FOR MORE INFORMATION, CONTACT:
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Zoom Link: https://zoom.us/j/680895167

AGENDA
UAF FACULTY SENATE MEETING #212

Monday, February 8, 2016 – 1:00 - 3:00 PM
Wood Center Carol Brown Ballroom

1:00	I.	Call to Order – Debu Misra A. Roll Call B. Approval of Minutes to Meetings #211 C. Adoption of Agenda	4 Min.
1:04	II	Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to amend the academic probation policy 2. Motion to amend Minor option to the BA degree 3. Motion to approve discontinuation of the Master of Electrical Engineering Degree Program B. Motions Pending: *None*	1 Min.
1:05	III	A. President's Remarks – Debu Misra (3 Min.) B. President-Elect's Remarks – Orion Lawlor (3 Min.)	6 Min.
1:11	IV	A. Interim Chancellor's Remarks – Mike Powers (3 Min.) B. Provost's Remarks – Susan Henrichs (3 Min.) C. VC for Research – Larry Hinzman (3 Min.) D. Members' Questions/Comments (5 Min.)	14 Min.
1:25	V	Public Comment	5 Min.
1:30	VI	Governance Reports A. Staff Council – Faye Gallant (2 Min.) B. ASUAF – Mathew Carrick (2 Min.) C. UNAC – Chris Coffman (2 Min.) UAFT – Jane Weber (2 Min.) UNAD – Katie Boylan (2 Min.) D. Athletics – Dani Sheppard (2 Min.)	12 Min.
1:42	VII	Guest Speakers: Mike Castellini, Assoc. Dean, Graduate School Laura Bender, Director; B.J. Aldrich, Director of Health and Counseling Topic: Graduate Student Insurance Rates (Handout)	18 Min.
2:00	BREAK		
2:10	VIII	New Business A. Resolution supporting gender inclusive language, submitted by Committee on the Status of Women (Attachment 212/1)	25 Min.

B. Motion to approve a new MA in Marine Science, submitted by Graduate Academic and Advisory Committee (Attachment 212/2)
C. Motion to approve Unit Criteria for the Cross Cultural Studies Department, submitted by Unit Criteria Committee (Attachment 212/3)
D. Motion to approve a new Minor in Art History, submitted by Curricular Affairs Committee (Attachment 212/4)
E. Motion to approve a new Minor in Computer Information Technology Specialist, submitted by Curricular Affairs Committee (Attachment 212/5)

2:35 IX Information Item 15 Min.
GERs Course Classification Guidelines and List, submitted by the Curricular Affairs Committee (Attachment 212/6 – Guidelines)
Handout of the GERs Course Classification List will be made available at the meeting.

2:50 X Public Comment 5 Min.

2:55 XI Members' Comments/Questions/Announcements 5 Min.
A. General Comments/Announcements
B. Committee Chair Comments
Curricular Affairs – Jennifer Carroll, Chair (Attachment 212/7)
Faculty Affairs – Chris Fallen, Chair (Attachment 212/8)
Unit Criteria – Mara Bacsujlaky, Chair (Attachment 212/9)
Committee on the Status of Women - Jane Weber, Chair (Attachment 212/10)
Core Review – Andy Seitz, Chair (Attachment 212/11)
Curriculum Review - Rainer Newberry, Chair
Student Academic Development & Achievement – Sandra Wildfeuer, Chair (Attachment 212/12)
Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 212/13)
Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 212/14
Research Advisory Committee – Jessica Cherry, Chair
Information Technology Committee – Julie Cascio, Chair (Attachment 212/15)
Administrative Committee – Orion Lawlor (Attachment 212/16)

3:00 XII Adjournment

REMINDER: Chancellor’s Reception for Faculty Senate, 5:30 – 7:00 PM

ATTACHMENT 212/1
UAF Faculty Senate #212, February 8, 2016
Submitted by the Committee on the Status of Women

RESOLUTION:

WHEREAS the Faculty Senate of the University of Alaska Fairbanks shares the University's commitment to establish and to maintain a welcoming and inclusive environment for all students regardless of gender;

WHEREAS to help achieve this goal, the University has adopted policies of inclusivity, including using gender neutral words and/or gender inclusive language in the majority of its policies, regulations, handbooks, websites, and other official publications;

WHEREAS the continued use of the terms "freshman" and "freshmen" by official university websites, publications, policies, and regulations to indicate first year students excludes women by definition and is therefore inherently sexist;

WHEREAS several leading universities have in recent years begun using first year student (or first-year) instead of freshman in an effort to demonstrate their inclusivity;

THEREFORE BE IT RESOLVED The UAF Faculty Senate recommends that the University begin using the inclusive term "first year" or "first-year" instead of "freshman," and "first years" or "first-years" for "freshmen," in all official university publications, websites, and oral and written statements by University officials.

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Rationale:
The University continues to use the terms, "freshman" and "freshmen," on official websites* and other publications although these have long been recognized as being non-inclusive, sexist terms. We have been successful in replacing many sexist words, e.g. postal worker for postman; firefighter for fireman; chairperson or chair for chairman; police officer for policeman; and humankind for mankind. It is time for UAF to be inclusive in all of its publications.

*examples:
Freshman Checklist http://www.alaska.edu/stayontrack/did-it-in-4/freshman%20checklist/
Freshman Year http://www.alaska.edu/getontrack/parents/planning/checklist/freshman-checklist/
Freshman Progress Reports http://www.uaf.edu/reg/pdfs/freshmen_progress_reports.pdf
UA Institutional Research http://www.alaska.edu/files/bor/120927_First_time_Freshman.pdf [Statewide also is behind the times in its failure to use non-sexist language. By passing this Resolution, UAF Faculty Senate can help the entire University of Alaska to become more inclusive in this use of language.]

ATTACHMENT 212/2
UAF Faculty Senate #212, February 8, 2016
Submitted by the Graduate Academic and Advisory Committee

MOTION:

The UAF Faculty Senate moves to approve a new Master's of Arts Program in Marine Science, housed in the School of Fisheries and Ocean Sciences, Graduate Program in Marine Sciences and Limnology.

Effective: Fall 2016 upon all required approvals.

Rationale: Globally and locally, the ocean is changing, and harvest and development, such as oil and gas, are both increasing. There is increasing demand for trained scientists at various education levels, including professionals who have broad training at a graduate level, but who do not need in-depth research experience. While there are a variety of ocean-related degrees offered in Alaska and across the nation, currently no M.A. in any marine science field is offered at any institution in Alaska. The M.A. will complement existing degree programs by providing secondary education for professionals such as teachers, agency and industry employees. A Master of Arts in Marine Science would fill a niche for students who want an advanced degree understanding of marine sciences to promptly join the workforce, but do not have career goals that require undertaking original scientific research, as is done when completing M.S.-level thesis research. Recently, the interest in an MA degree in Marine Science has risen, and currently the only option for students is to receive a Master of Arts in a Marine Science-related topic through Interdisciplinary Studies. Letters of support from potential employers attest that students with an M.A. in Marine Science are in demand in Alaska now. The proposed M.A. in Marine Science will be offered by existing faculty currently involved in the Master of Science programs in Marine Biology and Oceanography, with the three curricula sharing many courses. Thus, this program will increase enrollment in existing courses and enhance revenue without increased costs, and will meet employment needs in the state of Alaska.

See the program proposal #11-GNP on file in the Governance Office, 312B Signers' Hall.

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Brief Statement of Program:

We envision a new graduate degree within SFOS/GPMSL, a M.A. in Marine Science. This degree will be offered by existing faculty currently involved in the Master of Science programs in Marine Biology and Oceanography, with the three curricula sharing many courses. The M.A. will differ from the two existing M.S. degrees in that it will require a larger number of elective courses to allow students to focus on coursework that is in line with their interests, while at the same time provide students with knowledge in a broad range of subject matters. The M.A. degree will place less emphasis on attaining in-depth knowledge of the scientific process through independent research; rather, students will select either a smaller project or a comprehensive literature review instead of completing a research thesis. Producing M.S. theses requires a significant investment of time and financial support. In GPMSL, most M.S. students receive stipends and tuition waivers that allow them to work full-time on their degrees.

These are funded through their advisor's external grants or through competitive fellowships. In many cases, research projects are very time consuming, and additional time spent seeking funding for research expenses can also prolong the time to completion of the degree. In the last 25+ years, GPMSL M.S. programs in Marine Biology and Oceanography have graduated 125 students. Of these students, only 7% graduated in two years or less, with 39% graduating in three years or less. However, many students have taken longer to graduate, with 17% of these 125 graduates taking over five years to complete their degrees. A Master of Arts in Marine Science would fill a niche for students who want an advanced degree understanding of marine sciences to promptly join the workforce, but do not have career goals that require undertaking original scientific research as is done when completing M.S.-level thesis research. Recently, the interest in an MA degree in Marine Science has risen, and currently the only option for students is to receive a Master of Arts in a Marine Science related topic through the Interdisciplinary Studies Department. Offering a Master of Arts in Marine Science through GPMSL would provide a focused option for students who are not interested in a more general Interdisciplinary Studies degree.

This M.A. degree program is intended for college graduates and working professionals to pursue further study in marine sciences. The program will provide broadened and scholarly perspectives in the broad fields of marine biology and oceanography, sustainable use of ocean resources, and related societal impacts. This degree is designed to be relevant to those pursuing careers in a broad range of sectors, including (but not limited to) teaching, government policy, and industry.

Objectives:
The objective of this proposed Master of Arts in Marine Science degree program is to provide students with the knowledge base to be highly competitive in obtaining positions or advancing their careers in state and federal management agencies and /or related industries in Alaska and elsewhere. In meeting this need, the University of Alaska Fairbanks will become the University of Choice for educating today's marine science experts. As one of the premier Arctic Ocean sciences programs in the nation, the UAF School of Fisheries and Ocean Sciences Graduate Program in Marine Science and Limnology will educate the professionals who will work to oversee the sustainability of Alaska's healthy oceans in the face of changing climate and increased human impact. This proposed degree program will increase student recruitment and retention at UAF. It will also support the many agencies and industries with an interest in the health and sustainability of our ocean.

Career Opportunities:
Graduates who complete the Master of Arts in Marine Science degree would be competitive for a wide variety of agency, industry, and private sector positions, particularly within the State of Alaska. For example, graduates would be qualified for entry-level positions in government agencies such as the U.S. Fish and Wildlife Service, U.S. Geological Survey, National Ocean and Atmospheric Administration, Bureau of Ocean Energy Management, etc. A student with a M.A. in Marine Science would have an academic advantage over those with undergraduate degrees in applying for these highly competitive positions.

The proposed new program will prepare students for success in a competitive job market by providing a more advanced curriculum than can be obtained in an undergraduate program. Students may be attracted to the M.A. as an alternative to the existing M.S. because completion of a research-based thesis project might not be necessary for their career goals, and following a path that does not require rigorous, time-consuming research would allow them flexibility to continue working on their current job and complete their degree relatively promptly. We envision students will be able to complete the degree within two years, compared to the average completion time of four years for our M.S. graduates because M.A. students will obtain their science communication and research synthesis skills through a small project or

a literature review instead of through independent research, and external funding will not be necessary while in the program. The M.A. degree will better prepare students for the above-mentioned post-graduation employment possibilities quickly and inexpensively, make them more marketable than baccalaureate graduates and, consequently, produce employable students. The unique program that we propose to deliver will prepare our M.A. graduates for the specific requirements associated with the Alaska agencies and organizations listed above, and would also make them well qualified for similar jobs throughout North America.

Proposed Requirements and Catalog Layout:

The Master of Arts (M.A.) degree in marine science offers a broad degree program, which can include topics such as marine ecology, organismal biology, ecosystem processes, and oceanography. Students will select courses offered by the graduate program in marine sciences and limnology, and a variety of electives, which can also be from the fisheries program or the statistics or biology and wildlife departments. While the M.A. degree is primarily based on a project instead of a research-oriented thesis, M.A. graduate students still are afforded excellent opportunities for laboratory and field experiences through the Institute of Marine Science. Laboratory facilities are available in Fairbanks, the Seward Marine Center, the Juneau Center, and at the Kasitsna Bay Laboratory.

Students considering an M.A. in marine science should have a strong background in the various fields of oceanography, ecology, biology, molecular biology or biochemistry. Students are admitted on the basis of their ability and the capability of the program to meet their particular interests and needs. Faculty review requests for admission throughout the year. There is no financial support for students in this program.

M.A. Degree

1. Complete the following admission requirement:
    a. Submit GRE scores.
2. Complete the general university requirements.
3. Complete the master's degree requirements, including a comprehensive exam
4. Complete a project or literature review.
5. Complete a minimum of 12 credits from the following*:
   MSL F419--Concepts in Physical Oceanography—3 credits
   MSL F610--Marine Biology--3 credits
   MSL F615--Physiology of Marine Organisms--3 credits
   MSL F650--Biological Oceanography--3 credits
   MSL F620 or MSL 419--Physical Oceanography – 4 credits
   MSL F630--Geological Oceanography – 3 credits
   MSL F640--Fisheries Oceanography – 4 credits
   MSL F660--Chemical Oceanography – 3 credits
6. Complete 2 credits of graduate seminars
   MSL 692--IMS Seminar
   MSL F601--Professional Development
   MSL F602--Proposal Writing
   MSL F605--Controversies in Science
7. Complete 2 credits of practical experience at either the 400 or 600 level. These may be independent studies or regularly scheduled classes such as:
   MSL F421/623--Field Course in Subtidal Ecology

MSL F450/651--Marine Biology and Ecology Field Course
MSL F456/656--Kelp Forest Ecology
MSL F625--Shipboard Techniques

8. Complete 6 credits of graduate project or literature review. To be determine by the major advisor and student.
9. Complete 8 credits of electives. Electives will be selected based on student interest, relatedness to degree and approval by their major advisor.

Minimum credits required--30 credits
* Students must earn a B- grade or better in the core courses of the degree program before being eligible to take the comprehensive exam.

See next pages for the Resource Commitment Form, and the BOR Program Action Request.

Resource Commitment Form

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	$ 5,006,900 # 55	None needed	None needed	$ 5,006,900 # 55
Adjunct Faculty (FTE's & dollars)	$ 0 # 5	None needed	None needed	$ 0 # 5
Teaching Assistants (Headcount)	$ 88,100 # 5	None needed	None needed	$ 88,100 # 5
Instructional Facilities (in dollars and/or sq. footage)	2232 sq ft	None needed	None needed	2232 sq ft
Office Space (Sq. footage)	16,755 sq ft	None needed	None needed	16,755 sq ft
Lab Space (Sq. Footage)	19,406 sq ft	None needed	None needed	19,406 sq ft
Computer & Networking (in dollars)	$ 64,900	None needed	None needed	$ 64,900
Research/ Instructional/ office Equipment (in dollars)	$ 232,500	None needed	None needed	$ 232,500
Support Staff (FTE's & dollars)	$ 4,381,651 # 85	None needed	None needed	$ 4,381,651 # 85
Supplies (in dollars)	$ 220,500	None needed	None needed	$ 220,500
Travel (in dollars)	$ 148,900	None needed	None needed	$ 148,900

Signature [signature] 10/8/15

Dean of College/School Proposing New Degree Program Date

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. UA University (choose one) UAF	1b. School or College School of Fisheries and Ocean Sciences	1c. Department or Program Graduate Program in Marine Sciences and Limnology

2. Complete Program Title MA in Marine Science

3. Type of Program

☐ Undergraduate Certificate ☐ Associate ☐ Baccalaureate ☐ Post-Baccalaureate Certificate
☒ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action
☒ Add ☐ Change ☐ Delete

5. Implementation date (semester, year)
☒ Fall ☐ Spring ☐ Summer Year 2016

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues to the University in FY 2019		Projected Annual Expenditures in FY 2019	
Unrestricted		Salaries & benefits (faculty and staff)	$
General Fund	$	Other (commodities, services, etc.)	$
Student Tuition & Fees	$146K	TOTAL EXPENDITURES	$ no additional
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$0
Federal Receipts	$	Year 2	$0
TVEP or Other (specify):	$	Year 3	$0
TOTAL REVENUES	$146K	Year 4	$0

Page # of attached summary where the budget is discussed, including initial phase-in: 32: (based on 6 in-state and 6 out-of state students at FY17 tuition rates). If calculated for the mature program of 20 students, tuition=$243K

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$0	$0
b. Additional appropriation required	$0	$0
c. Funded through new internal UA university redistribution	$0	$0
d. Funds already committed to the program by the UA university[1]	$0	$0
e. Funded all or in part by external funds, expiration date	$0	$0
f. Other funding source Specify Type:	$0	$0

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes ☒ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

[1]Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 4	Year 2: 8	Year 3: 12	Year 4: 16

Page number of attached summary where demand for this program is discussed: 2-3

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

Former assignment of any reassigned faculty: 0
For more information see page (n/a) of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect
Interdisciplinary Studies	Fewer students would receive a M.A. in a marine science related field through Interdisciplinary Studies if this specific degree were available.

Page number of attached summary where effects on other programs are discussed: 3

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': none

14. Aligns with University or campus mission, goals, core themes, and objectives (list):
-Promote UAF as Alaska's premier research enterprise in partnership with state and federal agencies, industry, Alaska Native organizations, and civic groups;
-Serve Alaska's diverse communities in ways that are increasingly responsive and accessible and enhance the social, economic, and environmental well-being of individuals and communities;
-Create or expand graduate programs in targeted areas of identified need and existing strengths;
-Enhance UAF's competitive advantage by attracting and keeping the best and brightest students, staff, faculty;
-Develop innovative approaches to managing University resources to support its mission and position it to meet challenges of the future.

Page in attached summary where alignment is discussed: 1-2

15. Aligns with Shaping Alaska's Future themes:

Page in attached summary where alignment is discussed: 1

16. Aligns with Academic Master Plan goals:

Page in attached summary where alignment is discussed: 2

17. State needs met by this program (list): Currently there is no MA in Marine Science in Alaska. This program would produce students with a broad knowledge base that would be useful to many entities (see letters). Students enrolled in this program have the opportunity to focus on topics of interest.

Page in the attached summary where the state needs to be met are discussed: 3

18. Program is initially planned to be: (check all that apply)

☒ Available to students attending classes at UAF campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

	Page # in attached summary where e-learning is discussed:
Submitted by the University of Alaska Fairbanks. (choose one above) _____/_____ _____/_____ Provost Date Chancellor Date	
☐ Consensus Support of SAC ☐ Not Supported by SAC ☐ Recommend Approval by VPAAR _____/_____ ☐ Recommend Disapproval by VPAAR UA Vice President for Academic Affairs Date	

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

Revised: 04/20/2015

ATTACHMENT 212/3
UAF Faculty Senate #212, February 8, 2016
Submitted by the Unit Criteria Committee

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Center of Cross-Cultural Studies.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Center of Cross-Cultural Studies. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

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UNIVERSITY OF ALASKA FAIRBANKS
REGULATIONS FOR THE EVALUATION OF FACULTY
AND
CENTER FOR CROSS-CULTURAL STUDIES
(CXCS)
UNIT CRITERIA, STANDARDS AND INDICES

MISSION

MISSION: THE MISSION OF THE CENTER FOR CROSS-CULTURAL STUDIES IS TO DRAW AND BUILD UPON THE ACADEMIC AND RESEARCH CAPABILITIES AT UAF TO OFFER AN INTEGRATED COURSE OF ADVANCED GRADUATE STUDY THAT ADDRESSES LONG-STANDING ISSUES OF CONCERN TO THE STATE, THE NATION AND THE WORLD. THE PROGRAM CONSISTS OF AN MA IN CROSS-CULTURAL STUDIES AND A PHD IN INDIGENOUS STUDIES, EACH WITH A COMMON CORE CURRICULUM THAT ALL STUDENTS COMPLETE, COUPLED WITH SIX THEMATIC AREAS OF EMPHASIS FROM WHICH STUDENTS CHOOSE A CONCENTRATION: INDIGENOUS RESEARCH; INDIGENOUS KNOWLEDGE SYSTEMS; INDIGENOUS EDUCATION; INDIGENOUS LANGUAGES; INDIGENOUS LEADERSHIP; AND INDIGENOUS SUSTAINABILITY.

THE SPECIFIC SKILL SET OF THE GRADUATES WILL INCLUDE QUANTITATIVE ANALYSIS, SCIENTIFIC APPLICATIONS, QUALITATIVE RESEARCH METHODS, RESEARCH DESIGN AND PROGRAM MANAGEMENT, ALONG WITH BROAD CONCEPTUAL FRAMEWORKS FOR UNDERSTANDING THE DYNAMICS OF SOCIAL-CULTURAL-ECOLOGICAL SYSTEMS.

DELIVERY METHOD: THE PROGRAM WILL BE OFFERED THROUGH A VARIETY OF FLEXIBLE COURSE DELIVERY METHODS TO STUDENTS LIVING THROUGHOUT ALASKA AND BEYOND. THE PROGRAM OFFERS A FULL COMPLEMENT OF CAMPUS-BASED, E-LEARNING AND DISTANCE EDUCATION COURSES CONSISTENT WITH THE STANDARDS OF ADVANCED GRADUATE STUDY AT UAF.

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE CROSS-CULTURAL STUDIES DEPARTMENT. 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, **AND CXCS UNIT CRITERIA, STANDARDS AND INDICES**, 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.

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

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

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

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

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

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

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design; **AND DEMONSTRATE ABILITY TO TEACH EFFECTIVELY THROUGH THE SIMULTANEOUS USE OF MORE THAN ONE DELIVERY METHOD, E.G., COURSES WITH STUDENTS IN A FACE-TO-FACE CLASSROOM WITH THE INSTRUCTOR AND THOSE IN ATTENDANCE VIA OTHER MEANS OF DISTANCE DELIVERY AT THE SAME TIME;**

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

SPECIFIC CXCS CRITERIA FOR TEACHING FOR APPOINTMENT OR PROMOTION TO;

A. ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AS WELL AS COMMITMENT TOWARD CONTINUAL IMPROVEMENT IN AREAS INVOLVING DISTANCE DELIVERY AND ONLINE LEARNING MUST BE PROVIDED.

B. 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 INSTRUCTION MAY INCLUDE, BUT IS NOT LIMITED TO, COURSE AND/OR CURRICULUM DEVELOPMENT, INNOVATIVE

APPROACHES TO INSTRUCTION EFFECTIVE GUIDING AND MENTORING OF STUDENTS, AND EFFECTIVE TEACHING PERFORMANCE IN CLASSROOM SETTINGS AND BY DISTANCE DELIVERY MODALITIES, THERE MUST BE EVIDENCE OF SUPERVISION OF GRADUATE STUDENT RESEARCH AS A MAJOR COMMITTEE CHAIR/MEMBER.

C. **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. DEVELOPMENT OF NEW COURSES AND/OR DELIVERY APPROACHES ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS. THERE SHOULD BE A RECORD OF SUCCESSFUL COMPLETION OF GRADUATE WORK BY HIS OR HER STUDENTS. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY WILL DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.**

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), **INCLUDING SEMINAR/DISTANCE INSTRUCTION**

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. **TO KEEP CXCS TRUE TO ITS MISSION, APPROPRIATE DISSEMINATION OF RESULTS MUST INCLUDE REPORTING TO AND INFORMING COMMUNITY, REGIONAL, STATE, AND NATIONAL ORGANIZATIONS SUCH AS ALASKA NATIVE CORPORATIONS, THE ALASKA FEDERATION OF NATIVES, ALASKA NATIVE TRIBAL ORGANIZATIONS AND INTERNATIONAL INDIGENOUS ORGANIZATIONS. THESE ARE THE ORGANIZATIONS WHERE APPROPRIATE JUDGES FOR CXCS WORK ARE FOUND. ALL OF THESE ENTITIES SUPPORT MEDIA WHICH CAN PUBLISH OR OTHERWISE SHOWCASE THE WORK OF FACULTY**. 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 **TO THE COMMUNITIES SERVED BY CXCS AND TO THE UNIVERSITY**.

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, **NEEDS ASSESSMENTS, PROGRAM EVALUATIONS, ANNOTATED BIBLIOGRAPHIES, TRANSLATIONS / TRANSCRIPTIONS,** 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 **OR OTHER APPROPRIATE JUDGES, SUBMISSION OF RESEARCH PROPOSALS AND/OR THE COMPLETION OF CONTRACTED RESEARCH REPORTS TO AGENCIES AND FUNDING SOURCES, FORMAL PRESENTATIONS OF RESEARCH FINDINGS TO ALASKA NATIVE ORGANIZATIONS SUCH AS THE ALASKA FEDERATION OF NATIVES, REGIONAL CORPORATIONS, TRIBAL COUNCILS, RESULTS OF COMMUNITY-BASED RESEARCH AS REPORTED TO COMMUNITY ENTITIES, DEVELOPMENT OF PLANNING PROCESSES REVIEWED BY COMMUNITY BOARDS, DRAFTING AND SUBMITTING REGULATORY PROPOSALS ON BEHALF OF PARTNER COMMUNITIES, ETC.**

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

   e. Performances in recitals or productions, **ESPECIALLY IN THOSE PRODUCTIONS THAT PRESENT INDIGENOUS MATERIALS INCLUDING THEATER/DRAMA/FESTIVAL OF NATIVE ARTS/CAMA-I, AND OTHER STATEWIDE FESTIVALS, THE** 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. **AND PUBLICATIONS OF SPECIAL INTEREST TO INDIGENOUS CONSTITUENTS.**

h. Published abstracts of research papers.

i. Reprints or quotations of publications, **CATALOGING AND ARCHIVING DATA COLLECTIONS OF DANCE/PERFORMANCE VIDEO AND AUDIO/DVD'S,** reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline,

j. Prizes and awards for excellence of scholarship.

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

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

M. NON-REFEREED JOURNAL ARTICLES AND MONOGRAPHS INCLUDING AUTHORSHIP OF A BOOK OR MAJOR REFERENCE IN THE FACULTY MEMBER'S AREA OF SCHOLARLY ACTIVITY.

SPECIFIC CRITERIA FOR RESEARCH PERFORMANCE FOR PROMOTION OR APPOINTMENT TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE FACULTY MEMBERS AREA OF SPECIALIZATION.

B. ASSOCIATE PROFESSOR: THE FACULTY MEMBER MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM THAT PRODUCES SATISFACTORY PUBLICATIONS IN SOME OR ALL OF THE CXCS FIELDS OF STUDY AND HAVE PRESENTED RESEARCH RESULTS AT PROFESSIONAL MEETINGS AND OTHER PUBLIC FORUMS. SUBMISSION OF RESEARCH PROPOSALS AND ACQUISITION OF EXTERNAL RESEARCH FUNDING, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS THAT CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. THE FACULTY MEMBER MUST SHOW INDEPENDENT LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT INVOLVE STUDENT PARTICIPATION.

C. PROFESSOR: FACULTY RESEARCH PROGRAMS SHOULD PRODUCE PUBLICATION IN REFEREED PROFESSIONAL LITERATURE AS WELL AS OTHER PUBLICATIONS NOTED IN A THOROUGH REVIEW, AND THERE SHOULD BE A RECORD OF STUDENT AND/OR JUNIOR FACULTY INVOLVEMENT. THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ONGOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM. ADDITIONAL EVIDENCE SHOULD BE PROVIDED SHOWING THAT RESEARCH HAS BEEN PRESENTED TO ENTITIES SUCH AS INDIGENOUS ORGANIZATIONS AND TRIBAL ENTITIES.

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, **OR OTHER GOVERNMENTAL BODIES, INCLUDING TRIBAL ENTITIES, ALASKA NATIVE CORPORATIONS, HEALTH CORPORATIONS, ETC.**

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, **APPOINTMENT TO INTERNAL EDITORIAL BOARDS AND SCHOLARSHIP SELECTION COMMITTEES**.

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 **AND UNIT OR CAMPUS-WIDE EVALUATION** reviews.

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

f. Service in support of student organizations and activities.

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

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

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

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

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

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

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

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation,

promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. 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 CXCS CRITERIA FOR SERVICE PERFORMANCE FOR APPOINTMENT OR PROMOTION TO:

A. ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA

B. ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS. EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC AND EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED. EXAMPLES INCLUDE FACILITATION SUPPORT FOR ANNUAL EVENTS OF SERVICE TO THE UNIVERSITY AND THE LARGER COMMUNITY.

C. 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 SERVICE ON COMMITTEES IS EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES, BUT IS NOT LIMITED TO, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS. A PROFESSOR'S SERVICE MAY INCLUDE THE PREPARATION OF PUBLICATIONS. A PROFESSOR'S SERVICE MAY INCLUDE THE MENTORING OF JUNIOR FACULTY THAT LEADS IN TURN TO GREATER SERVICE ON THEIR PART.

E. Unit Criteria, Standards and Indices

Unit criteria, standards and indices are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in B, C, D, above, and in "UAF Faculty Appointment and Evaluation Policies," Chapter IV for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review.

Unit criteria, standards and indices may be developed by those units wishing to do so
Units that choose not to develop discipline-specific unit criteria, standards and indices
must file a statement stating so with the Office of the Provost, which shall serve as the official repository for approved unit criteria, standards and indices.

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed and approved by the cognizant dean who will forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

Unit criteria, standards and indices will be reviewed at least every five (5) years by the faculty of the unit. When reorganization results in a unit's placement in another college/school structure, the

cognizant dean, in consultation with the unit faculty shall review unit criteria, standards and indices and revise if warranted. Unit criteria, standards and indices approved by the Faculty Senate prior to a unit's reorganization shall remain in effect until reviewed and revised. Revision of unit criteria, standards and indices must follow the review process established by the Faculty Senate. If the unit criteria, standards and indices are not revised, a statement of reaffirmation of the current unit criteria, standards and indices must be filed with the Office of the Provost, following the review.

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

F. Annual Evaluation of Non-tenured Faculty with Academic Rank

1. Process of Evaluation

There will be annual evaluations of all untenured faculty members holding academic rank. Each faculty member shall submit a professional activities report to the campus director or college/school dean according to a schedule announced by the provost. The annual professional activities report will be accompanied by a current curriculum vita. The evaluations performed by the campus director or college/school dean shall include explicit statements on progress toward meeting criteria for tenure and promotion in their written evaluations. The dean's/director's evaluation shall reference the faculty member's workload agreement in commenting on progress. The director or dean shall provide a copy of a written evaluation to the faculty member. In the case of a faculty member having a joint appointment, the dean will coordinate the review and recommendation with the DEAN/director as appropriate.

G. Periodic Evaluation of Tenured Faculty Members

1. Frequency of Evaluation

All tenured faculty at UAF shall be evaluated once every three years according to a schedule and process announced by the provost. For tenured faculty with joint appointments, the cognizant dean will arrange a review that assures that all appropriate administrators provide a written evaluation of the faculty member. The dean will inform the faculty member of these arrangements.

2. Annual Activities Report

All tenured faculty shall prepare a professional activities report annually and submit it to the dean or director according to a schedule announced by the provost.

H. Evaluation of Faculty with Special Academic Rank

Special academic rank faculty are appointed for a specified period of time. They are to provide evidence of effectiveness in their assigned responsibilities during the term of their appointment when requested by their college/school dean or institute director according to the process set forth by the provost.

1. Process of Evaluation

The college/school dean or institute director shall require an annual activities report of a faculty member who has an appointment renewed beyond the initial year of appointment. The review process outlined above for academic rank faculty shall apply. The optional process for the development and approval of the unit criteria, standards and indices as outlined above in Chapter III,

E, shall also apply to the definition and evaluation of faculty in special academic rank positions.

The appointment to special academic rank shall terminate on the date specified in the letter of appointment, and implies no expectation of a subsequent appointment.

ATTACHMENT 212/4
UAF Faculty Senate #212, February 8, 2016
Submitted by the Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to approve a new minor in Art History, housed in the CLA Art Department.

Effective: Fall 2016

Rationale: The Art History minor is proposed out of student interest. All the courses exist and are being taught. Increased enrollment in the courses would likely result. See the program proposal #52-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

The Art History minor prepares students to critically analyze and interpret our artistic heritage. Students will receive an overview of the history of art through our World History of Art classes and then delve more specifically into different areas in upper division classes. Currently art history classes are required for the art major and minor but there is no opportunity for students to specialize in the academic study of art. This minor is being created due to student interest.

The classes already exist and are being taught. No additional costs will be incurred by adding this minor.

Proposed Minor Requirements:

Art History Minor: (minimum 15 credits)*

1. Complete the following:
   ART F261- History of World Art - 3 credits
   ART F262 - History of World Art - 3 cred its

2. Complete two of the following:
   ART F363W - History of Modern Art - 3 credits
   ART F364W - Italian Renaissance Art - 3 credits
   ART F365W - Native Art of Alaska -3 credits

3. Complete the following:
   ART F463 - Seminar in Art History - 3 credits (repeatable as long as it is not the same topic)
   - These seminars are currently rotating through European Avant-Garde, Contemporary Art, History of Photography and History of Graphic Design

* Student must earn a C grade or better in each course

Note: A minor in art history is currently available for non-art majors.

Relationship to Purposes of the University:

This minor is being created due to student interest. Currently there are several students working on Interdisciplinary Degrees that include Art History as one of the components. They, and others, have expressed dismay that there is no way to receive a formal major or minor in Art History. This minor would also have the secondary benefit of increasing enrollment in the Art Department.

ATTACHMENT 212/5
UAF Faculty Senate #212, February 8, 2016
Submitted by the Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to approve a new minor in Computer Information Technology Specialist, housed in the Information Technology Specialist Department at UAF-CTC.

Effective: Fall 2016

Rationale: The new minor will enhance student skills for the workplace. All the courses are currently taught, and interest could be increased in the certificate and associates programs, as well. See the program proposal #40-UNP on file in the Governance Office, 312B Signers' Hall.

****

Overview:

The Computer Information Technology Specialist Minor teaches students foundation-level support skills required in small to medium organization settings. In the world of technology ITS knowledge is useful for any profession. The courses proposed set the foundation for all information technology specialist needs. Students can continue on to earn a certificate or an associates in ITS. The courses are currently being taught for the certificate and associates programs.

Proposed Minor Requirements:

Minor

1. Complete the following:

CITS 204 Introduction to Network Support and Administration	3 credits
CITS 212 Server Operating Systems	3 credits
CITS 261 Computer and Information Security	3 credits

Complete two ClTS Elective Courses

2. Minimum credits required 15 credits

Relationship to Purposes of the University:

A minor in Computer Information Technology allows students from all disciplines to increase their employability from the knowledge gained by these courses. IT personnel are highly sought in all industries and fields of study. Adding a CITS minor will also help to increase student enrollment in the ITS program.

ATTACHMENT 212/6
UAF Faculty Senate #212, February 8, 2016
Submitted by the Curricular Affairs Committee

CAC GER Implementation Guidelines

Social Sciences Guidelines

University Regulation: "Courses that fulfill this requirement are **broad survey courses** which provide the student with exposure to theory, methods, and data of the social sciences."

1. Course must be 100 or 200 level.
2. Must be currently designated as a social science (s) for the purpose of the BA degree.
3. Interpretation of "broadly:" regional focus and subfields are acceptable as long as course meets the other criteria.
4. Course must be introductory, as indicated by the lack of prerequisites (except Engl 111x).
5. Course should welcome all students (e.g. should not discourage non-majors)
6. Course descriptions must include all necessary criteria from Univ Regulation definition (theory, method, and data).
7. Course must be offered regularly as described in the catalog (at least once per year).

Arts Guidelines

University Regulation: "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."

1. Course must be 100 or 200 level.
2. Must be currently designated a humanities (h) for the purpose of the BA degree.
3. Course must concern a visual or performing art and must lack emphasis on skills acquisition.
4. Course must be introductory, as indicated by the lack of prerequisites (except Engl 111x).
5. Course should welcome all students (e.g. should not discourage non-majors).
6. Course must be offered regularly as described in the catalog (at least once per year).

Humanities Guidelines

University Regulation: "**Introduce** the student to the humanistic fields of language, arts, literature, history, and philosophy."

1. Course must be 100 or 200 level.
2. Must be currently designated as humanities (h) for the purpose of the BA degree.
3. Course must be introductory, as indicated by the lack of prerequisites (except Engl 111x).
4. Course should welcome all students (e.g. should not discourage non-majors)
5. Humanities field addressed in the course should be identified.
6. Course must be offered regularly as described in the catalog (at least once per year)

Special regulations to be applied to non-English Language courses (under the 'humanities' category)

1. If a 5-credit and a 3-credit introductory course are offered in the same language, only the 5-credit version is allowed.
2. The 'no prerequisites' rule does not apply, that is, both the 1st and 2nd semester **100-level** course in a non-English Language can count towards the GER.

Note: The GERs Course Classification List will be distributed as a handout at the meeting.

ATTACHMENT 212/7
UAF Faculty Senate #212, February 8, 2016
Submitted by the Curricular Affairs Committee

Curricular Affairs Committee
Meeting Minutes for November 25, 2015, 1-2:30 pm

Present: Ken Abramowicz, Casey Byrne, Jennie Carroll (Chair), Mike Earnest, Alex Fitts, Doug Goering, Catherine Hanks, Cindy Hardy, Eileen Harney, Jayne Harvie, Lisa Lunn, Rainer Newberry, Caty Oehring, Patrick Plattet, Holly Sherouse
Absent: Ginny Kinne, Jenny Liu,

1. Approval/Amendment of Agenda
   The agenda was approved.

2. Approval of minutes from November 11
   Minutes for November 11 were approved.

3. Old Business
   a. Minor in Major Motion – update from Alex/Holly
      Holly noted that more time was needed to look into how OAR would code the information in Banner. Discussion was deferred until the next meeting.

4. New Business
   a. CAC GER Subcommittee Report from November 18 (attached)
      i. Approval of guidelines

      The committee approved the guidelines with some minor revisions (e.g., move "Course must be 100 or 200 level" to near or at the top of the numbered lists). The guidelines have adhered strictly to the existing UA Regulations.

      Clarification was made about the type of Arts courses intended to fulfill that requirement (introductory level; academic component stressed rather than simply "hands-on" activity). Importance of limiting the number of courses that fall into the classifications lists was discussed. All the current PHC courses are included in the buckets.

      It was noted that if the UA Regulations change the definition of "Arts" the classification lists may need to be changed. GERC had wanted the Regulations to change, but that effort stalled out at the system level.

      ii. Library Science issue

      Library Science falls outside the Perspectives on the Human Condition (PHC) and the UA regulations (as does Ethics). The Library faculty do not want the course to be folded into other courses.

   b. Questions/issues raised by Core Review Committee
      i. Communication Plans: Transfer student issue – recommend departments include a transfer student policy

      Jennie attended the Core Review Committee's last meeting. They were concerned about the transfer issues related to department Communication plans, and want to have those plans address student transfer issues. It was pointed out that the situation is essentially no

different than what exists with transfers now as they relate to oral-intensive or written-intensive content.
Capstone experience requirements will hopefully help to resolve these types of issues related to Communication plan requirements (or "O" and "W" requirements).
Assessment of student learning outcomes will hopefully reveal course transfer problems so that those transfer issues can be addressed.

c. Grades Appeal Policy
(https://docs.google.com/a/alaska.edu/document/d/1Lcp43UeeJ8RxzhOjrlMQpwrit4Ydou8mkTgiDQxjKQ8/edit?usp=sharing)

Cindy mentioned this came to SADAC -- who felt this topic wasn't in their purview. Jennie noted that Sandra had passed it on to her.

The proposed changes were discussed. Adding the reference to Deferred grades was an important clarification. The changes at section III.B.4. seemed to be editorial in nature (clarification of faculty rank and union representation). The point of those editorial changes seems to be to preclude someone in an administrative role from serving as a (voting) faculty on the appeals committee, though they could still fill a non-voting role on the committee.

Mike E. talked about the time deadlines in the policy, Section III.A.2. and 3 and the need to update them. The committee discussed possible workable changes. Mike will review it further and propose some changes to the deadlines stated in the policy.

Ken commented on the difficulty students face to meet the standard of "arbitrary and capricious" grading. The committee did not want to tackle the appeal issue to this level, however, which would take them far beyond the document at this point.

The committee agreed to discuss proposed changes further at their next meeting and plans to bring it to the Administrative Committee and the Senate in spring.

d. Math and science GER alignments
UAF was out of compliance with BOR policy and UA regulations until last May when the Administrative Committee passed a motion bringing us into compliance. Regulation requires 10 credits (3 credits in Math and 7 credits in Natural Sciences, including one course with a lab). UAF had required 11 credits (3 credits in Math; and 8 credits in Natural Sciences – both with labs) for its students. Transfer students from UAA and UAS only need the required 10 credits.

5. Informational
   a. CAC Goals AY 15/16 update (attached)
   The committee agreed to remove the topic concerning academic disqualification from the goals document.

The meeting was adjourned close to 2:30 PM as discussions turned to how long turkeys should be baked.

Additional sets of minutes continued next page

Curricular Affairs Committee
Meeting Minutes for December 9, 2015, 1-2:30 pm (as amended to update meeting attendance)

Present: Ken Abramowicz, Casey Byrne (via Zoom), Mike Earnest, Catherine Hanks (via Zoom), Cindy Hardy, Eileen Harney, Jayne Harvie, Ginny Kinne; Lisa Lunn, Rainer Newberry (Chaired meeting for Jennie), Caty Oehring, Patrick Plattet (via Zoom), Holly Sherouse
Absent: Jennie Carroll, Alex Fitts, Doug Goering, Joan Hornig, Jenny Liu

6. Approval/Amendment of Agenda
   The agenda was revised and distributed by Rainer who was filling in as chair for Jennie.

7. Old Business
   a. Minor in Major Motion

Faculty Senate passed the motion on December 7.

   b. Grades appeal policy – updated language from Mike

Mike recommends picking a fixed time after grades are posted as the deadline to file a grade appeal (e.g., 90 or 120 days). That allows for all the different permutations of class lengths -- full semester courses as well as short courses. It solves the "next regular semester" problem, as well as what is defined as a "class day" since it can be argued UAF has classes seven days a week.

The committee discussed the time-frame for holding the appeal hearing once the appeal has been filed. They decided to ask ASUAF for their input, and invite Amber Cagwin (from the Dean of Students Office) for her input, too. Mike agreed to follow up and invite Amber.

Mike's next choice would be to pick a day that's set in the academic calendar; e.g., by the last date for withdrawals in the next semester. It doesn't solve the summer issue, however.

The committee agreed that the goal is to gather opinions and information to resolve this in time for the March Faculty Senate meeting.

   c. Library skills and such

Holly provided data which Rainer used to create a chart (copied below) comparing the numbers of students who complete the library requirement during their freshman and sophomore years vs. their junior and senior years. It can be projected that in about seven years, more students will be completing the requirement in their junior / senior years than in their freshman / sophomore years. A couple of possible ways to view these results included making the conclusion that the library skills requirement is not working, or that advisors are not appropriately pushing underclassman to take the course or test out of it. The problem doesn't appear to be the course, which people have observed has changed to stay current with the times.

Ken proposed there could be a compounding error reflected here because so many transfer students come in with as much as 45 or more credits. Others had the strong impression that students are taking it later and later in their academic career.

Ginny noted that freshman students have a hard time getting into the courses which fill up quickly, and then they have to keep putting it off each semester. The Advising Center had talked with a library faculty about the problem and possible ways to address it. She stressed advisors are pushing the course to freshman students. Rainer wondered what has changed over the past 18

years that makes it harder for freshman students to take it. Holly offered to refine the data pull to help get a clearer picture.

Possible solutions were suggested, such as making the course a co- or prerequisite for ENGL F211 or F213. Late-start online options would be useful, also. Offering more sections per semester would probably be the most ideal solution. Ginny will go back to the library faculty and start the conversation again. Eileen will talk to the English department about the idea of tying the library course to English courses. Implications of changes to the Core Curriculum / GERs were mentioned, particularly with regard to types of waivers given to transfer students. Another solution could be assigning two CRNs in Banner for one course in order to provide underclassmen a better chance to sign up for the course. The fundamental issue remains that there are about 700 freshman and only about 390 seats available for the library courses (based off data from this semester). Increasing the size of the sections was one obvious solution, even if just for a limited time to accommodate the overflow of upper-level students needing to take it.

8. New Business
   a. CAC GER Subcommittee Report from December 2 (attached)
      i. Cross-listing issues

SOC / ANTH F100X no longer seems to be functioning as a truly cross-listed course, but has become two distinct courses over time. This may also be the case with PS / ECON F100X; and ART / MUS / THR F200X. Jennie has started to contact departments about UN-cross-listing such courses via the minor course change process.

ii. Soc issues: problems of courses w/prerequisites & how we'll deal with that problem

Communication had come from the Sociology Department about courses they wish to be included in the new bucket lists (some with prerequisites that they plan to remove). Jennie has contacted them to let them know "new" courses are not being considered right now for the buckets.

Updating the course transfer guidelines for GER fulfillment was discussed (page 34 of the Catalog, Table 4 on transfer equivalencies). It's hoped that broadening the course options with the bucket lists will result in a decrease of UA students completing GERs elsewhere to be able to simply transfer in those requirements. Procedures for core waivers were also discussed. The Core Review Committee needs to be brought into the discussion.

9. MEETING DAY / TIME NEXT SEMESTER??? Same day/time???

   The December 23 meeting was cancelled. The committee agreed to meet next on Monday, January 11, 2016, at 1:00 pm in the eLearning Conference Room.

10. Informational
    a. Academic probation and disqualification motion approved by FS (Dec. 7)
    b. Foreign language option motion approved by FS (Dec. 7)
    c. CAC Goals AY 15/16 update (attached)

The meeting was adjourned close to 2:30 PM amidst a great collective sigh of relief mixed with the foreboding sense of impending deadlines.

CAC GER Implementation Subcommittee Meeting Report
December 2, 2015

Discussion on cross-listed courses:

1. Intended to be the same, but evolved differently (e.g. ANTH 100x and SOC 100x).
    a. Should be uncross-listed so that students can take them as different social sciences to meet UA regulations.
2. Are the same course regardless of designator.
    a. Should ensure that students can only take one designator that counts in ss category.
3. Cross-listed, but only taught under one department.

Curricular Affairs Committee
Meeting Minutes for January 11, 2016, 1-2:30 pm at 131 Bunnell Building

Present: Ken Abramowicz, Casey Byrne, Jennie Carroll, Alex Fitts, Cindy Hardy (brought Dove chocolates), Eileen Harney, Jayne Harvie, Joan Hornig, Ginny Kinne, Caty Oehring, Patrick Plattet, Holly Sherouse
Absent: Mike Earnest, Catherine Hanks, Doug Goering, Jenny Liu, Lisa Lunn, Rainer Newberry

1. Approval/Amendment of Agenda

The agenda was approved as submitted.

2. Approval of minutes
    a. November 24, 2015 – approved as submitted.
    b. December 9, 2015 – approved with correction to attendance.

3. Old Business
    a. Updates (if any)
        i. Appeal policy – Mike Earnest was out of town; topic postponed.

        ii. Library issue

Ginny reported on a discussion she had with Karen Jensen, Library faculty, about the Library Science classes. The number of faculty to teach it has gone down from 12 to 4; and they currently have added one adjunct to help teach the course. Karen wanted to see the enrollment numbers Holly had, as she has not seen an increase in upper classmen taking her courses. But, if this is taking place overall, she'd like the data. Karen noted they have bumped up online course enrollment from 30 to 40-50 available seats. It was noted that UAA has an online library course that is also available to UAF students. (It is often cancelled at UAA as the course is not required for their students.) They talked about having a library competency test information session once or twice a semester to raise student awareness. It wouldn't be a test prep session, but would help students gauge their readiness to take it. It's a difficult test.

Using the library sciences course as a co- or prerequisite for an ENGL course was discussed at length. The usefulness of online study modules to ready students to take the test was discussed. Eileen will talk to the English department about using Library Science as a co-requisite. Ginny will talk to Karen Jensen about the study module idea. Making open-source material available was also discussed.

        iii. GER changes

Jennie brought a draft list of bucket courses for review. All the departments have been contacted regarding the courses some of the courses shown that still need some action (such as un-crosslisting, or updating the course descriptions to better align with GERs regulation). The designators have been

limited to four courses per bucket. If there are more than four, they will be asked to make a choice. The list has to be limited for logistical reasons, and CAC wants to move forward with the current regulations in place (since change system-wide has stalled out).
Foreign language course options for the list were discussed. Changes were agreed to which would help to avoid creating a disincentive for taking more than one 5-credit foreign language course. Holly and Ginny will make edits to the list format for the next meeting on Jan. 20, in time to have a motion included for the Jan. 29 Administrative Committee.

iv. Other?

Cindy provided an update on the status of the system-wide GERs alignment efforts for Developmental English and English courses. Changes should go into effect in fall of 2017.

4. New Business
    a. Set day and time for Spring semester meetings – next meeting set for Wednesday, January 20, 2016, from 1:00 – 2:30 PM at the eLearning Conference Room (131 Bunnell). A doodle poll will be distributed to help identify a regular meeting time after the Jan. 20 meeting.

    b. Identify issues to be resolved this semester
    Send any new goals / issues to Jennie via email.

5. Informational
    a. CAC Goals AY 15/16 update (attached)

The meeting was adjourned shortly after 2:00 PM.

ATTACHMENT 212/8
UAF Faculty Senate #212, February 8, 2016
Submitted by the Faculty Affairs Committee

Faculty Affairs Committee
Meeting Minutes: Wednesday, November 25, 2015
4::00 PM, Conference Room (130), Murie Building, UAF

Present: Andreas Anger, Nicole Cundiff, Chris Fallen, Joshua Greenberg (via phone), Leslie McCartney, Walter Skya

Absent: Elizabeth Allman, John Eichelberger (Ex-Officio), Valerie Gifford, John Heaton, Julie Maier

Meeting called to order at 4:03 PM by Chris Fallen.

Agenda approved.

Minutes from October 28, 2015 approved; motion made by Walter, 2nd by Andreas, passed.

Old business:
Resolution on benefits/overloads as prepared by Andreas were discussed; a few minor changes added. With amendments Leslie moved that the Resolution be now put before the Administrative Committee, 2nd by Walter, passed.

RISE Resolution – as it only recommended faculty make a contribution, Andreas moved that the document be accepted by the Faculty Affairs Committee, 2nd Nicole, passed.

Discussion about the Blue Book postponed.

Discussion about the Faculty Code of Conduct postponed.

New business:
Chris will advise John that the group suggested he bring hiring concerns to the attention of the Human Resources Department and then, if not satisfied, to Legal Counsel to see if proper hiring protocol was followed.

Other Business:
None.

Next meeting:
January 20th @ 4 PM (venue of Room 130 Murie Building to be confirmed).

Meeting adjourned at 4:34 PM

ATTACHMENT 212/9
UAF Faculty Senate #212, February 8, 2016
Submitted by the Unit Criteria Committee

Unit Criteria Committee Meeting Notes
Monday, November 16, 2015

Present: Mara, Sunny, Jennifer, Mark, Sarah, Bob, Chris, Carie

- Minutes from the October meeting were approved
- The November agenda was approved with one addition for New Business: student online evaluations are not linear to IAS; some unit criteria have numerical standards that must be revised.

Old Business:

- Joint Appointment issue: what is this committee's role? We need to a) contact research directors to get their feedback and b) revise the Blue Book

Discussion: The committee had a procedural question. Do we need to put recommendations before Faculty Senate in order to make changes to the Blue Book? To we have to ask FAC Senate or BOR for approval? We decided to ask Debu for clarification on this process. The committee decided to pose an open-ended question to research directors to get their feedback on joint appointments. **A draft of this question is as follows: What are your thoughts regarding the tenure, evaluation and promotion process for faculty with joint appointments? Do you have any recommendations or concerns?**

The committee was concerned with how to define "tenure" when an appointment is 50/50. We also wondered if there are any union issues that might arise. The committee would like clarification from Ad Com on what this committee should do to resolve these issues. What is our role? Are they looking for a recommendation or something more substantive in the Blue Book?

New Business

- Unit Criteria for Review: Cross Cultural Studies

Discussion: The template is used correctly, but the committee wonders if it is appropriate to include mission and goals in the UC? If so, some things may need clarification. Perhaps omit Program Goals since the Mission articulates these. However, faculty hired within this unit might find the goals helpful. It should include a strategic plan.
The committee noted that some goals seem more like outcomes.
The committee decided that we would like a representative from Cross Cultural Studies to attend a future meeting to answer these questions. Mara will send suggestions made during the meeting to the representative.

- Update on criteria development for non-tenure track faculty. Needs to be worked on before CBA negotiations. Question: Can each unit address their non tenure track or do we need a MAU wide template? The overall question of where is this going: Currently there is no process for promotion. Non tenure track faculty CAN participate in promotion. This could be handled at the unit level but must be codified in the Blue Book. Many may be unaware this avenue exists. There is a need to formalize this process.
- Adjourn

ATTACHMENT 212/10
UAF Faculty Senate #212, February 8, 2016
Submitted by the Committee on the Status of Women

Committee on the Status of Women
Meeting Minutes Friday, 11 Dec 2015, 1-2pm, School of Ed Conference Room - Gruening 718

Present: Jane Weber, Mary Erlander, Diana Di Stefano, Derek Sikes, Alex Fitts, Megan McPhee (via skype), Sine Anahita, Ellen Lopez, Erin Pettit (Skype)

Members absent: Women's Center Coordinator

1. Luncheon Cost Analysis Update.
$1,750 for 2015, $2,150 for 2014 so we dropped the costs this year but need to reduce it more.

- *Jane, Alex and Ellen were supposed to meet with Mike Sfraga about funding. The meeting (set for 11 Dec) was postponed. They will reschedule with him*

Committee agreed to ask Provost Henrichs to be the luncheon speaker. Rationale: she is deserving and can speak to the particular challenges at UAF now.

- *Ellen will invite the Provost to be our speaker.*

2. Conversation Cafés. Planning for Spring, probably at a Café like Arctic Java, or an evening /dinner event. Something to entice more people, try new ideas.

- *Erin will take the lead.*

3. Promotion & Tenure Workshop. Springfest is **April 22, 2016 (10:00-12:00).**
Venue: Jayne Harvey will reserve Butrovich – 1 month in advance; along with a back up room.
Proposed panelists:

- Alex Fitts (Vice Provost and Accreditation Liaison Officer) – **Agreed**!
- Diana Di Stefano (CLA-Tenured, FamilyRole) – **Agreed**!
- Andrea Greenberg (CLA-Term) – Ellen will ask her
- Bob Bolton (IAB-Research Faculty) – Jane will ask him
- Someone from Library? Or Extension?
- Erin Petitt (Geophysics – Tenured) – **Agreed**!
- Diane/or Naki

- *Jane and Ellen will locate the past participant sign-in sheets to inform who is our audience.*
- *Everyone will come to next meeting with ideas for panelists*

Workshop Name: Discussed changing name of from P&T to Strategies for Faculty Success. Sine will make a flyer so we can decide on the name. This will move away from limiting interest to those who are on a tenure track, and might motivate participation at all stages of academic career.

4. Tenure and Review committee composition:
Pre-tenure (4th year review members) are all male. We need to work toward gender parity. Suggested that we document our concerns about this via a letter of concern to the Provost. Also suggested that we invite Provost to meeting to discuss this on-going issue (better than it was, but it could be even better).

- *Sine volunteered to look into policies and practices for selecting/recruiting committee membership. She will provide summary at next meeting.*

5. Resolution on use of gender inclusive language.

- *Sine will revise Resolution re: Gender Inclusive Language*
- *Then we will submit to the Faculty Senate*

6. Family Leave.
Tabled until Jan meeting.

Spring meetings:
Fridays, 10-11:00

- January 22nd
- February 19th
- March 25th
- April 8th
- May - TBD

Respectfully Submitted, Ellen D. S. Lopez, These minutes are archived on the CSW website: http://www.uaf.edu/uafgov/faculty-senate/committees/15-16-csw/

Committee on the Status of Women
Meeting Minutes Friday, 22 Jan 2016, 10-11am, School of Ed Conference Room - Gruening 718

Present: Jane Weber, Diana Di Stefano, Derek Sikes, Alex Fitts, Megan McPhee (via skype), Sine Anahita, Ellen Lopez, Erin Pettit, Kayt Sunwood, Mary Erlander

Members absent: Women's Center Coordinator

1. Promotion & Tenure Workshop Springfest is **April 22, 2016 (10:00-12:00).**
Venue: Jayne Harvie will reserve Butrovich – 1 month in advance; along with a back up room. Derek will emcee.

Proposed panelists:

- Alex Fitts (Vice Provost and Accreditation Liaison Officer) – **Agreed**!
- Diana Di Stefano (CLA-Tenured, FamilyRole) – **Agreed**!
- Andrea Greenberg (CLA-Term) – Ellen will ask her
- Jessica Cherry (atmospheric sciences-Research Faculty) – Erin will ask her
- Someone from Library? Karen Jensen – Mary will ask her
- Erin Petitt (Geophysics – Tenured) – **Agreed**!

Flyer: Discussed changing name to **Planning Strategically for Promotion, Tenure, and Career Advancement**. Sine made a draft flyer and will make edits. Discussed idea of handing printed copies of the flyer directly to Dept. Chairs. Megan opened discussion on distance delivery – illuminate live, Google Hangouts, cost issues of using UAF OIT.

Sign in sheets from past – 2015 MIA (probably with Jayne Harvie), the 2014 sheets that Jane has lack a column for rank. We'll make sure the 2016 sheets have this column (Ellen will create these).

Ellen suggested we have an evaluation form which she will develop. We can have a pile at the entry table and pass out / remind people near the end.
Jane will investigate coffee, tea & water options.

2. Conversation Cafés

Erin – goal to create an informal peer network, instead of doing one per semester...do more, at Arctic Java or Pub. Each month – a theme with readings? (Book club model). Third Thursday of the month, 5pm pub gathering. Once a semester perhaps a dinner gathering at someone's house? Is there a listserv for faculty who are interested? If not, Erin can create one through OIT. The name of the listserv has to be short and inclusive (e.g. UAF-Faculty-Equity-Community).

Erin will be traveling in February so the first would happen in March. Idea for the first March 9th – gender bias in student evaluations (great topic also because of recent UAF shift to electronic evaluations.) List of topics almost finalized for Spring semester.

Erin will also create a Google Site as a one page calendar and information source.

3. Luncheon Cost Analysis Update

Still waiting to talk to Mike Sfraga.

4. Resolution on use of gender inclusive language.

Will go to Senate Admin committee on Jan 29th.

Alex added that as of this semester 'Freshman progress reports' are now called 'Early progress reports' (and there was much rejoicing).

5. Family Leave.

Tabled until next meeting.

Spring meetings:

Fridays, 10-11:00

- January 22nd
- February 19th
- March 25th
- April 8th
- May - TBD

Respectfully Submitted, Derek Sikes, These minutes are archived on the CSW website:
http://www.uaf.edu/uafgov/faculty-senate/committees/15-16-csw/

ATTACHMENT 212/11
UAF Faculty Senate #212, February 8, 2016
Submitted by the Core Review Committee

Core Curriculum Review Committee
Meeting Minutes for 20 November 2015
Meeting time: 10:30 to 11:30 am
Meeting location: Kayak Room, 408 Rasmuson Library
Meeting convener: Andy Seitz and Margaret Short

Attendees

Name	Present
Andy Seitz (co-chair)	X
Margaret Short (co-chair)	X
Bobbi Jensen	X
Brian Kassof	
Burns Cooper	X
Caty Oehring	X
Gabrielle Russell	X
Ginny Kinne	
Hayley Williams	X
Kathy Arndt	X
Kevin Berry	X
Kevin Sager	X
Larry Duffy	
Marsha Sousa	
Tony Rickard	X
Yelena Matusevich	

1. Approved meeting minutes from 30 October 2015

2. GER updates from Jennie Carroll – Jennie gave an extensive update on both the replacement of the O,W requirements and the Perspectives on the Human Condition. The details of the update are not included in these meeting minutes, but how these changes will affect the Core Review committee are briefly described. First, Os and Ws will disappear, so the Core Review Committee will see fewer and fewer O and W petitions as students from older catalog years graduate. There will be no petitions to the Core Review Committee coming from students who start in future catalog years. In the future, departments will decide what is acceptable for oral and written communication activities. Second, Perspectives on the Human Condition will be modified to a "bucket approach." Curricular Affairs Committee will develop the guidelines for courses to qualify for certain buckets and CAC will also develop the initial list of courses in each bucket. After the initial buckets are developed, the Core Review Committee will review requests to have additional courses included in certain buckets and will review student petitions to have courses that are not listed in a certain bucket count towards meeting that bucket requirement.

3. Course proposal:

The "X" request was approved for CHEM F111X, so now this course will count towards the baccalaureate core in the natural sciences.

4. Petitions
    a. Approved –
        i. Request to have Italian 193 count as one semester of a two semester language substitute (in combination with a 200 level Italian class taken in Italy) for the Perspectives on the Human Condition requirement. It was noted that Italian 193 was largely conversational, but it did include other language elements (construction etc). Additionally, the 200 level class taken in Italy was 6 credit hours, and therefore, the committee felt that this combination (ITAL 193 and 200) met the spirit of the language substitute for the PHC requirement.

    b. Denied –
        i. Request to have HLTH F114 count toward the baccalaureate core natural science requirement. There was a note from a similar petition approved in 2012, which was approved, that any 4-credit science class can be used toward the Natural Science requirement without being reviewed by the Core Review Committee for the BA degree. However, the Core Review Committee has never seen anything in writing about this open substitution and the HLTH F114 course clearly does not meet the Faculty Senate guidelines for core natural science courses, so the petition was denied.

    c. Tabled –
        i. Request to use ED F486O/2 in Summer 2015 count as ED F486W,O. The justification for the petition stated that ED F486 W,O was approved in Fall 2014, but was not effective until Fall 2015. The justification further stated that the Summer 2015 offering of the course followed the exact same syllabus as that approved for Fall 2015. However, a comparison of the syllabi from Summer 2015 and the syllabi approved for ED 486W,O for Fall 2015 showed that the syllabi were different. The petition was tabled pending a clarification of which syllabus was followed and how written and oral assignments were graded.

5. Discussion
    a. Re-visiting the website.
    b. Anything else?

ATTACHMENT 212/12
UAF Faculty Senate #212, February 8, 2016
Submitted by the Student Academic Development and Achievement Committee

Student Academic Development and Achievement Committee
Meeting Minutes for November 10, 2015

Present:
Sandra Wildfeuer - IAC/BBC chair Eileen - English
Stacey - Academic Advising Colleen - Rural Student Services Jennifer - CTC
Cindy - Dev Ed Ben - KUC
Joe - NWC
Jill - Math
Guests: Dana Greci - DEVE

Notes
Cindy and Dana present to answer questions about the trial courses and new course proposals. New writing program begins

Trial courses: can be offered three times. Need clarification on this – is it three times only or in any campus? Wording on placement and the process for moving through the Developmental Sequence – Perhaps place this is just one part of the catalog for placement. Take it out of all four classes and then be sure the catalog revision includes a portion for moving through the sequence. Keep the language regarding the C-.
Votes for courses: DEVE 094 and WRTG 080- consensus to approve classes
Votes for courses DEVE 194 and WRTG 090- consensus to approve classes

DEVM Courses Up for Approval:
Sandra explained the new math classes – they are not charged for the first credit if they test out of it. Huge push to put the class on eLearning so that the numbers of attendees aren't limited.
Want to start offering it in the summer. 1-4 credits modularized – they pay for each credit that they earn. Questions arose regarding drop date for classes, do students pay fees? Apparently Kelly has an arrangement with the registrar to do Withdrawls with no penalty. Students have to sign up for all three without knowing how they will do in all three modular. The sign up process is a bit confusing – def need to inform advisors of how the structure of the class works (signing up, withdrawing, money back). How do we know which students are the best fit for this course? Students must be very motivated. Course is instructor approval -- they do need to speak with the instructor first for permission. If this is to become a course, then anyone needs to be able to teach it – if it's on eLearning then students won't have that up front advising.

These classes may or may not be done in person - (eLearning) – and it must be on the form if you want to offer the class in any other version. Currently it is only listed as a lab class – not asynchronously -. If it were offered asynchronously, that would be a different design.

Question: do you have to submit a minor course change form to submit any changed courses (ie. Move to eLearning). Ie. Changes to course format.Do we have the computer lab capacity or are we going to need to diversify the offerings? (online).

Vote for DEVM 054A-C. Courses approved

DEVM 068 Math Essentials 4 credits –This class integrates math concepts in the context of larger problems rather than as isolated chunks. Prepares students for intermediate algebra in one semester rather than two semesters. A similar class at UAA has existed since 2007– not in the alignment process currently. Has been taught synchronous by distance – lecture and activities. Cindy asked if 068 fit in the numbering system and Sandra maintains that the numbering accurately reflects the progression and the demands of the class (lots of group work etc). The numbering was agreed upon. The UAA class is DEVM 060 and it will be kept through the alignment. We cannot use that number because that was our old Elem Alg numbering.

Currently there is no min. test score placement. Sandra would like to see a min score placement added. What changes were made from the Trial course approved last year? It went from 5 credits to 4 credits due to financial aid, student schedules and other constraints in the system.
Also the name changed. The content of the course was largely unchanged.
DEVM 068 Math Essentials: Approved

***Minutes from last meeting approved**

COMMITTEE DEFINITION TOPIC:
This definition has been going around for the past couple of semesters.
Fac Senate is trying to get all committees aligned so that all committee definitions are approved in one big chunk.

Cindy's concern: Part F. A Quorum. This section stresses voting, but we have functioned mainly by consensus. We can, as a committee, decide for ourselves how we would like to vote. **Cindy would like to see that one option for including that consensus is an option -- voting and consensus are not the same**. In the future, would it be clear to members of this committee that decisions by consensus are an option?

Committee Make up: We have some open seats, especially one from Rural Student Services. With Joe leaving Nome, we would no longer have a faculty member there. We have been waiting a long time to re-define our committee as this committee definition approval has been held off.

Change the wording of the definition to "campuses" rather than "units." There are reasons why Student Support Services (TRIO program) doesn't come (They are a federal program- it's a grey area, but we can ask Alex if they can come). At the bottom of the paragraph: strike "either" and "or". **Question for Alex: Can Student Support Services come?** Our revision to the definition will include SS. Nobody currently from Chuckchi, Northwest will have an open spot.

There is another spot for CLA in addition to Eileen. We also have room for a student rep.
*Def pending approval just based on Sandra checking with Alex about Student Services.

ATTACHMENT 212/13
UAF Faculty Senate #212, February 8, 2016
Submitted by the Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for November 24, 2015

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

II. Roll call

Present: Gerri Brightwell, Mike Castellini, Bernie Coakley, Candi Dierenfield, Cindy Fabbri, Andrea Ferrante, Brian Himelbloom, Kelly Houlton, Duff Johnston, Franz Meyer, Joy Morrison, Channon Price
Excused: Steve Hunt, Diana DiStefano, Chris Lott, Trina Mamoon

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

Andrea reported that faculty are already being contacted but there was a problem that Sally Skrip had to work to resolve with Blue and OIT, therefore the electronic evaluations will not be emailed to students until December 4. The FAQ is being updated by Sally as new questions come in.

During the past months several presentations on the new Blue system have occurred across campus for faculty and deans. Andrea noted that faculty reactions have been more positive than expected and questions have mostly focused on the impact the new system will have on Promotion and Tenure. The ECAI Committee has been in contact with the Unit Criteria Committee to address the fact that some UAF unit criteria have specific numerical course evaluation values in their list of requirements that will need to be adjusted. Franz commented that revisiting unit criteria for P and T results in a much needed discussion on exactly what defines a good teacher.

IV. Upcoming activities of the UAF Office of Faculty Development (report from Joy)

Joy reported that her session on eXplorance Blue with Andrea Ferrante and Sally Skrip went really well, as did the two training sessions on Faculty 180. She organized a session on graduate advising with Mike Castellini that had four attendees. Joy is inviting a group up from the Anchorage Faculty Development Office in the spring to talk about bullying. They have filmed some skits and are selling copies of the videos.

Joy attended the POD Conference in San Francisco and organized two panels there: How do you become a Faculty Developer, and a global panel on Faculty Development. She will have funding next year to take someone along with her. C.P. commented that he went and found it very helpful – particularly with electronic evaluation. The POD Conference invariably occurs at the end of October or beginning of November.

V. Upcoming activities by UAF eLearning & Distance Education

Chris Lott was unable to attend.
VI. Discussion on Status of the Faculty Mentoring program

Franz led the discussion by stating that the current economic climate means faculty have less time to invest in the faculty mentoring process. He offered the following two questions: 1) In a time of

tightening budgets, how can we assure that our new faculty will be successful? And 2) Should there be a process put in place to give faculty mentoring more structure and to better incentivize mentoring activities? Currently deans assign a mentor to their new faculty members, and then Joy organizes a mentor luncheon at which mentors and mentees are provided some information on the mentoring process (leaflet). Bernie asked whether there is a fixed term for mentoring, and Joy answered that there is not. The traditional practice has been that the dean or department chair assigns a mentor to new faculty. Gerri noted that the English Department has a faculty development committee. Joy proposed that re-establishing a "mentoring credit" where mentors receive one credit on their workload agreement per mentee would be a good way to start adding the needed structure to the success – and accountability – to the mentoring process.

Franz will establish an online document that lists the main steps of the mentoring process and provides information on the current status of the mentoring program at UAF. New ideas and concepts can then be developed. Joy will provide the team with all her information on her mentoring activities.

VII. Other Business

a. Scheduling of December FDAI meeting (current schedule would fall into finals week)

Franz will send out an email to determine the December meeting date. Franz will also initiate a Doodle poll for spring semester meeting dates.

VIII. Upcoming events

a. Next FDAI meeting: TBD
b. Next admin committee meeting: 11/30/15
c. Next Faculty Senate meeting: 12/07/15

IX. Adjourned at 3:05 pm. (Respectfully submitted by Kelly Houlton.)

ATTACHMENT 212/14
UAF Faculty Senate #212, February 8, 2016
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee
Meeting Minutes for November 25, 2015

Attending: Daryl Farmer, Don Hampton, Mitchell Reed, John Yarie, Sean McGee, Anne Beaudreau, Holly Sherouse, Karen Jensen (by phone), Donie Bret-Harte, Jayne Harvie, Jane Monahan (guest), Mike Daku, Laura Bender, Mike Castellini (by phone)

I. Minutes from our meeting of 11/11/15 were passed.

II. Guest Jane Monahan from the School of Education gave us an explanation of the proposed changes in the community counseling program. The main change is to offer certification for clinical mental health, which requires a 60 credit minimum for professional certification and a self-study to become accredited by KCREP. There is a strong demand for professional certification by students in the program. The local military bases want professional certification, because it is hard to get certified counselors. Other minor changes involve adding personal interview, and disclosing that background checks are required. Also, the National Counseling Preparation exam will become the comprehensive exam in this program, which is more efficient and will allow students to get jobs in other states. Finally, some students want to do it all, both be clinically certified and to be a certified school counselor, in which case they can have both concentrations on their transcript. The counseling program is large, with 80 students, and they are not likely to be deterred by the additional credit requirement; in fact, many of them are requesting it. The national exam can be taken in the home community, proctored by someone outside of the department. GAAC members commented that this really makes sense for workforce development, and the certification will allow more graduates to be employed in Alaska. GAAC suggested that it would be key to provide a memo to President Johnson explaining why this program will go over the 45 credit maximum.

III. We received an update on health insurance for graduate students. Offering graduate student health insurance was developed under Provost when she was Graduate Dean, and is a relatively recent occurrence. The graduate student health insurance program is entirely self-financed. Recent trends include: 1) The number of graduate students is currently decreasing, because we are offering fewer TAs and RAs, due to declining funds. 2) The total costs are going up (currently UAF puts in ~$1 million for grad student insurance). 3) The cost per student is around $2000/student, but less is covered, due to increasing restrictions. All of these trends are negative. Other universities are dropping their graduate student health insurance because of changes to coverage mandated by the Affordable Care Act, and are directing students to get health insurance on their own, through the exchanges. Some students are also covered by their parents' insurance, depending on their age. GAAC wondered whether coverage through the ACA would be better. The graduate school can't answer this, because it depends on the students' income and potential subsidies. There is no requirement that universities provide health insurance. When Provost Henrichs was Dean, it was important to her, and it was a good recruiting tool. Now many of those other universities don't offer health insurance. GAAC members commented that this is a tough spiral, fewer resources = fewer students, so even more expense. GAAC members asked that the graphs that Mike Castellini presented be sent around electronically, and Mike agreed. Anne Beaudreau requested that students and faculty have an opportunity to weigh in. Will stipends be increased to help cover costs? Mike Castellini commented that we can't give students money to buy health insurance, but the university could increase stipends coincidentally, which would depend on university's funding, and would be determined at a higher level. At present, UAF can't offer dental or

vision to graduate students, which they could get through the exchanges. The expansion of Medicaid in Alaska should help quite a bit toward providing subsidies for students. Mike agreed to provide numbers for his Senate presentation in December. GAAC asked whether graduate students are not considered employees. Mike responded that at present, they are not employees for health insurance, because they must work 30 hours per week or more. The key question is how much an equivalent plan on the exchanges would cost. Mitch Reed will look into this.

IV. Holly Sherouse provided data on deferred grades in graduate courses from 1997 to this summer. According to her data, there are 5774 deferred grades. There were (master's and ph.d) 1400 from 1997 to 2005 (24% of total), and in the last 10 years, only 464. Of the student with those grades, only 15 are not active. For context, these deferred grades in graduate courses are only about 10% of undergraduate deferred grades, and she is not concerned about these numbers. She doesn't think it is worth it to worry about deferred grades for graduate students. She will check to see how many are coursework grades. GAAC agreed that this is not a big problem. Holly suggested that reminders could be sent to faculty, or students could contact their professor or the registrar's office.

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

15-GNC: New Course: **CE F607 - GIS Applications in Civil Engineering**
18-GPCh.: Program Change: **Master of Education in Counseling**
21-GCCh.: Course Change: **ED F620 - Language, Literacy and Learning** (pending some small corrections)
22-GCCh.: Course Change: **ED F630 - Curriculum Development**
24-GCCh.: Course Change: **ED F686 - Assessment and Testing in K-12 Public Schools** (pending some small corrections)

VI. GAAC's next meeting will occur in January, as many members are gone to meetings in December.

Graduate Academic and Advisory Committee
Meeting Minutes of 01/13/2016

Attending: Sean McGee, Mike Castellini, Karen Jensen (by phone), Laura Bender (by phone), Anne Beaudreau (by phone), Mitch Reed, John Yarie, Jayne Harvie, Amanda (for Holly Sherouse), Don Hampton, Donie Bret-Harte, Daryl Farmer, Mike Daku (by phone)

I. Minutes from our meeting of 11/25/15 were passed with one correction.

II. Graduate Student Health Insurance. As requested at our last meeting, graduate student representative Mitch Reed did some research on what it would cost for him to get health insurance in the private market, using the health insurance exchanges set up under the Affordable Care Act. In his case, he would expect to pay $5076/year in premiums for 60/40 plan (60% paid by the insurer after deductibles are met), with similar deductible and out-of-pocket maximum to what is currently offered to graduate students (which costs $2000/year in premiums for an 80/20 plan). This is more expensive than the current health insurance for graduate students. Mike Castellini commented that he was not able to make a presentation on graduate health insurance to the Senate in December, but will look for another opportunity to address the Senate. The issue of what to do about graduate student health insurance is obviously tied in with the overall budget for the University. Mike has presented the graduate school's analysis to Provost Henrichs. He does not know whether the options that they presented on graduate

student health insurance were passed on to President Johnson. Anne Beaudreau asked whether health insurance is required by NSF Graduate Student Fellowships (which are awarded to students individually, and are separate from PI grants). Mike will check into this.

III. Mike Castellini provided an update on the proposed budget for the Graduate School. Their proposal to Provost includes continuing to reduce staffing levels (by 0.5 FTE), and a reduction in number of thesis completion fellowships (by 25%). All travel was cut last year. He explained that the Provost went over the entire budget process, that all proposals have been turned in, and the President is expected to provide some direction in concert with the Board of Regents (whose retreat is coming up). However, it will be months before anything is known with certainty. There will be opportunities to weigh in on the whole package once it is released, and there will be general forums with Chancellor, Provost. GAAC recommends asking our members to find out what our departments think about possible options for grad student health insurance for our February meeting. Mike Castellini will find out whether Provost is considering dropping health insurance for graduate students or not. (Later in the day, he clarified that the Provost is not contemplating any changes to graduate student health insurance in FY17 at this time.) Daryl Farmer commented that the loss of grad health insurance would be devastating for English graduate program; their stipends are already lower, and expenses higher, than average.

IV. GAAC passed the following course and program proposals and changes:
11-GNP: NEW PROGRAM: MA - Marine Science, passed pending a few minor corrections, which were received after this meeting
16-GNC: New Course: **PETE F687 - Experimental and Data Analysis Methods in Petroleum Engineering**
20-GPCh.: Program Change: **Master of Education**
25-GNC: New Course: **GEOG / GEOS F478 / F678 - Ice Age Alaska**, passed pending final correction of hours

V. New assignments were made.

VI. Our next meeting will occur on Wednesday 1/27/16 at 1:15 pm.

ATTACHMENT 212/15
UAF Faculty Senate #212, February 8, 2016
Submitted by the Information Technology Committee

Information Technology Committee
Meeting Minutes for January 20, 2016 at 10 a.m. via Blackboard Collaborate

Julie Cascio convened the meeting of the Information Technology Committee on January 20, 2016 at 10 a.m. via Blackboard Collaborate

Roll Call
Attendees: Bill Barnes, Julie Cascio, Eric Collins, Joanne Healy, Falk Huettmann, Rorik Peterson, Ruth Prato, Siri Tuttle, Chris Lott ex officio, Debra Kouda ex officio, Martha Mason ex officio, Fred Schlutt ex officio, Nathan Zierfuss-Hubbard, Karl Kowalski

Blackboard Collaborate - Joanne shared information on set up, connecting to the meeting, and use of this platform for use during a meeting.

Security concerns with internet use –CITO, Karl Kowalski and CISO, Nathan Zierfuss-Hubbard shared information on security concerns.
Karl said that Nathan looks at privacy concerns, data concerns and the ability to retrieve lost information. Some UAF personnel purchase other internet services. It is important to work with procurement department so OIT knows if some other service is being used, and can look at the security for it. Nathan mentioned he works with cloud-computing guidelines for security, working with outsource vendors and intellectual properties for security.
Statistics on security can be shared with faculty at security@alaska.edu.
In the past indication of a potential scam through an email was indicated by poor grammar or spelling. However, targeted attacks have gotten more sophisticated and may be difficult to tell. Be vigilant on sharing information and any kind of requests or links in an email.
FERPA protections are followed in Google email. UA negotiated tighter restrictions when that format was chosen for email.

Elearning updates - Chris Lott reported that Elearning combined their faculty development training, Joy Morrison's offers and OIT trainings in one schedule.

OIT videoconferencing evaluation process –Debra Kouda reported that she is in the middle stages to evaluate actual video conferencing products. Stackholders, including elearning, psychology, etc who are large users have been identified to be included in this project. It has been identified that two uses need to be investiagated. One is the lecture capture option, similar to Echo 360.

Eluminate Live support. It was identified previously that issues arising with the use of this program occur and it would be helpful to have an OIT tech to trouble shoot in evenings when it usually occurs. Debra Kouda repeated that OIT staff will only be available via the telephone in evenings. Committee member said this does not help with the issues.

OIT and faculty engagement. Debra Kouda reported faculty engagement is starting at the beginning of this semester.

CANVAS was suggested by committee as a learning management system to explore. This is a learning management system that is faster, cheaper, able to be used on mobile aps. Chris explained that it was piloted and evaluated at the behest of Faculty Senate a few years ago. It isn't parallel with Collaborate but a LMS/CMS ala Blackboard. Fred said many large universities are migrating from Blackboard to Canvas. Falk reported that CANVAS is quite diverse and

adjustable, many pros; few cons in his estimate. The Math Department uses it and they have great success with it. He uses it to save time as it is easier to use.

Phone company roles – Falk requested information from ATT and GCI but has not received information from them. He thought it may not be the correct contact so he will contact municipalities about broadband connections. Karl volunteered to help facilitate answers to these questions. He recently explored fiber optic in the Arctic and research in communities needing more bandwidth.

Explorance Blue- Additional feedback from committee members

Ruth shared she got more response when she set aside time in the classroom for students to do evaluations.

Chris shared that aggregate data has gone to the provost and will be out soon. Preliminary aggregate rough draft showed the response to Explorance Blue was about 42%, compared to 60% from previous written evaluations. This is better than anticipated. A marketing campaign will happen this semester to illustrate how it helped teachers change their practice as instructors which may encourage students to fill out the evaluations.

Falk mentioned that data looks different than it did in the paper format.

Chris also said that the instructor is not able to have the evaluation open at different times. Students have a 10 day window to respond.

A humorous video was shared: A Conference Call in Real Life - YouTube
https://www.youtube.com/watch?v=DYu_bGbZiiQ

Next Meeting - February 17, 2016 at 10 a.m. via Adobe Connect. Chris Lott
March 23, 2016, 10 am CANVAS Falk will investigate using this platform

The meeting adjourned at 11:04 am

ATTACHMENT 212/16
UAF Faculty Senate #212, February 8, 2016
Submitted by the Faculty Senate Administrative Committee

UAF FACULTY SENATE ADMINISTRATIVE COMMITTEE
Meeting Minutes for Monday, January 29, 2016 – 1:00 - 3:00 PM
Chancellor's Conference Room (330 Signers' Hall)

Present: Mara Bacsujlaky; Donie Bret-Harte; Julie Cascio; Chris Fallen; Alex Fitts (ex offcio); Orion Lawlor (Chair); Franz Meyer; Debu Misra; Rainer Newberry; Andy Seitz; Jane Weber; Cindy Hardy
Absent: Jennie Carroll (Rainer subbed for CAC); Jessica Cherry; Provost Henrichs; Sandra Wildfeuer (Cindy Hardy subbed for SADAC)

COMMENTS
President's Comments – Debu Misra:

Debu noted that the work of the Planning and Budget Committee (PBC) is frozen until President Johnsen reveals more about his plan for the university. Johnsen is supposed to follow up on the email he distributed to the entire system on or by February 2. It is hoped the PBC will be able to move forward after more is known about the restructuring plans and how UAF is affected. Debu invited faculty feedback through Faculty Alliance and Faculty Senate.

A common catalog with shared control amongst all campuses has been proposed.

President-Elect's Comments – Orion Lawlor:

Orion reported briefly on the retreat Faculty Alliance (FA) held recently. One of their goals is to have a role on the Summit Team.

Provost's Comments
Provost Henrichs could not attend today due to urgent business.

NEW BUSINESS

- Resolution supporting gender inclusive language, submitted by Committee on the Status of Women – passed by the Administrative Committee

- Motion to amend Department Chair Policy, submitted by Faculty Affairs Committee – returned to the Faculty Affairs Committee for more work.

- Motion to approve a new MA in Marine Science, submitted by Graduate Academic and Advisory – passed by the Administrative Committee, but there will be a discussion with the Provost at the pre-senate meeting due to the current budget challenges.

- Motion to approve Unit Criteria for the Cross Cultural Studies Department, submitted by Unit Criteria – passed by the Administrative Committee

- Motion to approve Unit Criteria for the Geophysical Institute, submitted by Unit Criteria Committee – returned to Unit Criteria Committee for some further editing that will need review at the GI.

DISCUSSION / INFORMATION ITEMS FOR ADMINISTRATIVE COMMITTEE

- Report on Progress of Mathematics PhD Program Revitalization
  The committee would like to discuss this with the Provost who could not attend the meeting today. It will be discussed further at the next AdCom meeting.

- GERs Course Classification List and Guidelines – Rainer N.
  The AdCom supported allowing second semester language courses to be used to fulfill GERs, making languages an exception to the introductory course "rule" (using courses with no prerequisites). It was agreed to take the discussion forward to the full Senate.

- Student Academic Misconduct Policy for Instructors, with the goal of forming a subcommittee to write up guidance for instructors in this situation – Orion asked for any volunteers. [SOMEONE?] volunteered.

Guest Speakers at Faculty Senate:

It was agreed that Mike Castellini should be invited back to address the Senate about graduate student health care issues. Jayne will contact Mike, along with BJ Aldrich and Laura Bender who will accompany him at Senate to address the topic.

Reminders:

- Chancellor's Reception for Faculty Senate on February 8
- Senate voted that AdCom meeting minutes will be provided