MINUTES
UAF FACULTY SENATE MEETING #195
Monday, December 2, 2013
1:00 p.m. – 3:00 p.m. at the Wood Center Carol Brown Ballroom

I Call to Order – David Valentine

A. Roll Call

Faculty Senate Members Present:	Present – continued:
ALBERTSON, Leif (14) - audio	SHALLCROSS, Leslie (15)
BAKER, Tori (14) – **Andrew McDonnell**	SHORT, Margaret (15) – **Falk Huettmann**
BARNES, Bill (15)	VALENTINE, Dave (14)
BERGE, Anna (15)	WEBER, Jane (14)
CEE, Vincent (14) – **Kark Knapp**	WEBLEY, Peter (14)
COFFMAN, Chris (15)	WINFREE, Cathy (15)
CONDE, Mark (15)	WINSOR, Peter (14)
COOK, Christine (14)	YARIE, John (14)
DAVIS, Mike (14)	ZHANG, Xiong (14) – **Rorik Peterson**
DEHN, Jonathan (15)	Members Absent:
FALLEN, Chris (15)	BRET-HARTE, Donie (15)
FOCHESATTO, Javier (14)	CHEN, Cheng-fu (14)
GIBSON, Georgina (14)	DUKE, J. Rob (15)
GUSTAFSON, Karen (14)	JOLY, Julie (15)
HAN, Xiaoqi (15) – **Charlie Sparks**	
HARDY, Sarah (15)	Others Present:
HEALY, Joanne (15)	Chancellor Rogers
HORSTMANN, Lara (15)	Provost Henrichs
JOHNSON, Galen (15)	Mike Earnest
JOHNSTON, DUFF (14)	Miho Aoki
KIELLAND, Knut (14)	Brad Krick
LARDON, Cecile (15)	Mark Herrmann
LOVECRAFT, Amy (15)	Eric Madsen
MARR, Wayne (14) - audio	Alex Fitts
MCCARTNEY, Leslie (15)	Carol Gering
MEYER, Franz (15)	Caty Oehring
MISRA, Debu (15)	Wendy Croskrey
MOSER, Dennis (14)	Martha Mason
NEWBERRY, Rainer (14)	Linda Hapsmith
RADENBAUGH, Todd (15) - audio	Chris Lott

B. Approval of Minutes to Meetings #194

Minutes for Meeting #194 were approved as submitted.

C. Adoption of Agenda

The agenda was adopted as submitted.

II Status of Chancellor's Office Actions

A. Motions Approved:

1. Motion to approve Department of Communication Unit Criteria
2. Motion to approve Department of Anthropology Unit Criteria
3. Motion to approve the new program of Master of Music – Performance
4. Motion to approve the program deletion of the Master of Arts – Music
5. Motion to amend Math Placement Policy

B. Motions Pending: None

III A. President's Remarks – David Valentine

David read the Chancellor's memorandum which was included with the approval of the motion amending Math Placement Policy, as follows:

> I am signing the motion passed at Meeting #194 on November, 4, 2013, but want to make you aware of a policy change that the Board of Regents will soon consider.
>
> The motion states "The Faculty Senate moves to amend the 2014-15 Catalog to reflect a new Mathematics and Developmental Mathematics placement policy, as indicated below."
>
> The President's Cabinet has discussed the value of a single mathematics and developmental mathematics placement policy throughout the University of Alaska system. I expect the President and the Board of Regents to take action on a uniform policy to be effective by 2016. This will require the UAF Faculty Senate to work with your counterparts to determine the best placement process.
>
> I am fully supportive of the direction you are taking, and subject to seeing results at UAF consistent with those at other institutions, will push for systemwide adoption of ALEKS PPL. If the Board, however, establishes a policy of a single set of systemwide placement steps and cut scores, all three universities will need to comply. That may require UAF faculty to accommodate differing viewpoints of the UAA and UAS faculty.

The Chancellor supports the motion to amend Math placement policy as passed by Faculty Senate last month; however, faculty need to be aware that potential changes at the statewide level may lead to more changes having to be made to the policy in a couple of years. It's hoped that the other two universities will follow the lead of UAF.

Debu M. asked for clarification about the ability of statewide to change such policy without faculty approval or input. David responded that the President and Board of Regents may be asking all three universities to adopt a common set of scores for placement, and there would be an opportunity for the faculty to have input. However, it cannot be certain that UAF policy would necessarily hold sway.

David provided an update about the proposed merger of the Cooperative Extension Service (CES) and the School of Natural Resources and Agricultural Sciences (SNRAS). The merger committee met a lot during the fall semester and has prepared a report for the Provost of its recommendations concerning the administrative structure of the merger. Donie Bret-Harte represented Faculty Senate on that committee, and David was also a member since he is a faculty member of SNRAS. The Provost is still considering the report and will soon make her decisions about the administrative structure of the merger.

David mentioned the possible modification to the education benefit (employee tuition waiver) which was brought up at the last Board of Regents meeting. It was proposed to cut the tuition waiver benefit in half. The proposal failed by a tie vote at that last meeting. This is a potential loss for all UA employees in the system. David encouraged all employees to take the system survey that was sent out via email, and let their voices be heard. Opportunity for public comment at the December BOR meeting was mentioned.

It has been brought to David's attention that there are problems associated with purchasing replacement equipment for laboratories because there is no established system for doing so. The Research Advisory Committee has been asked to look at developing a system for not only pursuing major research infrastructure, but also for replacing mid-level equipment in the price range of $20,000 to $100,000. These types of costs are difficult to include in research proposals.

David noted the late deadline this semester for grade submission – it's the day before Christmas. The UAOnline system is scheduled to be down for maintenance on December 22 which potentially interferes with faculty trying to submit grades. Provost Henrichs added that Registrar Libby Eddy is in communication with statewide and is requesting the outage be as short as possible and held during the early morning hours to minimize its effect on faculty. Final word on that from statewide will be communicated widely to everyone when the information is available. They are hoping there will not be much inconvenience to faculty.

David announced that a report has been received from the ad hoc Interdisciplinary Issues Faculty Committee. The committee examined barriers and issues that are encountered with interdisciplinary efforts in teaching and research. The report is posted online at the Faculty Senate home page. They are now considering how best to move forward with the committee's identification of problems and recommendations, and anyone interested is invited to let David know.

The report is posted at:
www.uaf.edu/uafgov/faculty-senate/

David mentioned the proposed revisions to the general education requirements. GERC has made this available on their web site and they're inviting feedback. The upcoming information sessions were also mentioned.

The GERC web site is:
gerc.community.uaf.edu

B. President-Elect's Remarks – Cecile Lardon

Cecile noted, in addition to statewide's strategic planning effort, UAF needs to update its own strategic plan. UAF's plan is linked to its accreditation process. The Provost and Chancellor have asked how

Faculty Senate would like to have input to that process. The plan is available online, and the link to that will be distributed via the Faculty Senate (google) discussion group. Cecile invited input from everyone. The input will go to the Chancellor's Cabinet who will make updates to the plan. Then it will come back to the Senate once again.

Link to the current draft of the UAF Strategic Plan:
http://www.uaf.edu/files/provost/Draft_UAF_Strategic_Plan_2012.pdf

IV A. Chancellor's Remarks – Brian Rogers

Chancellor Rogers noted the importance of the next couple of weeks for future decision-making. The state revenue projections will be released this week, and the Governor's budget is due out next week. The Board of Regents meeting is also next week. Clearly, fiscal issues will play a part in that meeting if the Governor's budget has come out by the time the BOR meets.

The BOR meeting is in Fairbanks and the Chancellor encouraged faculty to take advantage of this opportunity to bring any issues forward at public comment. (Due to switches in dates, the December and February BOR meetings will both be held in Fairbanks. Meetings will not be held here again for quite some time afterward.)

The Chancellor mentioned the pending motion brought up at the last BOR meeting about reducing the employee tuition waiver benefit. He encouraged faculty who may wish to testify that they include specific personal stories about the impacts the benefit has made to people's lives. This carries more weight than comments from the Chancellor himself about how this benefit makes the university competitive in recruitment and retention of employees. By means of this benefit many staff have obtained degrees and have been able to move up the ranks within the university system. It's an important message to relay to the Board in order to preserve what he believes is a critical benefit for the university.

With regard to the review and alignment of student processes by the UA President and the chancellors, Chancellor Rogers has been working hard to make sure decisions about change which belong to the Faculty Senate stay with the Senate. The three Faculty Senates may need to get together about some of the issues, however; particularly regarding students who are crossing the boundaries between the three universities. He applauded the efforts of the General Education Learning Outcomes committee and the leadership by UAF Faculty Senate in this area.

The Chancellor said he's not really expecting good news to come out of the state revenue projections due to the price of oil and production. It's likely they'll see a very tight budget for the coming fiscal year. We must continue to look for opportunities to reduce costs where we can. He is continuing to look at leased space, heating, and electrical costs as these don't have a direct impact on positions. We deliver our mission through people, so that's the last place he wants to go to effectuate savings. But this means that all of us must be mindful of our usage of energy resources. He invited suggestions on further ways to save energy.

Cecile asked the Chancellor if comments to the BOR about the *Shaping Alaska's Future* document were appropriate at this time. He responded that the Board has not had time to read that report yet, and because it's a work in progress, it would be better to hold comments to the BOR right now. The

President has received a lot of feedback and much of that will be incorporated into the next draft version of the report. It will be a while before the report goes forward to the Board of Regents.

With regard to energy savings, Lara H. asked how many buildings like Irving there are that have no light switches. The Chancellor acknowledged there were too many. Changes to this problem are being addressed via deferred maintenance projects. They are trying to move to the proximity sensor lighting, incorporating these types of improvements where they can into related projects. The West Ridge buildings, including Elvey, Irving, Arctic Health and O'Neill, especially need to have energy improvements addressed. Typically they try to first address variable speed motors for heating and ventilating, and lighting and freezers are further down on the list. They've audited the buildings to see where the best payoffs are. They did $6 million dollars' worth of improvements last year and will do about the same amount this coming two years. The Butrovich Building and Wood Center are also problematic in terms of energy usage.

Lara asked about heating offices by use of small heaters vs. having the building heated. Her office is at 54 degrees with a small heater. Chancellor Rogers responded that using the steam heating system to balance building heat has a high pay-off because it helps avoid high electrical energy costs during times of peak low temperatures. This is recognized as an ongoing problem in the buildings that were constructed in the 60s and 70s before there were the types of controls that are available now. The average age of campus buildings is 36 years. O'Neill Building is one of the biggest problems they have on West Ridge, and they're considering the economics of taking the building down vs. trying to make improvements to it. If it is renovated, O'Neill will not be a wet labs building because it would too expensive to retrofit it for that function. They'll have to build more wet labs and then move folks to those locations before renovating O'Neill. They are also taking into consideration the fact that they don't want to lose researchers during the process, and will only move them once if it can be helped.

Falk H. asked about car plug-ins on campus; and, where the money saved from energy conservation goes. The Chancellor responded that it's a complex answer: some of the savings is from avoiding high energy costs. They will save about a half-million dollars a year, but having borrowed six million dollars for the maintenance projects, the savings will pay the debt service costs. They will make up the money in the long term by reducing energy costs. If there aren't energy conservation savings, they'll have to "rob" other places to pay for heat. They're also looking at taking some buildings down. The Tilly Commons is one of those being considered. Regarding the car plug-ins, most of the parking lots are on timed schedules which are offset with each other to lower demand at any given time. Most lots are on between 7 and 9 AM, then cycle through the day, and then are on again for the evening class times.

Debu M. expressed appreciation to David for mentioning the issue concerning the tuition waiver benefit, and for encouraging faculty to respond to the HR survey distributed via email. He noted that the Collective Bargaining Agreement can be overridden by the BOR if they choose not to ratify it. He encouraged faculty to provide feedback. He also appreciated the Chancellor's suggestion to bring examples of the education benefit to the BOR meeting and the impact such a change would have to the staff. Loss of staff would subsequently impact faculty. He stressed that the benefit needs to be retained at all costs.

Lara H. asked how energy consumption ends up in the statistics the university is using, particularly in light of the high usage on West Ridge. Chancellor Rogers responded that daily, weekly, and monthly usage of water, heat and electricity by building is available online. Part of the job of administration is to bring inefficiencies down by addressing the most inefficient buildings first, but it's not a poor reflection on faculty housed in older buildings. They would like to replace old freezers with more cost-effective

new freezers, and funds are available to help with that effort. Let Facilities Services know and they will help.

Debu M. added a last comment about the effect of reducing the tuition waiver benefit in the context of the university's mission which includes a commitment to lifelong learning.

B. Provost's Remarks – Susan Henrichs

The Provost provided information about UAF's strategic plan and its relationship to accreditation. The Northwest Commission on Colleges and Universities, UAF's accrediting body, has a policy that universities need to engage in an inclusive strategic planning process. The current effort has been ongoing for about two years. The draft report that's posted online was the work product of a committee which met for many months and included faculty, staff and administrators. In the course of their work they distributed a survey that went to the entire university to invite feedback. They're reaching a culminating stage in this process now; but, that said, they are soliciting comments and suggestions on the draft plan from faculty. They want to have a strategic plan that is embraced by the campus community as a whole.

Technically, the strategic plan is supposed to be the first step in a process that leads to core themes, objectives and indicators. But, because the accreditation cycle was truncated for UAF last time, the typical order of tasks could not be followed. The university will return to the expected order as the next accreditation cycle begins. However, the accreditors expect the strategic plan to align with the core themes and indicators. The accreditors would also like to see alignment of the UAF plan with overall planning at the system level, and that's one of the reasons for the delay in bringing the plan back before the Faculty Senate. They had hoped the Strategic Direction Initiatives--now called Shaping Alaska's Future--process would be concluded by now and that an alignment could be constructed between the *Shaping Alaska's Future* (SAF) document and what UAF needs to produce for accreditation (its strategic plan, and the core themes and indicators). Though the SAF document is not yet finished, enough is now known about the issues it will address to proceed with finishing UAF's strategic plan. Alex Fitts is working on the Year Three accreditation report which must be finished by the end of the academic year. To complete it, she will need to have a finalized UAF strategic plan in place by about mid-spring semester.

Note: the link to the current UAF Strategic Plan has been distributed via the Faculty Senate google discussion group and comments have been solicited. The link is:
http://www.uaf.edu/files/provost/Draft_UAF_Strategic_Plan_2012.pdf

V Discussion Item

A. Draft Motion to Revise Non-UA Transfer of Courses (Attachment 195/1)

Rainer N. noted this is a complicated issue, and the objective today is to discuss the pros and cons. Eventually, a motion will be brought before the Senate for a vote. Essentially, we have to be liberal in our interpretation of core courses when accepting transfers within the UA system. Any student who's taken a core course at any of three universities in Alaska is considered to have satisfied the requirements at all locations. In contrast, the process is much more restrictive concerning the transfer of non-UA courses. When the core was first instituted about 25 years ago, they were moderately restrictive concerning transfer of non-UA courses, particularly with regard to courses accepted for the Perspectives on the Human Condition requirement. About eight years ago the transfer conditions were made more restrictive.

Rainer pointed out the section on courses fulfilling the Perspectives on the Human Condition requirement in the current version of the transfer policy. A student must have, if not exactly the same course as UAF's, then something very similar. In contrast if a student goes to UAA, it's much less restrictive to fulfill the requirements. He then talked about the proposed changes which are significantly less restrictive, and provided examples. An obvious advantage of going this route is that it would be easier to attract more transfer students. But, on the other hand, it's not holding students to the same standards that have been set for UAF students. David mentioned the "credit laundering" aspect of transfer procedures that occurs now, where students transfer in more easily to UAA and then transfer to UAF to get around the restrictive measures in place here.

Chris Coffman asked how this fits into proposed revisions to the Core proposed by GERC. She also wondered how long these types of decisions would be relevant. Rainer responded that it all depends upon how quickly the GERC proposal is passed. David commented that general education revision is progressing, but the current system must still be maintained and updated in the meantime. It will be a year or more before changes are in place. Rainer noted that if not voted in by March 1, 2014 this academic year, a new core wouldn't take effect next year. We still must deal with the present situation and not put it off.

Debu asked about the language in the new tables concerning Math requirements at the 100- and 200-levels. Rainer provided the example of MIT, where calculus is a 100-level course. The key words in the table to note are "calculus" and "statistics." Jane W. asked about the placement of MATH 161X in the tables, and Rainer acknowledged that might be an error.

Amy L. asked if "credit laundering" is taking place right now and if that's why this was being brought up for discussion. She did not see the reason to liberalize transfer for non-UA students if UAF would like to keep certain standards and offer the courses to fulfill them. Rainer responded that there might be a small decrease in credit-hour production if the changes were put in place, but, overall, it would bring in more transfer students instead of turning them away, and a greater number of those transferring in would actually complete their degree (and not be discouraged by the number of courses they have to re-take). Amy said she would like to see data to back up these assertions. Her observation was that most students transferring in were from within the state, or from the military, or for athletics programs via sports scholarships. The majority make up a "captive audience" and they're not going to leave unless reassigned militarily, for example. She doesn't see transfer credit driving these folks away. She would like to see facts on which to base any decisions.

The Chancellor agreed it would be good to provide additional data to the Senate. He also mentioned a significant student population that hadn't been mentioned yet – that of Alaskan students who go outside for a year and then return. How many of those choose UAA because it's easier to get into than UAF? He acknowledged the need for data.

Rainer noted that roughly half of the majors in Geology are transfer students, though it probably varies from department to department. For many of them it is a hardship to retake courses they've already taken elsewhere.

Anna B. asked on what basis it was being deciding whether or not a course transfers. In her department it's decided upon a case by case basis. She's not supportive of lowering our standards.

Falk H. says in his experience with transfer students, the big question concerns distance and eLearning courses and how they transfer in (or don't). Rainer disagreed that the type of course was the problem – a course either has the needed characteristics specified in the standards for transferring (e.g., type of history course: American or World), or, it doesn't.

SOM Dean Mark Herrmann commented on the experience at the School of Management. They've had 10 students go down to UAA to complete the core, and then come back to UAF. They're getting a lot of transfer students, and there is competition with UAA for them. There is also the issue of accepting students for the BEM degree which can be completed totally online.

Rainer mentioned part of the problem is not credit laundering per se; it's that some of the students are in the know as to how to how to get around the requirements, while others are not. This penalizes those students who don't know the system.

Anna B. reiterated that it would be helpful to have real data for their consideration. Rainer pointed out that for many years UAF has accepted students from UAA (essentially with lowered course standards) and there is no data available to show whether or not these students do better or worse than others.

Chris Coffman seconded Amy's request for some data. She felt this moves too quickly and shifts the ground under the core before the work of GERC is done. Transfer students are one part of the issue, but what is the spirit of the core that we're trying to get students to complete? For example, the core standard is world history – American history is not world history. As long as the core is in place, she's not sure putting mechanisms in place to circumvent that original intent is a good idea.

It was agreed to continue discussion online at the Faculty Senate Discussion google group.

VI Guest Speaker

A. Chris Lott, Design Team Leader, eLearning
Topic: CITE Fellows Program and supporting faculty innovation

URL: http://elearning.uaf.edu/go/fs

Chris spoke about three things: UAF eLearning; innovation with technology; and the Chancellor's Program for Innovation in Technology and E-learning (CITE Fellows Program) which started this semester.

UAF eLearning now reports to the Chancellor. They work with departments, schools and colleges on a collaborative basis, and do not offer their own separate courses. Their collaborative nature has changed. They support not only online courses, but faculty development in the use of technologies to enhance classroom experience, and use of mixed mode delivery, as well as flipping or hybridization of courses. He noted the strength of UAF's design team and would like more faculty to take advantage of the team for trainings in their units. They facilitate iTeach clinics for faculty, and T.A.P. sessions (Teaching and Pedagogy brainstorming sessions).

Three focuses of Chris's design team include course development, faculty development and innovation and technology exploration. Innovation can be very hard to manage in a large institution. Institutions are generally good at the process called sustaining innovation (doing what they're good at and getting better each year incrementally as they continue to refine the processes), but another way to address innovation is by looking into disruptive innovation. Disruptive innovations have a steep slope and occur

at a very fast pace, and are hard to keep up with – usually messing up the sustaining innovation processes. MOOCs (Massively Open Online Courses) are an example of what is meant by disruptive innovation. These types of disruptive innovations challenge what institutions do and provide opportunities to try new things.

In that vein, they've identified a group of CITE Fellows – eight faculty who have specific projects in mind. The eLearning design team is supporting them in what Chris likes to call "instructive failure" and the possibility of innovative activities. They're not sure what might work or fail, but they are providing a safe place to fail and learn from it. He described some of their activities so far, and noted they will have interactions with administration and more faculty as they go forward. The CITE fellows are being supported in three areas, which include the following: 1.) doing something new – the project; 2.) publication (e.g., conference presentations, peer-reviewed publications), and 3.) becoming a mentor for incoming faculty and sharing what's been learned with more faculty around them.

Chris stressed that eLearning is not just for faculty teaching online classes. He hopes faculty will take advantage of what the team has to offer. He encouraged faculty who want to try something new and innovate with technology to contact eLearning. He referred to the resources available on the link provided and encouraged them to follow what the CITE fellows are doing.

As one of the CITE fellows Cecile said she is willing to share about her project and dialog with anyone who is interested. Rorik Peterson is another CITE fellow who can be contacted.

Mark C. asked if there were department charges for their services. Chris said there are no charges.

Amy L. asked about the suite of services offered by eLearning. Chris responded that they support any type of technology used in the classroom for teaching (e.g., Blackboard, other in-classroom technologies, web supplementation and enrichment). They work collaboratively with OIT and the Faculty Development, so he recommended faculty call eLearning first when they have questions. They can help answer them more quickly and save time from being bounced around. Self-help resources are available via iTeachU.

Lara H. asked how peer and course evaluations occur in the context of eLearning courses. Chris noted they do not do peer evaluations; those are handled by the departments within the home unit. They have two course evaluations: the first is done mid-term; and, the second occurs at the end of the course through the SOI process with a supplemental form that is applied to eLearning. To help improve the response rate, they incentivize the process with things like tuition waivers, for example.

David noted that instructional evaluation is a broader topic than what they are discussing right now. He mentioned the work being done by Eric Madsen and Franz Meyer into these sorts of issues. Lara responded that she was specifically asking about eLearning which seems to fall under the radar in terms of course evaluation. Chris noted that the best eLearning can do is make a mechanism to use for evaluation available, but cannot make a student use it -- they just provide the tools. The process is not one which is their call to make.

Lara asked about tuition revenues with eLearning. Chris responded it's a tuition sharing model between eLearning and the unit. The Chancellor commented that 60% goes to the departments and 40% goes to support costs for both eLearning and face-to-face courses. For face-to-face courses, a lot of the 40% would go to facilities, and if it's an online course it goes to eLearning. It varies with students affiliated with a community campus since campus support may be involved. Lara expressed a concern that money

would not be reaching facilities to support things like improvements to buildings. The Chancellor responded that a unit can choose not to offer eLearning courses. The change that's been made makes it a departmental decision as to where the workload goes. There is not a direct relationship to light switches per se, but there is to technology support overall.

Cecile stressed that eLearning support goes beyond distance courses. They offer technical support with incorporating technology in the classroom, but that does not automatically mean 40% goes to eLearning. Chris said their philosophy is to support classes of all kinds, not just online courses. If faculty have use or need for technology in the classroom, they are here to support them.

Falk H. made an observation about student course evaluation scores and the tenure process. He thinks we're experiencing a lack of culture in the tenure process and in the departmental evaluations to deal with eLearning in certain ways. He appreciated Chris being here today, but huge cultural hindrances have been his own experience. Chris responded they've been working hard to provide the data for departments, but what the departments end up doing with that data is part of the issue and there's a lot of progress that needs to be made still.

VII BREAK at 2:30 PM

VIII New Business

A. Motion to amend English Placement Policy, submitted by Student Academic Development and Achievement Committee and Curricular Affairs Committee (Attachment 195/2)

SADA Committee Chair Cindy Hardy described the efforts to align placement policy among the three universities. This motion, and the one concerning Math placement that was passed at the last meeting, are the culmination of their discussions. The end result was that the Accuplacer levels have been aligned among the three universities. Reading and writing scores have been combined in Accuplacer, as well. The motion changes language to reflect current practice, and overlaps with the Math motion already passed at #194.

Rainer commented that the motion is innocuous and we won't regret passing it. Cindy commented on the effective consequences of this motion, one being that they will be enforcing the reading requirement with lower level developmental English requirements, so when a student places into the lowest level of developmental English they will also be required to take the lowest level (or comparable) reading course. They've really strengthened the reading and writing connection in their developmental courses. They are also combining some courses to reduce the number of credits students take to achieve the same goal.

Cindy also mentioned the course prerequisites section of the motion and its intent. She used the example of a student being allowed into ENGL F271 without having the ENGL F111X prerequisite course. They can be allowed in, but are not then exempted from having to take ENGL F111X as a core requirement at some point.

Amy L. commented that a good job has been done on this motion. She likes Cindy's point about reducing the number of developmental courses students must take. Cindy provided details on the incremental steps they're taking with their lower level courses. The department is continuing to talk about methods of teaching the combined courses and has high hopes for how students will benefit from this approach.

A vote was taken on the motion and it was passed unanimously.

B. Resolution in Response to the *Shaping Alaska's Future* Draft Document, submitted by the Administrative Committee (Attachment 195/3)

David gave some of the current background of the *Shaping Alaska's Future* (SAF) draft document and the feedback received from the faculty. The resolution before them today is the formal feedback of this Faculty Senate about how to move forward with the document. He summarized the "whereas" statements of the resolution. The resolution recommends three things: 1.) that there be a new revised SAF document published for comment prior to March 15; and 2.) that faculty of every UA institution be given meaningful opportunity to review and provide feedback to the draft; and 3.) the target date for completing the final document be delayed until the June 2014 BOR meeting.

Anna B. asked if another draft is coming out in December. The Provost responded that there won't be another draft coming out in December. There was some intention to have one, but based upon the input to statewide administration, they understand they need to make a more substantive effort to revise the first draft. Right now, the plan is to have Vice President Dana Thomas do a new revision that will go to the System Academic Council before it's then created into another draft that's considered suitable for broad circulation. The earliest it would reach that stage is January. The new draft will be circulated in some fashion, but the details of that haven't been discussed yet. The resolution will help shape the next steps, she noted. Anna said she became aware of how important this was until just recently, and urged everyone to be prepared for the next round of comments. She supports this resolution.

A vote was taken and the resolution carried unanimously.

IX Governance Reports

A. Staff Council – Brad Krick

The proposal to cut the employee education benefit (tuition waiver) is the major concern of Staff Council right now. They passed a resolution at their November meeting in support of the current benefit and opposing any changes. They'll be working to get as many staff as they can to attend the BOR meeting for public comment. He also appreciates the faculty support and hopes they will also make comments to the BOR.

Other issues of concern to them include the budget discussions, and the *Shaping Alaska's Future* document. He expressed appreciation for the resolution Faculty Senate just passed. Staff Council had a very short turnaround time for comment.

They're paying attention to what the Healthy Roads wellness program will look like and if it will be in place in January 2014 or further down the road.

In October Staff Alliance passed a resolution to the President asking that for training to be provided about the issue of bullying. The training had been provided to statewide employees, and they requested it also be brought to the three universities.

Jane W. reported that at the JHCC meeting on Nov 21 and 22, they were told that Healthy Roads would be the wellness vendor and would be starting in January. It may not start right away in January, however.

Brad announced that the BOR agenda is out today and the meeting will be December 12 and 13 here in Fairbanks.

B. ASUAF – Brix Hahn

No report was available from ASUAF.

C. Athletics – Dani Sheppard

No report was available from Athletics.

D. UNAC – Falk Huettmann
UAFT – Jane Weber

Falk did not have anything to report from UNAC. Jane had nothing to add that hadn't been mentioned already about the new Healthy Roads wellness program.

X Public Comment

On behalf of the Research Advisory Committee, Peter Winsor commented about the research program review that will occur systemwide. The Chancellor has tasked the Vice Chancellor of Research (Mark Myers) with putting together a task force. Peter has been named to the task force as the Chair of RAC. It's being led by Larry Hinzeman of IARC. They've had their first meeting and are looking at what this UAF-wide research review will entail.

As the new chair of RAC he is also soliciting new members for RAC. They don't have full representation from all the major UAF units on the committee yet. They will do more solicitation for members next week.

Amy L. asked if members are being sought from the social sciences, and what is the best way to ensure that they also have a voice in the research program review. Peter noted it's a complicated process and mentioned tripartite assignments vs. full research positions as an example of the complexity. The task force will help put down some ground rules for how this can be done in an efficient way and take into account all the different issues. He suggested people give him their comments and he'll take them to the task force.

David reiterated that this is a review of program areas, not individual faculty. Peter commented that the task force is leaning toward clustering to larger scale units and self-evaluations.

Anna B. mentioned that she's on RAC and encouraged Amy and any other CLA folks to talk to her about their concerns.

Knut K. asked Peter to remind them what the motivation for the research review was, and what the purported goal of this exercise is supposed to be. Provost Henrichs responded that the BOR, at their last retreat, pointed out to the chancellors that program review extends to all activities at the universities (including research, student services, and administrative services). It hasn't been done although mandated. They are now reviewing everything for quality and cost effectiveness. The outcome is that if a program is not shown to be both cost effective or of good quality, it must be improved or stopped.

Peter added that they are formulating this as part of the process, and they're framing it in a positive way and not wanting units to butt heads with each other. They will also suggest that the research support programs be reviewed as well.

Lara H. asked how the line is being drawn between research and academics. Peter said they're trying for as little cross-fertilization as possible. He agreed it's a tricky situation.

XI Members' Comments/Questions/Announcements

A. General Comments/Announcements

No general comments were made.

B. Committee Chair Comments

Curricular Affairs – Rainer Newberry, Chair (Attachment 195/4)
Faculty Affairs – Knut Kielland, Convener
Unit Criteria – Chris Coffman, Chair (Attachment 195/5)
Committee on the Status of Women – Jane Weber, Chair (Attachment 195/6)
Core Review Committee – Miho Aoki, Chair (Attachment 195/7)
Curriculum Review – Rainer Newberry, Chair
Student Academic Development & Achievement – Cindy Hardy, Chair
Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 195/8)
Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair (Attachment 195/9)
Research Advisory Committee – Peter Winsor, Chair

XII Adjournment

The meeting was adjourned at 3:04 PM.

ATTACHMENT 195/1
UAF Faculty Senate #195, December 2, 2013
Submitted by Curricular Affairs Committee

DRAFT Motion to Revise Non-UA Transfer of Courses
Motion: To allow the UA Board of Regents' definition of general education requirements (R10.04.040) to be applied when determining which transfer courses may be used to meet UAF's core requirements.

Rationale:

Students transferring to UAF without an AA, AS, or a bachelor's degree from a regionally accredited institution do not receive core waivers and their transfer courses are evaluated on a course-by-course basis using the Non-UA Table of Substitutions (page 37 of the 2013-2014 UAF catalog). This results in many students receiving very little credit which will meet UAF core requirements. Currently, these same students can apply to UAA, have an evaluation of transfer credit done and be closer to completing UAA's general education requirements (GER) than they are to completing UAF's core. Once they have met UAA's GER they can then transfer back to UAF, request a UA GER waiver to meet UAF's core requirement (per BOR Policy P10.04.062, Section B) and be considered to have met the core education requirements at UAF. This motion seeks to avoid the unintended inconsistency between BOR policy which was meant to allow easy transfer of general education requirements between UA universities, and UAF's tightening in 2006 of core transfer guidelines in order to protect core standards. This motion also seeks to make it possible for transfer students, who have taken general education classes in good faith at other institutions, to receive a more liberal review of these transfer courses, based on the BOR definition of general education requirements.

R10.04.040. General Education Requirements.
A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees
5.Humanities :Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.
6. Social Sciences :Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.
B.Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

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

Current Non-UA Table of Substitutions, from 2013-14 UAF Catalog -
http://www.uaf.edu/catalog/current/admissions/transfer_placement_chart3.html
Found on p. 37 of the paper 2013-14 UAF Catalog

TABLE OF SUBSTITUTIONS: NON-UA INSTITUTIONS

This table describes courses accepted by transfer to UAF, from institutions outside the University of Alaska system, which may substitute for UAF's core curriculum. Students transferring from either UAA or UAS should consult UA System 2012 - 2013 Table of Substitutions, or visit www.uaf.edu/admissions/undergrad/transfer/.

Core Curriculum Courses	Transfer Courses
MATH F107X--Functions for Calculus or MATH F103X--Concepts and Contemporary Applications of Mathematics	a 100-level or above mathematics course having a prerequisite of at least two years of high school algebra
MATH F200X, F201X, F202X, F262X, F272X, STAT F200X	a calculus or statistics course at the 100-level or above
ENGL F111X--Intro to Academic Writing	the required first semester composition course at the 100-level (must be basic freshman composition and not developmental)
ENGL F211X--Academic Writing About Literature OR ENGL F213X--Academic Writing About Soc & Nat Sciences	the second half of the introductory composition series at the 100-level or above
COMM F131X--Fundamentals of Oral Communication Group Context OR COMM F141X--Fundamentals of Oral Communication Public Context	a 100-level or above performance course in fundamentals of speech communication, public speaking or small group communication
Natural Sciences-8 credits	courses in basic natural sciences (biology, chemistry, earth sciences, physics) with labs, at the 100-level or above. Non-lab courses are transferable only as a second natural science course. To fulfill core requirements, a transfer student must complete two lab courses or two labs. Transfer of credit for courses in a natural science other than those listed requires approval of the dean of the College of Natural Science and Mathematics.
Perspectives on the Human Condition	
HIST F100X--Modern World History	a Western or non-Western civilization course at the 100- or 200-level (lower division), excluding individual national histories
ECON/PS F100X--Political Economy	a course in U.S. or comparative political economy, or U.S. economic history or macroeconomics at the 100-level or higher
ANTH/SOC F100X--Individual, Society and Culture	an introductory course in anthropology at the 100- or 200-level (lower division), an introductory-level course in sociology or lower-division social problems course, or a course in cross-cultural psychology
ENGL/FL F200X--World Literatures	an introductory or lower-division course in world or comparative literature
ART/MUS/THR F200X, HUMS F201X, ANS F202X--Aesthetic Appreciation	a history or appreciation course in art, theatre or music at the 100-level or above
BA F323X, COMM F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X--Ethics (Values and Choices)	an upper-division course in ethics, or, with approval of the philosophy department, a lower-division course in ethics
Other	
Library and Information Research (0-1 credit)	a 100-level library skills course
Foreign Language (may be substituted for 6 credits of Perspectives on the Human Condition)	two semester-length courses in a single Alaska Native language or other non-English language, or three semester-length courses (9 credits) in American Sign Language at the university level

PROPOSED REVISION to Non-UA Table of Substitutions **NOTE:**

- **HIST F100X, ECON/PS F100X, ANTH/SOC F100X fall into the category of Social Sciences under BOR definition of General Education Requirements**
- **ART/MUS/THR F200X fall into the category of the Arts under BOR definition of General Education Requirements**
- **ENGL/FL F200X fall into the category of the Humanities under BOR definition of General Education Requirements**

TABLE OF SUBSTITUTIONS: NON-UA INSTITUTIONS	
This table describes courses accepted by transfer to UAF, from institutions outside the University of Alaska system, which may substitute for UAF's core curriculum. Students transferring from either UAA or UAS should consult UA System 2012 - 2013 Table of Substitutions, or visit www.uaf.edu/admissions/undergrad/transfer/.	
Core Curriculum Courses	**Transfer Courses**
MATH F107X--Functions for Calculus or MATH F103X--Concepts and Contemporary Applications of Mathematics	a 100-level or above mathematics course having a prerequisite of at least two years of high school algebra
MATH F200X, F201X, F202X, F262X, F272X, STAT F200X	a calculus or statistics course at the 100-level or above
ENGL F111X--Intro to Academic Writing	the required first semester composition course at the 100-level (must be basic freshman composition and not developmental)
ENGL F211X--Academic Writing About Literature OR ENGL F213X--Academic Writing About Soc& Nat Sciences	the second half of the introductory composition series at the 100-level or above
COMM F131X--Fundamentals of Oral Communication Group Context OR COMM F141X--Fundamentals of Oral Communication Public Context	a 100-level or above performance course in fundamentals of speech communication, public speaking or small group communication
Natural Sciences-8 credits	courses in basic natural sciences (biology, chemistry, earth sciences, physics) with labs, at the 100-level or above. Non-lab courses are transferable only as a second natural science course. To fulfill core requirements, a transfer student must complete two lab courses~~or two labs~~. Transfer of credit for courses in a natural science other than those listed requires approval of the dean of the College of Natural Science and Mathematics.
Perspectives on the Human Condition	
HIST F100X--Modern World History ECON/PS F100X--Political Economy ANTH/SOC F100X—Individual, Society and Culture	A course in each of three different social sciences
ENGL/FL F200X--World Literatures	A course in the humanities

ART/MUS/THR F200X, HUMS F201X, ANS F202X--Aesthetic Appreciation	A course in the arts
BA F323X, COMM F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X--Ethics (Values and Choices)	an upper-division course in ethics, or, with approval of the philosophy department, a lower-division course in ethics
Library and Information Research (0-1 credit)	a 100-level library skills course
Foreign Language (may be substituted for 6 credits of Perspectives on the Human Condition)	two semester-length courses in a single Alaska Native language or other non-English language, or three semester-length courses (9 credits) in American Sign Language at the university level

ATTACHMENT 195/2
UAF Faculty Senate #195, December 2, 2013
Submitted by the Student Academic Development and Achievement Committee
and Curricular Affairs Committee

MOTION:

The Faculty Senate moves to adopt the following changes to the 2014-15 Catalog that update the Writing placement sections and clarify catalog language on placement and prerequisites.

Effective: Fall 2014

Rationale: This motion amends the current (2013-14) catalog to incorporate changes that result from Statewide alignment of English111X and DEVE placement (see placement table below). It further addresses reading placement, making reading classes a co-requirement with DEVE placement at the DEVE 060 and DEVE 104 level.

The motion also reflects changes in the Placement section amending language in the recently passed Math placement motion (but not amending the Math placement portion of that motion), changes in language that have accumulated in the catalog over time, and language changes that clarify current practice in student placement.

CAPS and **Bolded** - Addition
[[ ]] – Deletion

Page 34 of current 13-14 Catalog:

PLACEMENT REQUIREMENTS

Many UAF courses require placement. All students planning to take courses with specific placement requirements must meet those requirements prior to registering for those courses. [[Students who meet basic skills standards in reading, writing and mathematics should enroll in the appropriate 100-level or above courses. Those whose scores place below these standards must enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100-level courses.]] Specific writing, reading, and math placement requirements are listed in the section**S** below. [[However, many courses have additional prerequisite requirements that are listed in the catalog course description.]]

COURSE PREREQUISITES

Course prerequisites indicate what previous preparation is needed to enroll in a course. An instructor has the right to drop any student from the course if he or she does not meet the prerequisite or has not received a grade of C- or better in all prerequisite courses. An instructor also has the right to waive a course prerequisite if the instructor [[has documentation]] **DOCUMENTS** that the student possesses **SUFFICIENT** background [[required]] to succeed in the class**. STUDENTS WHO TAKE A COURSE AT A HIGHER LEVEL THAN A CORRESPONDING PREREQUISITE COURSE**

REQUIRED FOR A DEGREE PROGRAM ARE NOT EXEMPT FROM TAKING THAT REQUIRED COURSE. [[Students need English placement at ENGL F111X or above (including reading) in order to enroll in perspectives on the human condition core courses.]] Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement [[(including reading),]] to register for **CORE** science courses.

[[Reading and w]] **W**riting placement exams must be taken within two calendar years prior to the start of a course; mathematics placement exams must be taken within one calendar year prior. Students enrolling in developmental or lower division core courses must have completed any prerequisite courses within two calendar years of their enrollment. [[Academic advisors will assist with proper course placement for incoming and continuing students.]]

Students who enroll in [[a developmental or core]] **ANY** course without meeting placement or prerequisite requirements may be **DROPPED OR** withdrawn from the course through the faculty-initiated withdrawal process.

[[READING AND]] WRITING

Placement into writing [[and reading]] courses requires **EITHER PREREQUISITE COURSE CREDIT OR A STANDARDIZED PLACEMENT TEST WHICH MEASURES ACADEMIC SKILLS SUCH AS CRITICAL THINKING AND READING. THE SCORE FROM ANY OF THE TESTS (SEE TABLE) PLACES THE STUDENT IN THE APPROPRIATE WRITING CLASS. A WRITING SAMPLE, GIVEN ON THE FIRST DAY OF CLASS, MAY MODIFY THIS PLACEMENT. DEGREE OR CERTIFICATE SEEKING STUDENTS PLACED INTO DEVELOPMENTAL WRITING OR READING COURSES SHOULD REGISTER FOR THEM DURING THEIR FIRST SEMESTER. THESE COURSES ARE DESIGNED TO HELP STUDENTS GAIN COMPETENCIES NECESSARY TO SUCCEED IN COLLEGE-LEVEL COURSES.** [[a scored writing sample: SAT, ACT Writing, ASSET, COMPASS, ACCUPLACER, or a UAF –generated writing sample. Minimum scores for placement into English and Developmental English courses are listed in table 3 and table 4. A student will be placed in English F111X if the student's ACT writing test score is 7 or above, the ACT English score is 18 or above, or the ACT reading score is 22 or above (or the student's SAT writing score is 430 and SAT critical reading score is 510 or above, or your score on another university-approved placement test is equivalent).]] If the student's standardized test scores are below the[[se]] minimums **IN THE PLACEMENT TABLE BELOW** and if the **STUDENT'S** high school cumulative GPA is 3.0 or higher, the student may **BE GIVEN PERMISSION TO** enroll in English F111X [[with permission of]] **BY** the Director of Composition or rural campus English/Arts and Letters faculty.

[[On the basis of test scores, students may be required to take Developmental English or Developmental Studies (Reading) courses. These courses are designed to help students gain competencies necessary to succeed in college-level courses. Students who earn a C- or higher in DEVE F070 place into English 111X automatically and do not have to re-test]]

MATHEMATICS

Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (see the degree program requirements for more detail.) The UAF mathematics placement test used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

Students who have limited access or limited experience with the internet should contact the department of mathematics and statistics or the department of developmental education for assistance**.**

Page 44 of the 2013-14 Catalog:

PLACEMENT TESTS

Test results are required for first-time degree or certificate students, transfer students with fewer than 30 [[acceptable]] **TRANSFER** credits, or students planning to take 100-level English, reading, mathematics, natural sciences [[core]] and [[perspectives on the human condition core]] **GENERAL EDUCATION** courses. UAF mathematics placement test results must be on file with the office of admissions and the registrar or the local regional campus registration office before you can register for DEVM, Math, or [[core]] **GENERAL EDUCATION** science classes. Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. Your ability to register may be blocked if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than one year old.

Note: Registrar's Office will also need to update applicable sections including (for example): "Applying for Admission: Certificate or Associate Degree Programs"; "Applying for Admission: Bachelor's Degree Programs."

ATTACHMENT 195/3
UAF Faculty Senate #195, December 2, 2013
Submitted by the Administrative Committee

RESOLUTION:

WHEREAS, The University of Alaska System is nearing completion of a major strategic planning effort, now called "Shaping Alaska's Future" (SAF) and described in draft form in a document of that name, and

WHEREAS, The performance and effectiveness of UAF will be measured against the goals and effect statements identified in SAF, and

WHEREAS, The stated goal has been to finalize the SAF document for consideration at the February meeting of the University of Alaska Board of Regents, and

WHEREAS, The University of Alaska Faculty Alliance has offered a number of general criticisms and suggestions for revision of the draft SAF, including much greater faculty input, and

WHEREAS, The UAF Chancellor's Cabinet has offered a fundamental re-casting of the draft SAF document that addresses many of the concerns raised by UAF faculty to the draft SAF document, and

WHEREAS, Very little time remains for faculty to have meaningful input on the SAF document,

THEREFORE, BE IT RESOLVED THAT, The UAF Faculty Senate recommends the following:

1. A revised draft SAF for comment be circulated prior to March 15; and
2. Faculty of every UA institution be given meaningful opportunity to review and provide feedback to the draft SAF documents; and
3. The target date for completion of SAF be delayed until the June 2014 meeting of the UA Board of Regents.

ATTACHMENT 195/4
UAF Faculty Senate #195, December 2, 2013
Submitted by the Curricular Affairs Committee

Curricular Affairs Committee 14 October 2013 **MINUTES** 1-2 pm Reich 300
Present (voting): Rainer Newberry, chair, Rob Duke, Karen Gustafson, Sarah Hardy, Todd Radenbaugh (audio), Margaret Short; (non-voting): Libby Eddy, Alex Fitts, Doug Goering, Cindy Hardy, Holly Sherouse, Jayne Harvie

1. **Approved Minutes of last meeting** as amended by Jayne Harvie with attendance
2. **GERC update via Jonathan Rosenberg + Cindy Hardy …**plan is for outreach to faculty in November; web site being developed

3. Revised Draft MOTION—was UNANIMOUSLY modified as follows:

The Faculty Senate moves to amend the 2014-15 Catalog to reflect a new Mathematics and Developmental Mathematics placement policy, as indicated below:

EFFECTIVE: Fall 2014

CAPS and **Bolded** – Addition [[ ]] – Deletion

Pages 33-34 of current 2013-14 Catalog:

PLACEMENT [[BY TEST]] **REQUIREMENTS**

[[Students need to have UAF-approved placement test scores prior to registering for their first-semester classes. Students place into classes in the following ways: standardized test scores (ACT Plus Writing, SAT, ASSET, or ACCUPLACER), advanced placement credits, transfer credits or prerequisite coursework. Placement tests and are available at every UAF community campus as well as Testing Services, the Academic Advising Center, Community and Technical College, Rural Student Services, e-Learning and Distance Education, and Northern Military Programs at Fort Wainwright, Eielson Air Force Base and Delta Career Advancement Center.]]

MANY UAF COURSES REQUIRE PLACEMENT. ALL STUDENTS PLANNING TO TAKE COURSES WITH SPECIFIC PLACEMENT REQUIREMENTS MUST MEET THOSE REQUIREMENTS PRIOR TO REGISTERING FOR THOSE COURSES. Students who meet basic skills standards in reading, writing and mathematics may enroll in the appropriate 100-level or above courses. Those whose scores place below these standards are required to enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100-level courses. **SPECIFIC WRITING, READING, AND MATH PLACEMENT REQUIREMENTS ARE LISTED IN THE SECTION BELOW. MANY COURSE HAVE ADDITIONAL PREREQUISITE REQUIREMENTS THAT ARE LISTED IN THE CATALOG COURSE DESCRIPTION**

COURSE PREREQUISITES
COURSE PREREQUISITES INDICATE WHAT PREVIOUS PREPARATION IS NEEDED TO ENROLL IN A COURSE. AN INSTRUCTOR HAS THE RIGHT TO DROP ANY STUDENT FROM THE COURSE IF HE OR SHE DOES NOT MEET THE PREREQUISITE OR HAS NOT RECEIVED A GRADE OF C- OR BETTER IN ALL PREREQUISITE COURSES. AN INSTRUCTOR ALSO HAS THE RIGHT TO WAIVE A COURSE PREREQUISITE IF THE INSTRUCTOR HAS DOCUMENTATION THAT THE STUDENT POSSESSES BACKGROUND REQUIRED TO SUCCEED IN THE CLASS.

Students need English placement at ENGL F111X or above (including reading) in order to enroll in Perspectives on the Human Condition core courses. Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement (including reading), to register for science courses.

READING AND WRITING placement exams must be taken within two calendar years prior to the start of a course; mathematics placement exams must be taken within [[one calendar year]] **EIGHTEEN MONTHS (Note: Is this change in line with UAA/UAS?)** prior. Students enrolling in developmental or

lower division core courses must have completed any prerequisite courses within two calendar years of their enrollment. Academic advisors will assist with proper course placement for incoming and continuing students.

Students who enroll in a developmental or core course without meeting placement or prerequisite requirements may be withdrawn from the course through the faculty-initiated withdrawal process.

[[ENGLISH]] **WRITING/READING**
Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (See the degree program requirements for more detail.) [[ACT Plus Writing, SAT, ACCUPLACER, ASSET, or COMPASS test scores are]] **THE UAF MATHEMATICS PLACEMENT TEST IS** used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

STUDENTS WHO HAVE LIMITED ACCESS OR LIMITED EXPERIENCE WITH THE INTERNETSHOULD CONTACT THE DEPARTMENT OF MATHEMATICS AND STATISTICS OR THE DEPARTMENT OF DEVELOPMENTAL EDUCATION FOR ASSISTANCE.

[TABLE 2 TO BE CHANGED TO REFLECT POLICY CHANGE.]

Page 44 of the 2013-14 Catalog:

PLACEMENT TESTS

Test results are required for first-time degree or certificate students, transfer students with fewer than 30 acceptable credits, or students planning to take 100-level English, reading, mathematics, natural sciences core and perspectives on the human condition core courses. Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. **RESULTS OF THE UAF MATHEMATICS PLACEMENT TEST MUST BE ON FILE WITH THE OFFICE OF ADMISSIONS AND THE REGISTRAR OR THE LOCAL REGIONAL CAMPUS REGISTRAR'S OFFICE BEFORE YOU CAN REGISTER FOR DEVM OR MATH CLASSES.** A hold may be placed on your ability to register if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than [[one year old]] **EIGHTEEN MONTHS**. (Aligned??)

Note: Registrar's Office will also need to update applicable sections including (for example): "Applying for Admission: Certificate or Associate Degree Programs"; "Applying for Admission: Bachelor's Degree Programs."

4. As a follow-up to these changes, we discussed a global removal of 'or instructor permission' from all except 6xx courses. Most agreed that this was a logical approach combined with the indication that instructors could waive prerequisites as indicated in the motion above.

Adjourned amidst much rejoicing.

(Continued next page)

Curricular Affairs Committee 28 October 2013 Minutes 1:15-2:15 pm Kayak Room

Present: Rainer Newberry; Sarah Hardy; Cindy Hardy; Rob Duke; Margaret Short; Karen Gustafson; Dennis Moser; Doug Goering; Alex Fitts; Linda Hapsmith; Donald Crocker; Casey Byrne; Libby Eddy; Holly Sherouse; Jayne Harvie

2. Approve Minutes of last meeting
October 14 meeting minutes were approved.

2. GERC update via Jonathan Rosenberg + Cindy Hardy
Alex Fitts and Cindy Hardy provided an update on GERC. They have been working on a web site. So far, the material on it is information CAC members have seen. The next step will be to go to the academic departments. CAC members Karen G., Rob D., Dennis M. and Cindy H. can look at CLA-related issues; Margaret S. and Rainer N. can look at CNSM-related issues. Alex noted that all three universities will be notified of changes proposed through GELO.

3. OLD BUSINESS:
Is everyone ok with the global removal of 'or instructor permission' for course prerequisites? It's a discussion item at the next fac senate meeting. Perhaps…grab a senator and explain the intention during the break???

Cindy pointed out that the paragraph regarding Course Prerequisites contained in the Math Placement Policy motion addresses the fact that instructor permission is a given, whether stated or not in the catalog. Libby noted that taking it out of the catalog course descriptions is just procedural and does not require a motion.

Karen noted need for a procedure to allow students into a course. Documentation of this kind is useful when backtracking for information, also.

Rainer suggested adding a field called "justification" to the online Google doc provided by the Office of Admissions and the Registrar (OAR). Libby and Rob will work on it. Instead of a special form for the College of Engineering and Mines, one standard form was suggested. Doug will bring this up at Dean's Council. Records retention for these forms was discussed. CEM keeps forms for a minimum of six years for specialized accreditation purposes. Not sure about NWCCU requirements. OAR will need to address issues between length and types of storage in OnBase and Banner.

4. NEW BUSINESS

A. request to modify Committee-related bylaws OUR ASSIGNMENTS:

1. Craft better description of the charge for each committee to be included in the Senate bylaws.
2. Write policies applicable for the areas of functioning that apply to all committees.
3. Write policies applicable to standing and permanent committees and, where necessary, for specific individual committees.

FIRST TASK: Each committee will draft the scope and nature of their work as they understand it. This should include current information available in the bylaws.

Some Of The Issue We Need To Address:

1. Membership rules for **all committees**: review special policies in place (e.g., unit criteria) and add where necessary (e.g., minimum/maximum number of members, representation from different units, junior/senior standing, etc.).

2. How are non-Senate members elected or appointed? Can a non-Senator chair the committee?
3. Do we need a paragraph on conveners for the first meeting?

" STANDING

1. The Curricular Affairs Committee will deal with 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."

The issue of voting vs. making decisions by consensus was discussed. Membership guidelines were also discussed. Donald proposed a statement for the bylaws similar to: "Ex officio members will include representatives from [name each unit; e.g., OAR, Advising Center, eLearning, Vice Provost's Office, etc.]. Removing "one-year term" from the language regarding non-voting membership was also suggested.

Rob noted the Bylaws requirement that the committee be chaired by a Faculty Senator. He will take a crack at rewriting the bylaws for the committee.

B. WICHE Passport Initiative

Not terribly clear on this, but as I understand it, the proposal would be that we would sign off on a student having completed the oral communication, written communication, and (or) quantitative literacy portions of our General Education requirements if they have completed any or all of these at a different school. Certainly these are the easiest parts of the core to transfer. This should be pretty straightforward. Anyone object???

This topic will be discussed at the next meeting.

The meeting was jovially adjourned.

ATTACHMENT 195/5
UAF Faculty Senate #195, December 2, 2013
Submitted by the Unit Criteria Committee

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
MINUTES: Tuesday, October 22, 2013—1:30-2:30 PM

Attendees:

Mark Conde
Chris Kaufmann
Cathy Winfree
Torie Baker
Leif Albertson
Debu Misra
Gilberto Fochesatto

I. Housekeeping

1. Approval of Agenda
   Approved without objection.

2. Approval of Minutes from 9/10/13 Meeting. See attachment.
   Approved without objection.

3. Adjustments to Meeting Schedule?
   - Deletion of February 4, 2014 meeting from calendar (B/c spring schedules will change)?
   - Doodle poll at end of fall 13/beginning of spring 14 to decide spring 14 meetings?

   There was a brief discussion regarding deleting Feb 4 meeting because spring schedules are not yet known. It was agreed that we should delete the currently-scheduled Feb 4 meeting, and regard all spring meeting times as TBD.

II. Dept. of Communication Unit Criteria

The Chair clarified that standard practice is to present proposed unit criteria with the standard UAF template displayed using conventional type, whereas discipline specific modifications appear in all-caps.

Discussion of the Communication Unit Criteria included:
- How do we quantify performance against the criteria?
- It was noted that both quantitative and qualitative criteria appear, depending on disciplines.

- The committee would like to formalize a requirement for future unit criteria proposals to include a clear statement of the extent of faculty involvement in developing the proposals. (That is, a statement making it clear that these proposed criteria were reviewed and approved by a majority of the covered faculty.) In this case the cover email to the Unit Criteria Committee Chair did provide adequate clarification.
- It was noted that discipline specific additions to the unit criteria do not necessarily equate to additional performance expectations. The sense of the committee was that added language often works simply to clarify expectations, rather than increase them.
- The current proposal makes not significant changes to existing criteria – which have been approved previously.

The committee unanimously approved recommending the Communication criteria to the full Faculty Senate, with no suggested modifications.

III. Anthropology unit criteria.

- The current proposal makes not significant changes to existing criteria – which have been approved previously.
- It is noted these criteria include statements clarifying the roles and expectations for curators. This is appropriate.
- Once again, the covering email did provide an adequate statement indicating that the proposed criteria had been reviewed and approved by the Anthropology faculty.

The committee unanimously approved recommending the Anthropology criteria to the full Faculty Senate, with no suggested modifications.

IV. Other Discussion.

It was noted that we have received NEW criteria from the Music Department, to be reviewed when we meet two weeks from now.
Question: (Debu) Can we ask the Music Department chair (or other representative) to attend our next meeting, for clarification purposes.
Answer: This request has already been made.

V. Motion to Adjourn.

Passed unanimously.

ATTACHMENT 195/6
UAF Faculty Senate #195, December 2, 2013
Submitted by the Committee on the Status of Women

Committee on the Status of Women,
Minutes Wednesday, November 13, 2013; 9:15 am to 10:15 am pm, Gruening 718

Members Present: Amy Barnsley, Jane Weber, Ellen Lopez, Megan McPhee, Kayt Sunwood
Jenny Liu, Diana Di Stefano, Mary Ehrlander
Members absent: Derek Sikes, Michelle Bartlett, Shawn Russell, Nilima Hullavarad

1. Conversation Cafes

One in spring and one in the fall, do it with invitations. Fall Womens Faculty Luncheon. Spring: do a two hour conversation café. Each of us bring suggested topics of interest. Paper invitations? Wood Center Ball Room. Kayt can get printing of invitations. Tea, water, cookies. Kayt can help waiver. Half hour each table. Jane and Kayt will work with picking a date. Late February. Only women faculty? See purpose statement of committee.

2. Women's Center Advisory Board

Will meet December 5.

3. Promotion & Tenure Workshop Panel and next Luncheon Speaker

For the next meeting: brainstorm who could be on the panel. P&T is scheduled April 25. Jane will double check. More faculty centered. Less administrator. There is overlap between this workshop and the provost's workshop. Speed dating format? More hands on sharing. Is this efficient for time? Build time into the panel for Q&A with individual panelists.

4. Gender Justice Week- November 13-15

7pm tonight movie: Pussy Riot: A Punk Prayer, a documentary. Might be rescheduled.
1-2pm Thursday: The B-word Dialogues: Student led discussion on word choice
Our support would be greatly appreciated.

5. Revising Faculty Senate Bylaws on Committees

Is this a good description? 9 people. Two of which will be a senator. Should we change the bylaws? We agree that one senator will suffice. Jane will draft change the bylaws. "The purpose of the Committee on the Status of Women is to monitor the status of women faculty at UAF and to work proactively for gender equity." Possibly add wording like "providing a venue for networking, collaboration….advocacy…visioning… opportunities for women faculty". Do we want to do an annual report card? Jane does produce and will send end of year summary to all of us. Kayt's title is Women's Center Coordinator. Change wording to nine elected members, one ex-officio, Women's Center Coordinator: total of 11 total.

6. Spring meeting times: bring to the next meeting.

7. Upcoming CSW meetings:
Wednesday, December 11, 2013, 9:15-10:15 am
Meeting was adjourned at 10:15 am

Respectfully Submitted, Amy Barnsley
Minutes are archived on the CSW website: www.uaf.edu/uafgov/faculty-senate/committees/13-14-csw/

ATTACHMENT 195/7
UAF Faculty Senate #195, December 2, 2013
Submitted by the Core Review Committee

Core Review Committee

Minutes from October 25th, 2013 Meeting

Voting members:
Miho Aoki (Chair), Walter Skya, Tyson Rinio,

Non-voting members:

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

1. Meeting minutes from September 27th and October 11th meetings
   The committee did not object to the meeting minutes from September 27th and October 11th. The minutes will be forwarded to the Faculty Senate.

2. Oral and Written Intensive course assessment
   The assessment assignments are posted on the committee website. All syllabi are now available except the NRM course. The committee will review the assessment reports from the members in the future meetings. Miho will email the report to the dean and the instructor after the review.

3. Petitions and New Course Proposals
   There was no petitions or proposals to review. Several petitions are in the registrar's office and expected to come to this committee by the next meeting.

4. Core credits transfer
   The committee continued to discuss the draft letter to recommend modifying the current core course transfer policy and adopting the BOR policy (R10.04.040) for evaluating transfer credits. The modification would give more flexibility to the evaluation and accommodate transfer students who have not completed the general education requirements in other institutions. Caty will add more specifics in table format to the draft letter from Kevin by the next meeting.

5. Next meeting
   Next meeting will be November 8th Friday

ATTACHMENT 195/8
UAF Faculty Senate #195, December 2, 2013
Submitted by the Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for October 28, 2013

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

II. Roll call:

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

III. Report from Joy

Joy informed us that she has a CD on the recent webinar, "How the Brain Learns", which anyone can borrow to watch on their computer (alas, it is not a DVD). She reported that she recently returned from the Teaching Professor Teaching Technology conference and shared that it was an excellent conference. She took four faculty members and two others came from CRCD. She has tried out Voice Thread in her recent email regarding the Graduate School meeting and asked if anyone had clicked on her link to see and hear it. She said she will continue to use it.

Joy informed us that ASTE (Alaska Society for Technology in Education) is in February around the same time as Lilly West. She has five new faculty members signed up for Lilly West and is hoping for more. The Lilly West conference will be in Newport Beach, CA on February 20 – 23, 2014. Joy is gearing up to attend the next POD (Professional and Organization Development Network) conference which she attends every year, and she reminded us that she will be gone for December and January.

Joy reported that the mentoring luncheon last week was well attended with between 35 – 40 mentees and mentors. The College of Engineering and Mines requested a meeting on mentoring. If the new NSF ADVANCE grant is successful Joy will bring Joanne Moody to UAF for mentor training next year.

Mike D. noted that he would like conference attendees to present something for our committee to help spread the information out to as many faculty members as possible. Joy said that the attendees her office helps provide travel funds for are already required to write a short report for her or present to their respective departments. (Enforcing this rule has proven difficult.)

The faculty learning groups are going well and generating a lot of interest. Joy has had to turn people down for this year's groups.

V. Introduction of the "UAF Faculty Senate Bylaws on Committees" initiative
Franz explained that the Administrative Committee is asking for committee bylaws and mission statements for each Faculty Senate committee. Their goal is to group the bylaws by committee type as uniformly as possible. Mission statements will help determine where there may be overlapping of duties and if the respective workloads are evenly balanced. The AC would like these developed over November and December of this year. Franz encouraged us to agree to ours so that the AC could use it

as a guide for other committees. However, there is a lot to discuss, and much of it seems to go beyond the purview of our committee. One noted issue was that it is unclear how people are assigned to the FDAI Committee. Franz decided he would take our concerns and comments to the AC and hopefully get some clarification. He also decided to send out an email for our committee to discuss some of these issues further (e.g. Should there be a max/min number of members, and if so, what should those numbers be? If we elect a chair and vice-chair, must they be Faculty Senators? What should be the policy on members wishing to continue serving on the FDAI Committee beyond two years?)

IV. Report on recent progress on Fall 2013 Electronic Course Evaluation Vendor demos

Eric reported that two of the four vendors have presented so far this fall, and the next presentation will be this Friday, November 1 from 9:00 – 11:00 am in the Globe Room. He noted that the last vendor, a Canadian company, generated a very positive response (as they did last year). Eric asked us to encourage more faculty members to attend – especially rural faculty. After all four vendors have presented there will be a fifth debriefing meeting.

VI. Discussion on a potential renaming of the FDAI committee

Franz explained that he is looking into the official process for renaming a committee. We discussed the possible redundancy and ambiguity in our current name: "Improvement" being redundant and having a negative connotation, and "Assessment" implying that our committee is actually assessing faculty in some way. Joy suggested "Faculty Development and Teaching Assessment Committee". Kelly suggested "Faculty Development and Assessment of Teaching Committee" so the acronym would be easier to say quickly. Franz suggested that we contribute suggested names through an email discussion that he will facilitate.

VII. Other Business (none)

VIII. Upcoming events

a. Faculty Senate meeting: November 4, 2013
b. next FDAI meeting: November 14, 2013 from 4:00 – 5:00 pm in Bunnell 222

IX. Adjourned at 3:00 pm.

Respectfully submitted by Kelly Houlton.

ATTACHMENT 195/9
UAF Faculty Senate #195, December 2, 2013
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee
Meeting Minutes for 10/21/13

Attending: Donie Bret-Harte, Mike Daku, Christina Chu, Jayne Harvie, Wayne Marr, Cheng-fu Chen, Amy Lovecraft, Mike Earnest, Franz Mueter

I. The minutes from our last meeting on 10/14/13 passed with one correction.

II. GAAC had a discussion with Carol Holtz of the Office of International Programs (OIP) regarding the current policy for completion of graduate programs by international students. After the faculty senate passed its resolution in 2011, OIP consulted with an immigration attorney, who said that the existing policy at that time was reasonable (completion date 2 weeks after thesis defense), but that setting the completion date for 60 days after the thesis defense also complied with the law. OIP changed the university policy to allow the completion date to occur 60 days following the thesis defense in order to allow time for revisions to the thesis. Carol felt that there was some confusion regarding what happens after a student reaches the program completion date. Students do not have to leave the country after their completion date if they 1) apply to a new academic program or 2) apply for OPT status (the application need not be approved, it just must be turned in). OPT status requires a letter from the chair of the graduate committee. The policy also allows for exceptions (for instance, for students who must defend early because of travel commitments by members of their graduate committee), if these are cleared with International Programs. Carol answered various questions posed by GAAC members. GAAC appreciates the information.

III. GAAC passed the following program changes and course proposals:
5-GPCh.: Program Change: **MA - Northern Studies**
6-GPCh.: Program Change: **MA and MS - Chemistry**
8-GPCh.: Program Change: **MS and PhD - Biochemistry and Molecular Biology**
9-GPCh.: Program Change: Secondary licensure
14-GNC: New Course: **COUN F667 - Ethnicity and Family Studies**
16-GNC: New Course: **FISH F676 - Aquatic Food Web Ecology**

IV. As Donie will be out of town for both the Administrative Committee on Friday, October 25 and the full Senate meeting on November 4, Franz Mueter volunteered to present our previously passed motions to the Administrative Committee. Amy Lovecraft volunteered to present the motions to establish a Master's of Music in performance program and delete the existing Master's of Arts in music program to the full Senate. Vince Cee volunteered to present the motion to amend GAAC's by-laws to allow graduate students to vote to the full Senate, assuming that it passes the Administrative Committee.

V. The next meeting of GAAC will occur on November 11, 2013.