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AGENDA

UAF FACULTY SENATE MEETING #199

Monday, May 5, 2014

1:00 p.m. – 3:25 p.m.

Wood Center Carol Brown Ballroom

- | | | | |
|------|-----|--|---------|
| 1:00 | I | Call to Order – David Valentine A. Roll Call B. Approval of Minutes to Meetings #198 C. Adoption of Agenda | 4 Min. |
| 1:04 | II | Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to reaffirm Department of Foreign Languages and Literatures Unit Criteria 2. Motion to endorse the Electronic Course Evaluation Report Results B. Motions Pending: None | 1 Min. |
| 1:05 | III | A. President's Remarks – David Valentine B. President-Elect's Remarks – Cécile Lardon | 10 Min. |
| 1:15 | IV | A. Chancellor's Remarks – Brian Rogers B. Provost's Remarks – Susan Henrichs | 15 Min. |
| 1:30 | V | Adoption of Consent Agenda A. Motion to approve the 2013-2014 degree candidates, submitted by the Administrative Committee (Attachment 199/1) B. Resolution of Appreciation for David Valentine, submitted by the Administrative Committee (Attachment 199/2) C. Resolution for the Outstanding Senator of the Year, submitted by the Administrative Committee (Attachment 199/3) D. Special Recognition of Senate Service | 1 Min. |
| 1:31 | VI | Governance Reports A. Staff Council – Brad Krick B. ASUAF – Brix Hahn C. Athletics – Dani Sheppard D. UNAC – Falk Huettmann UAFT – Jane Weber | 9 Min. |
| 1:40 | VII | Public Comments | 5 Min. |

- 1:45 VIII Members' Comments/Questions/Announcements 5 Min.
- A. General Comments/Announcements
 - B. Committee Chair Comments
 - Curricular Affairs – Rainer Newberry, Chair (Attachment 199/4)
 - Faculty Affairs – Knut Kielland, Chair
 - Unit Criteria – Chris Coffman, Chair (Attachment 199/5)
 - Committee on the Status of Women – Jane Weber, Chair (Attachment 199/6)
 - Core Review Committee – Miho Aoki, Chair (Attachment 199/7)
 - Curriculum Review – Rainer Newberry, Chair
 - Student Academic Development & Achievement – Cindy Hardy, Chair
 - Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 199/8)
 - Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 199/9)
 - Research Advisory Committee – Peter Winsor, Chair

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

- 1:50 IX Presentation 15 Min.
- Rainer Newberry, Curricular Affairs Committee Chair
 - Topic: Implications of the BOR Resolution re General Education Requirements (Attachment 199/10)

2:05 BREAK

- 2:15 X New Business 15 Min.
- A. Motion to adopt the GELO Learning Outcomes, submitted by the Administrative Committee (Attachment 199/11)
 - B. Motion calling for Faculty Referendum re Completion of Capstone Experience in Majors or Programs, submitted by the Curricular Affairs Committee (Attachment 199/12)
 - C. Motion to amend Faculty Senate Bylaws concerning FARC, submitted by the Administrative Committee (Attachment 199/13)
 - D. Motion to approve Department of Computer Science Unit Criteria, submitted by the Unit Criteria Committee (Attachment 199/14)

- 2:30 XI Discussion Items 20 Min.
- A. New Communication (“C”) vs Current O and W Requirements – Rainer Newberry (Attachment 199/15)
 - B. Issue re Potential Conflicts of Interest – David Valentine, Debu Misra (Attachments 199/16 and 199/17)
 - C. Annual Progress Report from the DMS on status of PhD Program - David Valentine, Cecile Lardon (Attachment 199/18)

- 2:50 XII Award Presentations and Announcements 10 Min.
- A. Presentation of the Outstanding Senator of the Year Award
 - B. Announcement of Usibelli Awards (Attachment 199/19)
Reception is Tuesday, May 6, 5:30-7 p.m. at UA Museum of the North
 - C. Announcement of Emeriti Faculty Awards (Attachment 199/20)
 - D. Recognition of Senate Service
 - E. Presentation of Resolution of Appreciation for David Valentine
- 3:00 XIII Adjournment of the 2013-2014 Faculty Senate
- 3:05 XIV Seating of the 2014-2015 Faculty Senate Members 10 Min.
- A. Roll Call of the 2014-15 Members
 - B. President's Remarks – Cecile Lardon
 - C. President-Elect's Remarks – Debu Misra
- 3:15 XV Provost's Remarks – Susan Henrichs 5 Min.
- 3:20 XVI New Business 5 Min.
- A. Motion to Approve the 2014-15 UAF Faculty Senate Meeting Calendar, submitted by the Administrative Committee (Attachment 199/21)
 - B. 2014-15 Faculty Senate Committee Assignments – Cecile Lardon (Attachment 199/22)
 - C. Motion to Authorize the Administrative Committee to act on behalf of the Senate during the summer months, submitted by the Administrative Committee (Attachment 199/23)
- 3:25 XVII Adjournment

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

MOTION:

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

EFFECTIVE: Immediately

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

RECOGNITION OF SERVICE BY DAVID VALENTINE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Curricular Affairs Committee 14 April 2014 MINUTES

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

I. Approved Minutes of last meeting

II. The BOR approved this resolution at their 4 April meeting:

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

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

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

We agreed to a several-prong solution:

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

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

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

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

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

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

Current General Education University Regulations

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

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

Curricular Affairs Committee

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

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

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

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

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

“The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. This motion is effective April 4, 2014.”

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

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

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

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

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

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

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

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

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

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

Attendance: Chris Coffman, Christine Cook, Javier Fochesatto

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

Absent: Steve Sparrow, Cathy Winfree

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

I. Housekeeping

1. Approval of Agenda – approved

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

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

II. IARC: Proposed Unit Criteria

See attachment:

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

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

Guest from IARC: Dr. Vladimir Alexeev

III. Computer Science: Proposed Unit Criteria

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

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

THE DEPARTMENT' FACULTY,

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

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

- Page 5: why the underline in second paragraph?
- Page 5: why the boldface and between bullet a and b
- Page 6: 2d and 2i – are they changes to the template? It seems you can add wording, but not alter the template so these might be okay
- Page 6: should be k and l instead of l and m to comply with the Provost's template

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

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

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

See attachment:

- Computer Science Unit Criteria

Guest from Computer Science: Dr. Chris Hartman

IV. Continued Discussion of Committee Bylaws

See attachment:

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

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

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

Present in the room: Chris, Xavier.

Department of Mathematics and Statistics Representative: John Gimbel

Online: Steve, Tori, Leif, Debu. Mark

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

V. Housekeeping

3. Approval of Agenda
Approved

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

Debu, Motion to approve, Xavier second.

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

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

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

Debu: comfortable with the language

Tori: agree on the changes

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

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

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

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

Debu: Move to approve, seconded by Xavier.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Debu: commented that CBA will not override the faculty determination

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

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

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

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

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

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

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

Gimbel: we’ll move those into professional service.

Debu: outreach goes into prof. service.

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

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

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

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

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

Xavier: Asked about how teaching is evaluated.

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

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

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

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

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

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

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

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

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

Answer: These words are inherited from the relevant template.

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

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

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

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

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

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

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

See attachment:

- Foreign Language and Literatures Unit Criteria

VIII. Continued Discussion of Committee Bylaws

See attachment:

- Proposed Bylaws.

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

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

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

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

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

CSW membership

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

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

Women Faculty Luncheon

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

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

Conversation Café Series

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

Women's Center Advisory Committee

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

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

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

Planning Strategically for Promotion and Tenure Workshop

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

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

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

Committee on the Status of Women,

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

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

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

1. Promotion & Tenure Workshop

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

2. Conversation Café on Faculty Mentoring Overview

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

3. Women's Center Advisory Board

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

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

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

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

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

5. Upcoming CSW meetings:

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

Respectfully Submitted, Amy Barnsley

These minutes are archived on the CSW website:

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

Faculty Senate Core Review Committee End of Year Report

Members 2013-14 Academic Year

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

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

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

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

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

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

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

Proposed change in ()s:

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

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

Core Review Committee Minutes from April 11, 2014 Meeting

Voting members:

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

Non-voting members:

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

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

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

Voting members:

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

Non-voting members:

Kevin Berry, Caty Oehring

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

contribute to students' communication skill development in each program.

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

5. Next meeting: Friday April 11th, 2014

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

Year End Report 2013-2014

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

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

Committee affiliates: Eric Madsen (SoEd)

1. Summary of the 2013-2014 period

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

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

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

2. Highlights of 2013-2014 activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

c. Development of a Mission Statement for the FDAI Committee

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

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

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

3. Outlook into academic year 2014-2015

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

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

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

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

III. Report from Joy

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

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

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

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

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

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

IV. Updates on Electronic Course Evaluation Report

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

V. Evaluation of Unit Peer Review Committee Criteria and Composition

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

VI. Other Business

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

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

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

VII. Upcoming Events

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

VIII. Adjourned at 5:05 pm

Respectfully submitted by Kelly Houlton.

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

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

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

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

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

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

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

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

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

For the last several years A General Education Revitalization Committee (GERC) [a subcommittee of CAC] has been engaged in proposed changes to UAF's 'CORE' Requirements. One aspect has been to use the terminology 'General Education Requirements (GERs)' in place of 'Core'. An offshoot of this effort has been one to create a single set of UA baccalaureate 'Learning Objectives'.

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

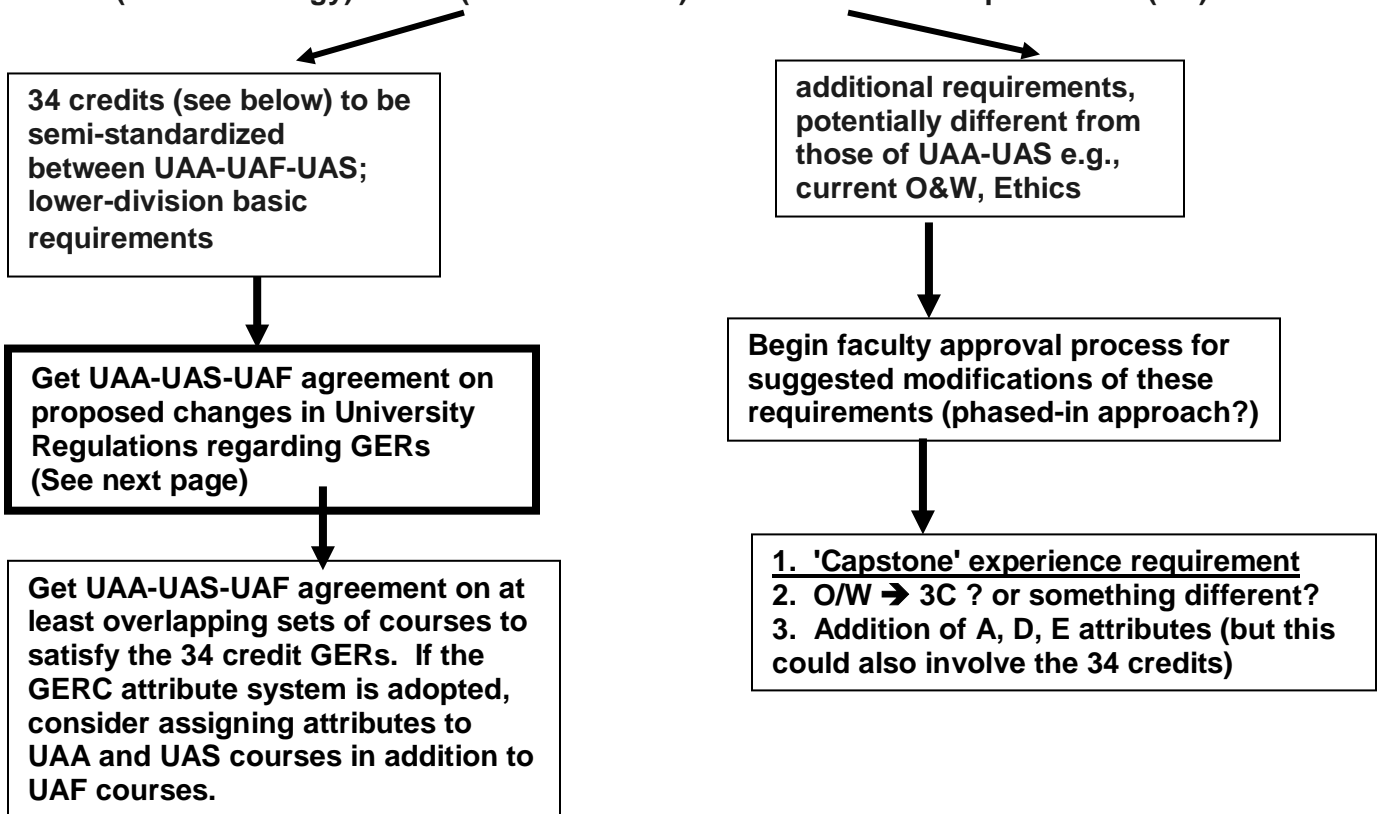
"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements.

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

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

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

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



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

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

Current General Education University Regulations

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

Written Communication Skills 6 credits minimum

Oral Communication Skills 3 credits minimum

Humanities/Social Sciences 15 credits minimum

at least 3 credits in the arts

at least 3 credits in general humanities

at least 6 credits in the social sciences, from 2 different disciplines

Quantitative Skills/Natural Sciences 10 credits minimum

at least 3 credits in mathematics

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

Total

34 credits minimum

MOTION:

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

Effective: Immediately

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

BOLD = additions; [[]] = deletions

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

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

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

MOTION:

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

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

Effective: Upon approval by faculty vote

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

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

MOTION:

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

EFFECTIVE: Immediately

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

BOLD CAPS = Addition
[[]] = Deletion

GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

Group B Administrators:

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

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

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

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

MOTION:

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

EFFECTIVE: Fall 2014
 Upon Chancellor Approval

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

**UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY
AND COMPUTER SCIENCE UNIT CRITERIA, STANDARDS, AND INDICES**

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE COMPUTER SCIENCE DEPARTMENT OF THE COLLEGE OF ENGINEERING AND MINES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

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

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

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

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

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

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

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. ***THE LEVEL OF PRODUCTIVITY EXPECTED OF A FACULTY MEMBER IN EACH AREA (TEACHING, RESEARCH, AND SERVICE) WILL BE COMMENSURATE WITH THE PERCENTAGE OF HIS OR HER WORKLOAD DEDICATED TO SUCH ACTIVITY.***

Bipartite Faculty

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

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

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

B. Criteria for Instruction

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

1. Effectiveness in Teaching

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

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

- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- g. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***INCLUDING THE DEVELOPMENT OF DISTILLED KNOWLEDGE (BOOKS, SOFTWARE, DOCUMENTATION) FOR STUDENT USE;***
- h. may receive prizes and awards for excellence in teaching;
- i. ***DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER ENGINEERING ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANEL;***
- j. ***INVOLVE STUDENTS, ESPECIALLY GRADUATE STUDENTS, IN QUALITY RESEARCH ACTIVITIES;***

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

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

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

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

a. **Components of Evaluation**

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

- a. systematic student ratings, i.e. student opinion of instruction summary forms, **and** at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

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

1. Achievement in Research, Scholarly and Creative Activity

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

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

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

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art *AND ENGINEERING* work, *SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS* at galleries, *CONFERENCES AND MUSEUMS, WHERE* selection

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

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

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

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

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

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

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

D. Criteria for Public and University Service

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

1. Public Service

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

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

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

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring *OF FACULTY*.
- j. Prizes and awards for excellence in university service.
- k. *SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.*
- l. *PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.*

3. Professional Service

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

4. Evaluation of Service

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

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

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

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

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

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

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

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

b. PRESENTATION OF ENGINEERING TO THE PUBLIC.

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

a. ACCOMPLISHMENTS GAINED THROUGH SERVICE TO ORGANIZATIONS;

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

DISCUSSION ITEM: Two Competing proposals for modifying O & W

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

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

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

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

Notes concerning this proposal:

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

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

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



UAF Faculty Senate

312B Signers' Hall, University of Alaska Fairbanks, P.O. Box 757500, Fairbanks, AK 99775-7500 • (907) 474-7964 • Fax (907) 474-5213

www.uaf.edu/uafgov/faculty-senate

April 18, 2014

Dear Debu:

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

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

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

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

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

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

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

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

Sincerely,

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

David Valentine, President
UAF Faculty Senate

cc: UAF Faculty Senate Administrative Committee

April 23, 2014

David Valentine
President, UAF Faculty Senate

Dear David,

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

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

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

Sincerely yours,



Debasmita Misra
Faculty Senator, CEM

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

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

CC: Susan Henrichs, Provost
Paul Layer, CNSM Dean

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

Date: April 19, 2014

RE: Update: Revitalizing the Mathematics Ph.D.

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

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

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

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

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

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

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

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

Respectfully submitted,

Elizabeth Allman, Sergei Avdonin, Leah Berman,

John Rhodes, Alexei Rybkin, Gordon Williams

cc: CNSM Dean Layer

2014 Emil Usibelli Awards

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

Nominees:

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

2014 UAF Emeriti

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

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

MOTION:

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

EFFECTIVE: Immediately

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

UAF Faculty Senate Meetings

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

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

2014-2015 Faculty Senate Committees

Standing Committees

Curricular Affairs Committee

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

Faculty Affairs Committee

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

Unit Criteria Committee

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

Permanent Committees

Faculty Development, Assessment and Improvement Committee

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

Graduate Academic and Advisory Committee

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

Research Advisory Committee

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

Information Technology Committee

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

Committee on the Status of Women

Elected membership

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

Core Review Committee

CLA:

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

LIB:

Tyson Rinio, Library (15)

CNSM:

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

At-Large Representative:

Andrew Seitz, SFOS

College Reps:

Tony Rickard, CNSM
Kevin Berry, SOM

continued next page

**Student Academic Development & Achievement
Committee**

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

Curriculum Review Committee

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

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

MOTION:

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

EFFECTIVE: May 5, 2014

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