidelines, the majority of the syllabi partially satisfied the guidelines.” In spite of the guidelines that have been in place for many years, with changes in who is teaching a course over the time the guidelines are not followed and the assessment is lacking. That was the impetus in getting the assessment and design transferred over to individual programs (in Proposal II). The second motion would give latitude to the individual programs and ensure that the people who are designing have the responsibility to assess and close that loop so that modifications can be made to enable courses to be more adaptive and effective in helping students learn to communicate.

Jon R. appreciated the way Rainer has brought the proposals forward because we do need input on this. There’s a certain amount of confusion that’s actually reflected in Proposal I which comes from GERC (as does the capstone experience discussed earlier). In collecting faculty feedback, there was initial support for each course requiring 50% writing. But further feedback from departments indicated they couldn’t accommodate that requirement because they didn’t have enough courses to satisfy it. The five points under Proposal I, item 1, reflect an unsteady compromise between a broadly realized need to do something about student writing, and a need to make it flexible enough to capture a balance of communication needs for individual programs. So, input is needed.

Donie B.H. commented on Proposal II which she felt was so vague and broad that communication doesn’t even necessarily have to include writing. She encouraged Faculty Senate not to have something so vague that it doesn’t convey what GERC hoping for.

B. Issue re Potential Conflicts of Interest – David Valentine,
Debu Misra (Attachments 199/16 and 199/17)

David spoke about recent communication he had with incoming President-Elect Debu Misra. Debu is an enthusiastic advocate for faculty. He is serving currently as the organizational Vice President for United Academics and will be serving in that position for another year. David was concerned about some potential conflicts of interest that may arise from holding two leadership roles in two different, but complementary organizations. He wrote Debu a letter and asked him to reply. He also asked if he would be willing to answer any questions or comments people have from the Faculty Senate concerning this communication so he can clarify how he will handle those leadership roles.

Jon D. prefaced that he thinks Debu was a hero for stepping up to the office. It doesn’t reflect upon Debu at all, but Jon does share concerns which David included in his letter. His concerns follow two things: both of these roles are extremely important and valuable in representing the faculty at the university, but there are simply inherent conflicts of interest that can’t easily be resolved. As president of UAF’s first start-up company, Jon has a conflict of interest management plan that is 75 pages long.

Having gone through this and seeing what is required, he's concerned. He also made the general point that we're stronger if we have more voices and more ideas at the table. Shared governance is, in first point, shared. He believes Debu would be great at both roles, but recommends Debu do them one at a time.

Peter Webley commented on the third point of David's letter concerning the close work that Faculty Senate leaders do with administrators. In today's meeting, Faculty Senate just voted on the FARC motion that tasks FS leaders with reviewing the process used in reviewing Group B administrators. Peter asked how Debu would review the Group B administrator process when he's simultaneously the organizational vice president (VP) in the union. How would there be a separation of the roles in that situation? While there won't be that conflict during the year when Debu is Faculty Senate president, how will he handle this next year as president-elect and organizational VP of the union? Debu asked Peter how there is a conflict for him in his role as organizational VP. Peter responded by saying he wondered how a Group B administrator feels about having their review process reviewed by someone who is also organizational VP in addition to FS president-elect (dual roles). Debu did not see a conflict in that situation.

David commented on the point Peter raised about Debu. While Faculty Senate president-elect, he would also be organizational VP of the union, and there's at least an appearance of a union leader reviewing an administrator. "Is that a conflict of interest?" is the question being raised. Debu asked if there is something that prevents a union leader from reviewing an administrator. David noted that perhaps the bottom line of the discussion is that the more thought that is put into the matter to understand what issues might arise, and anticipating and making judgment calls as they come up, are going to be really important. He thinks it's best when the entire Faculty Senate is aware of this. Peter W. agreed with David's statement, reiterating the question about the motion that came up earlier today regarding administrator reviews. Things that come up during the year could potentially become conflicts of interest.

Jon D. commented that conflict of interest is a complex concept. It's not just the actual existence of conflict, but it's also the appearance of conflict of interest. He personally stepped down from chairing RAC to avoid the appearance of conflict. We're in uncharted territory here and potentially there could be a legal action that called the entire motions of the Faculty Senate into conflict if it's perceived that the union had a role. The potential risks are there, and he recommended only trying to do one role at a time.

Rainer asked Jon to clarify what he was saying and asked him if he were asking Debu to resign.

Jon D. responded that resigning would be one option, and deferring for a year would be another option. Or, at least, we're going to have to evaluate a little better what these potential impacts would be.

Falk H. commented that there was an election vote at the last meeting, and this same point was raised at that time prior to the vote. People had the information and the vote was taken for the election. He wondered why this is being raised again today.

David clarified that the information brought out at the last meeting was that Debu was running for the union president office; and the topic today is concerning his role as organization VP for the union, an office which he continues to hold next year.

Karen G. commented that the Faculty Senators were aware of this information when they voted. David stressed that he was not trying to undermine the vote. His concern was that he didn't know Debu was

going to be organizational VP next year. Jon D. commented that this discussion is for everyone's information because there may be potential pitfalls.

Debu noted that he is not the first person to do this. Donald Lynch served as Faculty Senate president when he was also organizational VP for UNAC, and there were no conflicts of interest. He doesn't see a conflict yet. Where he does see a clear conflict of interest is when administrators do the job of the department chair, and we are not addressing that matter. He asked for an example of a conflict of interest that he could respond to. He stated he endeavors to be very ethical in what he does, and if there is a situation where ethical decisions must be made, he will do the right thing based on the situation. At this point he doesn't see an ethical problem. He appreciates that David brought it up, which gave him a chance to think it through. He's spoken with senators and others, but he hasn't found anything specific in terms of an example. One thing that came up was the fact that Faculty Senate has non-union members. If that is a concern among those non-union members, he would like to hear from them. He can vouch that he isn't going to compromise anyone's interests.

Donie B.H. reminded Debu that when he spoke to Administrative Committee, he expressed that he would be willing to recuse himself if a conflict of interest arose. She asked him if he still feels that way. Debu confirmed that he would recuse himself if a conflict arose. He will be very ethical if such a situation occurs and will keep everyone informed. He will listen to the views of others and make an ethical decision.

C. Annual Progress Report from the DMS on status of PhD Program - David Valentine, Cécile Lardon (Attachment 199/18)

David provided some background from last year regarding the PhD in Mathematics. Faculty Senate withheld action to delete the program and asked the Department of Mathematics and Statistics (DMS) to provide annual progress reports on revitalizing the program.

Earlier this year Faculty Senate received a report from DMS and approved it. They also asked DMS for provide an update of statistics regarding incoming students. He directed the members to Attachment 199/18 which contains the requested update.

D. Department Chair Policy Discussion

David reminded everyone that this was a new item that was added at the beginning of today's meeting by Karen G.

David provided some of the background for the discussion. The motion almost made the agenda of last month's meeting, but there were still some language in the motion which the Chancellor noted would cause him to veto it, should it be passed. The language had to do with the identification of the two faculty unions. The Faculty Affairs Committee (FAC) and the Administrative Committee both worked on revisions.

In the lead up to the Administrative Committee meeting before this Senate meeting, Cécile and David worked with the FAC Chair to come up with proposed wording that was just about ready to get some vetting. However, with the workload that was in front of the Administrative Committee concerning the general education topics, they decided as a committee that the one thing that could be postponed until fall was the department chair policy motion. The rationale for this decision was that department chair elections were done for the coming year and won't occur again until next spring.

The proposed motion has been posted at the Faculty Senate discussion page. David encouraged everyone to look at it and provide feedback. It's not the same as the one brought forward two months ago.

Debu M. noted the version in FAC's annual report is different from the version sent to the discussion page.

Karen asked for clarification about when the motion would take effect should it be passed in the fall. David confirmed that the motion would not be retroactive. Karen asked who enforces the department chair policy. Provost Henrichs stated that enforcement would be the primary responsibility of the deans' offices (who administer those elections, she believes). They would review candidates for eligibility. The Provost's Office receives the results of those elections and if they found an ineligible person, they would get back to the respective dean.

Ken A. noted one item that needs to be addressed concerns the stipulation that a department chair should be a tenured faculty member, but in certain circumstances a majority of the faculty can dictate that a non-tenured professor can be department chair. He thinks there needs to be some restriction or explanation about that. As it is, it takes a majority vote to elect a department chair, and it takes a majority vote regarding the situation where there aren't enough tenured faculty to serve. There's no sense in having two votes if it takes a simple majority. Typically, you might need a supermajority to say there are not enough tenured faculty available to serve, but right now it takes a simple majority in both cases. Also, there are no criteria regarding the extenuating circumstances which allow for a non-tenured person to serve as department chair. David urged Ken to share his comments online at the discussion.

Debu encouraged everyone to read the motion and provide feedback now so they can move it forward. Karen also encouraged everyone to read it through with the idea that this involves faculty oversight. Some departments have administrators doing the job and faculty oversight or involvement is lacking.

XII Award Presentations and Announcements

A. Presentation of the Outstanding Senator of the Year Award

Franz Meyer, Outstanding Senator of the Year, was presented with a framed resolution. David read the resolution aloud to the Faculty Senate. See Attachment 199/3 for a copy of the full resolution.

B. Announcement of Usibelli Awards (Attachment 199/19)

Reception is Tuesday, May 6, 5:30-7 p.m. at UA Museum of the North

The awardees were announced, as well as the nominees. See Attachment 199/19 for a complete list.

C. Announcement of Emeriti Faculty Awards (Attachment 199/20)

The awardees of emeritus status were announced. See Attachment 199/20 for a complete list.

D. Recognition of Senate Service

David presented Senator Mike Davis with a framed resolution of appreciation for his many years of service to the university and to UAF Faculty Senate. Mike is retiring from the university.

The Faculty Senate Committee Chairs were presented with letters and certificates of appreciation for their service during the past academic year. Jonathan Rosenberg was also recognized as the Chair of the General Education Revitalization Committee (GERC, subcommittee of Curricular Affairs).

E. Presentation of Resolution of Appreciation for David Valentine

David was presented with a framed resolution recognizing his service to Faculty Senate. See Attachment 199/2 for a full copy of the resolution.

XIII Adjournment of the 2013-2014 Faculty Senate

Meeting #199 of the 2013-14 Faculty Senate was adjourned at 3:42 PM.

XIV Seating of the 2014-2015 Faculty Senate Members

A. Roll Call of the 2014-15 Members

Faculty Senate Members Present:	Present – continued:
ABRAMOWICZ, Ken (14)	NEWBERRY, Rainer (14)
BARNES, Bill (15)	RADENBAUGH, Todd (15) - audio
BLAKE, Barbara (16)	RICE, Sunny (16) - audio
BRET-HARTE, Donie (15)	VALENTINE, Dave (16)
COFFMAN, Christine (15)	WEBER, Jane (16)
COOK, Brian (16)	WINFREE, Cathy (15) - audio
DEHN, Jonathan (15)	Members Absent:
DISTEFANO, Diana (16) – Wendy Croskrey	ALLMAN, Elizabeth (16)
DUKE, Rob (15) - audio	BERGE, Anna (15)
FALLEN, Chris (15)	CABLE, Jessie (15)
HANKS, Cathy (16) - audio	CASCIO, Julie (16) - audio
HARTMAN, Chris (16)	CONDE, Mark (15)
HORNIG, Joan (16)	GIBSON, Georgina (16)
HORSTMANN, Lara (15)	HARDY, Sarah (15)
JOLY, Julie (15)	HEALY, Joanne (15) -
LAN, Ping (16)	JOHNSON, Galen (15)
LARDON, Cécile (15)	LOVECRAFT, Amy (15)
LAWLOR, Orion (16)	MCCARTNEY, Leslie (15)
MAHONEY, Andrew (16)	PETERSON, R. (15)
MAXWELL, David (16)	SHALLCROSS, Leslie (15)
MCDONNELL, Andrew (16)	[SHORT, Margaret (15) – Sabbatical 14-15]
MEYER, Franz (15)	SKYA, Walter (16)
MISRA, Debu (15)	Others Present:
MOSER, Dennis (14)	Provost Henrichs

B. President's Remarks – Cécile Lardon

Cécile welcomed the returning senators and the new senators. She hopes it will be a good experience, and she's looking forward to the coming year. She noted there are a lot of big things coming up for them to deal with in the Senate. They will have some serious business, but also an opportunity to do good work.

C. President-Elect's Remarks – Debu Misra

Debu thanked everyone for entrusting the responsibility of president-elect to him. He promised to do his best, and thanked David for giving him insight into the position. It's going to be rewarding and challenging, as Cécile mentioned.

He mentioned what he believes could be the real conflict of interest: whereas United Academics is primarily oriented to faculty only, Faculty Senate has the responsibility more toward the students and quality of education and curriculum. He gave a recent example of speaking to the parent of a student in Dillingham, noting we offer a quality education that reaches all over Alaska. That quality of education is embedded on how faculty move the curriculum forward. He worked with Rainer for four years on Curriculum Review, and expressed his respect for Rainer's expertise in this area. Rainer has the institutional knowledge to move the curriculum forward in a quality direction.

Debu looks forward to working with all of the committee chairs. He mentioned working recently with Chris Coffman. All the committee chairs are doing an excellent job, and he looks forward to working with them.

XV Provost's Remarks – Susan Henrichs

Provost Henrichs welcomed back the returning senators, as well as the new senators. She looks forward to working with everyone. The mixture of both experience and new thoughts and new voices will stand us in good stead in the coming year.

We live in interesting times. There will be challenges next year. She firmly believes that tough times and how the university adjusts to those challenges will have a greater effect on how we are able to serve the students in the state of Alaska than our successes in more favorable times. We need to make our decisions very thoughtfully and carefully because they will have a huge impact on the sustainability of the university and its important role in serving the state.

She looks forward to the coming year. She also hopes for more support from the legislature in the coming fiscal year and their actions for the next fiscal year than they showed this year. But, we can work together to improve the chances that will achieve a good degree of support from the legislature, and she looks forward to doing that.

XVI New Business

A. Motion to Approve the 2014-15 UAF Faculty Senate Meeting Calendar, submitted by the Administrative Committee (Attachment 199/21)

The meeting calendar was approved unanimously.

B. 2014-15 Faculty Senate Committee Assignments – Cécile Lardon
(Attachment 199/22)

Cécile noted that the committee assignments had been approved by the Administrative Committee and are now presented to Senate.

Jon D. commented that the Board of Regents are continuing their assessment of the research programs, and they've asked for faculty input through the Research Advisory Committee. He and Orion have offered to help them complete some of that business over the summer.

The committee assignments were approved unanimously.

C. Motion to Authorize the Administrative Committee to act on behalf of the Senate
during the summer months, submitted by the Administrative Committee
(Attachment 199/23)

Cécile described the purpose of this routine motion. There were no objections and the motion was unanimously approved.

3:25 XVII Adjournment

The meeting of the 2014-15 Faculty Senate was adjourned at 3:58 PM.

ATTACHMENT 199/1
UAF Faculty Senate #199, May 5, 2014
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

ATTACHMENT 199/2
UAF Faculty Senate #199, May 5, 2014
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY DAVID VALENTINE

WHEREAS, David Valentine has served the University in the UAF Faculty Senate for five years at UAF; and

WHEREAS, David Valentine has served as Alternate to the UAF Faculty Senate from 2009 through 2010; and

WHEREAS, David Valentine has served as Senator to the UAF Faculty Senate from 2010 through 2012; and

WHEREAS, David Valentine served on the Curricular Affairs Committee from 2010 to 2012 and as the first chair of the General Education Revitalization Committee (GERC) in 2010-2011; and

WHEREAS, David Valentine served as President-Elect of the UAF Faculty Senate in 2012-2013; and

WHEREAS, David Valentine has served as President of the UAF Faculty Senate during the current academic year where he has demonstrated sharp insight and made valuable contributions to the issues that directly affect faculty, students and university programs; and

WHEREAS, David Valentine has represented the interests of the UAF Faculty Senate at the Faculty Alliance while also working effectively with our colleagues from UAA and UAS to advocate for faculty and program interests across the UA system; and

WHEREAS, David Valentine has continued his strong commitment to strengthening general education at UAF by serving on the General Education and Learning Outcomes (GELO) Committee during the current academic year – and being a major contributor to a set of **joint** learning outcomes for the UA system; and

WHEREAS, David Valentine has made thoughtful and constructive contributions to the Planning and Budget Committee (for two years) and the Chancellor's Budget Options Group (in the spring of 2014) in order to provide a strong faculty perspective in addressing the serious budget shortfalls UAF is currently faced with; and

WHEREAS, David Valentine has distinguished himself as a strong and engaged leader of the UAF Faculty Senate who can successfully balance the sometimes conflicting needs of “getting it done” and “doing it right”; and

WHEREAS, David Valentine respects and encourages the open debate of issues from diverse perspectives; and

WHEREAS, David Valentine never lost his optimism about the Faculty Senate's ability to have a real and lasting positive impact on faculty and students at UAF; and

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of David Valentine and expresses its appreciation for his exemplary service.

ATTACHMENT 199/3
UAF Faculty Senate #199, May 5, 2014
Submitted by the OSYA Selection Committee

**Outstanding Senator of the Year Award
Academic Year 2014**

WHEREAS, Franz Meyer has served the University in the UAF Faculty Senate for three years at UAF; and

WHEREAS, Franz Meyer has served as Senator to the UAF Faculty Senate from 2011 through 2014; and

WHEREAS, Franz Meyer has served on the Faculty Development, Assessment and Improvement Committee from 2011 to the present year, and

WHEREAS, Franz Meyer has served as chair of the Faculty Development, Assessment and Improvement Committee from 2012 to the present year, and

WHEREAS, under Franz Meyer's leadership, the FDAI Committee has actively worked to fulfill its mission to UAF faculty, and

WHEREAS, Franz Meyer engaged actively in examining comprehensive options for replacing hand-written course evaluations with an electronic system and provided valuable and thoughtful leadership in assessing those options during 2012-13, and

WHEREAS, Franz Meyer worked systematically and tirelessly with the Faculty Development, Assessment and Improvement Committee and the Electronic Course Evaluation Workgroup through a second round of electronic system evaluations during 2013-14, and

WHEREAS, Franz Meyer worked diligently to involve the UAF community in active discussion and all phases of the evaluation process for potential electronic course evaluation systems, and

WHEREAS, Franz Meyer provided thoughtful and rational leadership to the workgroup to help create vital recommendations for an electronic course evaluation system which the UAF Faculty Senate have unanimously endorsed, and

WHEREAS, Franz Meyer has consistently and actively contributed to the Faculty Senate Administrative Committee, providing valuable assistance to Senate leadership in handling matters both routine and extraordinary, and

WHEREAS, Franz Meyer consistently is well prepared, takes a thoughtful and well-reasoned approach to issues under discussion, and maintains an open mind to new information, and

WHEREAS, Franz Meyer consistently sets an outstanding example of a committed senator,

THEREFORE, BE IT RESOLVED THAT the UAF Faculty Senate recognizes Franz Meyer as Outstanding Senator of the Year for Academic Year 2013-2014.

Curricular Affairs Committee 14 April 2014 MINUTES

Present: (several via audio) Rainer Newberry, Chair; Karen Gustafson Ken Abramowicz, Cindy Hardy, Dennis Moser, Margaret Short, Alex Fitts, Linda Hapsmith, Stacey Howdeshell, Holly Sherouse, Caty Oehring, Jayne Harvie, Rob Duke, Sarah Hardy, Todd Radenbaugh, David Valentine, Cécile Lardon, Sarah Stanley

I. Approved Minutes of last meeting

II. 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"

We agreed to a several-prong solution:

A. Divide "General Education" requirements into two groups (a) "General Education" Requirements (in the strict sense of the 34 credits required by Univ Regulations) and (b) "Baccalaureate Requirements" (or call it something else) in the sense of further requirements that don't fall under the BOR resolution above (e.g., capstone, 'civic engagement', etc). By doing so we can work towards closer agreement with the former while still allowing for considerable inter-University variations in the latter.

(Note added by Pres. D. Valentine: There are multiple pressures statewide and at the national level to move in the direction of common GERs. By separating out the lower division GERs, we not only satisfy most of the issues the BOR is trying to address, we also preserve the ability to implement the more upper-division integration aspects that GERC has proposed. We also preserve UAF's ability to adapt our upper Division 'Baccalaureate Requirements' as future opportunities and constraints arise without having to worry about coordination across institutions in the UA system.)

B. Make as highest priority revising (as needed) University Regulations concerning the 34 'common core of the general education' credits. In particular, the regulations call for social science courses that are 'broad survey courses'. Other wording changes with possible implications are also proposed. Another proposal is that the 6 credits of social sciences, currently required to be in two different disciplines, no longer be so required. Another possible change is from the current requirement of 15 social sci/hum/arts credits with only 12 specified to specifying all 15 credits. That is, to align with the current UAF GERC proposal, we might propose to change 'at least 3 credits in general humanities' to 'at least 6 credits in general humanities'. Exactly how such changes in rules would be decided upon or whether they should be made at all is something that needs to be resolved relatively quickly.

C. Work towards developing an overlapping common set of courses that would satisfy University General Education Regulations in the natural sciences, social sciences, humanities, and arts with common course numbers and descriptions where appropriate. **(How EXACTLY WILL THIS BE DONE??)**

(4) Continue working on modifications to baccalaureate requirements that are beyond the BOR's 34 credits of 'Gen Ed'. To this goal we will consider three trial motions for our next CAC meeting.

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
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

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

Total	34 credits minimum

Curricular Affairs Committee

Minutes FOR Meeting 31 March 2014 1-2 pm Kayak Room

Present: Rainer Newberry, Chair; Karen Gustafson; Cindy Hardy; Dennis Moser; Margaret Short; Libby Eddy; Alex Fitts; Doug Goering; Linda Hapsmith; Stacey Howdeshell; Holly Sherouse; Caty Oehring; Jayne Harvie; Rob Duke; Sarah Hardy; Todd Radenbaugh (audio); Jonathan Rosenberg; and various members of GERC

1. MOTION TO THANK GERC FOR HARD WORK AND EXTENSIVE DOCUMENT was unanimously passed.

**2. Beyond the Faculty Senate: should there be an overall faculty vote??
We unanimously agreed that faculty should vote to approve**

3. BOR motion—what effect will this have??? Will it pass???

“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. This motion is effective April 4, 2014.”

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;

We agreed to put off further consideration until after the BOR meeting of 4 April

ATTACHMENT 199/5

UAF Faculty Senate #199, May 5, 2014

Submitted by the Unit Criteria Committee

UAF Faculty Senate Unit Criteria Committee Report for Academic Year 2013-2014

Members: Chris Coffman (Chair), Leif Albertson, Torie Baker, Mark Conde, Christine Cook, Javier Fochesatto, Debu Misra, Cathy Winfree, Stephen Sparrow (ex officio)

The Unit Criteria Committee met on 9/10/13, 10/22/13, 11/5/13, 11/19/13, 12/3/13, 1/21/14, 2/18/14, 3/25/14, 4/8/14, and 4/22/14; we are also scheduled to meet on 5/6/14.

- The Unit Criteria Committee reviewed and approved the following criteria during 13-14; these have since been approved by the UAF Faculty Senate and UAF Chancellor Brian Rogers as well:
 - Department of Communication (CLA)
 - Department of Anthropology (CLA)
 - School of Management (SOM)
 - Department of Music (CLA)
 - Graduate Program in Marine Science and Limnology (SFOS)
 - Foreign Languages and Literatures (CLA)
- The Unit Criteria Committee reviewed and approved the following criteria during 13-14 and sent them forward for approval by the UAF Faculty Senate, which is pending:
 - Computer Science (CEM)
- Peer Unit Criteria reviewed during 13-14 and sent back for revisions that are still pending:
 - International Arctic Research Center (IARC)
 - Mathematics and Statistics (CNSM)
 - School of Natural Resources and Agricultural Sciences. (SNRE) (SNRAS was merged with Cooperative Extension during 13-14 to form a new entity, the School of Natural Resources and Extension [SNRE]. However, the unit criteria for SNRAS are being proposed for renewal at this time and will cover SNRE faculty working in fields that were previously housed in SNRAS; the existing criteria for Cooperative Extension will continue to apply to SNRE faculty working in fields that were previously housed in Cooperative Extension.)
- Peer Unit Criteria scheduled for review during 13-14
 - Marine Advisory Program (SFOS) is scheduled for the committee's review on 5/6/14
- In reviewing Unit Criteria, the committee is now asking that units proof their criteria carefully to eliminate errors, including discrepancies with the standard Blue Book template. Surprising numbers of errors and discrepancies have been discovered within existing peer unit criteria. Thus, a goal of review in spring 2014 forward is to eliminate these errors because of the problems they could cause for faculty if left uncorrected.

- The Unit Criteria Committee has been developing proposed additions to its bylaws. These clarify voting procedures for the committee as well as the respective roles of committee members and peer units in the process of developing and seeking approval for unit criteria.
- Faculty Senate President-Elect Cécile Lardon is now heading up the Blue Book project, which will continue into 2014-2015. It is anticipated that during 2014-2015 a draft of the proposed revisions to the Blue Book will be presented to the Unit Criteria Committee for review. The committee has discussed the possibility of proposing some revisions to the Unit Criteria template that is in the Blue Book and may take this up during 2014-15.

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
Meeting Minutes for Tuesday, April 8, 11:30-12:30

Attendance: Chris Coffman, Christine Cook, Javier Fochesatto

On-line: Mark Conde, Torie Baker, Leif Albertson, Debu Misra

Absent: Steve Sparrow, Cathy Winfree

Visitors: Chris Hartman – Computer Science Unit Criteria
 Vladimir Alexeev - IARC

I. Housekeeping

1. Approval of Agenda – approved

2. Approval of Minutes from 3/25/14 Meeting. See attachment. – Mark had a comment – include him as present on-line

Notes on page 2 Section III: Mark: indicated that the criterion was difficult to interpret but that the paragraph read well in the section dedicated to professors. – referred to the criteria as being difficult to interpret anyway other than being a promotion from associate to a full professor

II. IARC: Proposed Unit Criteria

See attachment:

- IARC Unit Criteria
- On page 1 – does it mean the faculty will review after the submission to the Unit Criteria? Yes, it will be taken after our review; that section should be taken out with final submission;
- In the first paragraph; are we looking at a specific department in IARC? Is it a Center or a Department? Need to determine if it is a department or and if so, then need to re-evaluate;
- Should it be Center or Centers on the intro statement? Check and make appropriate alterations if needed
- Is it an entirely new criteria or an update to criteria? IARC changed its structure – merged with other units and now have more faculty with new responsibilities and types of appointments; had new feedback from new faculty and now have the new converged document

- What does a normal bipartite look like in IARC? It varies; 100% self-funded so bring in money in many areas; research faculty tend to have 90% research and 10% service, but it varies; some on monthly contracts and others longer
- Page 4: need to take out content between bullets e and f, and add to the end or within the bullets (AN EFFECTIVE TEACHER MAY ALSO)
- Page 5: C1A – do not change the period to a comma; Change back to a period and then re-write to make it punctually correct (They must occur in a public forum, PROVIDED CONTRACTUAL TERMS AND ETHICS RULES ARE NOT VIOLATED.)
- Page 7: 1f – need to keep in compliance with provosts template; made changes to words compared to the original and need to restore to original language and then re-write your adds to make grammatically correct; (UNREMUNERATED CONSULTING IN THE FACULTY MEMBERS AREA OF EXPERTISE AND DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.)
- Page 7: 1f and g, and between l and m – need a space between bullets
- Page 9: need an apostrophe before the s in members (IN ADDITION, THE NATURE OF A FACULTY MEMBERS WORKLOAD)
- Page 10: 1 c & b need space between bullets
- Page 11: mentoring of graduate students and teaching, although not mandatory, is encouraged (instead of are) (MENTORING OF GRADUATE STUDENTS AND TEACHING, ALTHOUGH NOT MANDATORY, ARE ENCOURAGED).
- Page 11: need to add IS (EVIDENCE OF ACCOMPLISHMENT FOR PROMOTION TO RESEARCH PROFESSOR INCLUDES BUT IS NOT LIMITED TO:)

Guest from IARC: Dr. Vladimir Alexeev

III. Computer Science: Proposed Unit Criteria

The biggest issue is the justification for using conference proceedings being as prestigious as journal publications; Chris clarified that CEM template is changed a bit just to reflect Computer Science as being a bit different, and though still under the Provost guidelines, can differ from CEM criteria; in past was under the College of Natural Science and Mathematics prior to CEM;

- Page 1: opening paragraph, add s to department'

THE DEPARTMENT' FACULTY,

- Page 4: 1f – need to go back to the template; there is a semicolon instead of a comma (after review it looks like there is still a semi-colon so should not be a change

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, **INCLUDING THE DEVELOPMENT OF DISTILLED KNOWLEDGE (BOOKS, SOFTWARE, DOCUMENTATION) FOR STUDENT USE;**

- Page 5: why the underline in second paragraph?

- Page 5: why the boldface and between bullet a and b

- Page 6: 2d and 2i – are they changes to the template? It seems you can add wording, but not alter the template so these might be okay

- Page 6: should be k and l instead of l and m to comply with the Provost's template

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

m. 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.

- Page 8: formatting is too far to the right (check as it seems to be fine on Chris Hartman's version, but not on the Mac version)
- Page 9: 2i – original language is fine, and then added of faculty within the period
- i. Mentoring **OF FACULTY**.

See attachment:

- Computer Science Unit Criteria

Guest from Computer Science: Dr. Chris Hartman

IV. Continued Discussion of Committee Bylaws

See attachment:

- Proposed Bylaws. – moved discussion item to the first topic at the next meeting

Debu moved to adjourn at 12:33pm and Christine seconded

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE MINUTES: Tuesday, March 25, 11:30-12:30 Kayak Room

Present in the room: Chris, Xavier.

Department of Mathematics and Statistics Representative: John Gimbel

Online: Steve, Tori, Leif, Debu. Mark

Absent: Cathy, Christine Cook. Josef Glowa (Foreign Language representative)

V. Housekeeping

3. Approval of Agenda
Approved

4. Approval of Minutes from 02/18/14 Meeting. See attachment.
Q: no question were registered

Debu, Motion to approve, Xavier second.

VI. Department of Foreign Languages and Literatures: Reaffirmation of Existing Unit Criteria

Chris: Introduction to the status of the modifications performed by the Department of Foreign Languages and Literature.

Question: Are we accepting the changes in terms of language of criteria?

Debu: comfortable with the language

Tori: agree on the changes

Chris: remarked on the fact that the main changes that the committee asked were related to the specificity on the use of the expressions: “judge or evaluate” in the peer review committee and that needed to be changed to assess to complaint to CBA. Chris noted typographical errors in the document and agrees on giving a final revision before passing to the Senate.

Debu: pointed into Page 6, Item C of the presented document. And, argued about the template of the research section of having an inserted new paragraph.

Chris: clarified that the text showed a space that was inserted.

Chris: Noted that there is a missing period in page 6 after item G.

Debu: Move to approve, seconded by Xavier.

Chris: indicated that pages 4 and 6 will be corrected further on a Chris will follow up before submitting the document to the Senate.

VII. Discussion of the Unit Criteria for Mathematics and Statistics. John Gimbel was present as faculty representative for DMS

Chris: Open the discussion of why DMS wants to be differentiated from the CNSM criteria. Also clarifies that there is not a general criteria for the entire CNSM.

Gimbel: indicated that DMS has its own criteria and that this was always separated from CNSM because of basic principles of differences in the disciplines.

Chris: indicated that the wording of the criteria introduction was somewhat confusing because it gave the idea that CNSM have a unified criterion for the entire college while it wasn't the case. Therefore it was suggested to modify that specific opening paragraph in the DMS criteria to indicate that the DMS Peer Unit Criteria is different from the natural sciences (as for example when compared to physics, biology, etc).

Suggested changes by Chris were agreed by all members of the committee.

Question: When a faculty goes up for tenure who sits on the Peer Review Committee?

Gimbel: responded that there is a need for five full professors. He also indicated that some of the current professors actually have to abstain their vote often times because of conflict of interest.

Question: about regulations that pertain to Natural Sciences that do not apply to DMS.

Gimbel: confirmed that there DMS criteria is very specific on its discipline and that this criteria existed for more than 25 years without a single problem.

Debu: questioned that in page 6 when it comes to tenure for assistant, associate and professor the committee formation needs some clarifications.

Mark: indicated that the criterion was difficult to interpret as anything other than a criterion for promotion from Associate to Full Prof

Chris: pointed on page 4 about the members of the PRC that may be on sabbatical at the time of conformation of the PRC.

Debu: indicated that “sabbatical condition” doesn’t mean the faculty is relieved from administrative duties.

Chris: rephrased to indicate that more precisely that it was allowable for a faculty that was on sabbatical to integrate the PRC.

Chris: Page 5: Noted that the points indicated there about time in rank might contradict the CBA

Debu: commented that CBA will not override the faculty determination

Gimbel: The language in the M&S Criteria specifies “typical” time in rank and specifically allows time in rank elsewhere to count. This language has worked for the department in the past.

Chris: Page 8: Use of the word “Evaluate”. Suggested to be reviewed and changed.

Debu: Same page: if this also applies to tenure faculties:

Gimbel: peer review tenure, pre-requisite of candidate and Department chair.

Debu: If instead of Assistant professor I consider a case for an Assoc. Prof. the evaluation of IAS scores seems to reflect a language is focused on untenured professors.

Gimbel: Explained that the peer review committee voted against only one time in one case and there were no objections to add.

Chris: the proposed template has 4-different subdivisions Page 12 Professional services need to be cleaned out and needs to match the Provost template for service.

Gimbel: we’ll move those into professional service.

Debu: outreach goes into prof. service.

Chris: Page 17. About Rationalization and Commentary: Can these items be incorporated into or be part of other criteria?

Gimbel: Indicated that this was in the discussion in the past.

Chris: Indicated that Addendums to the Unit Criteria are not contradicting.

Answer: No, the department decided to keep them as before. The criteria do not specify precise numbers for publications, translations etc – which was deemed appropriate for a CLA school. Department is considering revising the criteria for scholarly works and service to the community, but that is in progress. Again the trend will be to avoid specific numbers. Possibilities for scholarly work are becoming more complex with new media and internet etc. The Foreign Language department is renewing criteria now because it is mandatory – but they can resubmit them at any time. *Josef confirmed that all affected members reviewed and approved the criteria as presented to this committee.*

Xavier: Raised several questions regarding grammatical correctness of the criteria, but committee determined they are acceptable as written.

Xavier: Asked about how teaching is evaluated.

Josef: All untenured faculty in this department have an annual teaching evaluation by the chair.

Debu: New language in the CBA would preclude this practice. Specific problem is with making it an *evaluation* by the Department Chair. The Chair can perform a teaching observation, but not evaluation. (Only the Dean can evaluate; Chair or peers can only observe, not evaluate.)

Debu: Noted that IAS evaluation forms are mandatory. But again these students cannot evaluate; they can only provide opinion on instruction.

Debu: Asked (by way of follow up) what additional value do we get by adding language referring to student evaluation, when it is already mandatory?

Committee: Recommended that Josef take back to the department the language on student "input", with a suggestion that this sentence be removed. All references to "student evaluation" should be replaced with "student opinion of instruction".

Tori: Verified from checking the Provost's web site that Debu's concern (regarding who can *evaluate*) is legitimate.

Xavier: Criteria specify that low teaching evaluations must be addressed in self narrative. Questioned whether this should explicitly require that pathways to *improvement* be addressed. Committee felt that this is implied.

Debu: Suggested that word "judge" be replaced by word "assess". This was thought to be a good idea, although it was determined that a change of this importance would need to be taken back to the department for approval, and then brought back to this committee.

Xavier: (Re page 6) Questioned why there are specifications relating to plants and animals?

Answer: These words are inherited from the relevant template.

Chris: (Re page 8, point (K). Question regarding outside reviewer on thesis committees. Shouldn't this be regarded as teaching, not service?

Xavier: As an outside examiner it is more appropriate as service, whereas for a committee member it should be treated as teaching.)

Committee: Again this should be taken back to the department for consideration.

Mark: When criteria are up for mandatory renewal, is there a date by which all questions must be resolved?

Jayne: Ideally that same academic year. But pre-existing criteria can remain in effect until revisions are finalized.

Xavier: (Re point L, page 8) What type of translation tasks count?

Josef: The department does this a lot, based on community requests etc. There are many forms of such tasks, and they are considered a part of service.

See attachment:

- Foreign Language and Literatures Unit Criteria

VIII. Continued Discussion of Committee Bylaws

See attachment:

- Proposed Bylaws.

Chris: Who should remove “track changes” entries (strikethroughs etc) after we discuss some proposed criteria? Chris suggested the units should “clean up” these items before the approved document goes forward to the full senate. But Mark noted that this means the document will be worked on by people other than the committee after the approval step. Mark suggested that we request both a “clean” and “marked up” copy of the proposed criteria. Cathy likes the idea of having both forms presented. Chris agreed that we will amend bylaws to specify this as a future requirement.

Tory: Questioned whether we could require changing from the existing “all caps” format for calling out changes to instead use underlining. Currently there is considerable uncertainty regarding whether we have the power to enforce such a large change, so for now we are keeping the “all caps” practice in place.

Xavier: Comment regarding notation: “SNRAS” is changing to “SNRE” and our language should reflect that.

Closing update: Various criteria that we have worked on are being brought forward to the full senate for consideration.

Committee on the Status of Women (CSW) 2013-14 Annual Report

CSW membership

Jane Weber (Chair), Ellen Lopez (Co-Chair), Amy Barnsley, Megan McPhee, Kayt Sunwood, Mary Ehrlander, Diana Di Stefano, Shawn Russell, Jenny Liu, Nilima Hullavarad, Derek Sikes, and Michelle Bartlett (Ex officio representative)

The Committee on the Status of Women (CSW) met monthly during AY 2013-14 to discuss, assess, and address issues affecting women (and all) faculty at UAF. *The following highlights this year's committee accomplishments.*

Women Faculty Luncheon

On 3 October, 2013, CSW hosted UAF's ninth annual Women Faculty Luncheon. The luncheon was webstreamed for faculty who could not participate in person. Over 100 women faculty participated. Our keynote speaker was Dr. Joan Braddock, UAF former Dean of the College of Natural Science and Mathematics, and Interim Director of the UA Press. Dr. Braddock's address focused on her reflections of her personal and professional history, and how other women faculty can determine their own strategies for achieving balance and success. Dr. Braddock's insightful address was followed by a brief activity that encouraged luncheon participants to map out at least one of their five-year goals along with the actions and resources required to achieve them. They then discussed their goals with the other faculty sitting at their tables.

Several UAF dignitaries were in attendance, and all were sincerely acknowledged for their support. Notably, to honor of Disability Employment Awareness Month (a national campaign that strives to encourage fair and high quality work-life environments, with a commitment to breaking down social and physical barriers that can impede success), Chancellor Rogers and Vice Chancellor Sfraga were participating in a 1-day disability experience. Chancellor Rogers was in a manual wheel chair, and Vice Chancellor Sfraga donned vision-impairing glasses. This effort to promote awareness was a perfect complement to the mission of the Women's Faculty Luncheon where participants were encouraged to consider the complexity of their lives, and to initiate a conversation of balance, goal achievement, and quality of life.

Conversation Café Series

CSW continued to facilitate the "Conversation Café series" (established in AY 2012-13). These small-group sessions were offered as a means to continue the discussion initiated during the Women Faculty Luncheon. The Cafés were hosted in the UAF Women's Center and via illuminate-live. A highlight was the first annual Café focused on faculty mentoring. The interactive café was hosted in the Wood Center Ballroom, and offered to all UAF faculty. Approximately 40 faculty participated in small group discussion focused on "Best Practices in Mentoring," "Navigating Mentor Relationships," and "Finding Your Mentors." CSW acknowledges the generous support provided by the UAF Women's Center, and Office of Faculty Development.

Women's Center Advisory Committee

CSW Co-Chairs, Ellen Lopez and Jane Weber, continue to serve on the Women's Center Advisory Committee formed by Chancellor Rogers in Fall 2012. The committee is charged with advising the Women's Center, its manager, and the chancellor on how UAF can best meet the mission of

the UAF Women's Center. During FY 2013-14, The Advisory Committee provided advising as the Women's Center's oversight transitioned to University & Student Advancement (USA), and with physical space negotiations as Women's Center relocates to the Wood Center.

Notably, the Committee partnered with the Department of Psychology's PhD-level course on Program Evaluation. Through this collaboration, student, Alda Norris, is conducted a Women's Center needs assessment, with a specific focus on social media. Ms. Norris is currently analyzing results and will present a report to the committee.

Planning Strategically for Promotion and Tenure Workshop

On 25 April 2014, CSW hosted its annual two-hour comprehensive, *Planning Strategically for Promotion and Tenure workshop*. Faculty attended both in person and via webstream. As in the past, feedback from participants deemed the workshop to be extremely useful in terms of general strategies for faculty success (such as finding appropriate mentors, and opportunities for cross-campus collaboration), file preparation for fourth year, tenure and post-tenure reviews, and other issues related to the T&P process for both United Academics and UAFT. Invited panelists representing diversity in terms of college/department affiliation and position included: Sine Anahita, Amy Barnsley, Roxie Dinstel, and Karen Gustafson, and Ellen Lopez.

CSW continues to give focus to, and make progress on the following:

- Developing a promotion workshop specifically focused on UAF Associate Professor advancement to Full Professor
- Developing strategies and opportunities to enhance mentoring for UAF faculty (both men and women) at all career levels
- Examining environmental (structural) factors that may contribute to the lack of women faculty advancing to Full Professor level
- Exploring issues related to term-funded and adjunct faculty, particularly those issues that differentially affect women
- Compiling and analyzing historical data (spanning at least 10 years) pertaining to the significance of gender among UAF faculty in the following: time to promotion and tenure, rank, non-retention, and salary.
- Strengthening liaison relationships across UAF faculty and staff with the UAF Women's Center, and with faculty at the other MAUs
- Establishing a UAF Spousal Hire Policy

Committee on the Status of Women,

Meeting Minutes Wednesday, March 26, 2014; 9:15 am to 10:15 am pm, Gruening 718

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

Members absent: Jenny Liu, Nilima Hullavarad, Michelle Bartlett, Shawn Russell

1. Promotion & Tenure Workshop

501 IARC, Friday, April 25, 10 am to 12 pm, Panelists: Roxie, Ellen, Sine, Amy, Mary, Karen. Kayt will send the flyer to us. Please post flyers.

2. Conversation Café on Faculty Mentoring Overview

We had about 35 attendees. People made connections with other faculty. Ellen will send thank you emails to the attendees. Next year we might include an introduction by Joy. She had a lot of good information to share. Or maybe she could have a table for formal mentoring. She can bring her materials, and share information & books.

3. Women's Center Advisory Board

Move to Wood Center is still planned for this summer. The credit union space is going to be available. The advisory board is exploring the possibility of moving the Women's Center into that space. Advisory Board will meet with Chancellor on June 19 to discuss the possibility of a full time position for the Women's Center.

The Women's Center social media survey has been sent out. Please take the time to complete. Kayt will send it out via the staff and faculty list-serve.

Danielle Dirks will be talking on Thursday March 27, 7-9 pm Brooks gathering room. Her talk is "The New Campus Antirape Movement".

Women's Center is also offering "Breaking the Man Box, Reconstructing Masculinity in America" a LiveStream from University of Minnesota's Critical Conversations about Diversity and Justice series, Friday March 28 10:30 to 12:00 pm. It will be followed by a recap and discussion until 1 or 2 pm. The LiveStream will be available at the Wood Center Multi-Level Lounge.

4. Next year: will we all continue on the committee? Please let Jane Weber know if you are not going to be involved on this committee next year. Amy will be gone on a leave of absence next year. All in attendance report they will on the committee.

5. Upcoming CSW meetings:

9:15 to 10:15 am: April 30.

Respectfully Submitted, Amy Barnsley

These minutes are archived on the CSW website:

<http://www.uaf.edu/uafgov/faculty-senate/committees/13-14-csw/>

ATTACHMENT 199/7
UAF Faculty Senate #199, May 5, 2014
Submitted by the Core Review Committee

Faculty Senate Core Review Committee End of Year Report

Members 2013-14 Academic Year

Miho Aoki, Humanities - Chair
Jean Richey, Communication
Jennifer Schell, English
Walter Skya, Social Sciences
Xiangdong Zhang, Science
Tyson Rinio, Library
Andrew Seitz, SFOS
Kevin Berry, SOM
Allan Morotti, Dean's Council Rep
OAR: Caty Oehring, Holly Sherouse
Academic Advising Ctr.: Andrea Schmidt, Linda Hapsmith, Stacey Howdeshell
Rural Student Services: Carol Murphrey

The committee worked on the following items in AY2013-14,

- **Non-UA lower division credit transfer policy change**
The committee discussed the Non-UA transfer credit motion in Fall 2013 semester. The proposal was to align non-UA transfer guidelines with the Board of Regents' general education policy and to allow a wider range of courses taken at other institutions to count toward UAF baccalaureate PHC core requirements. The committee approved a recommendation to forward the motion to Curricular Affairs Committee on November 8, 2013. The motion to revise the policy was approved by the Faculty Senate in the March meeting.
- **Reviewing core course petitions**
The committee reviewed student petitions regarding core courses, including Oral and Writing intensive courses (OWs), ENGLISH 111X, 212X and 213X, COMM 131/141X, Math core courses, and Natural science core courses. Many of the petitions involved substituting courses with special topics courses or transferred courses. The average number of the petitions was 3-5 per meeting, but it tended to increase toward the end of semester.

The committee approved the motion to give blanket approval for HRN293H Honors Music Appreciation, taught by Vincent Cee (September 27, 2013).
- **The Committee approved the motion to give blanket approval for BIOL/WGS F493 (201301) Women in Science as a Writing Intensive course (April 2014)**
- **New core designator applications**
There were 5 applications for new core designations this year. There were 3 W requests, one O,

and one X* (lower division core course) requests. All applications were approved except one W request (as of April 26, 2014).

* MATH 194 (X) Preparation for Calculus (trial course): The trial course cannot have “X” designation. Until the course turns into the regular course with a permanent course number, students have to petition to fulfill the core math requirement with this course. **The committee discussed blanket approval for this course. The registrar’s office would like to have the approval from the committee chair every semester. The chair can use the core petition form for this approval.** (from Feb 14, 2014)

- Oral and Writing intensive course assessment
As part of OW course assessment, the committee reviewed 39 course syllabi of O and W courses offered during AY 2013-14. While there were few course syllabi that fully incorporated the Faculty Senate Oral and Writing intensive course guidelines, the majority of the syllabi partially satisfied the guidelines. This doesn’t mean that the actual course activities fully reflect the guidelines. However, there were a few syllabi that did not have any information on O/W requirements, failed to follow the guidelines or had an incorrect designator. As of April 26, 2014, the review has not been complete. More detailed information will be submitted as an addendum to this report. Since reviewing syllabi is very limited in terms of assessing of the effectiveness of the course, the committee discussed an alternative way of assessing the communication skill development: asking departments to submit reports on their academic programs. Some departments may already have such reports compiled for accreditation purposes.
- The committee drafted new bylaws, which were requested by the Faculty Senate President Elect. The draft bylaws added one voting member from the College of Rural and Community Development and included a quorum for voting members. The committee bylaws must be updated again if the current oral and writing intensive course requirements change with new general education requirements.

Proposed change in ()s:

The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) ~~and~~ one faculty member from a non-core component area **(and one faculty member from CRCD) (as voting members)**. Membership on the committee will **(may)** include an undergraduate student **(as a non-voting member)**, and representatives from the colleges specifically tasked with core assessment.

- All meeting records, reviewed syllabi and other documents are kept on the Core Review Committee website (access restricted to the committee members).

Core Review Committee Minutes from April 11, 2014 Meeting

Voting members:

Miho Aoki (Chair), Tyson Rinio, Xiangdong Zhang, Jean Richey, Walter Skya

Non-voting members:

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

1. Petition
The committee reviewed two petitions for a Core Communication course substitute.
2. New proposed "C" courses
The committee discussed the new Communication "C" courses proposed by GERC. Jean, who is also on GERC, explained the current "C" proposal. The current proposal is to require three "C" upper division courses emphasize on written, oral and visual communication, but requirements will be less prescriptive and more flexible than the current oral and written intensive course requirements. Most of existing "O" and "W" courses would qualify for new "C" designation with minor modifications. The proposal also include "signature project" for assessment purpose. Kevin suggested to ask departments to report the communication assessment instead of assessing specific courses and setting degree program level goal instead of course level. Jean will take the suggestion to GERC.
3. Meeting minutes from March 27th meeting
The committee edited and approved the meeting minutes from March 27th.
4. OW Course Assessment Spring 2014
Two course were reviewed by Walter. Miho will review the course syllabi again and write letters.
5. Next meeting: Friday April 24th, 2014

**Core Review Committee
Minutes from March 27, 2014 Meeting**

Voting members:

Miho Aoki (Chair), Tyson Rinio, Xiangdong Zhang, Jennifer Schell

Non-voting members:

Kevin Berry, Caty Oehring

1. Meeting minutes from March 14th meeting
The committee edited and approved the meeting minutes from March 14th.
2. Petition
The committee reviewed one petition for a Core Communication course substitute.
4. OW Course Assessment Spring 2014
The committee went over the reviews of the syllabi done by Jennifer and Xiangdong. Miho will review the syllabi and write draft letters. Kevin suggested that the committee write a report on the review and submit it to the Curricular Affairs Committee. He also recommended that we consider asking schools and departments to submit oral and written communication assessments of their programs. The schools and departments might have such assessments already done for accreditation reviews. Currently the committee is reviewing the Oral and Writing intensive course syllabi and has not assessed the actual course activities and outcomes. Reviewing syllabi is limited, and it's difficult to know the actual class activities. Written reports from the schools and department might be a practical way to investigate how the OW courses

contribute to students' communication skill development in each program.

update (March 30th): The Faculty Senate Administrative Committee also would like to see the report. Miho will write the report and send to the Curricular Affairs Committee and the Faculty Senate Administrative Committee.

5. Next meeting: Friday April 11th, 2014

UAF Faculty Development, Assessment, and Improvement (FDAI) Committee

Year End Report 2013-2014

Committee members: Franz Meyer (CNSM, Chair), Bill Barnes (CTC), Mike Davis (BBC), Cindy Fabbri (SoEd), David Fazzino (CLA), Andrea Ferrante (CNSM), Kelly Houlton (CRCD/Dev Ed), Trina Mamoon (CLA), Channon Price (CNSM), Leslie Shallcross (Cooperate Extension Services), Amy Vinlove (SoEd)

Ex officio members: Joy Morrison (Office of Faculty Development), Mike Castellini (Dean, SFOS)

Committee affiliates: Eric Madsen (SoEd)

1. Summary of the 2013-2014 period

During the academic year 2013-2014, UAF's FDAI committee was able to make a number of important contributions to key issues of faculty development, assessment, and improvement. As one of its major tasks, the committee co-led and contributed to the second round of a study of electronic course evaluation systems. This extensive study was carried out in close collaboration with Dr. Eric Madsen (SoEd), the Provost's office, and faculty senate leadership. Other highlights of the year included the support of the Office of Faculty Development (OFD) in the development of innovative approaches to faculty development and the development of a committee mission statement that was submitted for addition to the Faculty Senate bylaws and is currently pending and waiting for approval.

Meetings of the FDAI committee were held monthly in 222 Bunnell. All meetings were well attended and all FDAI members contributed heavily to the rich range of discussions. All meetings were held with working quorums, indicating the activity of the committee during the period covered by this report. Our committee's recorder was Kelly Houlton (her third year as recorder), who has once again impressed the committee with her thorough and timely processing of the meeting minutes. During our first meeting in September 2013, Franz Meyer was elected to serve as committee chair for this academic year. In November 2013 the FDAI welcomed long-time FDAI member Channon Price back into the committee after his return from his sabbatical. Also, early in 2014, the FDAI bid farewell to committee member David Fazzino, who has accepted a Tenure Track Position at a different university.

Details about the main activities of the FDAI committee during the 2013-2014 academic year are summarized in Section 2 of this report.

2. Highlights of 2013-2014 activities

a. Support of and Communications with the UAF Office of Faculty Development

Joy Morrison of the Office of Faculty Development provided monthly updates on her work during the FDAI committee meetings. As during the previous years, Joy was very active throughout this academic period with supporting UAF faculty in many aspects of their work. Besides her usual activities of

reaching out to established and new faculty, awarding travel awards, and inviting renowned speakers for guest presentations, she has engaged in the following activities:

- Joy has worked with the faculty community of UAF to initiate 6 self-organized faculty learning communities that stayed active throughout the year and focused on topics such as *Flipped Classrooms*, *Blended Learning*, *Communicating Across the Curriculum*, *Enhancing Cross-Cultural Knowledge*, *Communication*, and *Education in STEM*, *Utilizing Online Resources and Technology in Classes Targeting Rural Students*, and *Teaching Strategies for Early Career Faculty*. Each learning community had a designated facilitator and met throughout the academic year. More information can be found at http://www.uaf.edu/faculty_development/fdc_ay13-14/.
- The Office of Faculty Development facilitated trips to a large number of faculty development events in the state and nationwide. Through Joy's support, several faculty members were able to attend events such as the *Teaching Professor Teaching Technology Conference, Atlanta, GA*, the *Lilly West Conference on College and University Teaching and Learning, Newport Beach, CA*, and the *Alaska Society for Technology in Education Conference, Anchorage, AK*
- In order to improve communication between researchers from different departments and campuses of UAF, OFD together with the Office of Sponsored Programs (OSP) organized a "Faculty Schmooze" event. The event was attended by faculty from diverse scientific backgrounds and from both UAF main campus and satellite campuses. During the activity, faculty were paired in a "speed-dating" scenario and were given 7 minutes to communicate their research ideas to each other. Every 7 minutes, pairs were switched such that by the end of the event, all faculty had communicated with all other participants. Most faculty were excited by the concept and it is likely that it will be repeated in a similar form in the near future.
- Joy organized a large number of faculty learning opportunities throughout this academic year. Organized events addressed problems such as *Stress and Time Management*, *Classroom Assessment Techniques*, *Faculty Mentoring*, *Grant and Scholarly Writing*, *Communication In and Outside of the Classroom*, and several presentations on the use of technology in education. All activities were widely announced also through the OFD website (http://www.uaf.edu/faculty_development/). Many of the organized events featured renowned speakers such as Dr. Bob Lucas, Institute for Scholarly Productivity, UAF Chancellor Brian Rogers, Libby Roderick, UAA, and others.
- Joy submitted and won a proposal to the People's Endowment Board of UAF to order 50 copies of the book "Advice for New Faculty Members" and 30 copies of "How to Write a Lot". Both books will be available to new and established faculty through OFD.

b. Support of Stage 2 of UAF's Study on Electronic Course Evaluation Systems

In late summer 2012, Provost Henrichs asked Eric Madsen to facilitate a campus-wide discussion about electronic course evaluation systems. Madsen contacted then-Faculty Senate President Jenifer Reynolds and President-elect David Valentine. The President and President-elect asked the FDAI Committee, chaired by Franz Meyer, to handle the Faculty Senate portion of the discussion and to regularly report to Faculty Senate. In response to this request, the FDAI supported an analysis of electronic course evaluation systems through participation in a series of 12 vendor demonstrations during AY 12/13. At the end of AY 12/13, FDAI summarized its findings in a report that was submitted to the Faculty Senate in May 2013 Faculty Senate meeting. One of the key findings mentioned in this report was to continue

the electronic course evaluation study in AY 13/14 by assessing 4 of the 12 e-course evaluation systems more closely.

Starting in September 2013, the electronic course evaluation workgroup, which included several FDAI members, invited 4 vendors to provide somewhat longer and more detailed demonstrations of their system capabilities. The four second-round demonstrations included:

- Evaluation Kit: Online Course Evaluation and Survey System (9/20/13)
- eXplorance: Blue / Evaluations (10/11/13)
- Gap Technologies: Smart Evals (11/1/13)
- University of Washington: IAS Online (11/22/13)
- Debrief and Discussion (12/6/13)

Based on the review of these four course evaluation systems and based on all the information gathered throughout the two stages of the course evaluation study, the study group formulated the following three part recommendation that was submitted by the FDAI to the Faculty Senate for approval:

- **Part 1: The Electronic Course Evaluation Workgroup recommends that UAF should move to an electronic course evaluation system:** Paper-based course evaluation systems are costly to deploy, retrieve, and store; they demand large amounts of personnel time; data-analysis is inefficient; refining questions to make them more meaningful is difficult; and security is problematic. In viewing the system demonstrations and questioning the presenters, the workgroup was mindful that electronic course evaluation systems present their own versions of some of these same challenges and introduce others. Throughout the process, we considered as separate questions: Should UAF move to an electronic course evaluation system? Is there an electronic course evaluation system that adequately addresses concerns and offers enough advantages to make a transition worthwhile?

After analyzing the capabilities of state-of-the-art electronic course evaluation technology and assessing the pros and cons of electronic means of course evaluation, the workgroup recommends that UAF should move to an electronic course evaluation system.

- **Part 2: The Electronic-Course Evaluation Workgroup recommends eXplorance/Blue Course Evaluations:** Based on an initial analysis of 12 e-course evaluation systems and a consecutive more detailed assessment of 4 finalist systems, the workgroup determined that the eXplorance/Blue system met all of the electronic course evaluation features important to UAF and addressed more of those considerations or addressed them more adequately than the other systems considered.

- **Part 3: A workgroup should be formed by the Provost and Faculty Senate Leadership to help design, oversee, and evaluate a pilot of eXplorance/Blue that is appropriate for UAF:** To capture all relevant input, this workgroup shall include representation from faculty, staff (incl. OIT), and administration. The faculty senate shall be represented through at least one representative of the FDAI committee. To preserve the expertise collected throughout the course of this study, the membership of this new workgroup should show some overlap with the membership of the outgoing Electronic Course Evaluation team.

In its meeting on April 7, 2014, the Faculty Senate formally approved these recommendations.

c. Development of a Mission Statement for the FDAI Committee

In order to better organize committee assignments and committee work, the Senate Administrative Committee asked all Faculty Senate committees to revise or approve their committee mission statements or develop such a statement should it not be available. As only little information was available in the Faculty Senate Bylaws about the FDAI's mission, the FDAI committee spent time during AY 13/14 to develop a comprehensive and concise mission statement. This mission statement was submitted to the Administrative Committee for review and is currently pending approval.

d. Connecting with UAF's eLearning and Distance Education Department

Early in 2014, the FDAI committee invited Madara Mason, eLearning and Distance Education, to meet with FDAI and inform the committee about faculty development activities at her department. The goal was to improve interactions between FDAI and eLearning and offer support for the department's efforts to connect with faculty. Madara provided the committee with a wealth of information on a range of development offerings of the eLearning and Distance Education Department including the programs iTeach and iTeachU as well as their available instructional course design support. Both the eLearning and Distance Education Department and the FDAI committee expressed strong interest in continuing this communication and have communicated on several faculty development issues since.

3. Outlook into academic year 2014-2015

The committee plans to continue work in all the areas above, supporting the design of a new approach to faculty development, and further exploring other relevant issues involving the development, assessment, and improvement of our UAF faculty. We are working on strengthening a culture of faculty development at UAF, and we thank the members of the FDAI Committee for their dynamic input.

Faculty Development, Assessment and Improvement Committee Meeting Minutes for March 27, 2014

I. Franz Meyer called the meeting to order at 4:02 pm. II. Roll call:

Present: Bill Barnes, Cindy Fabbri, Andrea Ferrante, Kelly Houlton, Eric Madsen, Trina Mamoon, Franz Meyer, Joy Morrison, Channon Price, Leslie Shallcross, Amy Vinlove
Excused: Mike Castellini
Absent: Mike Davis

III. Report from Joy

Joy commended the Committee on the Status of Women for their March 11 Roundtable on Mentoring which was nicely done and well attended. Several roundtables were set up with a different mentoring topic to discuss at each table. Attendees moved around to each table to discuss the different issues and best practices in mentoring.

Five faculty members attended the recent Lilly West conference in California, and our own Amy Vinlove presented at the conference. Joy reported that most attendees felt they learned a lot and found it inspiring.

Libby Roderick, Associate Director of Faculty Development at UAA gave a well-attended talk regarding her co-authored book, *Stop Talking: Indigenous Ways of*

Teaching and Learning on March 25. Joy has the URL for Libby's lecture and her Power Point slides. Joy is really working with her faculty development counterparts in Anchorage to bring more faculty development opportunities to UAF. She is going to UAA's Faculty Development Awards Breakfast on April 11 to determine if something similar could be done at UAF. In addition, she is looking into bringing a UAA theatre group to UAF to present skits on bullying in the classroom – which is a real problem for Anchorage faculty. C. P. asked if anyone knew what kind of bullying may be occurring on the Fairbanks campus, or who should know? Joy said she would ask Libby Roderick for more information on what UAA has compiled on their campus. Kelly mentioned that if UAF faculty members are experiencing bullying from students then Don Foley would be the person to ask for more information if faculty have reported the issue to him.

Joy informed us that the Research Schmooze is all set up for April 15 with a meeting room and computers. She also let us know that Bob Lucas will be leading workshops on Scholarly Writing and an Intro to Proposal writing on April 25 from 1:00 – 4:00 pm and all day Saturday, April 26 respectively.

There was a question regarding which faculty members are attending faculty development presentations. We wondered if Joy had a breakdown of the number of faculty from each department. Joy said she may do a breakdown by College for her annual report to the Provost and would share this with the FDAI Committee.

IV. Updates on Electronic Course Evaluation Report

Eric presented the Report findings to Faculty Senate and there was some discussion online afterwards. The goal now is to have Faculty Senate approve a motion to endorse the move to electronic course evaluations. C.P. moved that this be done and it was seconded. Franz read the draft of the motion, and after some discussion, we decided to clarify the three parts of the motion and change the order to 1) the ECE work group recommends that UAF move to electronic course evaluations; 2) the ECE work group recommends eXplorance/Blue as the new vendor; and 3) a new work group should be formed to design, oversee and evaluate a pilot of the new system to determine methods for implementing it at UAF (summarized). Franz will revise the motion, email it to our committee and has asked that we respond electronically before noon tomorrow (Friday, March 28) so that he can take it to the Administrative Committee meeting later in the day. In addition, we voted that a second motion will be written recommending that Eric and Franz be included in the leadership of the new work group. Franz will email a draft of this to our committee in the near future.

V. Evaluation of Unit Peer Review Committee Criteria and Composition

Franz reported that the Unit Criteria Committee will take the lead on this issue, but they will inform him of their work so he may report updates to the FDAI Committee. While we felt the FDAI Committee should be involved, we also felt that as it was beyond our purview, we should not take the lead. Faculty Senate decided not to try to combine two committees to work on this issue. Joy suggested that of member of the Faculty Affairs Committee also be involved as well.

VI. Other Business

Amy shared some information with us from an interesting presentation she attended at the Lilly West Conference on some new software being developed at Cal Tech that allows students to become more involved with their professors' Power Point presentations via iPads. While the product is not ready for release yet, it does show much promise in

encouraging students to add slides with questions or extra notes on them. Amy will forward the slides from the presentation to Franz who will in turn forward them on to our committee members.

We briefly touched on the budget challenge that UAF is facing. Franz told us that a committee has been formed to prioritize increment requests and evaluate/prioritize cuts to the budget. Latest developments regarding this topic will be provided during the upcoming Faculty Senate meeting.

VII. Upcoming Events

- a. Next FDAI meeting: 4-24-14 from 4-5:00 pm
- b. Administrative Committee meeting: 3-28-14
- c. Faculty Senate meeting: 4-7-14

VIII. Adjourned at 5:05 pm

Respectfully submitted by Kelly Houlton.

**Graduate Academic and Advisory Committee
Meeting Minutes for March 31, 2014**

Attending: Vince Cee, Lara Horstmann, Mike Daku, Holly Sherouse, Jayne Harvie, Christina Chu, Donie Bret-Harte, Elisabeth Nadin

- I. Minutes from our meeting of 3/10/14 were passed
- II. GAAC passed the following course proposals and changes:
21-GNC: New Course: [MBA F624 - Controllership](#)
27-GCDr.: Course Drop: [NRM F634 - Resource Management in Developing Countries](#)
- III. Several new assignments were made
- IV. We discussed revisions to our by-laws. GAAC passed a motion to change its by-laws in the fall that would have made up to two graduate student representatives voting members and removed our responsibility to consult on tax-related issues, for which we feel that we are not qualified. This motion was referred back to our committee with advice to consider how graduate student representatives would be chosen, and what to do in cases of conflict of interest. We had not had a chance to discuss these points fully because of the need to work on course proposals and changes. We proposed new language to address these points. We plan to discuss this again at our next meeting, because several members were not present at this meeting.

**Graduate Academic and Advisory Committee
Meeting Minutes for March 10, 2014**

Attending: Laura Bender, Lara Horstmann, Holly Sherouse, Franz Mueter, Sophie Gilbert, Amy Lovecraft, Vince Cee, John Yarie, Elisabeth Nadin, Donie Bret-Harte, John Eichelberger, Jayne Harvie

- I. Minutes from our meeting of 2/17/14 were passed, with one correction.
- II. Updates on course proposals and program changes in progress were discussed. None of the proposals underway are ready to be voted on today. These included: ART 463/663, ART 490/690, BIOL 6xx Biology of Cancer, NRM 641, MBA 624, and the proposal for a graduate certificate program in resilience and adaptation. All are in the process of revision.
- III. Several new assignments were made.

- IV. We discussed some of the issues involved in passing the program change in geophysics. The faculty sponsors were not made aware of all of the comments that arose during the last GAAC meeting immediately prior to the vote, in part because it was so close to the deadline to make it into the catalog this year. At least one item might have lead to changes in the proposal. We agreed that it should be our policy to always contact faculty with issues that are raised, and give them an opportunity to respond with corrections.

- V. The next GAAC meeting will be March 31, 2014, at 9 am.

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

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'.

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

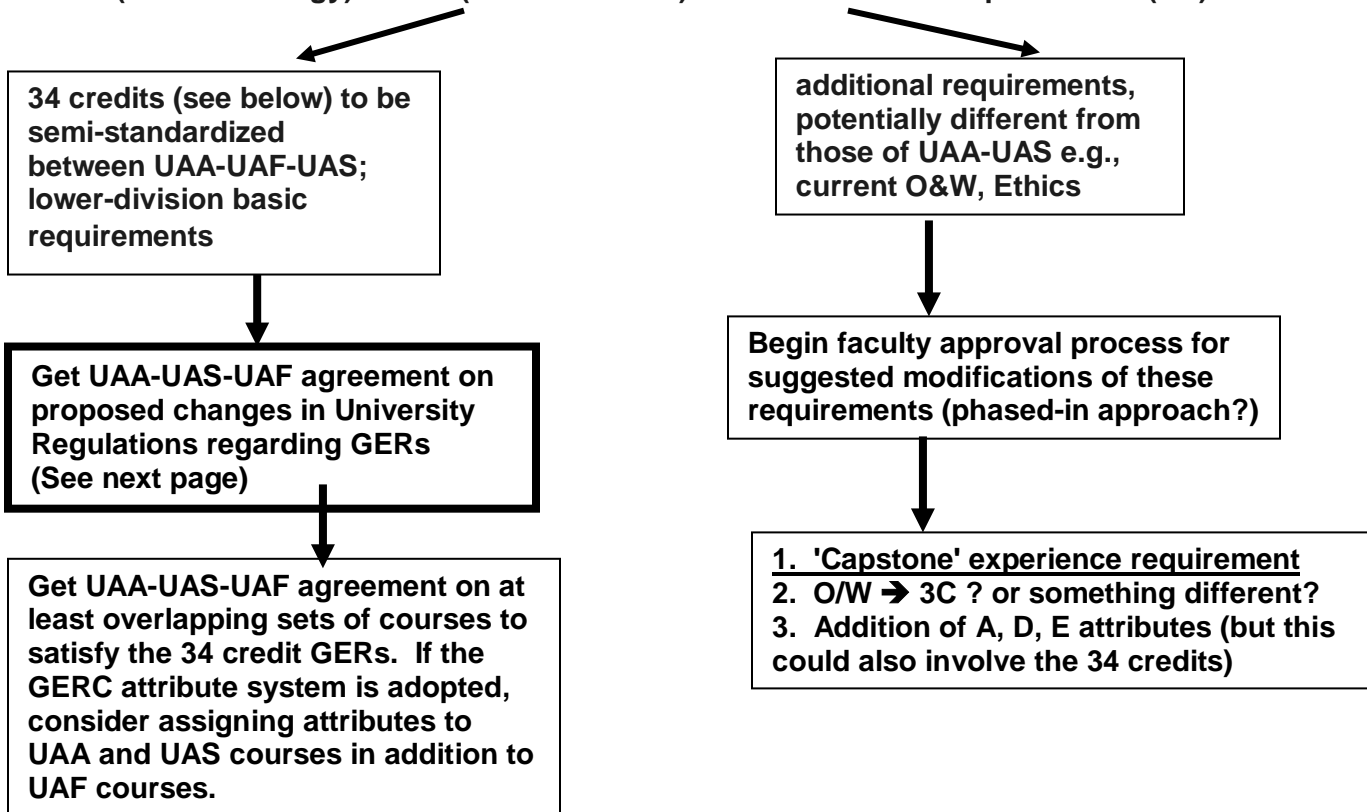
"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements.

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"

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

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



This page gives (top) the current UA regulations for courses meeting the 34 credit GER and a proposed alternate version. At the bottom is the current tally of credits required as part of the GER. Both can be changed by agreement of the UAA, UAF, and UAS Faculty Senates, 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

Current 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

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

Total

34 credits minimum

MOTION:

The UAF Faculty Senate moves to endorse the following set of common Student Learning Outcomes as recommended by the General Education Learning Outcomes sub-committee of the UA Faculty Alliance. These replace the learning outcomes enumerated in the "Objectives and Student Learning Outcomes" adopted by the UAF Faculty Senate at meeting #175 (as amended at meeting #179).

Effective: Immediately

Rationale: The UA Board of Regents has directed the Universities of Alaska to align their general education requirements. As a first step toward alignment, the General Education Learning Outcomes sub-committee of the UA Faculty Alliance developed these learning outcomes based largely on the objectives and student learning outcomes adopted at meeting #175 of the UAF Faculty Senate, as amended in meeting #179. This is directed explicitly at baccalaureate programs, and therefore implicitly at AA and AS degree programs. The means of demonstrating achievement in these areas (the "bullet points" on the existing UAF student learning outcomes) will be addressed in the future.

All baccalaureate graduates in the University of Alaska system shall achieve the following student learning objectives:

- **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, [[technologies,]] mathematics, humanities, [[histories, languages,]] and the arts.
- **Develop Intellectual and Practical Skills across the curriculum**, including inquiry and analysis, **QUANTITATIVE LITERACY**, critical and creative thinking, problem solving, written and oral communication, information literacy, [[technological competence,]] and collaborative learning.
- **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning and intercultural competence, [[and knowledge of Alaska and Alaskan issues]] **WITH PARTICULAR EMPHASIS ON ALASKA AND THE CIRCUMPOLAR NORTH.**
- **Integrate and Apply Learning**, including [[synthesis and advanced accomplishment]] **ABILITY TO SYNTHESIZE KNOWLEDGE AND SKILLS** across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

ATTACHMENT 199/12
UAF Faculty Senate #199, May 5, 2014
Submitted by the Curricular Affairs Committee

MOTION:

The Curricular Affairs Committee moves that the Faculty Senate submit the following changes to the UAF baccalaureate requirements for a faculty vote of approval:

Each student must complete a capstone course or experiential learning opportunity (e.g. internship) in student's major or program (0 – 3 credits). It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience.

Effective: Upon approval by faculty vote

Rationale: This change is proposed in support of satisfying UAF's Learning outcome #4:
"Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."

Many UAF Departments and Programs currently have baccalaureate capstone experience requirements; the purpose of this change is to create a UAF-wide requirement. We envision this proposed change as not adding a significant burden to UAF faculty and students.

ATTACHMENT 199/13
UAF Faculty Senate #199, May 5, 2014
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to amend the Group B Administrator Guidelines for the Evaluation Process for Administrators, as follows.

EFFECTIVE: Immediately

RATIONALE: In some years, the Faculty Senate Administrator Review Committee may not be constituted because Group A reviews are behind or none occur. Group B review oversight only calls for an independent verification that proper procedures were followed. This provides a mechanism to accomplish oversight in the event that the Faculty Senate Administrator Review Committee does not exist.

BOLD CAPS = Addition
[[]] = Deletion

GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

Group B Administrators:

In addition to be reviewed annually by his/her immediate Supervisor, "Group B" administrators are to undergo a 3-year comprehensive review. At a time designated by the Supervisor during the fall semester of the academic year of comprehensive review, the "Group B" administrator will submit a self-evaluation report to his/her Supervisor. The self-evaluation shall include: (1) comments on the annual performance evaluations; (2) a summary of his/her notable activities/accomplishments in the previous years; and (3) a statement of relevant goals/objectives relative to assigned or planned administrative duties for the upcoming years. The Supervisor's evaluation shall include faculty and/or staff opportunities for comment on the "Group B" administrator's performance. Comments received shall be referenced in anonymous and aggregate summary in the written evaluation provided to the "Group B" administrator. The Supervisor will include, as part of the written evaluation, an appended workload assignment and/or statement of performance expectations for the "Group B" administrator for the subsequent review period. A summary statement of the process used to assure faculty/staff input into the evaluation will be forwarded to the Faculty Senate Office by March 15 of the academic year the "Group B" administrator is scheduled for review. **IF CONSTITUTED, [[T]]the Faculty Senate Faculty Administrator Review Committee shall review the evaluation process in order to perform their oversight function in the administrator review. OTHERWISE, THE FACULTY SENATE PRESIDENT AND PRESIDENT-ELECT WILL REVIEW THE PROCESS, SUBJECT TO THE APPROVAL OF THE FACULTY SENATE ADMINISTRATIVE COMMITTEE.**

The following criteria will be used to determine which administrators are placed on or removed from the “Group B” list. As vacancies and appointments occur, changes to the list shall be determined annually by the Provost in consultation with the Faculty Senate President.

- “Group B” administrator responsibilities must administrative in nature.
(“Group B” administrators must not be Union members, UNAC or ACCFT).
- “Group B” administrators report to “Group A” administrators.
(Group A” administrators report to the Chancellor, Provost, or Vice Chancellor.)
- “Group B” administrators supervise faculty and are involved in faculty performance reviews.

ATTACHMENT 199/14
UAF Faculty Senate #199, May 5, 2014
Submitted by the Unit Criteria Committee

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Computer Science.

EFFECTIVE: Fall 2014
 Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Department of Computer Science. With minor revisions, the unit criteria were found to be consistent with UAF guidelines.

**UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY
AND COMPUTER SCIENCE 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 COMPUTER SCIENCE DEPARTMENT OF THE COLLEGE OF ENGINEERING AND MINES. 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.

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. ***THE LEVEL OF PRODUCTIVITY EXPECTED OF A FACULTY MEMBER IN EACH AREA (TEACHING, RESEARCH, AND SERVICE) WILL BE COMMENSURATE WITH THE PERCENTAGE OF HIS OR HER WORKLOAD DEDICATED TO SUCH ACTIVITY.***

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

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers ***WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:***

- 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;
- g. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***INCLUDING THE DEVELOPMENT OF DISTILLED KNOWLEDGE (BOOKS, SOFTWARE, DOCUMENTATION) FOR STUDENT USE;***
- h. may receive prizes and awards for excellence in teaching;
- i. ***DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER ENGINEERING ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANEL;***
- j. ***INVOLVE STUDENTS, ESPECIALLY GRADUATE STUDENTS, IN QUALITY RESEARCH ACTIVITIES;***

SPECIFIC CS CRITERIA FOR TEACHING PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY TEACHING PROGRAM MUST BE PROVIDED, AS WELL AS EVIDENCE OF AN EFFORT TOWARD CONTINUAL IMPROVEMENT.

II. ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS CONTEMPORARY AND RELEVANT, AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT IS NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE GUIDING AND MENTORING OF STUDENTS, AND EFFECTIVE CLASSROOM TEACHING PERFORMANCE. THERE MUST BE EVIDENCE OF SUCCESSFUL COMPLETION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR COSUPERVISOR).

III. PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO, CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL FACILITIES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS. THERE SHOULD BE A RECORD OF CONTINUING SUCCESSFUL MENTORSHIP OF GRADUATE STUDENTS AS EXEMPLIFIED BY JOINT AUTHORSHIP OF PUBLICATIONS, INVOLVEMENT OF GRADUATE STUDENTS IN RESEARCH PROJECTS, AND COMPLETION OF GRADUATE DEGREES UNDER HIS/HER SUPERVISION SINCE THE PREVIOUS PROMOTION. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.

a. **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 *AND ENGINEERING* work, *SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS* at galleries, *CONFERENCES AND MUSEUMS, WHERE* selection

for these exhibitions *IS* being based on rigorous review and approval by juries, recognized artists, or critics.

- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art *AND ENGINEERING* works, *SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS*, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CS CRITERIA FOR RESEARCH PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: EVIDENCE OF RESEARCH ABILITY AND A COMMITMENT TO ESTABLISH A VIABLE RESEARCH PROGRAM.

II. ASSOCIATE PROFESSOR: THE FACULTY MEMBER MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM THAT PRODUCES A SATISFACTORY NUMBER OF PEER-REVIEWED PUBLICATIONS AND PRESENTED RESEARCH RESULTS AT PROFESSIONAL MEETINGS. THE SUBMISSION OF RESEARCH PROPOSALS AND ACQUISITION OF EXTERNAL RESEARCH FUNDING, AND THE COMPLETION OF CONTRACT RESEARCH REPORTS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. SUSTAINED PRODUCTIVITY MUST BE SHOWN WITH ADEQUATE EVIDENCE OF RESEARCH ACTIVITIES AND PUBLICATIONS SINCE INITIAL APPOINTMENT, WITH THE CANDIDATE TAKING A LEADING ROLE IN RESEARCH AND PUBLICATIONS. THE FACULTY MEMBER MUST ALSO SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS RESULTING IN PUBLICATIONS THAT INVOLVE STUDENTS.

III. PROFESSOR: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT NUMBER OF PEER-REVIEWED PUBLICATIONS. TO INDICATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM, THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUANTITY AFTER THE PREVIOUS TENURE/PROMOTION/APPOINTMENT, WITH DOCUMENTED EVIDENCE OF HIGH QUALITY AND SHOULD DEMONSTRATE STUDENT INVOLVEMENT. A NATIONAL OR INTERNATIONAL REPUTATION OF THE CANDIDATE (E.G., AS DEMONSTRATED BY A HIGH NUMBER OF ARTICLE CITATIONS, PROFESSIONAL ACTIVITIES, PRESENTATIONS AT MEETINGS, AND DOCUMENTED OPINIONS OF OTHER ENGINEERS AND SCIENTISTS IN THE FIELD) IS EXPECTED.

THE DISCIPLINE OF COMPUTER SCIENCE DOES NOT PREFER JOURNAL OVER CONFERENCE PUBLICATION, AND A SELECTIVE CONFERENCE (E.G., SIGGRAPH) IS MORE PRESTIGIOUS THAN AN AVERAGE JOURNAL. THUS FACULTY EVALUATION MUST INCLUDE ALL PEER-REVIEWED PUBLICATIONS.

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.

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 *OF FACULTY*.
- j. Prizes and awards for excellence in university service.
- k. *SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.*
- l. *PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.*

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and

measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

SPECIFIC CS CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: EVIDENCE OF A COMMITMENT TO CONTRIBUTE TO THE SERVICE MISSION OF THE COLLEGE.

II. ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.

III. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS INCLUDING COMMITTEE LEADERSHIP OR UAF FACULTY SENATE SERVICE AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS ENGINEERING SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.

EXAMPLES OF SERVICE ACTIVITIES APPROPRIATE FOR FACULTY INCLUDE (BUT ARE NOT LIMITED TO):

a. K-12 AND/OR INFORMAL ENGINEERING EDUCATION;

b. PRESENTATION OF ENGINEERING TO THE PUBLIC.

MEASURES OF EFFECTIVENESS OF PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

a. ACCOMPLISHMENTS GAINED THROUGH SERVICE TO ORGANIZATIONS;

b. OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.

DISCUSSION ITEM: Two Competing proposals for modifying O & W

Both proposals are intended to provide both more flexible and effective approaches to student upper division communication requirements. The current system of 2Ws + 1 O is conceptually simple and easy to enforce on students but is a 'one size fits all' approach to a complex problem. Having a single set of rules for the O and W classes theoretically makes them possess uniform characteristics—but in practice neither course content nor effectiveness are actually monitored. Proposal I would replace 'O & W' with 'C' courses. These would need to be approved, monitored, and evaluated by UAF faculty committees. Proposal II would make the communications requirements for each degree the responsibility of each department/program. Faculty in each program would monitor and evaluate the effectiveness of their communications requirements.

I. Replace the requirement for '2W courses + 1 O course' with '3 C Courses'

Draft Guidelines for 'C' courses Minimum criteria for course approval:

- 1. Explicitly address at least three of these objectives:**
 - A. Students will be able to revise written work in response to instructor and peer feedback.
 - B. Students will be able to write effectively for diverse audiences.
 - C. Students will be able to recognize and navigate the concepts, genres, and conventions of the course discipline.
 - D. Students will be able to select appropriate writing technologies to collaborate in personal, professional and civic relationships.
 - E. Students will be able to listen effectively and respond effectively to communication practices in the course.
 - 2. At least 50% of the grade must come from assignments utilizing the types of writing and combination of written and non-written forms of communication most appropriate to disciplinary needs and standards and course content. Non-written forms of communication may include, but are not limited to: oral presentations, discussions, training, videography, podcasting, or performance.**
 - 3. Provide guided and prompt feedback and opportunities for student revision on student projects, presentations, and papers.**
 - 4. In addition to written and spoken communication, address other forms of communication in the course discipline, such as reading and listening and multimodal, digital, or visual communication.**
 - 5. Address and practice accurate and ethical referencing/citation practices of source material as it pertains to source authority, academic honesty, and personal credibility.**
 - 6. Faculty must have attended a training workshop, to be offered every semester**
-

Notes concerning this proposal:

1. The ultimate rules for proposed 'C' courses are not fixed; these are the proposed rules and are included to give a better understanding of what the 'C' courses would likely entail.
 2. Based on the above, all existing O and W courses would need to be revised and reviewed to qualify for 'C' status. None would automatically become 'C' courses. W,O and W, O½ courses would become 'C'.
- =====

II. Replace the requirement for '2W courses + 1 O course' with:

a requirement that "all baccalaureate degrees contain a communication element integrated within the upper-division course requirements". Each program would be responsible for creating a specific list of communication objectives and implementing a plan to integrate appropriate communication components within the degree course requirements. Faculty in each program will also create appropriate assessment criteria, collect and review relevant assessment data, and modify the communication components as needed.



UAF Faculty Senate

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www.uaf.edu/uafgov/faculty-senate

April 18, 2014

Dear Debu:

First, congratulations on your election to the Faculty Senate leadership as the President-Elect for 2014-2015. I think you will find your next two years a challenging and rewarding experience. And thank you for talking with me on Monday, April 14 about how to address potential conflicts of interest arising from your leadership roles in the UAF Faculty Senate and United Academics (UNAC). For better or worse, the effectiveness of the UAF Faculty Senate is predicated more on trust and mutual respect among its members than on a tightly defined, legalistic framework. There is no Senate rule that compels disclosure of conflicts of interest by candidates for Senate office. As we discussed, however, it is of real value to the Faculty Senate that your multiple leadership roles are well understood, and the Senate should have confidence that your leadership of the Faculty Senate will not be compromised by conflicts of interest arising from your service as Organizational Vice President of UNAC. In thinking about simultaneously serving in two such leadership roles, I anticipate that the following potential conflicts of interest could arise.

1. UNAC represents faculty across UAF, UAA, and UAS. The UAF Faculty Senate, while recognizing many areas of common interest with colleagues at UAA and UAS, will be occasionally in conflict with faculty senates at the other two universities. Even though the role of Organizational VP is to represent UAF within UNAC, it is nevertheless possible that you would be expected to support UNAC decisions that the UAF Faculty Senate might not.
2. The UAF Faculty Senate represents all faculty at UAF, including members of UNAC, members of the University of Alaska Federation of Teachers, and faculty who have chosen to be members of neither union. Some of the non-UNAC faculty may be concerned about potential biased leadership.
3. The leadership of the Faculty Senate works closely with the administrations of UAF and UA System on a variety of issues concerning academics and faculty affairs. This requires open lines of communication between administrators and Faculty Senate leaders. However, there are restrictions on topics of communication between union representatives and administration. There are also situations in which the administration is willing to seek input on issues of shared governance from faculty governance leaders but does not intend to involve the unions. It appears difficult to ensure effective communication between yourself and administration at both UAF and the UA Statewide System if and when such topics arise. This would result in diminished representation and participation of UAF faculty in university governance.
4. The interests of the Faculty Senate and faculty unions often overlap, but not always. The Faculty Senate and the unions may assign different priorities to various issues, or even disagree about the appropriate mechanism to address certain issues. During a time of

shrinking budgets, for example, faculty unions may decide to take action against management, even as the Faculty Senate would continue to have shared governance responsibilities. It appears difficult or impossible for one person to act in the interests of both institutions in such a situation.

5. According to Article 5 of the current Collective Bargaining Agreement between UNAC and UA, UNAC may purchase up to 48 workload units of faculty time to enable UNAC leaders to carry out their duties. This is a great deal more than the UAF governance office allocates to senate leadership; regardless of good intentions to the contrary, this will imply a differential allocation of time and energy towards union operation and governance, with the likely perception that one or the other is being shortchanged.

During our conversation, we agreed that you would provide written comments about these issues to the Faculty Senate via the Administrative Committee. I think it would be most helpful if you could focus your comments on the following two questions.

1. How can you reassure the Faculty Senate that the aforementioned conflicts of interest will not occur? As we discussed, this isn't a question of good intents or good will; it is a structural conflict between the role of the Faculty Senate President and that of union leadership.
2. Are there other potential conflicts of interest that the Faculty Senate should be aware of, either because of additional activities or because I haven't thought these through completely?

If the Administrative Committee has your responses by Wednesday, April 23, we would then be prepared to include your statement in the May 5 Faculty Senate agenda or request any additional information from you, if needed.

I'd be happy to meet with you to further discuss these issues. Thank you for working toward ensuring the most effective Faculty Senate possible.

Sincerely,

A handwritten signature in black ink that reads "David Valentine". The signature is written in a cursive, flowing style.

David Valentine, President
UAF Faculty Senate

cc: UAF Faculty Senate Administrative Committee

April 23, 2014

David Valentine
President, UAF Faculty Senate

Dear David,

Thank you for your letter of April 18, 2014. I appreciate you sharing your concern on potential conflict of interest in serving simultaneously as the President-elect of UAF faculty senate and Organizational Vice-President of United Academics in AY2014-15. In all honesty, I consulted with a few senators and one former President of Faculty Senate, who was also the chair of the Faculty Alliance, about your concern. None of them believed that my service would pose any conflict of interest, simply because the roles are complementary and serves the faculty at large in UAF. However, I respect your concern and would feel more comfortable in reaching a conclusion about any potential conflict of interest after exploring a bit further on the specifics by visiting with the faculty senate administrative committee, if desired. Alternately, if you prefer, I will be happy to simply address the new Senate on May 5, 2014 with my remarks as the President-elect.

Additionally, I would like to remind you that in AY2014-15, I am the President-elect and **not the President** of Faculty Senate of UAF. As you are aware, my responsibility as the Faculty Senate President begins in 2015-16 and at that time I will have no other roles in any faculty union. I view the next year as an opportunity for the faculty and administration to work together in shared governance responsibilities to undertake decisions that will benefit our university. Over the next year, I plan to work closely with Faculty Senate President Cecile Lardon in working on the variety of issues concerning academic and faculty affairs. Let us ensure, under your leadership before May that the shared governance responsibilities are properly being recognized, and not inadvertently being confused.

Thank you for the opportunity to review your concern on potential conflict of interest. I look forward to working with you in your new role as the chair of the Faculty Alliance.

Sincerely yours,



Debasmita Misra
Faculty Senator, CEM

cc: Jayne Harvey, Faculty Senate Coordinator; UAF Faculty Senate Administrative Committee

To: David Valentine, President
Cecile Lardon, President elect
UAF Faculty Senate

CC: Susan Henrichs, Provost
Paul Layer, CNSM Dean

From: Elizabeth Allman, DMS
Sergei Avdonin, DMS
Leah Berman, DMS
John Rhodes, DMS
Alexei Rybkin, DMS
Gordon Williams, DMS

Date: April 19, 2014

RE: Update: Revitalizing the Mathematics Ph.D.

Following our DMS Ph.D. revitalization report to the Faculty Senate dated November 26, 2013, a request was made for an update on enrollment numbers on February 3, 2014, to be submitted by April 23, 2014. We pass along the following information.

Three essentially complete applications to the UAF Mathematics Ph.D. program were processed this year. (The admissions office did not allow applications until late fall, which we discovered from an applicant reporting the problem to us.) Of these, one was accepted for admission and will begin at UAF in the fall. More specifically,

- One student applied to work with S. Avdonin. While we were still awaiting TOEFL scores, he accepted a graduate school offer in France, and withdrew his application.
- One student was admitted and will matriculate in the fall. L. Berman and G. Williams are his expected co-advisers.
- One student was denied admission. This student will earn a MS at UAF in May 2014, but his academic record at UAF was mixed, and there were doubts that his performance would be strong enough for successful completion of the Ph.D.

In addition, we currently know of two students who are likely to apply for admission to begin the Ph.D. program in January 2015. One is a current strong MS student who will graduate in December 2014, and would like to work with E. Allman. The other is currently in a graduate program elsewhere, and would like to work under S. Avdonin.

Other inquiries were made to faculty interested in advising Ph.D. theses, but these did not lead to completed applications.

Though not requested, we pass along an incident that emphasizes the importance of developing and maintaining a vital Ph.D. program at UAF. This year DMS conducted a faculty

search for a statistician. The candidate pool was excellent, and an offer was made to a stellar candidate. As the last details of the offer were being negotiated with the Dean, this candidate received an unexpected offer from another university, which he chose over UAF's. The primary reason the candidate gave for declining UAF's offer was the lack of a Statistics Ph.D. program here. Even though his research interests meshed very well with focus areas of UAF such as petroleum engineering and the geosciences, and the opportunities for interdisciplinary research were appealing to him, this was not enough to counterbalance the lack of a Ph.D. program. This is clear evidence that not having a Ph.D. program can adversely affect faculty recruitment, and affect the university very broadly.

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

2014 Emil Usibelli Awards

Dr. Joseph Thompson, *Emil Usibelli Teaching Award Winner*
Dr. Roger Ruess, *Emil Usibelli Research Award Winner*
Dr. Elena Sparrow, *Emil Usibelli Public Service Award Winner*

Nominees:

Dr. Sukumar Bandopadhyay (*Research and Public Service*)
Dr. Michael Harris (*Teaching*)
Dr. Jerry Lipka (*Research*)
Ms. Patricia Meritt (*Teaching*)
Dr. Debasmita Misra (*Public Service*)
Dr. David Newman (*Teaching*)
Dr. Ben Potter (*Research*)
Dr. Anupma Prakash (*Research*)
Dr. Todd Radenbaugh (*Teaching and Public Service*)
Mr. Raymond RaLonde (*Public Service*)
Dr. Yuri Shur (*Research*)
Dr. William Simpson (*Teaching*)
Ms. Linda Tannehill (*Public Service*)
Dr. David Verbyla (*Research*)
Dr. Jason Whipple (*Teaching*)
Dr. Matthew Wooller (*Research*)

2014 UAF Emeriti

Dr. Kathleen Butler-Hopkins, Professor of Music, Emerita
Mr. Michael Davis, Associate Professor of Rural Development, Emeritus
Dr. S. Craig Gerlach, Professor of Cross-Cultural Studies, Emeritus
Mr. Robert Gorman, Professor of Extension, Emeritus
Dr. John Hopkins, Professor of Music, Emeritus
Dr. Gerald McBeath, Professor of Political Science, Emeritus
Dr. John Olson, Professor of Physics, Emeritus
Dr. Gordon Pullar, Associate Professor of Rural Development, Emeritus
Dr. Kenneth Sassen, Professor of Atmospheric Sciences, Emeritus
Mr. Fred Sorensen, Professor of Extension, Emeritus
Dr. Terry Whitledge, Professor of Marine Science, Emeritus
Dr. Frank Williams, Director of the Arctic Region Supercomputing Center, Emeritus
Ms. Miranda Wright, Director of the Department of Alaska Native Studies and Rural
Development, Emerita

ATTACHMENT 199/21
 UAF Faculty Senate #199, May 5, 2014
 Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2014-2015 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

UAF Faculty Senate Meetings

Location is the Wood Center Carol Brown Ballroom, unless otherwise noted in the meeting agenda.
<http://www.uaf.edu/uafgov/faculty-senate/meetings/>

Fall 2014 Semester				
Meeting #:	Date	Day	Time	Type
200	Sept. 8, 2014	Monday	1-3 PM	Audio Conference
201	Oct. 6, 2014	Monday	1-3 PM	Face to Face
202	Nov. 3, 2014	Monday	1-3 PM	Audio Conference
203	Dec. 1, 2014	Monday	1-3 PM	Audio Conference
Spring 2015 Semester				
204	Feb. 2, 2015	Monday	1-3 PM	Face to Face
205	Mar. 2 2015	Monday	1-3 PM	Video/Audio Conference
206	Apr. 6, 2015	Monday	1-3 PM	Audio Conference
207	May 4, 2015	Monday	1-3 PM	Face to Face

2014-2015 Faculty Senate Committees

Standing Committees

Curricular Affairs Committee

Ken Abramowicz, SOM (16)
Brian Cook, CLA (16)
Rob Duke, CLA (15)
Joan Hornig, SOE (16)
Cathy Hanks, CNSM (16)
Dennis Moser, LIB (16)
Rainer Newberry, CNSM (15) - Convener
Todd Radenbaugh, CRCD (15)
Cindy Hardy, SADAC Chair - ex officio

Faculty Affairs Committee

Elizabeth Allman, CNSM (16)
Chris Fallen, IARC (15)
Galen Johnson, UAF CTC (15)
Julie Joly, SNRAS (15) - Convener
Leslie McCartney, LIB (15)
David Valentine, SNRAS (16)
Walter Skya, CLA (16)

Unit Criteria Committee

Chris Coffman, CLA (15) – Convener
David Maxwell, CNSM (16)
Sarah Hardy, SFOS (15)
Chris Hartman, CEM (16)
Ping Lan, SOM (16)
Sunny Rice, SFOS (16)
Cathy Winfree, UAF CTC (15)

Permanent Committees

Faculty Development, Assessment and Improvement Committee

Bill Barnes, UAF CTC (15)
Diana DiStefano, CLA
Brian Himelbloom, SFOS (16, Alternate)
Franz Meyer, GI (15) – Convener
Leslie Shallcross, CES (15)

Graduate Academic and Advisory Committee

Donie Bret-Harte, CNSM (15) – Convener
Michael Daku, CLA
Lara Horstmann, SFOS (15)
Amy Lovecraft, CLA (15)
Elisabeth Nadin, CNSM
John Yarie, SNRAS (16, Alternate)

Research Advisory Committee

Jon Dehn, GI (15)
Anna Berge, CLA (15)
Georgina Gibson, IARC (16)
Joanne Healy, SoED (15)
Kris Hundertmark, IAB
Orion Lawlor, CEM (16) - Convener
Andrew Mahoney, GI (16)
Andrew McDonnell, SFOS (16)
Jessie Cable Young, IARC (15)

Information Technology Committee

Julie Cascio, CES (16)
Barbara Blake, CRCD (16)
Rorik Peterson, CEM (16) - Convener
OIT member (to be named) - ex-officio
eLearning member (to be named) - ex-officio
Other faculty members (to be named)

Committee on the Status of Women

Elected membership

Diana DiStefano, CLA (16)
Mary Ehrlander, CLA (16)
Jenny Liu, CEM (15)
Ellen Lopez, CANHR (15)
Erin Pettit, CNSM (16)
Shawn Russell, CRCD (16)
Derek Sikes, CNSM (15)
Kayt Sunwood, Women's Center
Jane Weber, CRCD (16) – Convener

Core Review Committee

CLA:

Yelena Matusevich, Humanities (16)
Kevin Sager, Communication (16)
Jennifer Schell, English (15) - Convener
Brian Kassof, Social Sciences (16)

LIB:

Tyson Rinio, Library (15)

CNSM:

Larry Duffy, Science (16)
Leah Berman, Math (16)

At-Large Representative:

Andrew Seitz, SFOS

College Reps:

Tony Rickard, CNSM
Kevin Berry, SOM

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**Student Academic Development & Achievement
Committee**

Cindy Hardy, CRCD/DevEd – Convener
Joe Mason, CRCD Northwest Campus
VACANT, CLA – English (16)
Curt Szuberla, CNSM – Science (15)
Gordon Williams, CNSM – Math (15)
Sandra Wildfeuer, CRCD Interior Aleutians
Representatives from Rural Student Services,
Student Support Services, Academic Advising
Center.

Curriculum Review Committee

Curriculum Council Chairs or Reps
Membership to be updated for 2014-15
Rainer Newberry, Faculty Senate Rep - Convener
SNRE: Peter Fix
CRCD: Jak Maier
UAF-CTC: Keith Swarner
SOE: Gary Jacobsen
CNSM: Tom Green
SOM Undergraduate curriculum: Thomas Zhou
CLA: Rob Duke (Spring 14)
CEM: Chuen-Sen Lin
SFOS Rep: Andres Lopez

ATTACHMENT 199/23
UAF Faculty Senate #199, May 5, 2014
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2014. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 5, 2014

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.
