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A G E N D A

UAF FACULTY SENATE MEETING #207
Monday, May 4, 2015
1:00 p.m. – 3:30 p.m.
Wood Center Carol Brown Ballroom

1:00	I	Call to Order – Cécile Lardon A. Roll Call B. Approval of Minutes to Meetings #206 C. Adoption of Agenda	4 Min.
1:04	II	Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to approve Unit Criteria for the Journalism Department 2. Motion to clarify DF (Deferred) grade 3. Motion to revise UAF Faculty Senate Policy on Credit Hours B. Motions Pending: None	1 Min.
1:05	III	A. President's Remarks – Cécile Lardon B. President-Elect's Remarks – Debu Misra	10 Min.
1:15	IV	A. Chancellor's Remarks – Brian Rogers B. Provost's Remarks – Susan Henrichs 2014-15 Promotion and Tenure Results Summary (Attachment 207/1) C. Interim VC for Research – Larry Hinzman	20 Min.
1:35	V	Adoption of Consent Agenda A. Motion to approve the 2014-2015 degree candidates, submitted by the Administrative Committee (Attachment 207/2) B. Recognition of Service for Chancellor Brian Rogers, submitted by the Administrative Committee (Attachment 207/3) C. Recognition of Service for Cécile Lardon, submitted by the Administrative Committee (Attachment 207/4) D. Resolution for the Outstanding Senator of the Year, submitted by the Administrative Committee (Attachment 207/5) E. Special Recognition of Senate Service (Attachments 207/6, 207/7 and 207/8)	1 Min.
1:36	VI	Award Presentations and Announcements A. Presentation of the Outstanding Senator of the Year Award B. Announcement of Usibelli Awards C. Announcement of Emeriti Faculty Awards (Attachment 207/9) D. Recognition of Senate Service E. Presentation of Resolution of Appreciation for Cécile Lardon	24 Min.
2:00	BREAK		

2:10 VII Governance Reports 10 Min.

A. Staff Council – Chris Beks
B. ASUAF
C. Athletics – Dani Sheppard
D. UNAC – Sine Anahita
UAFT – Jane Weber

2:20 VIII New Business 10 Min.

A. Resolution to adopt classification list system to replace Perspectives on the Human Condition of the UAF Core Curriculum, submitted by the Curricular Affairs Committee (Attachment 207/10)
B. Motion to amend Faculty Senate Committee Bylaws, submitted by the Administrative Committee (Attachment 207/11)

2:30 IX Presentation 15 Min.

Carol Gering and Team
Topic: Common Misconceptions about eLearning

2:45 X Public Comments* 5 Min.

2:50 XI Members' Comments/Questions/Announcements 10 Min.

A. General Comments/Announcements
B. Committee Chair Comments
Curricular Affairs – Brian Cook, Chair (Attachment 207/12)
Subcommittee: General Education Revitalization Committee (Attachment 207/13)
Faculty Affairs – Chris Fallen, Chair (Attachment 207/14)
Unit Criteria – Chris Coffman, Chair (Attachment 207/15)
Committee on the Status of Women – Jane Weber, Chair (Attachment 207/16)
Core Review Committee – Leah Berman, Chair (Attachment 207/17)
Curriculum Review – Rainer Newberry, Chair
Student Academic Development & Achievement – Cindy Hardy, Chair (Attachment 207/18)
Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 207/19)
Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 207/20)
Research Advisory Committee – Orion Lawlor, Chair
Information Technology Committee – Rorik Peterson, Convener

Note: Committee Annual Reports are included in the attachments noted above if they were received by April 29. These reports and those received after April 29 will be posted as separate documents at the Faculty Senate Meetings web page; and, at each committee's web page.

3:00 XII Adjournment of the 2014-2015 Faculty Senate

3:05 XIII Seating of the 2015-2016 Faculty Senate Members 10 Min.

A. Roll Call of the 2015-16 Members
B. President's Remarks – Debu Misra
C. President-Elect's Remarks – Orion Lawlor

3:15	XIV	Provost's Remarks – Susan Henrichs	5 Min.
3:20	XV	New Business	10 Min.

A. Motion to Approve the 2015-16 UAF Faculty Senate Meeting Calendar, submitted by the Administrative Committee (Attachment 207/21)
B. Update on 2015-16 Faculty Senate Committee Assignments – Debu M.
C. Motion to Authorize the Administrative Committee to act on behalf of the Senate during the summer months, submitted by the Administrative Committee (Attachment 207/22)

3:30 XVI Adjournment

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

2014-15 Results Summary

Tenure and/or Promotion Review Candidates

	University-Wide Committee		Provost		Chancellor		Success Rate
	Yes	No	Yes	No	Yes	No	
UAFT Promotion and Tenure							
Promotion and Tenure: Prior to Mandatory Year	1	0	1	0	1	0	100.0%
UNAC Promotion and Tenure							
Promotion and Tenure: Mandatory Year	6	1	6	1	6	1	85.7%
Promotion and Tenure: Prior to Mandatory Year	8	0	8	0	8	0	100.0%
Tenure: Mandatory Year	2	0	2	0	2	0	100.0%
Tenure: Prior to Mandatory Year	1	0	1	0	1	0	100.0%
Promotion*	14	3	15	2	15	1	93.8%
Promotion (Research Faculty)	6	1	7	0	7	0	100.0%
Total Promotion and Tenure Candidates	38	5	40	3	40	2	95.2%

	University-Wide Committee		Provost		Success Rate
	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	
Fourth Year Pre-Tenure Review	7	2	7	2	77.8%
Sixth Year Post-Tenure Review	1	1	1	1	50.0%
Total Pre- and Post-Tenure Candidates	8	3	8	3	72.7%

**One appeal filed of the provost's recommendation; file currently being reviewed by the UNAC Appeals Board.*

May 1, 2015

ATTACHMENT 207/2
UAF Faculty Senate #207, May 4, 2015
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.

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ATTACHMENT 207/3
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY BRIAN ROGERS

WHEREAS, Brian Rogers is retiring on August 31, 2015, after serving faithfully for seven years as interim Chancellor and Chancellor of the University of Alaska Fairbanks, since 2009, during an increasingly challenging period; and

WHEREAS, Brian Rogers as Chancellor has been a steadfast advocate for UAF with the Statewide Administration, the Board of Regents and the Alaska State Legislature; and

WHEREAS, during his tenure, the University grew in terms of numbers of degrees awarded, students enrolled, and facilities available for education, research, and student services; and

WHEREAS, Brian Rogers has served nearly 20 years in all as a university employee and has 45 years of association with the University of Alaska, beginning with his arrival as a student in 1970 and including eight years of service on the Board of Regents; and

WHEREAS, Brian Rogers has been a strong proponent of academic freedom and has consistently advanced the concept of shared governance with staff and faculty; and

WHEREAS, Brian Rogers continually sought to strengthen the commitment to diversity and workplace ethics and has been instrumental in strengthening university ties to the larger community; and

WHEREAS, Brian Rogers has served as a member of the Alaska House of Representatives from 1979 to 1982, as the director of Budget Development and then as Vice President for Finance at the University of Alaska from 1984 to 1995 and as a member of the Board of Regents of UA from 1999 to 2007, being appointed by Governor Knowles; and

WHEREAS, Brian Rogers has served as the chair of the UArctic Board of Governors, The Nature Conservancy Alaska Trustees and the Great Northwest Athletic Conference CEO board, as well as serving as a member of numerous community and state organizations including the Foraker Group Governance Board, the Greater Fairbanks Chamber of Commerce Board of Directors, and the Fairbanks Downtown Rotary; and

WHEREAS, Brian Rogers and his wife and UAF alumna Sherry Modrow have worked as a strong team to serve various causes for the betterment of UAF and its community; and

WHEREAS, the faculty of the University of Alaska Fairbanks, through its Faculty Senate, wish to acknowledge and appreciate the outstanding contributions to higher education of Brian Rogers, the Chancellor of UAF; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many valuable and far-reaching contributions of Brian Rogers and expresses its utmost gratitude and appreciation for his exemplary service.

ATTACHMENT 207/4
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY CÉCILE LARDON

WHEREAS, Cécile Lardon has served the UAF Faculty Senate for seven years in a manner deserving of the UAF Faculty Senate's highest admiration and respect; and

WHEREAS, Cécile Lardon has served as Senator to the UAF Faculty Senate from 2006-2007, and from 2009-2010 through 2012-2013; and

WHEREAS, Cécile Lardon has served as President-Elect of the UAF Faculty Senate from 2013-2014; and

WHEREAS, Cécile Lardon has served as UAF Faculty Senate President from 2014-2015; and

WHEREAS, Cécile Lardon has served on the Committee on the Status of Women as a member in 2006-2007; and

WHEREAS, Cécile Lardon has served on the Faculty Affairs Committee as a member in 2009-2010 through 2011-2012, and served as chair in 2012-2013; and

WHEREAS, Cécile Lardon has served on the Faculty Senate Administrative Committee as a member from 2012-2013, and served as chair in 2013-2014; and

WHEREAS, Cécile Lardon has served as President-Elect of the UAF Faculty Senate in 2013-2014; and

WHEREAS, Cécile Lardon has served as President of the UAF Faculty Senate in 2014-2015, with positive and unflagging commitment and dedicated leadership during challenging times of academic change, and exceptionally tough budgetary times; and

WHEREAS, Cécile Lardon has served as liaison between the Faculty Senate and UAF Administration through her service on the UAF Provost's Council from 2013-2015; and

WHEREAS, Cécile Lardon has provided a strong faculty voice as a member of the Planning and Budget Committee (for two and a half years) and the Chancellor's Budget Options Group (in the spring of 2014) in order to provide a vital faculty perspective in addressing the serious budget shortfalls affecting UAF; and

WHEREAS, Cécile Lardon has made valuable contributions as a member of the UA Faculty Alliance, and the System Governance Council; and provided valuable counsel to the Faculty Alliance Chair; and

WHEREAS, Cécile Lardon has represented the Faculty Alliance on the Statewide Academic Council in 2013-2014 (and will again in 2015-2016); and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the Faculty and the University by the work of Cécile Lardon as she concludes her term as President; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many contributions of Cécile Lardon and expresses its appreciation for her exemplary service.

ATTACHMENT 207/5
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

Outstanding Senator of the Year Award
Academic Year 2015

WHEREAS, Brian E.G. Cook has served as Senator to the UAF Faculty Senate during 2014-2015; and

WHEREAS, Brian E.G. Cook has served on the Curricular Affairs Committee during 2014-2015; and

WHEREAS, Brian E.G. Cook stepped adeptly into an important role and served as chair of the Curricular Affairs Committee during 2015; and

WHEREAS, Brian E.G. Cook has actively and thoughtfully engaged members of the Curricular Affairs Committee in discussions concerning academic programs, academic policy, and general education requirements; and

WHEREAS, Brian E.G. Cook worked diligently to involve the UAF faculty in active discussion about general education revitalization, student learning outcomes, and assessment of student learning outcomes; and

WHEREAS, under Brian E.G. Cook's leadership, the Curricular Affairs Committee has effectively worked to fulfill its mission to UAF faculty; and

WHEREAS, Brian E.G. Cook 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, Brian E.G. Cook has been fundamental to the organization and continuing success of the CLA Faculty, Staff, and Student Forum; and

WHEREAS, Brian E.G. Cook 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, Brian E.G. Cook consistently sets an outstanding example of a committed UAF Faculty Senator and faculty member; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate recognizes Brian E.G. Cook as Outstanding Senator of the Year for Academic Year 2014-2015.

ATTACHMENT 207/6
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE
BY
ANDREA FERRANTE

WHEREAS, Andrea Ferrante has served as the chair of the Electronic Course Assessment Implementation (ECAI) committee during the 2014-15 academic year; and

WHEREAS, Andrea Ferrante took on a complex task with a very short timeline; and

WHEREAS, Andrea Ferrante demonstrated excellent leadership in guiding the committee through several phases of developing online course evaluations for UAF; and

WHEREAS, Andrea Ferrante led a diverse committee that could discuss and incorporate input on course assessment from multiple perspectives; and

WHEREAS, Andrea Ferrante worked effectively with the company UAF contracted to provide the software for the electronic course evaluations; and

WHEREAS, Andrea Ferrante skillfully coordinated and communicated with multiple constituencies needed to implement electronic course evaluations at UAF, including faculty, students, and administrators; and

WHEREAS, Andrea Ferrante artfully managed the needs of these constituencies throughout the project; and

WHEREAS, Andrea Ferrante has devoted his considerable time and attention to this project as service to the University and not as a Faculty Senator; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many valuable and far-reaching contributions of Andrea Ferrante and expresses its utmost gratitude and appreciation for his exemplary service.

ATTACHMENT 207/7
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY KELLY HOULTON
Academic Year 2015

WHEREAS, Kelly Houlton has served on the Faculty Senate "Faculty Development, Assessment and Improvement (FDAI) Committee" since 2009; and

WHEREAS, Kelly Houlton has served as the recorder of the FDAI committee since 2011; and

WHEREAS, Kelly Houlton has served as the Co-Chair of the FDAI committee since Fall 2014; and

WHEREAS, Kelly Houlton has been an engaged member of the Electronic Course Assessment Implementation (ECAI) Committee since Fall 2014; and

WHEREAS, Kelly Houlton has been an active contributor to Electronic Course Evaluation task forces since 2012; and

WHEREAS, Kelly Houlton has served on the newly-formed Fresh Air Campus Challenge Committee since Fall 2014; and

WHEREAS, Kelly Houlton has served on a range of program review committees throughout the recent years; and

WHEREAS, Kelly Houlton has shown the utmost dedication in all of her committee work and her contributions are consistently of highest quality; and

WHEREAS, Kelly Houlton's tireless "behind the scenes" work has supported the success of the UAF Faculty Senate for many years; and

WHEREAS, Kelly Houlton continuously sets an outstanding example of a committed UAF faculty member; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many contributions of Kelly Houlton and expresses its appreciation for her exemplary service.

ATTACHMENT 207/8
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE
BY
LEAH BERMAN

WHEREAS, Leah Berman has been a member of the General Education Revitalization Committee (GERC) develop the next general education curriculum and outcomes assessment system for UAF and to adopt new student learning outcomes since 2011; and

WHEREAS, Leah Berman has served the University of Alaska Fairbanks as chair of the Core Review Committee during the 2014-15 academic year; and

WHEREAS, Leah Berman served on the statewide General Education Learning Outcomes (GELO) Task Force to develop common learning outcomes for the UA system in 2013-14; and

WHEREAS, Leah Berman served on the statewide General Education Alignment Task Force working to align general education requirements across the UA system in 2014-15; and

WHEREAS, Leah Berman has been a strong advocate for general education reform at UAF and across the UA system; and

WHEREAS, Leah Berman has worked tirelessly, diligently and effectively to communicate to the broader UAF faculty about the work of the General Education Revitalize Committee by means of a UAF-wide faculty survey, faculty forums, and presentations to numerous academic departments; and

WHEREAS, Leah Berman has been instrumental in bridging disparate viewpoints and in artfully managing the needs of various constituencies in all of her governance work; and

WHEREAS, Leah Berman has devoted her considerable time and attention to governance issues as service to the University and not as a Faculty Senator; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many valuable and far-reaching contributions of Leah Berman and expresses its utmost gratitude and appreciation for her exemplary service.

2015 UAF Emeriti

Ms. Jane Aspnes, Adjunct Professor, Emeritus

Dr. George Guthridge, Professor of English and Developmental Studies, Emeritus

Dr. Joseph Hawkins, Professor of Electrical and Computer Engineering, Emeritus

Dr. Patricia Holloway, Professor of Horticulture, Emeritus

Mr. Edgar Husted, Professor of Paralegal Studies, Emeritus

Dr. Stephen Jewett, Research Professor, Emeritus

Dr. Glenn Juday, Professor of Forest Ecology, Emeritus

Dr. Hsing (Steve) Lin, Professor of Hydrometallurgy, Emeritus

Dr. Jerry Lipka, Professor of Education, Emeritus

Dr. Antonius Otto, Professor of Plasma Physics, Emeritus

Mr. Raymond RaLonde, Professor of Fisheries, Emeritus

Mr. Brian Rogers, Chancellor of the University of Alaska Fairbanks, Emeritus

Dr. Kenneth Severin, Director of Advanced Instrumentation Laboratory, Emeritus

Dr. Stephen Sparrow, Professor of Agronomy, Emeritus

Dr. Alan Springer, Research Professor, Emeritus

Dr. Dana Thomas, Professor of Statistics, Emeritus

Dr. Wesley Wallace, Professor of Geology, Emeritus

ATTACHMENT 207/10
UAF Faculty Senate #207, May 4, 2015
Submitted by the Curricular Affairs Committee

RESOLUTION:

WHEREAS, the University of Alaska Fairbanks Faculty Senate recognizes the need to revise the Core Curriculum; and

WHEREAS, the Senate wishes to widen student choice in the university's general education; and

WHEREAS, the General Education Revitalization Committee has proposed a "classification list" system (lists of approved courses which fulfill arts, humanities, and social science general education requirements) to replace the current Perspectives on the Human Condition (PHC) courses;

THEREFORE BE IT RESOLVED that during the 2015-2016 academic year the UAF Faculty Senate will adopt a classification list system that will meet general education requirements in arts, humanities, and social sciences in lieu of the currently-mandated PHC courses, with the new system to take full effect as of the 2016-17 Course Catalog.

ATTACHMENT 207/11
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, as shown below.

EFFECTIVE: AY 2015-16

RATIONALE: Several of the committees of the Faculty Senate have proposed amendments to their bylaws as part of the larger bylaws project undertaken during 2013-14 and 2014-15. These amendments, along with amendments to the general committee bylaws, have been consolidated into one motion.

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BOLD CAPS = Addition
[[ ]] = Deletion

Sect. 3 (ART V: Committees)

…

A. An Administrative Committee [[will be]] **IS** composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF [[shall be]] **IS** an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;

4. Move the motions to the Senate's agenda;

5. Review and approve other items of the Senate's agenda, as deemed necessary;

6. Review reports of all committee work in progress; and

7. Discuss other issues, which may or should lead to later committee and senate actions.

In addition,

8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee **[[**will**]]** represent**S** the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and

9. At the first meeting in the fall semester **THE ADMINISTRATIVE COMMITTEE** make**S** a report of all actions carried out in the name of the Senate since the last meeting in the spring semester.

10. The Administrative Committee [[shall]] oversee**S** the process of evaluation of academic administrators.

B. Membership on standing and permanent committees [[will be]] **IS** for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is recommended by the President and President-Elect or as specified in the definition of a Permanent Committee, approved by the Administrative Committee, and confirmed by the full Senate. Senators are limited to serving on a maximum of one standing committee at any one time. To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

C. **ALL SENATE COMMITTEE MEMBERS ARE FULL-TIME FACULTY, UNLESS OTHERWISE SPECIFIED.** Standing committees will be constituted entirely of Senate members. Permanent committees can be constituted without Senate members.

D. ON STANDING COMMITTEES ALL VOTING MEMBERS MUST BE SENATORS OR ALTERNATES. STANDING COMMITTEES CAN HAVE NON-VOTING EX-OFFICIO MEMBERS.

[[D]]**E**. All permanent and standing committee chairs will be elected from and by the members of their respective committee and must be full-time faculty at UAF. **COMMITTEE CHAIRS ARE VOTING MEMBERS OF THEIR COMMITTEES AND OF THE ADMINISTRATIVE COMMITTEE.**

[[E]]**F. A QUORUM CONSISTS OF AT LEAST 50% OF THE VOTING MEMBERS OF A COMMITTEE.**

G. ANY POTENTIAL CONFLICTS OF INTEREST WILL BE EXPLORED WITHIN THE COMMITTEES. IN CASE OF A CONFLICT OF INTEREST, AFFECTED COMMITTEE MEMBERS WILL ABSTAIN FROM VOTING.

H. APPOINTMENT AND RESPONSIBILITIES OF COMMITTEE CHAIRS: THE PREVIOUS CHAIR OR A REPRESENTATIVE APPROVED BY THE ADMINISTRATIVE COMMITTEE WILL CONVENE THE FIRST MEETING.

THE COMMITTEE ELECTS A NEW CHAIR AT THAT MEETING (QUORUM MUST BE PRESENT). COMMITTEE CHAIRS:

1. **SCHEDULE MEETINGS;**
2. **PRESIDE OVER MEETINGS;**
3. **WRITE AND SUBMIT A REPORT TO THE ADMINISTRATIVE COMMITTEE AT THE LAST MEETING OF THE ACADEMIC YEAR SUMMARIZING THE ACTIONS OF THE COMMITTEE;**
4. **PROVIDE MEETING MINUTES TO THE FACULTY SENATE.**

I. The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with **UNDERGRADUATE** curricular and academic policy changes **[[**on all levels except the graduate level**]].**

   [[In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary.**]]**

2. The Faculty Affairs Committee [[shall]] review**S** issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee [[will]] act as a faculty advocate**]] ENHANCES COMMUNICATION OF FACULTY ISSUES WITH MEMBERS OF THE BOARD OF REGENTS, [[**legislators**]] PUBLIC OFFICIALS,** and candidates **FOR PUBLIC OFFICE**. **[[**In its concern for fiscal issues the committee shall monitor budget appropriations to the university and evaluate any notice to the faculty of financial exigency.**]]** In performing these duties, the committee [[will]] coordinate**S** as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units who serve as non-voting members of the Senate and ex-officio members of this committee.

   The committee [[will]] also act**S** as a pool to be drawn upon to act as the United Academics representatives to the Faculty Appeals Board. The chair of the Faculty Affairs Committee [[will]] appoint**S**, from the committee, tenured members of the United Academics bargaining unit who [[will]] serve on [[the]] particular appeals board**S**. If no qualified faculty members are available within the Faculty Affairs Committee, the matter [[will be]] **IS** referred to the Faculty Senate president for appointment of faculty senators to the Faculty Appeals Board.

   ALL MATTERS ARE DECIDED BY A MAJORITY VOTE OF ALL VOTING COMMITTEE MEMBERS. VOTING BY ELECTRONIC CORRESPONDENCE IS ALLOWED. VOTING BY PROXY IS NOT ALLOWED.

3. The Unit Criteria Committee **[[**will**]]** review**S** proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and works with the heads of those units (or their designees) to ensure that their criteria are consistent with those defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". **SPECIAL UNIT CRITERIA MAY ADD TO THE STANDARD TEMPLATE THAT IS DRAWN FROM THE BLUE BOOK BUT MAY NOT ALTER ITS LANGUAGE OR FORMATTING.**

THE CRITERIA TO BE REVIEWED MAY INCLUDE THOSE SUBMITTED EVERY FIVE (5) YEARS PURSUANT TO BLUE BOOK REGULATIONS. THEY MAY ALSO INCLUDE THOSE PROPOSED BY UNITS FOR REVISION AT OTHER TIMES. The committee **[[**will**]]** also review**S** proposed changes to the "Blue Book."

To ensure that perspectives from across UAF are represented, membership **[[**will**]]** consist**S** of at least five senators, one each from the following five schools / colleges: CLA, CRCD, CNSM, SFOS, and CEM; and at least one from CES, **[[SNRAS]] SNRE**, SOE, SOM or LIB; and at least one senator who has an appointment with a research institute.

Final composition of the Unit Criteria Committee **[[**will be**]] IS** approved by the Faculty Senate Administrative Committee.

THERE WILL BE NO ELECTRONIC VOTING.

PERMANENT

1. The Graduate Academic & Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs **[[**including 500-level courses**]]**. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial **[[**and tax-related**]]** issues and dealings with other universities.

   The Graduate Academic & Advisory Committee includes ten faculty members **AND UP TO TWO GRADUATE STUDENTS**. The Dean of the Graduate School, Director of the Library, **AND** the University Registrar, [[and two graduate students]] are non-voting ex-officio members. **GRADUATE STUDENT REPRESENTATIVES ARE APPOINTED BY THE DEAN OF THE GRADUATE SCHOOL**.

2. The Student Academic Development and Achievement Committee [[shall]] consider**S** policies **AND CURRICULUM RELEVANT TO** [[concerning]] student **PLACEMENT**, development, and retention. This committee [[will]] function**S** as a curriculum review committee for all developmental education courses. [[and other courses facilitating student progress.]]

   The Student Academic Development and Achievement Committee (SADA) [[will]] include**S** one **FACULTY** representative from each of the following units of the College of Rural and Community Development: Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and Community and Technical College, [[One or more of these should be from rural campus student services]] **ONE OR MORE OF THESE SHOULD BE FROM DEVELOPMENTAL EDUCATION**. The committee [[will]] also include**S** one representative from the **FAIRBANKS** Department of Developmental Education, two [[at large]] representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics) and one from Math; [[one]]**TWO** from the College of Liberal Arts, **INCLUDING ONE FROM THE** English Department; and one each from Rural Student Services, [[the Academic Advising Center]], **RURAL CAMPUS STUDENT SERVICES,** and **EITHER THE ACADEMIC ADVISING CENTER OR** the Student Support Services Program. [[**ALL OF THE ABOVE MEMBERS WILL BE CONSIDERED FULL MEMBERS OF THE COMMITTEE. OTHER EX-OFFICIO MEMBERS MAY BE ASKED TO SERVE ON THE COMMITTEE AS NEEDED.]]**

3. **[[**The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and a representative from the Office of Faculty Development to be selected by the Provost. This committee will deal with faculty and instructional development and evaluation.]]

   THE FACULTY DEVELOPMENT, ASSESSMENT, AND IMPROVEMENT (FDAI) COMMITTEE FACILITATES FACULTY DEVELOPMENT RELATIVE TO ALL COMPONENTS OF FACULTY PROFESSIONAL ACTIVITIES INCLUDING TEACHING, RESEARCH, AND SERVICE TO THE UNIVERSITY, THE PROFESSIONAL COMMUNITY, AND THE PUBLIC. FDAI PROMOTES EXCELLENCE IN FACULTY TEACHING THROUGH EVALUATING THE STATUS OF FACULTY DEVELOPMENT AND ASSESSMENT, FACILITATING INTELLECTUAL ACTIVITY AND INTERACTION AMONG FACULTY, PROMOTING FAIR AND RELEVANT FACULTY EVALUATION SYSTEMS, AND DEVELOPING AND/OR PILOTING PROFESSIONAL DEVELOPMENT INITIATIVES THAT RECOGNIZE AND PROMOTE GOOD PRACTICE IN TEACHING AND RESEARCH.

   THE FDAI CONSISTS OF THE CHAIR, AND UP TO 13 OTHER MEMBERS. THE MEMBERSHIP OF THE FDAI MUST INCLUDE FACULTY FROM BOTH RURAL AND FAIRBANKS CAMPUSES AND CAN INCLUDE FACULTY WHO ARE SENATORS AND NON-SENATORS. IN ADDITION TO ITS REGULAR MEMBERS, THE FDAI INCLUDES NON-VOTING EX-OFFICIO MEMBERS. THESE INCLUDE A MANDATORY EX-OFFICIO REPRESENTATIVE FROM THE OFFICE OF FACULTY DEVELOPMENT (TO BE SELECTED BY THE PROVOST), A MEMBER FROM UAF ELEARNING, AS WELL AS A MEMBER OF UAF'S LIST OF DEANS. OTHER NON-VOTING EX-OFFICIO MEMBERS MAY BE INVITED BY THE COMMITTEE.

…

5. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification. If the committee determines that a course fails twice in a row to meet "O" or "W" guidelines as specified by the Faculty Senate, the committee shall have the power to revoke "O" or "W" designators from that course.* Committee actions made prior to March 1 will become effective in the next year's Catalog. Designators will be restored as soon as the course has been reapproved by the committee as once again conforming to "O" or "W" guidelines.

   *As found at:
   http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/

   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 **MAY** include an undergraduate student **AS A NON-VOTING MEMBER,** and representatives from the colleges specifically tasked with core assessment.

6. **[[**The Committee on the Status of Women. Membership will consist of nine people, two of whom will be a senator, the others to be elected at large from among UAF faculty.**]]**

   The purpose of **THE COMMITTEE ON THE STATUS OF WOMEN** [[this committee]] is to monitor the status of women faculty at UAF and to work proactively for gender equity.

   Such actions will include, but are not limited to: Maintaining lists of women faculty with hire, tenure and promotion dates; Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including **FACILITATING** [[running]] workshops on mentoring, promotion and tenure, negotiating techniques, **PROVIDING VENUES FOR NETWORKING, COLLABORATION AND ADVOCACY** and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

   Membership will consist of **TEN** [[nine]] **MEMBERS**, **AT LEAST ONE** [[two]] of whom will be a senator, **EIGHT** [[the others]] to be elected at large from among UAF faculty, **AND THE COORDINATOR OF THE WOMEN'S CENTER**. [[The chair will be a voting member]].

   . . .

ATTACHMENT 207/12
UAF Faculty Senate #207, May 4, 2015
Submitted by the Curricular Affairs Committee

Curricular Affairs Committee
Year End Report for 2014-15
Submitted by Brian Cook, Chair
April 30, 2015

Summary:
The Curricular Affairs Committee (CAC) primarily focused its attention on the proposals from the General Education Revitalization Committee (GERC) to revise UAF's Core Curriculum. One part of GERC's proposal has been passed by the Senate: the capstone requirement, due to take effect in Fall 2016. We have drafted motions for changing the O/W requirement and for removing the PHC required courses in favor of lists of courses to fulfill the humanities, arts, and social science GERs. We have discussed all of the remaining proposals, but have not yet drafted motions. Revitalizing UAF's Core is a decade-long process that is nearly complete and needs to be a strong priority in the Senate next year. The committee strongly encourages Senate leadership to make time for the full Senate to consider and pass all the remaining proposals during 2015-16. Please see also the year-end report from GERC for additional information about changes to the Core Curriculum.

The committee also approved a number of new minor programs as well as revisions to the course catalog. It is likely that many similar revisions will come during 2015-16 as the registrar's office transitions to a new software program intended to identify discrepancies or inconsistencies within the course catalog.

Items Completed, Passed by Senate (please see Senate minutes for more details):

1. Capstone Requirement – Passed by Senate, November 3, 2014
2. Deletion of Bachelor of Arts and Sciences – Passed by Senate, November 3, 2014
3. New Minor in Forest Management – Passed by Senate, December 1, 2014
4. New Minor in Teaching English to Speakers of Other Languages – Passed by Senate, February 2, 2015
5. New Master's Degree in Security and Disaster Management – Passed by Senate, February 2, 2015
6. New Minor in Aerospace Engineering – Passed by Senate, March 2, 2015
7. Clarify DF Grading Policy – Passed by Senate, April 6, 2015
8. Update Senate Policy on Academic Credit Hour – Passed by Senate, April 6, 2015

Items Completed, Senate vote not required:

1. Motion to amend academic policy regarding transfer of credits as it pertains to national exams. The underlined statement was added to the catalog. (for details, see minutes from CAC meetings on December 10, 2014 and January 12, 2015. The motion was approved by the Administrative Committee on January 21, 2015 and did not need to go before the full Senate for consideration.)

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

2. Minor Catalog Changes**:** *(changes do not impact current procedure; they clarify and record in the catalog what is ALREADY BEING DONE.)*

a. Minor Change to page 129 of the 2014-15 Course Catalog:
   i. Concentrations
   A concentration is an area of emphasis including the major core courses within a student's degree program. Some programs at UAF require a concentration, others do not. A student may only earn one degree in a specific discipline once. Using different concentrations within a degree program to count as different degrees is not allowed. Double concentrations [[may be]] ARE permitted [[but must be petitioned through the standard undergraduate petition process]] WITH DEPARTMENT APPROVAL.

b. Minor change to page 86:
   i. General University Requirements
   You must earn at least 9 semester [[hours]] CREDITS AT THE 100 LEVEL OR ABOVE for an occupational endorsement.

c. Minor change to page 94:
   i. General University Requirements
   You must earn at least 30 semester [[hours]] CREDITS for a certificate and 60 semester [[hours]] CREDITS for an associate degree (including transfer credits) AT THE 100 LEVEL OR ABOVE.

d. Minor change to page 94:
   i. How to Earn a Certificate of Associate Degree
   Unless otherwise specified [[by the appropriate academic unit]], a course may be taken more than once toward fulfilling a degree, certificate or major requirements. However, credit hours for such courses count only once toward total credits required for the degree or certificate.

e. Minor Change to page 129
   i. General University Requirements
   For a UAF bachelor's degree, you [[need]] MUST EARN at least 120 semester credits AT THE 100 LEVEL OR ABOVE, including transfer credits.

f. Minor change to page 129:
   i. How to Earn a Bachelor's Degree
   Unless otherwise specified [[by the appropriate academic unit]], a course may be used more than once toward fulfilling degree, [[certificate,]] major and minor requirements. Credit hours for these courses count only once toward total credits required for the degree or certificate.

g. Minor change to page 248:
   i. Course Numbers
   050-099 – [[Developmental courses]] THESE are preparatory courses that do not apply to OCCUPATIONAL ENDORSEMENT, CERTIFICATE, associate, baccalaureate or graduate degree requirements.

Motions drafted, but pending:

1. Resolution on GER (to be taken up by the Senate on May 4, 2015) - This resolution declares the Senate's intent to convert to the "classification list" or "bucket" system during the 2015-16 school year. The full text reads:

WHEREAS, the University of Alaska Fairbanks Faculty Senate recognizes the need to revise the Core Curriculum; and

WHEREAS, the Senate wishes to widen student choice in the university's general education; and

WHEREAS, the General Education Revitalization Committee has proposed a "classification list" system (lists of approved courses which fulfill arts, humanities, and social science general education requirements) to replace the current Perspectives on the Human Condition (PHC) courses;

THEREFORE BE IT RESOLVED that during the 2015-2016 academic year the UAF Faculty Senate will adopt a classification list system that will meet general education requirements in arts, humanities, and social sciences in lieu of the currently-mandated PHC courses, with the new system to take full effect as of the 2016-17 Course Catalog.

2. Motion on O/W change to communications outcomes - This motion is the first expected to be brought forward by CAC to the Administrative Committee in 2015-16, hopefully for discussion in September and for a vote in October. The text of the draft motion is current as of the date of this report:

The Faculty Senate moves to replace the upper division Oral (O) and Written (W) requirement with the requirement that each degree program must satisfy the following Communications Learning Outcomes within the degree program:
UAF undergraduates will demonstrate effective communication when they are able to:

- **Explain disciplinary content using a variety of modes of communication.**
- **Communicate to audiences in the discipline using appropriate disciplinary conventions.**
- **Translate disciplinary content to audiences outside the discipline, making disciplinary knowledge relevant to broader communities.**
- **Integrate feedback from others to enhance or revise communication.**

Each baccalaureate degree program must submit a Communications Plan that demonstrates how students will achieve each of the learning outcomes as part of the requirements of the major or degree program. Not all courses or requirements need to support every outcome; however, all the outcomes must be met by the completion of the degree.

EFFECTIVE: Fall 2016

RATIONALE: The GERC committee and Curricular Affairs, as part of their work to revise UAF's core requirements, propose replacing the current W/O designators with a requirement that students achieve the Communications Learning Outcomes that are integrated into each baccalaureate degree program and major.

1. **The responsibility for ensuring that students achieve these Communications Learning Outcomes is being moved from the University level (via specific O and W courses) to the department level (via the requirements of the degree programs), and from a specific degree requirement (taking two Ws and one O) to a requirement that is achieved by the student completing the degree requirements associated with their program.**
2. **To ensure student achievement of these Communications Learning Outcomes, each department will demonstrate how their program addresses these learning outcomes by developing a Communications Plan that integrates communication into each degree or program, typically via a collection of lower and/or upper level courses and/or non-curricular degree requirements chosen to meet the needs of the particular program. This should be done in such a way that all the outcomes are met somewhere in the courses required for the completion of a degree. The Communications Plan for each degree will describe the collection of courses (both in and possibly out of the department) and other requirements (if any) and how they contribute to meeting these outcomes.**
3. **Departments will submit the Communications Plan for each degree program as part of their SLOA plans, and subsequently, submit a short summary report addressing how the plan is working (and revising the plan as necessary). Once a department has submitted a plan, which will include a required path/collection of paths through the degree wherein students will achieve the Communications Learning Outcomes, then all students in that degree will achieve the Communications Learning Outcomes by virtue of satisfying the degree requirements of that program.**

4. **Committees will be formed within each school or college (and made up of at least 1 member) to regularly review communications plans submitted by programs.**
5. **An additional checkbox will be added to Major/Minor course change forms asking "Does this change affect Communications Outcomes Plans?", so that departments are aware of the impact of potential changes.**
6. **Existing O and W designators will remain in place (if appropriate) for a period of 2 years from Fall 2016 to facilitate students under catalogs with O/W requirements.**
7. **Departments should submit as part of their Communications Plans a clarification for how they will handle the transition away from O/W designators for students who fall under a catalog prior to Fall 2016.**
8. **A web page (similar to the SLOA) will be established where communications plans are collected and disseminated across the university.**

3. Motion on GER buckets (related to 1, above) – The copy of the motion included below does NOT include specific details on the specific regulations which will govern the courses included in the arts, humanities, and social science buckets. UA Regulations are currently under consideration for a revision by a statewide curriculum alignment committee with members from all three MAUs. Several issues remain with this motion beyond which regulations should be used; first, a plan needs to be developed for implementation. Included in this should be a clear process for how and who will approve the courses for each list; GERC has proposed developing a set of learning outcomes for each area to guide the review of proposed syllabuses. Another issue regards students under previous catalogs with specific PHC courses; one option is to use the current table of substitutions for transfer courses to simplify this process.

   The Faculty Senate moves to replace the current Perspectives on the Human Condition (PHC) courses in the Core Curriculum with pre-approved lists of courses ("classification lists") from which students can select to fulfill General Education Requirements in humanities, social sciences, and the arts. Students will need to complete 15 total credits: 3 credits in arts, 3 credits in humanities, 3 credits in social sciences, and 6 credits from an additional course in any one of the three areas OR from a list of interdisciplinary courses.

   This change will go towards fulfilling Learning Outcome 1 of the learning outcomes adopted by Faculty Senate in 2011: **Build knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages, and the arts.

   EFFECTIVE: Fall 2016

   RATIONALE: As part of its work, the General Education Revitalization Committee (GERC) has recommended this change to facilitate students' achievement of learning outcomes previously approved by the Faculty Senate. Providing lists of courses instead of specified courses will increase the opportunity for students to choose topics most interesting to them when they are completing their general education requirements.

   Further, the Board of Regents has mandated that UAF, UAA and UAS come up with a plan for aligning their general education requirements. UAF is currently the outlier in its offering very narrow options for completing general education requirements; UAA and UAS currently have pre-approved lists of courses.

Not Yet Fully Considered or Proposed:

1. Lab science and mathematics – GERC has proposed aligning UAF more closely with university regulations, which currently call for at least 10 credits in mathematics and natural science courses, at least 3 credits which must be in math and 4 credits which must be in a natural science course with a lab. Students would choose whether to take an additional natural science course (either with a lab or without) or an additional math course to complete the 10 credits. This has significant impact for transfer students, both from within the UA system and without. Currently, if a student transfers to UAF with one natural science course with a lab and one non-lab natural science course which together may have fulfilled their natural science credits elsewhere, they must take either a lab section or a full course with a lab component to fulfill the natural science requirement.

2. Decorations – GERC has proposed identifying courses which offer students various perspectives. The "decorations" A (Alaska/Arctic), D (Intercultural Competence and Diversity), and E (Civic Engagement) could be appended to any course which meets the rubric for that area (GERC has already developed these rubrics). Students would need to take at least 3 credits in each area, though those courses could also simultaneously fulfill other requirements. CAC has discussed the decorations, but the committee has not begun work on a motion.

Related Issues:

The chair of CAC has worked with Vice Provost Alex Fitts to articulate the need for increased assessment at UAF, especially of core courses. The Senate is expected to begin work on faculty-involved assessment in 2015-16. This issue is not a CAC-specific issue, but CAC has significant interest in assessment, especially given the way the proposed communications plans (to replace O/W requirements) demand assessment and feedback on that assessment (see above).

Below is a summary from a meeting where we laid out the current issues and began to talk about what could be done to solve them.

Notes from Meeting on Assessment (4/3/2015)

Present: Alex Fitts, Brian Cook, Leah Berman, Cecile Lardon, Debu Misra

- Alex says we're not where we need to be with reviewing SLOA, based on accreditation guidelines
- New accreditation guidelines from NWCCU will place more emphasis on SLO as a main way to assess mission fulfillment
- Currently, assessment of the UAF Core is spotty and inconsistent, and some courses are not routinely assessed
- Each program should also be regularly assessed. Alex says that currently all programs now have a plan for assessment, though not all are equal in the depth to which they assess. Also, some departments are behind in submitting their SLOAs.
- Each program's faculty should design their assessment plans and complete the assessment of their own programs. Someone (currently it's Alex's office) is supposed to review both the plans and assessments and offer guidance and ways to improve the means of assessment and to ensure that what is supposed to be assessed is actually being assessed.
    - Faculty are supposed to be heavily involved in the assessment review process, but that is not currently happening.
- If the current proposal for changes to the O/W system is passed, assessment will be especially important in ensuring that communications learning outcomes are being delivered.
- One idea is to have each college and school designate at least one (and in some cases more than one) faculty member to serve as the college's assessment advisor. This person or group of people would receive training on how to develop assessment plans and would work with programs in their college to improve their SLOA plans. They would also make sure that the plan is actually assessing learning outcomes and make sure that programs are completing their SLOAs on a regular basis.
- These people would also serve on a campus-wide "Assessment Advisory Committee" that would assist with reviewing the Core and assist with other campus-wide assessment and accreditation tasks.
- The Core Review Committee would be tasked with the regular assessment of the Core (or GER) with oversight from the AAC.

CAC Meeting Minutes – *see next page*

Curricular Affairs Committee
Meeting Minutes for Mon., March 9, 2015 – 1-2 p.m. KAYAK RM.

Present: Brian Cook, Chair; Ken Abramowicz; Casey Byrne; Libby Eddy; Doug Goering; Cathy Hanks; Cindy Hardy; Jayne Harvie; Joan Hornig; Stacey Howdeshell; Dennis Moser; Rainer Newberry; Caty Oehring; Todd Radenbaugh (remote); Holly Sherouse.

I. Approve minutes from Feb. 23 meeting

The minutes for February 23 were approved as submitted.

II. Catalog Changes (Recommended by Registrar Libby Eddy)

NOTE: Deletions are in [[double brackets]]; additions are **ALL CAPS, BOLD**.

PAGE 86 General University Requirements

You must earn at least 9 semester **[[hours]] CREDITS AT THE 100 LEVEL OR ABOVE** for an occupational endorsement.

PAGE 94 General University Requirements

You must earn at least 30 semester **[[hours]] CREDITS** for a certificate and 60 semester **[[hours]] CREDITS** for an associate degree (including transfer credits) **AT THE 100 LEVEL OR ABOVE**.

The second instance of "hours" in the sentence was caught at the meeting and changed to "credits."

Pg 94 How to Earn a Certificate of Associate Degree

Unless otherwise specified **[[by the appropriate academic unit]]**, a course may be taken more than once toward fulfilling a degree, certificate or major requirements. However, credit hours for such courses count only once toward total credits required for the degree or certificate.

Pg 129 General University Requirements

For a UAF bachelor's degree, you **[[need]] MUST EARN** at least 120 semester credits **AT THE 100 LEVEL OR ABOVE**, including transfer credits.

Pg129 How to Earn a Bachelor's Degree

Unless otherwise specified **[[by the appropriate academic unit]]**, a course may be used more than once toward fulfilling degree, **[[certificate,]]** major and minor requirements. Credit hours for these courses count only once toward total credits required for the degree or certificate.

Pg 248 Course Numbers

050-099 – **[[**Developmental courses**]] THESE** are preparatory courses that do not apply to **OCCUPATIONAL ENDORSEMENT, CERTIFICATE**, associate, baccalaureate or graduate degree requirements. Cindy Hardy proposed removing the word "developmental" to avoid confusion. The committee agreed upon changes to the language.

The committee was fine overall with approving these updates to the Catalog language. They are in line with current UA regulations and do not to go further to Administrative Committee or Faculty Senate.

III. New business

A. Definition of Credit Hour – Discussion item

1. **University regulations on the definition for one credit hour changed in August 2014. The Provost is currently reviewing the change to offer her view on the impact to UAF. Senate President Lardon has asked CAC to consider revising the Course Degree Procedures Manual section on credit hour equivalencies: "we clearly need to update the Senate policy on credit hours to better reflect the variety of ways courses are taught these days. Personally, I think we need to get away from counting minutes of specific activities and move toward a more flexible definition."**
2. **eLearning has made a recommendation for online courses (see attached document), which, even if we make no other changes, should be considered for inclusion in the Course Degree Procedures Manual.**
3. **The question before us is: do we need to make changes? It does not appear that UAF's current policy violates UA regulations, but...**

PREVIOUS Regulations: "Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 2250 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college."

CURRENT REGULATIONS: (R10.04.090.F.2) "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or 2) at least an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Equivalencies to this standard may be approved by the chief academic officer of the university or community college."

CURRENT UAF FACULTY SENATE POLICY:

http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/
UAF Faculty Senate policy states that "One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes of instruction" (FS meeting #3, March 25, 1988). It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.

Related to credit hours is the length of the semester. This was establish as Senate policy, "The UAF Faculty Senate moves to establish a 14-week instructional period for the Fairbanks campus with provision for an additional examination period during each semester." (FS meeting #21, October 15, 1990)

The 2007-2008 catalog (p. 226) indicates that:
"One credit represents satisfactory completion of 800 minutes of lecture or 1600 or 2400 minutes of laboratory (or studio or other similar activity), whichever is appropriate. (It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.)

Credit hours may not be divided, except one-half credit hours may be granted at the appropriate rate. For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

The following standards establish the minimum requirements for an academic unit of credit (FS meeting #141, February 5, 2007):

1. 800 minutes of lecture (plus 1600 minutes of study)
2. 1600 or 2400 minutes of laboratory (or studio or other similar activity)
3. 2400 - 4000 minutes of supervised practicum
4. 2400 - 8000 minutes of internship (or externship, clinical)
5. 2400 - 4800 minutes of supervised scholarly activity

Given the above information the formula used for computing credit/contact hours is 800 minutes (13.3 hrs) per credit. This equates to approximately 1 hour of lecture per week for a normal 14 week semester. The number of minutes required for one credit of laboratory (1600 or 2400) depends on the amount of instruction given during the lab. For typical science and engineering labs where students work with teaching assistant guidance performing preset exercises, 2400 minutes (3 hours/week/credit for a 14 week semester) is used. For labs in which a faculty member interacts with students and provides feedback throughout the laboratory period (clinical labs, art studio, automotive technical labs) 1600 minutes (2 hours/week/credit for a 14 week semester) is used. A course submission with a lab component should include a justification for the number of minutes of lab per credit employed.

The committee formed a subcommittee to look over the proposed changes and existing policies. Rainer Newberry, Alex Fitts and Casey Byrne were named members of the subcommittee.

IV. Old business

B. O/W Change to Communications requirement

- Current motion (forwarded from GERC – edit/notes are mine)
  - See also attached copy of the draft Communications plan form, created by GERC for use by departments
- See my suggested changes at item number 5 under Rationale and to the specified catalog changes. Rather than deleting the O/W designators and courses from the catalog, I propose we keep them for the 7 years that students could be under a different catalog that still has O/W requirements for the Core.
- Rainer has suggested removing the word "designators" from the motion and replacing it with "requirement," which is in line with retaining the designators for a period of time.

Draft MOTION:

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The ~~General Education Revitalization Committee and the Curricular Affairs Committee recommend that the~~ Faculty Senate moves to replace the upper division Oral (O) and Written (W) ~~designators~~ REQUIREMENT with the requirement that each degree program must satisfy the following Communications Learning Outcomes within the degree program: UAF undergraduates will demonstrate effective communication when they are able to:

- **Explain disciplinary content using a variety of modes of communication.**
- **Communicate to audiences in the discipline using appropriate disciplinary conventions.**
- **Translate disciplinary content to audiences outside the discipline, making disciplinary knowledge relevant to broader communities.**
- **Integrate feedback from others to enhance or revise communication.**

Each baccalaureate degree program must submit a Communications Plan that demonstrates how students will achieve each of the learning outcomes as part of the

requirements of the major or degree program. Not all courses or requirements need to support every outcome; however, all the outcomes must be met by the completion of the degree.

EFFECTIVE: Fall 2016

RATIONALE: The GERC committee and Curricular Affairs, as part of ~~its~~ THEIR work to revise UAF's core requirements in response to the Faculty Senate adoption of the LEAP outcomes, propose replacing the current W/O designators with a requirement that students achieve the Communications Learning Outcomes that is integrated into each baccalaureate degree program and major.

1. **The responsibility for ensuring that students achieve these Communications Learning Outcomes is being moved from the University level (via specific O and W courses) to the departments (via the requirements of the degree programs), and from a specific degree requirement (taking two Ws and one O) to a requirement that is transparent to the student and is achieved simply by the student completing the degree requirements associated with their program.**
2. **To ensure student achievement of these Communications Learning Outcomes, each department will demonstrate how they address these learning outcomes by developing a Communications Plan that integrates communication at the lower- and upper-level into each degree or program, typically via a collection of courses and/or non-curricular degree requirements chosen to meet the needs of the particular program, in such a way that all the outcomes are met somewhere in the collection of courses. The Communications Plan for each degree will describe the collection of courses (possibly, both in and out of the department) and other requirements (if any) and how they contribute to meeting these outcomes.**
3. **Departments will submit the Communications Plan for each degree program as part of their SLOA plans, and subsequently, by submitting a short summary report addressing how the plan is working (and revising the plan as necessary). Once a department has submitted a plan, which will include a required path/collection of paths through the degree wherein students will achieve the Communications Learning Outcomes, then all students in that degree will achieve the Communications Learning Outcomes by virtue of satisfying the degree requirements of that program.**
4. **To facilitate implementation, GERC recommends an ad hoc committee be formed to review the initial Communications Plans. They suggest the addition of an additional checkbox on Major/Minor course change forms asking "does this change affect Communications Outcomes Plans?", so that departments are aware of potential changes.**
5. **EXISTING O AND W COURSES AND DESIGNATORS SHOULD REMAIN IN PLACE FOR A PERIOD OF 7 YEARS FROM FALL 2016 TO FACILITATE STUDENTS UNDER CATALOGS WITH O/W REQUIREMENTS.**
6. **Faculty Senate should determine how best to assess how well departments and majors are achieving the Communications outcomes as implemented in the Communications plan associated with each program and degree. GERC recommend a long-term committee that can serve as a resource for**

communications-related courses, as well as to assess the long-term efficacy of Communications plans.

7. **Finally, GERC recommends a web page (similar to the SLOA) where communications plans are collected and disseminated across the university.**

****

CAPS = additions
[[ ]] = deletions

This motion will ~~delete~~ CHANGE the following statements ~~from~~ in the ~~2014-15~~ 2016-17 UAF Catalog:

Page 132, Course Recommendations for the Baccalaureate Core, fourth sentence:

Courses meeting the upper division writing-intensive and oral communication-intensive requirements for the baccalaureate core FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016 are identified in the course description of the catalog with the following designators:
O—oral communication intensive course
W—writing intensive course
Two courses designated O/2 are required to complete the oral intensive requirement.

And page 133, final section of the listing under "Baccalaureate Core":

[[Upper-Division Writing and Oral Communication
Complete the following at the upper-division level:
Two writing intensive courses designated (W) and one oral communication intensive course designated (O), or two oral communication intensive courses designated (O/2) (see degree and/or major requirements)]]

And page 136-7, text in boxes across top row of chart:

[[2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2]]

And page 248, Special or Reserved Numbers, first paragraph, second sentence:

Courses with suffixes O or W meet upper division writing intensive or oral communication intensive course requirements for the baccalaureate core FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016.

And page 249, under Course Credits:

O—Oral Communication Intensive Course
W—Writing Intensive Course
Courses meeting upper-division writing and oral communication intensive requirements for the baccalaureate core are identified in the course description section of the catalog with the suffixes O and W FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016.
Two courses designated O/2 are required to complete the oral communication intensive requirement.

The committee discussed the draft motion at length. Doug G. reported that Dean's Council reception to the idea that departments develop and assess individual Communications degree requirement plans was in the "positive – lukewarm" range. It had a similar reception at the CEM department chairs' meeting. Overall, the chairs liked the flexibility it allows. No major concerns were express by either group that Doug spoke with.

Most of the discussion centered around the rationale item #5 and how long Os and Ws will remain in place. Confusion for newer students might be lessened if the Os and Ws were removed in a shorter time-frame (say 2-3 years rather than 7) and the Registrar's Office could code them into DegreeWorks to handle students graduating under older catalogs. Other specific wording changes were suggested for #5. The committee agreed that 7 years could be reduced to "at least 3 years."

It was also agreed that a department does no harm if the status quo remains in place; the department would simply need to state that in their Communication Plan.

Holly mentioned they could provide some rough data showing how many students are falling under what catalog year to give the committee an idea of how many students would be affected by changes.

The potentially confusing effect to students of simultaneously occurring changes to the GERs, O and W designations, and the possible addition of new attributes was mentioned.

Requiring departments to submit transition plans was supported by the committee. Who should review these plans was also discussed at length. The need for guidelines to approve department plans was discussed. The need for a plan to review the new departmental plans was mentioned, as well as guidelines for accepting or rejecting the plans. Brian will take these concerns and issues back to the Core Review Committee.

Item B (below) was postponed until the next meeting (March 23) due to time constraints.

C. Motion to replace PHC courses

DRAFT MOTION:

The Faculty Senate moves to replace the current Perspectives on the Human Condition (PHC) courses in the Core Curriculum with pre-approved lists of courses from which students can select to fulfill General Education Requirements in humanities, social sciences, and the arts. Students will need to complete 15 total credits: 3 credits in arts, 3 credits in humanities, 6 credits in social sciences, and 3 credits from an additional course in any one of the three areas.

This change will go towards fulfilling Learning Outcome 1 of the learning outcomes adopted by Faculty Senate in 2011: **Build knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages, and the arts.

EFFECTIVE: Fall 2016

RATIONALE: As part of its work, the General Education Revitalization Committee (GERC) has recommended this change to facilitate students' achievement of learning outcomes previously approved by the Faculty Senate. Providing lists of courses instead of specified courses will increase the opportunity for students to choose topics most interesting to them when they are completing their general education requirements.

Further, the Board of Regents has mandated that UAF, UAA and UAS come up with a plan for aligning their general education requirements. UAF is currently the outlier in its offering very narrow options for completing general education requirements; UAA and UAS currently have pre-approved lists of courses.

The 3 areas (arts, humanities, social sciences) and the number of credits required in each area follow current university regulations:

Current General Education University Regulations:

Humanities/Social Sciences 15 credits minimum [3 unspecified]

- At least 3 credits in the arts
- At least 3 credits in general humanities
- At least 6 credits in the social sciences [from 2 different disciplines]

Perspectives on the Human Condition	Replaced with Courses that Match Current University Regulations
HIST F100X--Modern World History	"broad survey courses which provide the student with exposure to the theory, methods and data of the social sciences"
ECON/PS F100X--Political Economy	
ANTH/SOC F100X--Individual, Society and Culture	
ENGL/FL F200X--World Literatures	"courses that introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions"
ART/MUS/THR F200X, HUM F201X, ANS F202X--Aesthetic Appreciation	"an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills"
ETHICS (BA F323X, COMM F300X, JUST F300X, NRM F303X, PS F300X, PHIL F322X)	[UAF-specific requirement]

Questions:

- Should we specify that during the implementation process, the current table of substitutions for transfer courses would be used to allow students under previous catalogs to fulfill PHC course requirements?
- Do we wait until later to deal with the proposal for "decorating" courses with the A (Alaska/Arctic), D (Diversity), E (Civic Engagement)?
- Do we specify a committee to review proposals for listing courses on the arts, humanities, and social science lists? Should it be Core Review? An ad hoc committee? We should ensure that its composition be at minimum one rep from each college or school.

D. Statewide Gen Ed committee update – Rainer Newberry

Rainer mentioned that progress of the committee was very slow.

E. Probation/disqualification policy – still on hold.

Curricular Affairs Committee
Meeting Minutes for Mon., Mar. 23, 2015 – 1-2pm, Runcorn Room

Present: Brian Cook, Chair; Ken Abramowicz; Casey Byrne; Rob Duke (phone); Libby Eddy; Alex Fitts; Cathy Hanks; Linda Hapsmith (phone); Cindy Hardy; Jayne Harvie; Joan Hornig; Stacey Howdeshell (phone); Dennis Moser (phone; Rainer Newberry; Caty Oehring; Todd Radenbaugh (remote); Holly Sherouse.

V. Approve minutes from Mar. 9 meeting (attached)

Meeting minutes for March 9 were approved as submitted.

VI. Catalog Changes (Recommended by Registrar Libby Eddy)

A. From page 46 of the 14-15 catalog:
DF Deferred — This designation is used for courses such as theses and special projects, which require more than one semester to complete. It indicates that course requirements cannot be completed or when institutional equipment breakdown resulted in noncompletion by the end of the semester. Credit may be withheld without penalty until the course requirements are met within an approved time.

1. Libby and Holly say that the looseness of the statement "within an approved time" has led to some faculty not specifying a time frame and then ultimately not choosing to assign a final grade, preferring the DF to giving a student a failing grade. A DF is not like an incomplete (I), which defaults to an F after one year. At the moment, a DF can remain indefinitely on a student's transcript. They do not receive credit until a grade is assigned, but it also doesn't count for or against their GPA.
2. For clarity, DF grades can be assigned to undergraduate or graduate students; CAC is only considering the DF's use for UNDERGRADUATE students.
3. The wording of "within an approved time" matches the language in UA regulations. The question is if UAF should have additional guidelines for assigning the DF grade and/or for how long it can appear on a student's transcript without penalty. And, if there is to be a penalty, what should it be?
4. Rainer has recommended a form, similar to the one in use for Incompletes.
5. From Libby: “Our students in rural health care practicums and community health programs need more than one year to complete their work. The form would have to allow the faculty to specify a time or have a default time frame (two years?). I've talked with the Provost about the need to have the grade change from DF to something - she'd prefer a withdrawal.”
6. There are also a considerable number of DF grades currently assigned that need to be resolved, per Holly.

Holly and Libby explained the issues with the DF grades. Graduation can be held up, and student aid can be affected when “DF” is not resolved in a timely manner. Changing “DF” to “W” after two years meets the non-punitive intent of the regulation for this grade.

While it is being used as intended in many cases, there appear to be some two-year programs which are mis-using it. It was agreed any action should only affect undergraduate courses, not graduate level.

The pros and cons were discussed of using a form to extend the "DF" grade beyond two years. The idea was not pursued.

How to remedy the situation of many old "DF" grades on the books was discussed. Faculty could be provided the opportunity to turn in grades; after which remaining "DF" grades would be turned into "W". Libby will be consulting with the Provost on how to resolve the past grades.

The committee decided to send a motion to the Administrative Committee for Faculty Senate. Cindy Hardy also agreed to take the issue to the SADA Committee for input before Administrative Committee meets.

B. Minimum Grade for Certificate and Associate Degree

1. Currently is listed as a D, as this was not changed by the move to the C- minimum for Bachelor's Degrees.
2. Some students who move into a BA program encounter issues with core and/or major classes they've taken for the Associate's Degree. The D grade counts for their Associate's, but they would have to re-take the class if they move to a Bachelor's program.
3. Libby doesn't have a recommendation, but just wants clear confirmation of which grade should be the minimum.

The question isn't that a D is the listed grade; it's that no minimum grade is currently listed, and so confusion about the true minimum grade is common. Do the requirements that specify the C- as the minimum for UAF "Core" courses apply to Certificate and Associate students, when the classes they take are called "certificate requirements" or "degree requirements" and aren't technically called "core." We agreed to interpret the statements on pages 97-99 referring to "Baccalaureate Core" to allow the C- to be used as a minimum grade for those courses only going forward. CAC will have to take up the issue next year, as the original change to C- for "core and major courses" is unclear for certificate and associate's courses, and also may not address baccalaureate requirements (as distinct from core courses). Cindy has indicated that SADA will also begin work on clarifying some of these issues.

VII. Old business

A. Definition of Credit Hour

1. Proposed change, from Rainer's subcommittee:

Proposed UAF Faculty Senate Policy on Academic Credit [ ] = existing, but to be removed; __ to be added.
A credit hour represents an amount of work that reasonably approximates not less than:

1. one hour of classroom or other faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time; or

2. at least an equivalent amount of work for other academic activities, including laboratory work, internships, practice, studio work, and other academic work.

[One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes of instruction. It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.]

The following standards establish the minimum requirements for one academic unit of credit for the course formats commonly used at UAF:

1. 800 minutes of lecture or equivalent instructional activities plus 1600 minutes of student work outside of class.
2. 1600 minutes of laboratory (or studio or other similar activity) plus 800 minutes of student work outside of class.
3. 2400 minutes of laboratory (or studio or other similar activity)
4. 2400 - 4800 minutes of supervised practicum
5. 2400 - 8000 minutes of internship (or externship, clinical)
6. 2400 - 4800 minutes of supervised scholarly activity

Credit hours may not be divided, except one-half credit hours may be granted at the appropriate rate.

For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any existing semester-long course that is to be offered in a "compressed to less than six weeks" format must be approved by the college or school's curriculum council and the appropriate UAF Faculty Senate Committee (SADA, Core Review, Curriculum Review or GAAC). Any new course proposal must indicate those course compression format(s) in which the course will be taught. Only approved course formats will be allowed for scheduling.

Given the above information the formula used for computing credit/contact hours is 800 minutes (13.3 hrs) per credit. This equates to approximately 1 hour of lecture per week for a normal 14 week semester. For courses that do not employ lectures, but that are intended to achieve learning outcomes equivalent to those of a lecture course (e.g., some eLearning classes), 800 minutes of structured instructional activities are expected per credit, in addition to at least 1600 minutes/credit of other work that the student completes independently. "Structured instructional activities" is not intended to mean synchronous interaction with an instructor, but rather faculty-designed instructional activity intended to facilitate student learning.

Proposed statement for UAF Catalog:
A credit represents an amount of work that reasonably approximates not less than:
1. one hour of classroom or other faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work for other academic activities, including laboratory work, internships, practice, studio work, and other academic work.

[One credit represents satisfactory completion of 800 minutes of lecture or 1600 or 2400 minutes of laboratory (or studio or other similar activity), whichever is appropriate. (It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.)]

CAC members discussed the proposed changes and agreed to send this change to the Administrative Committee for the Faculty Senate agenda.

F. O/W Change to Communications requirement

- Current version (below) reflects changes we made in the last CAC meeting.

Draft MOTION:
==========
The ~~General Education Revitalization Committee and the Curricular Affairs Committee recommend that the~~ Faculty Senate moves to replace the upper division Oral (O) and

Written (W) ~~designators~~ REQUIREMENT with the requirement that each degree program must satisfy the following Communications Learning Outcomes within the degree program: UAF undergraduates will demonstrate effective communication when they are able to:

- **Explain disciplinary content using a variety of modes of communication.**
- **Communicate to audiences in the discipline using appropriate disciplinary conventions.**
- **Translate disciplinary content to audiences outside the discipline, making disciplinary knowledge relevant to broader communities.**
- **Integrate feedback from others to enhance or revise communication.**

Each baccalaureate degree program must submit a Communications Plan that demonstrates how students will achieve each of the learning outcomes as part of the requirements of the major or degree program. Not all courses or requirements need to support every outcome; however, all the outcomes must be met by the completion of the degree.

EFFECTIVE: Fall 2016

RATIONALE: The GERC committee and Curricular Affairs, as part of ~~its~~ THEIR work to revise UAF's core requirements ~~in response to the Faculty Senate adoption of the LEAP outcomes,~~ propose replacing the current W/O designators with a requirement that students achieve the Communications Learning Outcomes that is integrated into each baccalaureate degree program and major.

1. **The responsibility for ensuring that students achieve these Communications Learning Outcomes is being moved from the University level (via specific O and W courses) to the departments (via the requirements of the degree programs), and from a specific degree requirement (taking two Ws and one O) to a requirement that is transparent to the student and is achieved simply by the student completing the degree requirements associated with their program.**
2. **To ensure student achievement of these Communications Learning Outcomes, each department will demonstrate how they address these learning outcomes by developing a Communications Plan that integrates communication at the lower- and upper-level into each degree or program, typically via a collection of courses and/or non-curricular degree requirements chosen to meet the needs of the particular program, in such a way that all the outcomes are met somewhere in the collection of courses. The Communications Plan for each degree will describe the collection of courses (possibly, both in and out of the department) and other requirements (if any) and how they contribute to meeting these outcomes.**
3. **Departments will submit the Communications Plan for each degree program as part of their SLOA plans, and subsequently, by submitting a short summary report addressing how the plan is working (and revising the plan as necessary). Once a department has submitted a plan, which will include a required path/collection of paths through the degree wherein students will achieve the Communications Learning Outcomes, then all students in that degree will achieve the Communications Learning Outcomes by virtue of satisfying the degree requirements of that program.**

4. **To facilitate implementation, GERC recommends an ad hoc committee be formed to review the initial Communications Plans. They suggest the addition of an additional checkbox on Major/Minor course change forms asking "does this change affect Communications Outcomes Plans?", so that departments are aware of potential changes.**
5. **EXISTING O AND W DESIGNATORS WILL REMAIN IN PLACE (IF APPROPRIATE) FOR A PERIOD OF 2 YEARS FROM FALL 2016 TO FACILITATE STUDENTS UNDER CATALOGS WITH O/W REQUIREMENTS.**
6. **Departments should submit as part of their Communications Plans a clarification for how they will handle the transition away from O/W designators for students who fall under a catalog prior to Fall 2016.**
7. **Faculty Senate should determine how best to assess how well departments and majors are achieving the Communications outcomes as implemented in the Communications plan associated with each program and degree. GERC recommend a long-term committee that can serve as a resource for communications-related courses, as well as to assess the long-term efficacy of Communications plans.**
8. **Finally, GERC recommends a web page (similar to the SLOA) where communications plans are collected and disseminated across the university.**

****

CAPS = additions
[[ ]] = deletions

This motion will ~~delete~~ CHANGE the following statements ~~from~~ in the ~~2014-15~~ 2016-17 UAF Catalog:

Page 132, Course Recommendations for the Baccalaureate Core, fourth sentence:

Courses meeting the upper division writing-intensive and oral communication-intensive requirements for the baccalaureate core FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016 are identified in the course description of the catalog with the following designators:
O—oral communication intensive course
W—writing intensive course
Two courses designated O/2 are required to complete the oral intensive requirement.

And page 133, final section of the listing under "Baccalaureate Core":

[[Upper-Division Writing and Oral Communication
Complete the following at the upper-division level:
Two writing intensive courses designated (W) and one oral communication intensive course designated (O), or two oral communication intensive courses designated (O/2) (see degree and/or major requirements)]]

And page 136-7, text in boxes across top row of chart:

[[2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2]]

And page 248, Special or Reserved Numbers, first paragraph, second sentence:

Courses with suffixes O or W meet upper division writing intensive or oral communication intensive course requirements for the baccalaureate core <u>FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016</u>.

And page 249, under Course Credits:

O—Oral Communication Intensive Course
W—Writing Intensive Course
Courses meeting upper-division writing and oral communication intensive requirements for the baccalaureate core are identified in the course description section of the catalog with the suffixes O and W <u>FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016</u>.
Two courses designated O/2 are required to complete the oral communication intensive requirement.

CAC members agreed to send this discussion item to the Administrative Committee, and possibly the Faculty Senate depending upon the discussion at AdCom. Approval of department plans was discussed at length, as well as the related issue of assessment. Assessment is an important piece of this and is required by the university's accreditation. However, it would be too much work for the Provost's Office and Faculty Senate to review assessment of every department plan. Assessment would be most feasible at the college / school department level. Faculty Senate could possibly review the process that was used to assess outcomes at the department level. Assessment itself is a faculty responsibility.

The items below were not discussed due to time contraints.

G. Statewide Gen Ed committee update – Rainer Newberry

H. Motion to replace PHC courses

<u>DRAFT MOTION:</u>
The Faculty Senate moves to replace the current Perspectives on the Human Condition (PHC) courses in the Core Curriculum with pre-approved lists of courses from which students can select to fulfill General Education Requirements in humanities, social sciences, and the arts. Students will need to complete 15 total credits: 3 credits in arts, 3 credits in humanities, 6 credits in social sciences, and 3 credits from an additional course in any one of the three areas.

This change will go towards fulfilling Learning Outcome 1 of the learning outcomes adopted by Faculty Senate in 2011: **Build knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages, and the arts.

EFFECTIVE: Fall 2016

RATIONALE: As part of its work, the General Education Revitalization Committee (GERC) has recommended this change to facilitate students' achievement of learning outcomes previously

approved by the Faculty Senate. Providing lists of courses instead of specified courses will increase the opportunity for students to choose topics most interesting to them when they are completing their general education requirements.

Further, the Board of Regents has mandated that UAF, UAA and UAS come up with a plan for aligning their general education requirements. UAF is currently the outlier in its offering very narrow options for completing general education requirements; UAA and UAS currently have pre-approved lists of courses.

The 3 areas (arts, humanities, social sciences) and the number of credits required in each area follow current university regulations:

Current General Education University Regulations:

Humanities/Social Sciences 15 credits minimum [3 unspecified]

- At least 3 credits in the arts
- At least 3 credits in general humanities
- At least 6 credits in the social sciences [from 2 different disciplines]

Perspectives on the Human Condition	Replaced with Courses that Match Current University Regulations
HIST F100X--Modern World History	"broad survey courses which provide the student with exposure to the theory, methods and data of the social sciences"
ECON/PS F100X--Political Economy	
ANTH/SOC F100X--Individual, Society and Culture	
ENGL/FL F200X--World Literatures	"courses that introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions"
ART/MUS/THR F200X, HUM F201X, ANS F202X--Aesthetic Appreciation	"an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills"
ETHICS (BA F323X, COMM F300X, JUST F300X, NRM F303X, PS F300X, PHIL F322X)	[UAF-specific requirement]

Questions:

- Should we specify that during the implementation process, the current table of substitutions for transfer courses would be used to allow students under previous catalogs to fulfill PHC course requirements?
- Do we wait until later to deal with the proposal for "decorating" courses with the A (Alaska/Arctic), D (Diversity), E (Civic Engagement)?
- Do we specify a committee to review proposals for listing courses on the arts, humanities, and social science lists? Should it be Core Review? An ad hoc committee? We should ensure that its composition be at minimum one rep from each college or school.

I. Probation/disqualification policy – still on hold.

ATTACHMENT 207/13
UAF Faculty Senate #207, May 4, 2015
Submitted by the General Education Revitalization Committee

General Education Revitalization Committee Final Report, 2014 – 2015

Leah Berman, Chair April 29, 2015

The General Education Revitalization Committee (GERC) met on an ad hoc basis during the fall semester, and met biweekly during the spring semester.

1 Communications in the upper-division

The primary occupation of GERC during the fall was to redesign the "communications" upper-division requirement, after receiving feedback from CAC that they didn't like the requirement included as part of GERC's final report in Spring 2014. The requirement as initially proposed was that students would be required to take three courses labelled with a "C", directly analogous to the current O and W requirement.

After much discussion, including dragooning on an ad hoc basis two engineers and a biologist, GERC developed a new proposal. This proposal includes the development of four *Communications Learning Outcomes* that students graduating from any baccalaureate degree program would have to satisfy, as well as a requirement that each baccalaureate program would need to submit a *Communications Plan*, probably as part of the SLOA, detailing how students graduating with that degree would satisfy the Communications Learning Outcomes. Note that this new proposal is in addition to the current requirements that students take two lower-division writing intensive courses (currently ENGL 111 and 211 or
213) and one oral communications course (currently COMM 121/131/141).

GERC's hope is that this proposed new structure will allow departments and programs more flexibility in helping students achieve these learning outcomes, while still making it clear that these outcomes are an important part of the Common Baccalaureate Requirements.

This new proposal was submitted to and discussed and passed at CAC. It briefly appeared (and then was tabled) at Faculty Senate. GERC and CAC also hosted a "Town Hall" discussion on the new proposal in late Spring.

2 General Education Requirements

In addition to the discussion of the communications requirement, GERC also began discussing implementation details for the rest of the common baccalaureate requirements proposed in their final report from 2014. In particular, the "general education" requirements—those that primarily support Learning Out- come 1, develop knowledge...—were discussed, at the point it became clear what the effects of the Board of Regents' resolution on alignment of general education requirements across the system were.

As a preliminary fact-finding mission, the chair of GERC emailed schools, colleges, and departments across UAF to solicit courses that departments would like to see be in "buckets", primarily for Humanities, Social Sciences and Arts; GERC also proposes having an "interdisciplinary" Humanities/Arts/Social Sciences bucket. She received quite good response from around the university.

GERC proposes that the current "Perspectives" requirement be replaced with the following requirement:

> Students must take 5 3-credit courses: one course from a "Humanities" list, one course from a "Social Sciences" list, one course from an "Arts" list, and two other courses, either from the Humanities/Social Science/Arts list, or from a list of interdisciplinary courses that combine (some of) those three areas.
>
> Courses satisfying this requirement may also be used to satisfy major or minor requirements, but not degree requirements.

A resolution supporting the general idea of buckets (but not the specifics of the implementation as described above) is currently under review at Faculty Senate.

In order for this to be implementable, lists of outcomes for Humanities, Social Science and Arts courses will need to be developed, faculty will need to submit courses and rationales as to how/why those courses satisfy those objectives, and some committee (TBD) will need to review the applications and populate the buckets.

3 Alignment

The chair of GERC also was one of the three UAF representatives to the Statewide General Education Alignment Task Force. As part of that process, GERC proposes (to CAC, where it's still under review) that UAF revise its current requirement for natural sciences and mathematics to be the following:

> Students must take three courses, each of which is at least three credits, in Natural Sciences and Mathematics, from lists of approved courses in natural science and mathematics. One of these courses must be a natural science course with laboratory and one of these courses must be a mathematics course. (The third course can either be a natural science course or a mathematics course.)

Note this proposal was developed in consultation with members from CAC and is a change from the original proposal put forward by GERC in Spring 2014. This proposal would also fix some transfer problems caused by the fact that UAA and UAS allow non-lab science courses; currently students who take such courses cannot transfer them in such a way as to satisfy the GER at UAF.

4 Future Directions

Attendance at GERC meetings was sporadic and people are tired. The chair recommends that GERC be officially dissolved, but that certain members of GERC consult (perhaps officially, as ex officio members of CAC, or unofficially via one-on-one conversations) on the implementation processes for the revision to the current core, as pieces of GERC's spring 2014 proposal are (hopefully) passed by Faculty Senate. Still to do:

- Implement the *General Education Requirements* section of the GERC proposal. This mostly entails modifying the current PHC requirement.
  - In particular, develop "buckets" to replace the current PHC requirements.
    - Have Faculty Senate pass a resolution approving the basic idea of buckets to replace the current PHC requirements (on the agenda)
    - Develop a collection of outcomes for each proposed bucket, perhaps by convening ad hoc committees from CLA for each of the buckets Humanities, Social Science, Arts, Interdisciplinary
    - Develop a process for determining whether a proposed course satisfies the outcomes for the bucket it is proposed for
    - A committee approves a draft list of courses for each bucket

        - Faculty Senate gives final approval for the list of courses for each bucket
        - Faculty Senate approves the requirement that students need to take a certain number of courses from buckets, with some approved distribution (e.g., 5 courses, one from each of H/A/SS buckets and 2 from any of those plus interdisciplinary).
    - Revise the current requirement for natural sciences and mathematics to allow one math, one lab science, one either.
- Continue to work on implementing the *Civic Engagement* requirement from the GERC proposal, by implementing a "decorations" requirement
    - Faculty Senate passes a resolution approving the general idea of requiring decorated courses— note it is anticipated that many GER courses will be eligible to be decorated, and courses that are "decorated" may satisfy degree, major, minor or GER requirements (although a decorated course that satisfies a GER cannot also satisfy a degree requirement)
    - Revise the rubrics for **Alaska and the Circumpolar North (A)**, **Civic Engagement (C)** and **Intercultural Competence and Diversity (D)** that were drafted by last year's GERC.
    - Develop a process for approving courses to be decorated
    - Solicit and approve courses
    - Faculty Senate passes the final requirement
- Finish the new communications requirement
    - Faculty Senate passes the new requirement
    - Finalize a process for developing and submitting initial communications plans
    - Develop a process for assessing the communications plans

ATTACHMENT 207/14
UAF Faculty Senate #207, May 4, 2015
Submitted by the Faculty Affairs Committee

End-of-year Report

Faculty Affairs Committee

May 2015

Membership

The Faculty Affairs Committee (FAC) for AY 2014-2015 originally consisted of members Elizabeth Allman, Chris Fallen, Galen Johnson, Julie Joly, Leslie McCartney, Walter Skya, and David Valentine. The Ex Officio member was Bella Gerlich. Julie Joly convened the first FAC meeting (September) but external commitments required her to resign from the committee before the second meeting (October). Chris Fallen was nominated and elected to chair. Bella Gerlich resigned from the committee in January to take a position at another university and John Eichelberger joined the committee in February as the Ex Officio member for the remainder of the year.

Face-to-face FAC meetings were held monthly and a "Google Group" was used for online discussion and announcements. A shared "Google Drive" folder was used for collaborative editing of selected FAC documents. Ownership of the electronic Group and folder will be transferred from Chris Fallen to the next FAC chair, upon request.

Walter Skya volunteered to convene the first FAC meeting of AY 2015-2016.

Actions and Discussions

Committee by-laws

The first request of the Administrative Committee (AdCom) to all committees was for each to review and revise their respective by-laws, specifically to re-evaluate the committee charge and to specify committee procedures. Two significant changes were made to the committee charge.

One of the charges in the FAC by-laws is to act as a faculty advocate to elected officials. FAC decided that other organizations such as the unions are better faculty advocates, but that communication of faculty issues to relevant and influential parties outside the university is important. Therefore, the charge was revised to state that FAC shall enhance communication with public officials including the University of Alaska (UA) Board of Regents (BoR).

Another charge in the FAC by-laws is to review notices by the University of Alaska of financial exigency. The committee decided that its members typically do not have the expertise or ready access to appropriate data to meaningfully evaluate such notices of university financial exigency. Consequently, FAC eliminated this charge from its by-laws.

FAC submitted its revised bylaws to AdCom.

Department chair policy

AdCom requested that FAC revise the academic department chair policy because the policy had not been revised in many years and particularly because parts of the policy were in apparent conflict with the new UNAC collective bargaining agreement (CBA). Several interested parties provided useful input regarding revisions to the department chair policy. This issue took significant FAC resources to resolve largely due to the policy revision regarding who is eligible to be nominated and to serve as department chair.

Specifically, one interpretation of the CBA is that department chairs and represented faculty shall not have administrative supervisory capacity over other represented faculty. However, a small number of departments (approximately 10%) are chaired by faculty administrators with greater than 50% administrative workload. This appears to work well for some of those departments and cause significant contention in others and occurs through a variety of circumstances. The old department chair policy did specify restrictions on who was allowed to be

department chair, but there was also a mechanism in the policy that essentially allowed for unlimited and unchecked exceptions to the restriction.

Ultimately, FAC was unable to construct a concise general eligibility restriction without a lengthy list of exceptions that satisfied a majority of FAC or AdCom. Even seemingly reasonable restrictions such as "only tenured faculty may serve as department chair" cause problems because some departments have no or very few tenured faculty. FAC and AdCom changed the eligibility restriction to a guideline which was both consistent with the CBA and allowed flexibility for the variety of departments at UAF.

FAC submitted a motion for revisions to the department chair policy to AdCom and the UAF Faculty Senate. The motion passed.

Student code of conduct

The University of Alaska Anchorage (UAA) Faculty Senate studied the BoR policy and UA regulations regarding the student code of conduct (SCC) and passed a resolution proposing revisions to the SCC. The revisions largely were intended to clarify elements of the SCC, particularly in regards to appropriate student use of technology. The UA Faculty Alliance requested that the respective Faculty Senates of UAF and the University of Alaska Southeast pass resolutions supporting SCC revisions proposed by UAA.

FAC found that the proposed revisions did not weaken the current SCC and that any perceived minor deficiencies in certain revisions were offset by the benefit of having a consistent SCC across all UA campuses. A resolution of support of the revisions proposed by UAA, containing one small change, was approved by FAC. The change contributed by FAC was to generalize language regarding plagiarism of a "persons" to "others" in recognition that commonly available "artificial intelligence" can, for example, currently provide derivations of solutions to mathematical problems and likely someday soon even provide essays on demand.

FAC submitted a resolution of support for revisions to the SCC to AdCom and the UAF Faculty Senate. The motion passed unanimously.

Unfinished Business

Joint appointments

An ad hoc Joint Appointment Committee studied and reported on issues regarding evaluation and tenure of faculty holding joint appointments. The committee was composed of faculty holding joint appointments. FAC invited the chair of the committee, Bill Bristow, to discuss and summarize the committee's report of findings and recommendations. FAC was not in full agreement on all of the recommendations and wording in the report but generally decided that the Joint Appointment Committee thoroughly investigated the relevant issues. The committee agreed in particular that the hiring letter for faculty should specify which unit criteria will be used for faculty evaluation. FAC was in agreement that most of the Joint Appointment Committee's recommendations should be implemented in the UAF "Blue Book." One minor complication is that at the time of this report, the Blue Book was in a final stage of revision so the committee discussed whether the Joint Appointments recommendations should be included in the current Blue Book through a motion for revision to the UAF Faculty Senate, or whether the recommendations should simply be included in the draft revised Blue Book which also must be approved by the Senate.

This FAC decided that this task is best assigned to the next FAC given the limited available time to act and the potential to do harm. Careful consideration of the recommendations and the Blue Book is required since, for example, it is not even immediately clear where new definitions should be inserted since the numbering schemes in the documents are inconsistent. A copy of the Joint Appointment Committee's report is available by request from either Bill Bristow or Chris Fallen.

April 21 and March 24 Meeting Minutes included (next page).

Faculty Affairs Committee
Meeting Minutes: Tuesday, April 21, 2015 3:40 PM, Conference Room, Murie Building, UAF

Present: Elizabeth Allman, Chris Fallen, David Valentine

Absent: Dean John Eichelberger (Ex officio), Galen Johnson, Leslie McCartney, Walter Skya

Meeting called to order at 3:45 p.m.

Minutes of March 24, 2015 approved.
Agenda approved.

Joint Appointments:
The group decided that this task is best assigned to a fresh Faculty Affairs Committee. There is potential for harm in putting the Joint Appointments (JA) Committee's recommendations into the current Blue Book (not the one in the process of being merged and revised) without careful consideration. For instance, it is not clear exactly where the definitions proposed by JA should be inserted because the numbering schemes are not consistent.

FAC end-of-year report:
The group made helpful corrections and suggestions that will be incorporated into the Chair's final end-of-year report.

UAF budget and program review:
The group cannot do much about this situation and the perceived lack of transparency in the program review. One observation made was that there is a common assumption that students enrolled in a program targeted for elimination will be provided an opportunity to complete that program in a timely manner, which necessitates extended need for the program faculty. This is in fact not necessarily correct; students will instead be provided an opportunity to complete an equivalent program that may, for example, be facilitated through online instruction. Therefore, faculty positions have the potential to be eliminated on a more rapid timescale than is generally assumed.

Convener of the next Faculty Affairs Committee:
Walter Skya volunteered by email correspondence to convene the next FAC meeting.

Adjourned at 4:25 p.m.

Faculty Affairs Committee
Meeting Minutes: Tuesday, March 24, 2015 3:40 PM, Conference Room, Murie Building, UAF

Present: Elizabeth Allman, Dean John Eichelberger (Ex officio), Chris Fallen, Galen Johnson, Leslie McCartney, Walter Skya, David Valentine

Absent: None.

Meeting called to order.

Minutes of February 12, 2015 approved and accepted.
Agenda approved.

Student Code of Conduct:
David has made revisions. A few spelling corrections need to be made then it is ready to go to the Administrative Committee.

Joint Appointments:
Group felt that the narrative needs to be tighter with clearer wording. Everyone is to review the report, comment and then it will be passed on to the next faculty affairs committee. It was agreed that the hiring letter should spell out what unit criteria you are to be judged on and who will be evaluating your work. Put this on the agenda for next meeting.

Adjourn.

ATTACHMENT 207/15
UAF Faculty Senate #207, May 4, 2015
Submitted by the Unit Criteria Committee

UAF Faculty Senate Unit Criteria Committee
Report for Academic Year 2014-2015
April 21, 2015
Submitted by Chris Coffman, Committee Chair

Members: Chris Coffman (Chair), David Maxwell, Sarah Hardy, Chris Hartman, Ping Lan, Sunny Rice, Cathy Winfree, and Stephen Sparrow (ex officio)

The Unit Criteria Committee met on 9/23/14, 10/28/14, 11/25/14, 1/20/15, 2/24/15, 3/10/15, 3/31/15, and 4/14/15; we are also scheduled to meet on 4/28/15.

- Since submitting the 13-14 report, the Unit Criteria Committee received notice that the following criteria that were submitted during 13-14 were approved by the Faculty Senate and UAF Chancellor Rogers:
    - Computer Science (CEM)

- The Unit Criteria Committee reviewed and approved the following criteria during 14-15; these have since been approved by the UAF Faculty Senate and UAF Chancellor Brian Rogers as well:
    - Marine Advisory Program (SFOS); carry-over from 13-14
    - Mathematics and Statistics (CNSM); carry-over from 13-14
    - IARC; carry-over from 13-14
    - Journalism (CLA); new for 14-15

- The Unit Criteria Committee is currently reviewing proposed criteria from the following unit and is scheduled to consider their document again on 4/28/15:
    - Justice (CLA); earlier drafts reviewed on 3/10/15, 3/31/15, and 4/14/15.

- The Unit Criteria Committee drafted and submitted changes to its Bylaws for inclusion in the Faculty Senate's ongoing project of revising its bylaws documents; these changes clarify voting procedures for the committee.

- The Unit Criteria Committee developed, approved, and posted to our part of the Faculty Senate webpage a document offering guidance for units submitting criteria. This document clarifies the committee's schedule, communication procedures, and the respective roles of committee members and peer units in the process of developing and seeking approval for unit criteria. The final document may be found at http://www.uaf.edu/files/uafgov/Advice-for-Units-from-Unit-Criteria-Committee.pdf

- Faculty Senate President-Elect Cecile Lardon is now heading up the Blue Book project, and no business related to that project arrived at the Unit Criteria Committee in 14-15.

- There is pending business for 15-16 related to the 13-14 merger of the School of Natural Resources and Agricultural Sciences (SNRAS) with Cooperative Extension to form a new entity, the School of Natural Resources and Extension (SNRE). These two units will eventually

need to resolve how they will handle their unit criteria within the new unit, but did not submit any proposals in 14-15.

- The Unit Criteria Committee received two items from administrators too late in the academic year to discuss during 14-15 given our calendar in late spring 2015; these issues should be taken up during 15-15:
    - CNSM: CNSM Dean Paul Layer and UAF Provost Susan Henrichs would like, as Senate President Cecile Lardon put it, for the Unit Criteria Committee to "establish some rules for the primacy of unit criteria for faculty who have joint appointments, especially those with joint appointments in a college/school and a research institute." The recent work of the Joint Appointments Committee should be considered along with existing Blue Book language to resolve this matter;
    - CEM: The Institute of Northern Engineering (INE) plans to propose special unit criteria for review and may need some guidance on existing policy and precedent for unit criteria that apply to faculty housed in research institutes.

ATTACHMENT 207/16
UAF Faculty Senate #207, May 4, 2015
Submitted by the Committee on the Status of Women

Committee on the Status of Women (CSW) 2014-15 Annual Report

CSW membership and Meetings

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

The Committee on the Status of Women (CSW) met monthly during AY 2014-15 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 16 September 2014, CSW hosted UAF's 10th annual Women Faculty Luncheon. The luncheon was web-streamed for faculty who could not participate in person. Over 80 women faculty participated, celebrated their successes, and made new acquaintances (seating was purposefully planned to create diversity of colleges/disciplines at each table). Several UAF dignitaries were in attendance, and all were sincerely acknowledged for their unyielding support. Our keynote speaker was Margaret Thayer, former curator of Chicago Field Museum of Natural History.

Conversation Café Series

CSW continued to facilitate Fall and Spring "Conversation Cafés" (established in AY 2012-13). The Cafés were hosted at the Wood Center, and in the UAF Women's Center and offered for distance delivery as requested. CSW acknowledges the generous support provided by the UAF Women's Center, and Office of Faculty Development.

Our Fall Café focused on Sharing Strategies for Success. The interactive café was hosted on 4 November in the Wood Center's room E/F, and offered to all UAF faculty. Approximately 30 faculty participated in a multiple-round table activity that asked participants to write and discuss their experiences, strategies and suggestions related to the following topics: Feeling like an Imposter, Getting it Done (even when not perfect), Keeping our Priorities, Networking, and, Being Able to Say No.

Continuing the discussion from our Fall Café, a smaller, Spring Semester, Café was offered on 24 Feb in the Women's Center. The cafe offered a small group discussion related to "Creating our own supportive professional networks."

Women's Center Advisory Committee

CSW Co-Chairs, Ellen Lopez and Jane Weber, continued 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 2014-15, The Advisory Committee provided advising as the Women's Center's oversight transitioned to University & Student Advancement (USA), and to a new physical space in the Wood Center.

Notably, the Committee worked with the Women's Center to draw from the previous year's social-media-based needs assessment findings – developing a strong web presence using the social-media most commonly used by the UAF community. The committee also assisted in developing a sub-title to the Women's Center signage as a means to promote the Women's Center as a space for everyone – regardless of gender. The committee and Women's Center also partnered with the Music Department to offer the 1st Annual Women and Music Event, which is hoped to become an annual event!

Planning Strategically for Promotion and Tenure Workshop

On 24 April 2015, CSW hosted its annual two-hour comprehensive, *Planning Strategically for Promotion and Tenure workshop*. This year, an additional, 3rd hour, was offered for participants to speak in small groups or one-on-one about their specific concerns. Approximately 35 Faculty attended in person, and 10 via distance delivery. As in the past, feedback from participants deemed the workshop to be useful in terms of general strategies for faculty success (such as the importance of understanding unit criteria, documentation, and gaining peer feedback on tables and narratives), 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.

Noteworthy was the fact that Alex Fitts (Vice Provost and Accreditation Liaison Officer) was invited to provide opening remarks, to acknowledge the challenges of planning for tenure and promotion during such uncertain times, and to answer or clarify questions from participants. Other invited workshop panelists represented diversity in terms of college/department affiliation, position, and tenure/promotion situation. They included the following: Ellen Lopez (focus: 4th year review), Diana Wolf (focus: tenure review), Sandra Wildfeuer (focus: tenure review, Interior-Aleutians Campus), Diana Di Stefano (focus: tenure review), and Mike West (focus: Research Faculty).

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 for Wed, 8 April 2015, Eielson 304C, 2:15-3:15p

Present:
Megan McPhee (phone), Ellen Lopez, Jane Weber, Kayt Sunwood, Jenny Liu, Mary Erlander, Diana Di Stefano
Members absent: Erin Pettit, Michelle Bartlett
Members on sabbatical: Amy Barnsley

1. Promotion / Tenure Workshop – final details, Apr 24, 10-12 (regular), 12-1 (extra time)
Butrovich 109 (BOR Conference Room)
Derek Sikes will introduce the workshop. CSW members will arrive between 9 and 9:30 to help set up.

Panelists:
Alex Fitts – Vice Provost and Accreditation Liaison Officer

Diana DiStefano – associate; history
Ellen Lopez – CLA; 4th year review
Diana Wolf – associate, sciences
Sandra Wildfeuer – associate; math/Interior-Aleutians Campus
Ginny Eckert – full, sciences (remote)
Mike West (research faculty)

Program:
introductory comments:
Alex – 5 minutes
Others - 3 min
Followed by questions

2. Luncheon Speaker - Sep 22
Alex Fitts? CSW agreement that Alex would be excellent. Mary will ask.

3. Fall Conversation Café.
Ellen will bring cards to the Luncheon so that attendees can write ideas of topics they'd like to discuss at the next Conversation Café. Important to give people enough lead time, (plus reminders) so people can get it on their calendars. Tentatively set for Oct 20, date to be finalized so it can be announced at the luncheon.

Next meeting: 11 May 2015 10:30-11:30am; room TBD (probably 304C Eielson)

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

ATTACHMENT 207/17
UAF Faculty Senate #207, May 4, 2015
Submitted by the Core Review Committee

Core Review Committee Activity Report
2014-2015 Academic Year

The Core Review Committee, which is a subcommittee of the Curricular Affairs committee, met biweekly on Tuesdays during Fall 2014 (for a total of 6 meetings) and biweekly on Thursdays during Spring 2015 (again, a total of 6 meetings, including a final meeting on Thursday 4/30/15 not covered by this report).

The primary occupation of the committee was considering student petitions for core courses; the committee also approved several courses to have Core status.

During the year, the committee considered 52 petitions; most of them were from students who were trying to satisfy an O or W requirement.

One frustration encountered by the committee was that students were submitting petitions for individual or directed study courses developed to satisfy the O or W that they either had already taken or were in the process of taking. The committee felt that this was unreasonable and that such courses should have been approved or denied in advance. The committee worked with the registrar's office, which redesigned the Individual/Directed Study form so that for individual or directed study courses that are to satisfy a core requirement, those forms should be routed through Core Review before approval. However, since students apparently can submit these forms during the semester in which they are taking the course (that is, after the beginning of the semester) it is not clear how much effect the new form will actually have on the problem.

The committee also approved a broadening of the transfer table to include AP and CLEP scores to be used to satisfy Perspectives requirements, following the agreement last year of allowing a broad array of courses to transfer to satisfy those requirements. The committee hopes that soon the General Education requirements will be changed so that students taking courses on-campus will have the same flexibility.

The committee approved the deletion of W from CHEM 455 and ED 412, the addition of W to ANS 478, ED 486, and the addition of O to ED 486. It narrowly approved SOC 100X for compression to Maymester. It approved Core Math status for Math 156 (Precalculus), a new course, and to Math 152, the old Math 108 (trigonometry).

Respectfully submitted,
Leah Berman, Chair.

Core Review Committee
Meeting Minutes for April 2, 2015

4:00 - 5:00 PM at 502 Rasmuson—note new room!

Tentative Agenda:
1. Petitions.

2. New courses: Math 108 wants an X for alignment purposes (and it's changing its number)
3. Bylaw revision from last year, posted below.

In attendance:
CLA:
Jennifer Schell, English (15)
Brian Kassof, Social Sciences (16)
Yelena Matusevich, Humanities (16)
Kevin Sager, Communication (CLA 16)
CNSM:
Leah Berman, Math (16) - Chair
Larry Duffy, Science (16)
LIBRARY:
Tyson Rinio (LIB 15)
At-Large:
Andrew Seitz, SFOS

Unit Core Assessment:
Tony Rickard, CNSM
Kevin Berry, SOM

Ex Officio:
Dean's Council Rep - Allan Morotti
OAR: Caty Oehring, Holly Sherouse
Rural Student Services: Gabrielle Russell

Brian O'Dognohue came to discuss two of the petitions. When invited to leave to allow the committee to discuss the petitions in private, he asserted that this was probably an open meeting and thus he should be allowed to stay. The chair declined to dispute the point.

Discussed two petitions.

Petition #1: student wanted JRN 490 when taken a second time to satisfy an O requirement. Students are allowed to take the course more than once, and so this student was taking it for a second time on a different syllabus (designed to meet the requirements of the O) at the same time as other students were taking it on the ordinary syllabus. This seemed very sketchy to the committee, but a majority of the committee agreed that the work the student was doing was satisfactory for an O designation. Approved.

However, it's really weird to have students in the same class operating on different syllabi.

Petition #2: Student proposed that they should have their W requirement waived due to life experience. Committee responded that that was beyond the scope of the committee (as far as the committee understands, we are not allowed to waive requirements). The committee suggested that the student or her advisor take it up with the provost. Denied.

Course: Math 108 Trigonometry asked for an X designation, to match UAA and UAS. Committee approved.

Committee briefly discussed the bylaws changes that had been proposed by last year's committee. We said they all looked good except that perhaps the question marked comments should be deleted.

ATTACHMENT 207/18
UAF Faculty Senate #207, May 4, 2015
Submitted by the Student Academic Development and Achievement Committee

Student Academic Development and Achievement Committee
Meeting Minutes for February 26, 2015

Attending: Joe Mason, Sandra Wildfeuer, Gordon Williams, Colleen Angiak, Alexandra Fitts, Cindy Hardy, Ben Kuntz, Libby Eddy, Eileen Harney

Student Persistence Survey:

Cindy reported on Sine Anahita's e-mail about doing this project. She is excited about it, and suggests holding focus groups to gather data on why students persist in college. She would like to run focus groups with 5-8 people, and suggests having about 80 students—and provide pizza. We agreed that we want to do a survey, not focus groups, and that we are interested in looking at those who don't persist.

We discussed other pockets of data on this question that we know of. The campus Non-Traditioal Student Club sent out a survey to those on its e-mail list. Brian Jarret, the club faculty advisor, may have some data from this. Colleen noted that
RSS is gathering data on student persistence and what gets in the way. They do a student satisfaction survey of their students. They have added an attribute in Banner for RSS students so they can track them as a cohort. She also noted that Sue McHenry was looking at graduation lists to put together a list of Native graduates, but that was having difficulty finding students from self-reported ethnicity.

The Office of Admissions has sent out a survey called "We Miss You" to students who don't come back to find out why. We also noted that there has been some information gathered in the Advising Center on the paper forms used before Degreeworks was used.

Ben noted that they are putting together a different focus group of on campus students in Bethel. Bethel has some data about student success rates, andBen will check the Emerging Scholars program.

We agreed that we need tohave a clear idea about what problem we are addressing in order to try and research this. We discussed a sample poll of entry level freshman or a survey of students when they have a W, I, NB on their transcript. We speculated that students with real problems are less likely to respond

We agreed that we also want to survey distance students and to address needs of rural students.

MATH DEVM alignment: This is basically a done deal. The numbering system has been agreed upon, so now the changes are taking effect for Fall . Sandra noted that some course numbers have not changed on the Falll schedule, especially for distance delivered classes. Gold stars to the DEVM and Math folks who got this done!

DEVE ENGL alignment:

They have met once and are meeting again. The radical change they have discussed is a move from DEVE/PRPE/ENGL designators to WRTG. This would clarify the link between developmental writing classes and the current ENGL 111/211/213 sequence.

In developmental classes, both UAF and UAA are integrating reading and writing classes into a combined 4-credit model. This may be an approach that is agreed to in alignment.

For the current ENGL sequence, the numbers for WRTG would stay the same ie: WRTG111. The committee noted some differences in the 200-level sequence.
UAF uses 211 and 213; UAA has 211, 212, 213, abnd 214. UAS has 211. UAF may want to move one 200 level course WRTG 214.

One sticking point is the course numbering for the course equivalent to our DEVE 104. This course was recently changed from DEVE 070 and faculty have observed the change to be positive—more motivating for students with less of a sigma and the ability to use the course for elective credit. UAA does not want to move their course to 100-level. Cindy reported that she will be working with Shannon Gramse from UAA to resolve this.

The committee still needs to discuss common course titles, outcomes, and course descriptions—or to decide at what level of detail on these things they need to align.

They are planning changes to be implemented Fall 2016. They are meeting again on March 8.

ATTACHMENT 207/19
UAF Faculty Senate #207, May 4, 2015
Submitted by the Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for April 13, 2015

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

II. Roll call

Present: Bill Barnes, Diana DiStefano, Andrea Ferrante, Brian Himelbloom, Kelly Houlton, Duff Johnston, Chris Lott, Trina Mamoon, Franz Meyer, Joy Morrison, Channon Price, Leslie Shallcross, Amy Vinlove
Excused: Cindy Fabbri
Absent: Mark Herrmann

III. Report by the Office of Faculty Development (report from Joy)

Joy reported that the Faculty Learning Communities have exhibited some interesting results, including a 70-minute presentation on using technology to teach distance courses at the Alaska Native Studies Conference in Fairbanks. She also noted that the Early Career FLC (Chaired by Diana DiStefano) recently had an excellent presentation on stress reduction that was well attended. In addition, Denise Thorsen, Chair of the FLC on Flipped Classrooms, submitted a paper that won an award at the ASEE Conference in Seattle.

Joy shared that the Alaina Levine Career Workshop last Thursday on finding STEM jobs went really well and was well attended.

Tuesday, April 14 (1:00 – 2:00 pm in RASM 340) will showcase several ASTE Conference attendees sharing what they learned on the Alaska Learning Network and using Audio/Visual/Screen Castings in asynchronous online courses. Joy will also share helpful websites, apps and corporate educational sites.

Wednesday, April 15 (noon – 2:00 pm, Elvey Auditorium) there will be an Intellectual Property Lecture: How does intellectual property and licensing apply to the classroom? with Adam Krynicki from the UAF Office of Intellectual Property and Commercialization and one of the Faculty Learning Communities (organized and facilitated by Sara Hayes, a CITE Fellow supported by UAF eLearning as reported by Chris Lott).

Other upcoming events will mostly occur on Friday, April 24: 1) Faculty 180 special training for new faculty in the morning (and a review of Faculty 180 for new faculty will be held on April 21); 2) the Committee on the Status of Women will host their annual workshop on Planning Strategically for Promotion and Tenure from 10:00 am – noon in 109 Butrovich; and 3) Bob Lucas will give his first workshop on Scholarly Writing in the afternoon (followed on Saturday with his full-day workshop on Grant Writing.)

Joy informed us that she is taking May off in order to add more money to the OFD budget. She will be back in June.

IV. Report by UAF eLearning & Distance Education

Chris reported that since our last meeting there have been two Third Thursday and Teaching Tips Live events each. The spring session of iTeach in March was full and successful. Upcoming events include a Third Thursday (April 16, noon – 1:00 pm, Bunnell 319B) on Syllabus Synechdoche: Building Your course From the Inside Out; Teaching Tip Live Online (May 14, 1:00 – 2:00 pm, online) titled Bring your Class to Life With Augmented Reality; iTeach Summer (May 18-22, full days, face-to-face) with applications due by April 30. See http://iteach.uaf.edu/ to apply. Chris noted that there will be an iTeach for the Psychology Department only on May 11-15.

There was some discussion regarding the difficulties with flipping classrooms, such as issues with seat time and amount of effort, some faculty members not getting course releases to develop them despite the fact that they are a lot of work to set up well, and that a lot of departments are looking at them and online delivery as a way to increase their enrollments so they can survive.

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

Andrea reported that we are one week away from the pilot electronic course assessment going live! Students will be able to access the electronic evaluations from Monday, April 20 to Monday, May 4. Approximately 450 – 500 courses were chosen based on various and myriad criteria and this will reach about 20% of the student population. He explained that one of parameters in choosing courses was to eliminate any tenure-track faculty so they could be assured of uninterrupted evaluations for their files.

The pilot consists of nine core questions (four instructor questions that students will need to answer for each instructor if they are taking a team-taught course, and five course questions that students will answer only once for each course requiring an electronic evaluation). There will also be four student-specific demographic questions and four open-comment questions (similar to the old “yellow sheet”). Andrea noted that next fall all courses will have electronic evaluations with departments and instructors able to add up to eight questions. This summer’s courses will also run a pilot using the add-on option to help work out any bugs.

The ECAI Committee is currently working on creating a question bank for departments and instructors to choose from along with guides on creating your own questions. Franz noted that we may want to offer training to faculty on using eXplorance Blue electronic evaluations to run mid-semester surveys to garner early feedback on how the course might be adjusted. There was some discussion on incentivizing student participation and some suggestions that the vendor has offered to help boost response rates.

VI. Discussion of modified Committee Bylaws

Franz informed us that the Faculty Senate will be voting on changes to committee bylaws at their next meeting in May. He brought certain points in our proposed bylaws to our attention: including the chair and co-chair as voting members (agreed), leaving the phrase “in-person or electronic vote” as is (agreed), deleting certain parts that are already covered in the broader bylaws for all committees (agreed), including staff and students on our committee or just limiting membership to faculty and staff (we agreed to limit it to faculty/staff only), eliminating the part on removing a member (agreed), eliminating that at least one of the chair or co-chair must be a Faculty Senator as some committees may not have a Senator amongst their membership (agreed), removing the length of the chair term (agreed), removing the bit about overruling decisions of the chair (agreed), and adding “more than 50%” or “half plus one” to the section on Quorum (agreed).

VII. Other Business – tabled due to lack of time

a. Short update on Faculty 180 review
b. Debrief of discussion with Dr. Paul Reichardt – what were useful take-away points?

VIII. Upcoming Events

a. Next FDAI meeting: 5-4-2015
b. Next Administrative Committee meeting: 4-24-2015
c. Next Faculty Senate meeting: 5-4-2015

IX. Adjourned at 5:10 pm (Respectfully submitted by Kelly Houlton.)

ATTACHMENT 207/20
UAF Faculty Senate #207, May 4, 2015
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee
Meeting Minutes for March 24, 2015

Attending: Sean McGee, John Yarie, Donie Bret-Harte, Mike Castellini, Jayne Harvie, Mike Daku, Lara Horstmann, Amy Lovecraft (by phone), Laura Bender, Karen Jensen (by phone), Cheng-fu Chen (by phone), Holly Sherouse (by phone)

I. Minutes from our meeting of March 3, 2015 were passed.

II. Most of the meeting was taken up with discussion on the content of the Veterinary Medicine courses. In many respects, they are more similar to undergraduate biology courses than they are to the usual UAF 600-level courses. This is not to say that taking a full load of Veterinary Medicine courses would not be challenging. However, the definition of a 600-level course in the university regulations does not fit these courses. After discussion it seems clear that this is not an issue that can be resolved at the level of this committee (GAAC). Mike Castellini agreed to bring this issue to the Provost's council.

III. There was discussion of the LAS designator, which has been problematic because there is no curriculum council, the courses are generally special topics that repeat multiple times, and there has been overlap with existing courses. Donie will discuss possible approaches with Cecile Lardon at the next Senate meeting.

IV. GAAC passed **56-GNC:** New Course: **BIOL F6xx - Exercise Physiology** by email following this meeting.

V. GAAC will meet again on April 14, 2015.

ATTACHMENT 207/21
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2015-2016 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.

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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 2015 Semester				
Meeting #:	**Date**	**Day**	**Time**	**Type**
208	Sept. 14, 2015	Monday	1-3 PM	Audio Conference
209	Oct. 12, 2015	Monday	1-3 PM	Face to Face
210	Nov. 9, 2015	Monday	1-3 PM	Audio Conference
211	Dec. 7, 2015	Monday	1-3 PM	Audio Conference
Spring 2016 Semester				
212	Feb. 8, 2016	Monday	1-3 PM	Face to Face
213	Mar. 7, 2016	Monday	1-3 PM	Video/Audio Conference
214	Apr. 4, 2016	Monday	1-3 PM	Audio Conference
215	May 2, 2016	Monday	1-3 PM	Face to Face

ATTACHMENT 207/22
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to authorize the 2014-15 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 2015. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 4, 2015

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.

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