

2017-18 GAAC Meeting Draft Minutes - April 23, 2018

Kayak Room 1:00-2:00

https://hangouts.google.com/hangouts/_/alaska.edu/gaac

Attendees: Holly, Emily, Janeen, Asiqluq, Mike D., Don, Karen, Samara, Mike C., Amanda, Cheryl, Falk, Jen, Sean M.

- I. Adopted agenda
- II. Safety - UA is no longer using SoftSkills for training, check MyUA.
- III. Adopted minutes from [3/30/18](#)
- IV. FYI - Student Representatives AY18/19
 - A. Cheryl Barnes (incumbent)
 - B. Wendel Raymond
- V. Updates from the Graduate School. 34 PhDs are walking during commencement, 55 PhDs for the Academic School Year.
 - A. Tabled for later (keep on the agenda for next year):
 1. [Advancement wording clarification](#)
 - a) GAAC will leave the Google Doc up for comments by members.
 2. Wording for reserving courses for graduate program for graduate section
 3. [Graduate Commencement Walk-through Policy](#)
 - a) <http://www.uaf.edu/gradsch/faculty/commencement-walk-through/>
 - b) The policy needs to be updated for several reasons
 - c) The amount of PhDs applying to participate but not graduate in spring commencement has increased to about 10+.
 - d) The timeline for submitting approved Report on Thesis/Dissertation Defense the Monday before commencement is a very tight timeline to accommodate.
 4. Information on the process/procedures that other universities use to award [posthumously degrees](#).
 5. Graduate Certificate/Graduate Licensure general requirements
 - B. New: n/a
- VI. Reviewed, updated, and passed [assignments](#) (71 applications were reviewed). There are two applications waiting to hear back by May 1 to be put up for an e-vote and one application Mike C. and Asiqluq will address via email.
- VII. [The UAF Faculty Senate moves to update the regulations and guidelines on course stacking](#). GAAC passed.
- VIII. [Summary of Policies regarding Research Faculty as Chairs of graduate student committees](#) GAAC endorsed.
- IX. Adjourned.

Advancement to Candidacy

From the [2017-2018 catalog](#) for reference:

Catalog and Time Limit

You must satisfactorily complete all course work listed on your Advancement to Candidacy form and all other degree requirements within seven years for a master's degree and 10 years for a Ph.D.

ADVANCEMENT TO CANDIDACY

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. You are required to submit your application for advancement to candidacy one semester before you are awarded your degree.

The finalized [Graduate Study Plan](#) should be the basis for completing the Advancement to Candidacy form. Students must have a cumulative GPA of 3.0 in the courses identified on the Advancement to Candidacy form. For the purpose of satisfying degree requirements students must earn a B (3.0) or better (no P grades) in each F400-level course and a C grade (2.0) or better in each 600 level course. A B- is less than a 3.0 and, if obtained in a F400 course, will not count for meeting degree requirements; likewise a C- is less than a 2.0, and if obtained in a F600-level course, will not count for meeting degree requirements.

Admission to graduate study does not imply advancement to candidacy for a degree. The graduate advisory committee has the option of refusing to recommend a student to candidacy.

- **Master's Degree**

You may apply for advancement to candidacy for a specific master's degree if you are in good standing and you have:

1. Satisfactorily completed at least 9 semester credits of graduate study at UAF (study after admission to a specific degree program).
2. Received approval of a provisional thesis or project topic, if applicable.
3. Received approval of the finalized Graduate Study Plan, including specific course work to be completed and any other requirements.

- **Doctoral Degree**

You may apply for advancement to candidacy for the Ph.D. degree if you are in good standing and you have:

1. Completed the full time equivalent of two academic years of graduate study.
2. Completed at least 9 UAF credits.
3. Received approval of the Graduate Study Plan.
4. Obtained approval of the advisory committee for the title and synopsis of the thesis.
5. Passed a written comprehensive examination.

Consensus on interpretation of Advancement to Candidacy wording in the UAF catalog

Proposed: Use the Board of Regents' (BOR) approved program but allow deviance on the advancement to candidacy which will formally establish the degree requirements

Intent: Adding courses beyond the BOR approved program has never been a problem but any deviation (e.g., course substitutions) from the BOR approve program required a graduate student petition. Allowing the student and the graduate committee to indicate that there is deviance on the Advancement to Candidacy will eliminate the need for the majority of the petitions that students have to submit. Graduate student petitions will still be required to change add or remove of courses (after), or other catalog exception.

Current wording:

Exceptions to Degree Requirements

Deviations from academic requirements and regulations for graduate students must be approved by academic petition using the form available on the Graduate School website. Petitions must be approved by the student's graduate advisory committee, the department chair of the student's program, the dean of the school or college and the dean of the Graduate School.

Suggested wording:

Exceptions

Program Requirements

Course substitutions

Degree Requirements

Comps (oral/written)

General University Requirements

Catalog time limit

Graduate Study Plan section from the [2017-2018 catalog](#) for reference:

GRADUATE STUDY PLAN

Graduate students must file a Graduate Study Plan with the Graduate School before the end of their second semester in a UAF graduate degree program. The GSP outlines the curriculum of study and a timetable the student must follow in meeting graduate degree requirements. The GSP is prepared by the advisory committee in consultation with the student. It is an agreement of mutual expectations between the student and the faculty committee. The GSP not only contains the specific degree requirements but also indicates the mechanism for fulfilling these requirements (e.g., via course work, examinations, readings, internships or other supervised experience) and a projected timetable.

I am currently working on updating the curriculum manual to be more of a permanent manual that is updated with policy and procedure updates/additions or any other major changes take place rather than with each academic year. With this new manual, I would like to set generic deadlines for the curriculum submissions (i.e. 1st Friday in November). I met with Holly (cc'd) earlier today and we discussed these deadlines and we agreed it would be a good idea to get your input on how you feel the November 3rd deadline went this year. We also discussed having separate deadlines for courses and programs.

Ultimately, I would like to have these deadlines, and really the entire manual approved by your committees and AdCom to give it a little more weight.

Thank you in advance for your feedback. I hope you both had a wonderful break!

Thanks,

Emily

(source: <http://www.uaf.edu/uafgov/faculty-senate/about/faculty-senate-constituti/>)

The Graduate Academic and Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs. 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 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 are non-voting ex officio members. Graduate student representatives are appointed by the Dean of the Graduate School.

Outline of draft resolution regarding cross-listing of courses

Drafted by Anne Beaudreau for GAAC discussion at 2/16 meeting

Problem statement:

There are significant institutional barriers to cross-listing courses across colleges. Some colleges, like CFOS, will not allow cross-listing of their courses until the university changes its policy on tuition returns. These current policies create disincentives for faculty to collaborate across institutional boundaries, limiting creativity and exchange of ideas, and ultimately impacting the quality of graduate education.

Why this is an issue (or, the value of cross-listing):

- Cross-listing benefits graduate students by providing them with more ways to fulfill credits within their degree programs.
- Cross-listing benefits instructors by providing more exposure to graduate courses in the catalog and schedule (i.e., by listing in multiple departments), thereby increasing potential enrollment.
- Cross-listing benefits graduate education by increasing interactions among departments and disciplines, and creating the potential for more cross-disciplinary collaboration.
- Cross-listing reduces the potential for redundant course offerings in different departments and colleges.
- Cross-listing reduces the administrative load for graduate advisory committees, department chairs, and Graduate School staff because it reduces the number of petitions required for changes to the Graduate Study Plan or Advancement to Candidacy forms.

Proposed solution(s):

Reduce institutional barriers to cross-listing, the greatest of which is the current payment structure for tuition revenue. For example, in other universities, the department that pays the instructor receives the tuition.

[Does GAAC propose a solution, conclude with a position statement, or request that this issue is taken up at the Faculty Senate?]

Examples of resolutions for reference:

- http://www.uaf.edu/files/uafgov/FS-217_Resolution-re-Strategic-Pathways-10-10-2016.pdf
- http://www.uaf.edu/files/uafgov/UAF-Faculty-Senate-Resolution-on-School-of-Education-Decision_FS-220_Signed.pdf
- http://www.uaf.edu/files/uafgov/16-17_FS-221_Resolution-supporting-international-faculty-students-staff.pdf
- <http://www.uaf.edu/files/uafgov/Resolution-to-support-Faculty-Staff-Regents.pdf>
- <http://www.uaf.edu/files/uafgov/Resolution-in-Appreciation-of-Joy-Morrison.docx.pdf>

MOTION:

The UAF Faculty Senate moves to update the regulations and guidelines on course stacking.

Effective: Immediately

Rationale: The current regulations and guidelines on course stacking are unclear and need clarification for the purposes of CourseLeaf coding and its relationship with Banner.

Please see attached regulations and guidelines.

[] = deletions

BOLD = additions

COURSE STACKING REGULATIONS

With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. **STACKED COURSES ARE REQUIRED TO HAVE THE SAME TITLE, COURSE DESCRIPTION, AND**

NUMBER OF CREDITS. THE ADDITIONAL EFFORT REQUIRED FOR HIGHER LEVEL CREDIT MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABUS.

[[]] = deletions

BOLD = additions

Guidelines for Stacking [[of 400 / 600 level]] courses:

IT IS IMPOSSIBLE TO OFFER IDENTICAL COURSES SIMULTANEOUSLY AT TWO DIFFERENT LEVELS. WE USE STACKING BECAUSE IT HELPS WITH COURSE ENROLLMENT PROBLEMS, BUT THE CHALLENGE IS TO CREATE SOMETHING THAT'S NOT SIMPLY ONE LEVEL. WE RECOGNIZE THAT THE DESIGN OF A 'STACKED' COURSE REQUIRES COMPROMISE TO CREATE CONTENT THAT CHALLENGES GRADUATE STUDENTS WHILE REMAINING ACCESSIBLE TO UNDERGRADUATES. WE OFFER THE FOLLOWING GUIDELINES TO HELP YOU PREPARE SUCH A COURSE AND TO PROVIDE THE UAF FACULTY SENATE COMMITTEES WITH SUFFICIENT INFORMATION TO ENTHUSIASTICALLY ENDORSE WHAT YOU'VE CREATED.

THE ADDITIONAL EFFORT REQUIRED FOR HIGHER LEVEL CREDIT MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABUS. THIS REDUCES THE OPPORTUNITY FOR LATER CONFLICTS BY PROVIDING STUDENTS WITH A CLEAR UNDERSTANDING OF THE DIFFERENCES IN REQUIREMENTS AND GRADING. THIS WILL BE GIVEN SERIOUS CONSIDERATION IN THE APPROVAL PROCESS FOR SUCH COURSES.

THE CREATION OF TWO DIFFERENT SYLLABI WILL HELP EMPHASIZE THE DIFFERENT QUALITIES OF WHAT ARE SUPPOSED TO BE TWO DIFFERENT COURSES. WE ENCOURAGE AT LEAST WEEKLY, IF NOT DAILY, DIFFERENCES IN READING ASSIGNMENTS, HOMEWORK ASSIGNMENTS, MEETINGS WITH STUDENTS, AND OTHER CLASS ACTIVITIES. ONLY ADDING AN EXTRA TERM PAPER TO THE GRADUATE SECTION OF A STACKED COURSE IS UNLIKELY TO TRANSFORM AN UNDERGRADUATE CLASS INTO A GRADUATE CLASS. SUCH AN EXTRA PAPER, HOWEVER, CAN BE PART OF A SYSTEMATIC DIFFERENCE BETWEEN THE TWO VERSIONS.

WITH THE EXCEPTION OF 400/600, STACKED COURSES MUST BE OF ADJACENT LEVELS (E.G. 200/300). OTHER STACKED COMBINATIONS (E.G. 100/600) ARE NOT ALLOWED UNDER ANY CIRCUMSTANCES. STACKED COURSES ARE REQUIRED TO HAVE THE SAME TITLE, COURSE DESCRIPTION, AND NUMBER OF CREDITS. THE ADDITIONAL EFFORT REQUIRED FOR HIGHER LEVEL CREDIT MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABUS.

[[400 level (senior) courses may be double-listed (stacked) as 400/600.]] The [[600]]**HIGHER** level version of the course must require additional student effort[[,]]. **IN THE CASE OF 400/600 LEVEL STACKED COURSES ADDITIONAL STUDENT EFFORT FOR THE 600 LEVEL VERSION**, such as a seminar or a term paper, **SHOULD** [[to]] reflect the greater acuity that we expect from graduate students. [[

In the case of 400/600 level stacked courses, **PREREQUISITES OF** graduate standing or permission of the instructor is required for graduate enrollment. and a higher level of effort and performance is required on the part of students earning graduate credit.

The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that's not imply one level between 400 and 600. We recognizing that the design of a 400/600 'stacked' course requirements compromises to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help you prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse what you've created.

The creation of two different syllabi -- undergraduate and graduate versions -- will help emphasize the different qualities of what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.

400/600 LEVEL stacked course applications are reviewed by the (Undergraduate) **CURRICULUM** Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

In developing a proposal for a new stacked course or for revising an existing course, keep in mind the education level and training needs of undergraduates and graduates and provide documentation to show **WHAT** each section of the course will offer learning experiences appropriate for your students. Your students will thank you for giving them -- within the limitations of the 'stacked' framework -- the best possible educational experience.

Summary of Policies regarding Research Faculty as Chair's of graduate student committees

Draft updated 2018-04-17 by Anna Liljedahl

Motivation: Currently very few academic departments allow research faculty to chair graduate committees and those that do, often have restrictive policies that only apply to research faculty. The written and unwritten practice of not allowing research faculty to chair graduate committees: a) Limits the ability of UAF to attract graduate students, which is harmful to UAF given the BOR's goal of increasing graduate student enrollment, b) Limits the ability of UAF to increase research funding, which is harmful to UAF given the BOR's goal of increasing external research funding, c) Limits graduate students access to research faculty mentoring which is harmful to students, given the expertise and reknown of our research faculty, d) Limits the career success of research faculty by denying them the ability to advise graduate students and write graduate students into their external funding proposals. e) Leads to workload and annual evaluation confusion, as Research Directors expect their research faculty to advise graduate students, but don't understand that there is an UAF institutional cultural practice of not asking research faculty to serve in any capacity on graduate committees.

Preamble: This document is the product of a survey and is a compilation of policies whether a UAF Research Faculty can chair or co-chair a graduate student within UAF's various departments. Deans at UAF colleges were contacted in February 2018 via email and asked to provide any written policies to the Faculty Senate Research Advisory Committee (RAC) and Graduate Academic and Advising Committee (GAAC). An overview of the results is presented in Figure 1 and Table 1. Some departments lacking written policies chose to summarize in an email how they typically manage graduate student committees.

Findings: Out of the 20 departments spread across the four colleges, only half (10) have written policies beyond the UAF graduate school guidelines on who can Chair or Co-Chair a graduate student committee. Four departments allow Research Faculty to chair, while twice as many (8) allow Research Faculty to co-chair together with tenured or tenure-track faculty. However, three out of the four departments that allow Research Faculty to serve as a Chair require the faculty to be employed by the department or college's own research institute and therefore exclude all other Research Faculty (even those affiliated with the department). The 4th department allowing Research Faculty to serve as chairs requires that the faculty has first successfully Co-Chaired a student, which is a rule that does not apply to tenure-track faculty. A large proportion of the departments (9) do not allow Research Faculty to Chair at all, either according to written policies or via email responses from department chairs.

Solution: The solution is to establish a process where UAF Research Faculty can serve as chairs on UAF graduate student committees.

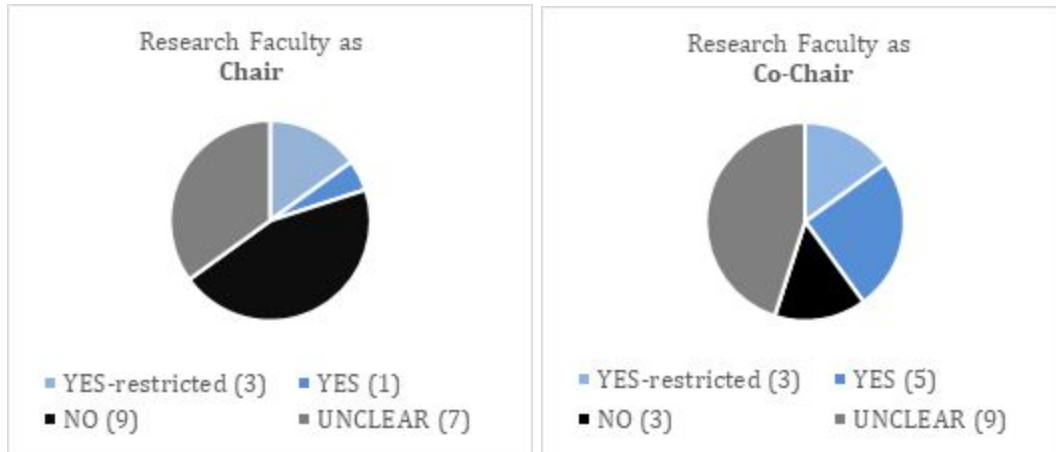


Figure 1. Departmental policies on allowing Research faculty as Chairs or Co-Chairs for Masters and/or PhD committees. The “unclear” category refers to the absence of any written policies (beyond the UAF graduate school policy). The “YES-restricted” represents departments where the Chair must be employed by the department’s research institute.

Department	Chair?	Co-Chair?	Comment
CFOS			
Fisheries, CFOS	No	Yes	
Marine Biology, CFOS	No	Yes	
Oceanography, CFOS	Yes-restricted	Yes-restricted	Must be an IMS Research Faculty
CNSM			
Atmospheric Sciences, CNSM	Yes-restricted	Yes-restricted	Research faculty at any rank with an atmospheric sciences degree as well as faculty affiliated with DAS can be the chair of a graduate advisory committee if they sponsor a DAS graduate student from their grants and contracts and are approved to be the chair by the DAS faculty.
Biology & Wildlife, CNSM	No	Yes	
Chemistry & Biochemistry, CNSM	Unclear	Unclear	No written policy
Geology & Geoscience, CNSM	Yes	Yes	Affiliated CNSM Research Faculty can serve as Chairs if they successfully co-chaired department students in the past.
Physics, CNSM	No	No	

Mathematics & Statistics, CNSM	Unclear	Unclear	No written policy
Veterinary Medicine, CNSM	N/A	N/A	No graduate students
CEM			
Mechanical Engineering, CEM	Yes-restricted	Yes-restricted	Must be INE Research Faculty
Electrical & Computer Engineering, CEM	Unclear	Unclear	No written policy, beyond <i>"the student's department chair and then the college dean approve the graduate committee"</i> .
Mining & Geological Engineering, CEM	No	Yes	Written policy in draft form as of March 20, 2018.
Petroleum Engineering, CEM	No	Unclear	No written policy.
Computer Science, CEM	No	No	No written policy.
Environmental & Civil Engineering	No	Unclear	No written policy.
Department	Chair?	Co-Chair?	Comment
CLA			
Cross Cultural Studies, CLA	Unclear	Unclear	No written policy.
Arctic and Northern Studies Program, CLA	Unclear	Unclear	No written policy. Chair would be a full time faculty member in CLA.
English, CLA	Unclear	Unclear	No written policy. Allowed Term Poetry person to chair.
The Linguistics Program, CLA	Unclear	Unclear	No written policy. Requires that faculty serving as Chair actively teach in the Linguistic program
Anthropology, CLA	No	No	