FOR MORE INFORMATION, CONTACT:
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A G E N D A

UAF FACULTY SENATE MEETING #162
Monday, November 9, 2009
1:00 p.m. – 3:00 p.m.
Wood Center Carol Brown Ballroom

1:00	I	Call to Order – Jonathan Dehn		5 Min.
		A.	Roll Call	
		B.	Approval of Minutes to Meeting #161	
		C.	Adoption of Agenda	
1:05	II	Status of Chancellor's Office Actions		5 Min.
		A.	Motions Approved:	
			1. Motion to Post Course Syllabi Online	
			2. Motion to Adopt Accreditation Core Themes (as amended on the floor)	
		B.	Motions Pending: none	
1:10	III	Public Comments/Questions		5 Min.
1:15	IV	A.	President's Comments – Jonathan Dehn	5 Min.
		B.	President-Elect's Report – Cathy Cahill	5 Min.
1:25	V	A.	Remarks by Chancellor Brian Rogers	5 Min.
		B.	Remarks by Provost Susan Henrichs	5 Min.
1:35	VI	Governance Reports		5 Min.
		A.	Staff Council – Martin Klein	
		B.	ASUAF – Adrian Triebel	
		C.	UAFT/UNAC	
1:40	VII	Guest Speaker		15 Min.
		A.	Alex Hwu, Director, Center for Distance Education	
			Topic: Faculty Development in Distance Education Delivery	
			Questions and Answers	5 Min.
2:00	BREAK			
2:10	VIII	New Business		5 Min.
		A.	Motion to Reaffirm the Journalism Department Unit Criteria (Attachment 162/1)	

2:15 IX Discussion Items 15 Min.

A. Update about Core Curriculum and AACU – LEAP Essential Learning Outcomes – Falk Huettmann, Ken Abramowicz

B. Update on the Accreditation Core Themes – Dana Thomas

2:30 X Committee Reports 20 Min.

A. Curricular Affairs – Falk Huettmann, Ken Abramowicz (Attachment 162/2)

B. Faculty Affairs – Jennifer Reynolds (Attachment 162/3)

C. Unit Criteria – Julie McIntyre, Brenda Konar (Attachment 162/4)

D. Committee on the Status of Women – Jane Weber, Alex Fitts (Attachment 162/5)

E. Core Review – Latrice Laughlin

F. Curriculum Review – Rainer Newberry

G. Faculty Appeals & Oversight – Charlie Sparks

H Faculty Development, Assessment & Improvement – Josef Glowa

I. Graduate Academic & Advisory Committee – Rajive Ganguli

J. Student Academic Development & Achievement – Cindy Hardy (Attachment 162/6)

K. Ad Hoc Committee: Advisory Research Committee –Roger Hansen (Attachment 162/7)

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

3:00 XII Adjournment

ATTACHMENT 162/1
UAF Faculty Senate #162, November 9, 2009
Submitted by the Unit Criteria Committee

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the CLA Department of Journalism.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Journalism. Revisions were agreed upon by the college representative and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF ***JOURNALISM*** CRITERIA, STANDARDS, AND INDICES

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

CHAPTER I

Purview

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

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

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

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

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public

service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity ***AND PROFESSIONAL JOURNALISM, WHICH INCLUDES DOCUMENTARY FILM-MAKING, BROADCAST AND/OR NEW MEDIA PRODUCTION***; and 3) effectiveness of service.

Bipartite Faculty

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

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

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

B. Criteria for Instruction

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

Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

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

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

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

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

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

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design; ***INCLUDING CREATING OPPORTUNITIES FOR PUBLICATION OF CLASS/STUDENT MATERIAL IN PROFESSIONAL JOURNALISM, BROADCAST AND/OR NEW MEDIA OUTLETS***

g. may receive prizes and awards for excellence in teaching ***AND ADVISING***.

h. PUBLISHED (NEWSPAPERS, WEBSITES, BROADCAST OUTLETS, BLOGS) STUDENT MATERIAL

1. Components of Evaluation

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

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars ***OR PROFESSIONAL JOURNALISTS (WHICH INCLUDES WORK AS BROADCASTERS, NEW MEDIA SPECIALISTS AND/OR FILM MAKERS)***. Consequently, faculty are expected to conduct research or engage in other scholarly, ***PROFESSIONAL*** or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. ***THIS INCLUDES NEWSPAPERS, WEBSITES, TELEVISION AND RADIO STATIONS, MAGAZINES, FILM FESTIVALS AND FILM SCREENINGS.*** Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. ***CREATIVE EXCELLENCE IN JOURNALISM IS RECOGNIZED THROUGH BROADCAST, SCREENING AND/OR PUBLICATION BY ESTABLISHED MEDIA OUTLETS INCLUDING FILM SCREENINGS AND FILM FESTIVALS.***

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers. ***(BE PUBLISHED, BROADCAST, OR SHOWN BY RESPECTED ORGANIZATIONS AND/OR JOURNALISTIC ENTERPRISES)***.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts ***-INCLUDING ORAL HISTORIES (GRANT FUNDED PROJECTS THAT INCLUDE RESEARCH ON A PROMINENT FIGURE. EMPLOYEES, COLLEAGUES CONTEMPORARIES, AND THE SUBJECT ARE INTERVIEWED, THEN RECORDINGS OF THE INTERVIEWS AND BRIEF WRITTEN SUMMARIES ARE HOUSED IN THE RASMUSON LIBRARY AND/OR IN THE STATE ARCHIVES)-*** to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

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

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

   f. Scholarly reviews of publications, art works and performance of the candidate.

   g. Citations of research in scholarly publications.

   h. Published abstracts of research papers ***OR BYLINES (A BYLINE SIGNIFIES AUTHORSHIP, RESEARCH AND OTHER ASSOCIATED WORK NEEDED TO COMPLETE A NEWS STORY OR PROGRAM) IN NEWSPAPERS, MAGAZINES, WEBSITES; BROADCAST TELEVISION OR RADIO STATIONS AND ACCEPTANCE OF WORK AT FILM FESTIVALS.***

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.
(Item k. is not listed on the downloaded template.)

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

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

N. PRODUCING OR PARTICIPATING IN THE CREATION OF A RADIO, TV, FILM, AUDIO, VIDEO, MULTIMEDIA, OR DIDITAL MEDIA PROGRAM, SERIES, WEB PAGE(S) OR OTHER JOURNALISM-BASED PRODUCT.

D. Criteria for Public and University Service

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

1. Public Service

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

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

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

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

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

f. Service in support of student organizations and activities.

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

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

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

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

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

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

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

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ATTACHMENT 162/2
UAF Faculty Senate #162, November 9, 2009

Curricular Affairs Committee (CAC)
Meeting Minutes: October 19th, 2009, 1:15- 2:30 PM

Members Present**:** Falk Huettmann (Meeting Facilitator & Co-Chair; note taker), Ken Abramowicz (Co-Chair), Carrie Baker, Debra Moses, Beth Leonard, Seta Bogosyan (phone)

Ex Officio Members Present: Christa Bartlett, and Tim Stickel.

Absent: Carol Lewis

Visitors: Lillian Misel (UAF Advising Office) and Dana Thomas

Quorum: YES

1:15
Welcome

1:16 - 1:25
Graduation Application/Audit (presented by Tim Stickel)
There appears to be a buildup of non-graduate audits for more than 4 months. This is need to be addressed, e.g. via the Dean, and Tim suggests to report to us, once it's resolved, or progressed otherwise.

1:26 – 1:35
Catalog Production Time line (presented by Tim Stickel)
The required steps and overall logic were explained. In order to save costs (app. $18,000) the actual number of catalogues was reduced by 6,000 print copies. A discussion evolved how the saved money actually is spent, what the REAL cost savings are, and whether the production costs are not cheaper the more copies are printed (economy of scale). Tim will report to us with an update, and more business figures.

1:36 – 1:50
Bookstore (see earlier discussion and items by Debra Moses and others)
We started an email communication on this topic earlier. Based on these communications, Debra presented her suggestion (as done earlier via email). The CRCD model got discussed. Debra contacted the student body for their view, and we are waiting to hear from them before taking any formal action.

1:50 – 2:25
Review and Discussion of CORE/LEAP main issues and concerns
An email discussion was previously started on this issue. Based on the suggested readings of relevant documents prior to the meeting, we engaged in a deeper discussion on CORE/LEAP. Dana stated clearly that the prime goal currently is the Core Review, not the accreditation of the university. A group discussion started on the metrics used to evaluate the student, the teacher, and the outcomes overall. Another item discussed centered around the value systems, its political overtones, and what to exclude or to modify in the core list. Another discussion item is centered

around the actual costs to measure and assess things. There are apparently huge administrative efforts involved to make it happen. A suggestion was made to develop separate levels of assessment. Another suggestion dealt with keeping the Core, and just revising the actual offerings. It was mentioned that having base requirements in basically all B.Sc.s offerings takes away a certain degree of specialization. For next steps we need to look into Appendix I and the Motion. Falk has contacted the authors of the former committee, and they agreed and are scheduled to present their views to us, at the next meeting.

2:25-2:30
Other business
None

2:30
Adjourn

Curricular Affairs Committee (CAC)
Meeting Minutes: October 5th, 2009, 1:15- 2:30 PM

Members Present**:** Falk Huettmann (Meeting Facilitator & Co-Chair; note taker), Ken Abramowicz (Co-Chair), Carrie Baker, Christa Bartlett, Sarah Fowell, Beth Leonard (phone), and Debra Moses.

Ex Officio Members Present: Linda Hapsmith, and Tim Stickel.

Absent: Seta Bogosyan, (Mike Earnest (ex officio), and Rainer Newberry

Visitors: Lillian Misel (UAF Advising Office) and Dana Thomas

Quorum: YES

1. **Welcome**

2. **Approval of minutes from Sept 21st 2009**

3. **Administration Committee meeting, Oct 2nd:** Quick Overview and Report by Falk Huettmann
Short discussion on selected items from the Administrative Committee. The following topics received specific attention:
-5 year requirement in the Math Unit Criteria for Tenure & Promotion
-Bookstore
-online posting of Syllabus
-percentage of classes taught by Non-regular Faculty

4. **ANCSA: IN SUPPOPRT OF NATIVE EDUCATION**
Dana Thomas explained the ANCSA situation. A wider discussion was held on the impacts of ANCSA, and details were explained.

5. **LEAP:**
As expressed earlier, LEAP is a big discussion item, and many aspects, angles and some concerns were presented. It was agreed to invite the original authors, and devote an entire meeting to a question & answer period. It is clear that the current version is NOT ready for implementation, yet.

The group agreed to engage in an informed debate first. Seeing experiences from other universities, e.g. Lincoln, would be relevant too. It was suggested to compare old vs new Learning Outcomes.

6. **Scheduled Items for the winter and time tables**

A time schedule was discussed and agreed upon. Major time got devoted this term re. LEAP/CORE. Over the winter, Tim Stickel agreed to report on the magnitude of High School students taking classes at UAF. One session should invite relevant teachers, and another one should follow up on the presentation. Tech Prep and Rural Sites are other topics to be discussed over the winter. Another relevant session in mid-winter is to be devoted to "Summer Sessions".
One or two meetings should be devoted to policies re. Minors.

7. **Other Business**

Bookstore: It was agreed to consider writing a resolution for the next meeting. Debra Moses kindly formulated a Resolution over the week.

8. **Adjourn**

ATTACHMENT 162/3
UAF Faculty Senate #162, November 9, 2009

Faculty Affairs Committee
Meeting Minutes for October 28, 2009

Members present: Jane Allen (by phone), Anne Christie, Mike Davis (by phone), Lily Dong, Roger Hansen, Kenan Hazirbaba (by phone), Cecile Lardon, Morris Palter, Jennifer Reynolds,.

Jennifer Reynolds relayed developments from the Administrative Committee on the Academic Master Plan, Committee for Integration of Research and Teaching, electronic files for Promotion and Tenure, and reapportionment for the Faculty Senate.

Alaska Cooperative Fish and Wildlife Research Unit (ACFWRU): FAC has discussed this topic at three separate meetings. We have reached agreement on a recommendation regarding the "rights and responsibilities" of the ACFWRU faculty, both with regard to the Faculty Senate and in a broader sense. These faculty are well-regarded and play a valuable role in the University. The central problem is that the University, while formally recognizing them as UAF faculty, has failed to define what type of faculty they are, i.e., tenure-track, research, affiliate, adjunct, or term. ACFWRU frustration with the current ill-defined situation is understandable. FAC unanimously recommends that they be designated Affiliate Faculty, the status normally held by those who have an external employer and a faculty appointment at UAF. Participation in the Faculty Senate is not recommended, because they are not UAF employees. The Faculty Senate is a part of the shared governance of UAF, and only employees should participate in shared governance. FAC will submit a formal recommendation to the Administrative Committee.

Promotion of Non-Represented Faculty (new topic): FAC has been asked to provide a recommendation on a new policy regarding a promotion process for those who have faculty status (not executive), but do not fall under the Collective Bargaining Agreement because they have >50% administrative duties or they supervise other faculty. The policy would not apply to people with >80% administrative duties. FAC held an initial discussion of this topic, and agreed to continue at the next meeting.

The next meeting will be on November 18.

Faculty Affairs Committee
Meeting Minutes for October 7, 2009

Members present: Jane Allen (by phone), Anne Christie, Lily Dong, Cecile Lardon (by phone), Morris Palter, Jennifer Reynolds, Roger Smith.

Resolution of past issues: Several issues sent to FAC and/or discussed by FAC last year were not resolved at the end of the year. However, all of them are now being handled outside of FAC, and therefore we do not need to deal with them further. We start the year with a clean slate, except for the ongoing topic of "teaching by non-regular faculty."

One of last year's topics was formation of an Advisory Research Committee for faculty input to UAF administration. This committee is now being formed as an ad hoc committee of the Faculty Senate with representatives from both inside and outside of the Faculty Senate. FAC discussed the list of current members on the committee, and noted that it will be important to have representation from the College of Liberal Arts (CLA), and from academic departments at UAF that do not have research infrastructure of their own and therefore go through the research institutes. Major examples in CLA are Anthropology and Political Science. Academic departments that are not currently paired with research institutes are not being consulted by the Chancellor's Committee on Integration of Teaching and Research in the Sciences (CIRTS), so an effort should be made to ensure that they are represented here.

FAC is currently looking at three topics:
Teaching by Non-Regular Faculty
Status of faculty in the Alaska Cooperative Fish & Wildlife Unit (ACFWRU)
Promotion Process for Non-Represented Faculty, to be introduced at the Oct 28 meeting

Teaching by Non-Regular Faculty: Jennifer Reynolds reported progress on this topic. Tim Stickel, UAF Registrar, has agreed to have Registrar's Office produce a table of course data from 2007-08 and 2008-09, to fill in as much of our spreadsheet as they can. This will give us a huge head start. We would then have a student assistant transfer the data into our spreadsheet, identify gaps, and work with faculty contacts on filling those gaps. \We ourselves would be contacts; others might be department chairs, other members of the Faculty Senate, etc. Jennifer discussed a possible way to secure student assistance through the Faculty Senate.

Alaska Cooperative Fish and Wildlife Research Unit (ACFWRU): The five members of this unit are not UAF employees, but are considered faculty by the University under a 1999 MOU with federal and state agencies. FAC has been asked to recommend whether the "rights and responsibilities" of these faculty include participation in the Faculty Senate. FAC held a second discussion on the topic, after members had a chance to review the documents. There is a consensus that the main problem is that the University has recognized ACFWRU members as faculty, but not as a specific, defined type of faculty (i.e., tenure track, research, adjunct, affiliate, term) which would have automatically clarified their status, rights, and responsibilities. FAC agreed to continue this discussion at our next meeting, when we intend to draft a recommendation.

ATTACHMENT 162/4
UAF Faculty Senate #162, November 9, 2009

Unit Criteria Committee
Meeting Minutes for Oct. 30, 2009
2-3pm Rasmuson Library Room 341

Attending:
Uta Kaden
Julie McIntyre (co-chair)
Tim Wilson
Mark Herrmann
Andy Anger
Comments sent in by Brenda Konar (chair)
Ray Rolande

Old Business: Unit Criteria for Journalism: Revised document was approved by the committee.

New Business: Unit Criteria for Alaska Native Language Center (ANLC) and Alaska Native Language Program (ANLP).

The committee strongly suggests that ANLC/ANLP include separate criteria for the levels of assistant, associate and full professor, particularly in the areas of research and service. Although this is not a requirement, it benefits both new faculty and those evaluating them by clarifying expectations for promotion.

Many additions in bullets seem to serve to define the department rather than to provide clear guidelines for expectations. These comments are useful for providing context, but we think it would be better to place them at the introduction to each section, i.e., in the headings at parts B, C and D, rather than further down within specific bullets. Some specific examples related to this are:

Page 4, bullet h: Most of this is simply describing situations common to teachers in ANLC/ANLP, not really saying anything about being an effective teacher. This kind of description should be moved to the top of the section. Replace this bullet with something that specifies what makes a teacher effective in small group settings.

Page 4, bullet i: Similar problem. Simplify to something like "effective teachers design own classroom materials to …"

Pages 5-6, bullet a: Comments about the mission of the department should be relocated to the section intro. Rewrite the additions in this bullet as clear components of research activity consistent with the mission but that can be measured, e.g., production of language publications, grammars, dictionaries, …

Page 6, bullet b: Parenthetical statement about grants is unnecessary.
Page 7, Note: Incorporate this into the beginning of the section, to explain in general how research will be measured (acceptance by and utilization in the public and community). First sentence not necessary. Again, important here to specify for expectations for different ranks.

Page 9, bullet i: remove bold part. This doesn't add anything unique to this department. If want to stress collaborative efforts, make a separate bullet. Collaborations may or may not include mentoring.

Page 10 part 4: Clarify or define separate expectations for different ranks.

We suggest that ANLC/ANLP revise the document and request that they send a representative to the next meeting.

Next meeting: Dec. 4, 2pm, Location being determined.

ATTACHMENT 162/5
UAF Faculty Senate #162, November 9, 2009

Committee on the Status of Women
Meeting Minutes for Tuesday, 20 Oct 2009
1-2PM, Gruening 718

Members Present: Jane Weber, Stefanie Ickert-Bond, Alexandra Fitts, Janet McClellan, Kayt Sunwood, Derek Sikes

Members absent: Elizabeth Allman, Jenny Liu, Diane Wagner, Jessica Larsen

Short discussion of brown bag lunches, need to schedule. Want one this semester & two for next. First brown bag planned for Thursday Nov 19, 1-2pm, Alumni lounge -plan A; alternative - Kayak room (library). Possible Topic: What exactly is a family friendly campus?

Kayt announced that next Tuesday, Oct 27 - 1-2pm there will be an interdisciplinary discussion of academic freedom, Wood center.

Discussion on luncheon - Janet had watched it online & thought it was excellent, and very happy to have been able to see it online. Kayt suggested it would be good to get a DVD of it archived for those with slow connections etc. She will talk to OIT about this. Discussion of speakers for next year, a short list but need to expand.

Joy Morrison & Sine Anahita wrote grant to NSF on women in STEM disciplines science technology, engineering, math - involves surveys. Sine attended the last half of the meeting looking for critique of a draft survey by the CSW committee. Long discussion of suggestions for changes and ideas to improve survey draft.

Meeting was adjourned at 2:00

Respectfully Submitted,
Derek Sikes

ATTACHMENT 162/6
UAF Faculty Senate #162, November 9, 2009

Student Academic Development and Achievement Committee
Meeting Minutes for October 16, 2009

Attending: Dana Greci, Margaret Short, Amy Keith, Lili Misel, Joe Hickman, Cindy Hardy, Joe Dupras, Rheba Dupras, Rick Caulfield, Ron Illingworth, Marji Illingworth, Nancy Ayagarak, Jane Allen

The committee met and addressed the following:

Minutes of September 25, 2009, approved.

Learning Commons
Rheba and Cindy met to walk through the proposed Library space and discuss space for tutoring and other proposed uses. Much of the third floor will be available for the Learning Commons. There is already a computer lab on third floor, and there are some existing classroom spaces. It is possible that some tutoring might be able to happen on the fourth floor.

Joe H. reported on a meeting with Dana Thomas. Joe suggested developing our proposal with three sections on the plan of action:

1. *Need for a learning center*. We can get national, state (UAA), and campus-wide data to support the need. Dana T asks what we expect the impact to be. What kind of contact hours do we expect? What is the profile of the students who will use these services? Rick encouraged us to look at how we can help all of UAF, including TVC and rural campuses. For example, non-traditional students make up more than 50% of TVC's student population. How can these services be made available on-line, late night? Who is going to use the Learning Commons? We can look at NSSE, CSSE, Noel-Levitz, SSSP, and Supplemental Instruction data for some of this.

2. *Institutional commitment.* We need to determine what resources are available currently and how they would be involved in the Learning Commons. Dana T. suggested we get letters of commitment from each department impacted: Math (Math Lab), Developmental Education, English (Writing Center), Chemistry, Engineering, Academic Advising, Student Support Services, RSS, Accounting (Accounting Lab), Foreign Languages (Foreign Language Lab), OIT (for whiteboard and technical support), Facilities (Rich Boone). Committee members associated with each Department formed a subcommittee to contact their departments and determine the level of interest and involvement they would like in the Commons.

3. *Proposed budget with narrative*. We need to determine capital start up costs, then make an estimate of operating costs, including departmental commitments.

We agreed to form subcommittees. Joe H. has some of the "why" information. Rick reports that we might be able to get some data from TVCC. Cindy, Rick, and Joe H. will work as the "needs" subcommittee. We also formed a subcommittee on institutional commitment: Margaret, Amy, Dana G., Joe D., Lili, and Cindy will contact departments and campuses.

Ron will have Charlotte Perry send out the CAS new standards for Learning Assistance Programs. Cindy will do outreach to rural campuses, who should have input. Dana G. will send the original proposal from Spring 2009 to all of us again.

We have a goal completing items 1, 2, 3 by May 2010. We hope to meet with the Provost by then to respond to her request.

Approval of DEVM courses:
DEVM 056 and 066, Math Fast Track courses were approved by the committee with a few housekeeping changes. Rick proposed changing the frequency to "As Demand Warrants" rather than Maymester, Augustmester, and Wintermester to allow the opportunity to offer these classes at other times such as the middle of the semester. Cindy will ask Jane Weber to make the requested changes. The committee does approve of the new courses with these changes.

SSSP Film: We're listed on the flyer as co-sponsors for the showing of the film, "It's Not Going To Change Unless I Change It," Friday, September 23, 5pm in Schaible Auditorium. Joe H. asked for help with popcorn, door prizes, and clean up. Donations for door prizes are requested. Rural campuses have copies of DVDs and are encouraged to set up showings.

Mandatory Placement:
Writing Sample placement--Cindy reports that students taking ACT and SAT writing samples (which are hand scored) should reduce the number of students who need to take a separate writing sample. Both the English department and Developmental English prefer human-scored writing samples. They note that WritePlacer gives preference longer essays, doesn't reveal the basis of its scoring, and isn't an option for some rural students. Lili reports that information from Linda was incomplete. The number of students needing writing sample placement may be as many as 1200 students. However, this number includes rural campus students and students who have also taken SAT or ACT and took WritePlacer anyway. We don't know the final tally of students who would only have WritePlacer for placement.

Dana Thomas would like guidance from us. Ron says we need more information. Joe D. asks how many students are trying to enter UAF without SAT or ACT? It is required for bachelors degree, but not for associates degree. Why can we not require this for all students? Cindy and Lili report this is not feasible for rural students or non-traditional students.

Math Placement: Margaret Short asked to devote some time in the next meeting to math placement issues.

Co-chair: Cindy will continue to seek a rural representative for this position. Amy is listed as the recording secretary.

Next meeting: November 13, 2:30-4pm

ATTACHMENT 162/7
UAF Faculty Senate #162, November 9, 2009

UAF Faculty Senate *ad hoc* Advisory Research Committee
2009-10-29 Meeting Minutes

In attendance:

- Roger Hansen <roger@giseis.alaska.edu>. Research faculty, GI. Chair.
- Orion Lawlor <lawlor@alaska.edu>. Computer Science: teaching, summer research.
- Jon Dehn <jdehn@gi.alaska.edu>. Research faculty, AVO. Faculty Senate President, Faculty Alliance Chair, ex offico member.
- Kris Hundertmark <khundert@alaska.edu>. Biology. Teaching & research.
- Tom Weingart <weingart@ims.uaf.edu>. Teaching & research. Oceanography, SFOS, IMS.
- Larissa-Ariane Dehn <dehn@sfos.uaf.edu>. Organic component of fisheries
- Peter Webley <pwebley@gi.alaska.edu>. Research faculty in AVO, volcanic ash clouds sensing & forecasting.
- Mike West <mewest@alaska.edu>. Seismology.
- Buck Sharpton <buck.sharpton@alaska.edu>. Outgoing Vice-Chancellor for Research. Not able to attend.

Missing: Engineering, CLA, ARSC, IARC representatives.

Why Are we Here?
Dehn's vision: "Provide a faculty voice on research policy." UAF is the research flagship for UA system; research policy formerly driven by "RAC" (statewide Research Advisory Council).

The Statewide VP for Academic Affairs & Research, Dan Julius, recently combined RAC with the Statewide Academic Council (SAC), so there's currently no go-to place for research issues. Currently SAC's only UAF faculty representation is the faculty senate president.
[http://www.alaska.edu/research/staff/d_julius.htm]
[http://www.alaska.edu/swacad/sac.htm]

Hansen suggested the name Advisory Research Committee. We're "ad hoc"; to be permanent we'd need a (paragraph or so) mission statement and a set of bylaws. Our official powers would be to write reports, and to propose new motions to the faculty senate: if adopted, senate motions become University policy unless vetoed by the Provost.

How do issues come to us?

- We propose stuff ourselves.
- Faculty come to us with issues.
- The administration could come to us as well.

Example issues the committee can discuss (see Dehn's email)

- What is the Vice Chancellor for Research (VCR) even supposed to do? Buck Sharpton is stepping down; they're writing a new job position description. (See below.)
- How will splitting up OSP and Grants & Contracts affect research?
- Encouraging undergraduate research assistants.
- Encouraging technology transfer.
- Internal use of university research.

Vice-Chancellor for Research (VCR) Discussion
The current VCR, Buck Sharpton, came on in May 2006.

Orion: The VCR position is an odd combination of carrot (promotion, facilitation) and stick (assessment, compliance, reporting).

Tom: VCR should be out there promoting UAF, talking to DOE, ONR, NSF, showing off UAF's research.

Jon: One problem is that the VCR does this external communication already, and well, but doesn't communicate that information with UAF faculty particularly well.

Tom: VCR should have something of an entrepreneurial role, so the weight of "Vice Chancellor" is a better job title for external folks. The committee agrees. (See Tom's email summary.)

Compliance Discussion
Lara: It'd be nice to for faculty to get some training with compliance work.

Kris: The IACUC committee (headed by John Blake) has tremendous power over grants, and hence faculty reputation and rank; and there is no appeal process. You typically get the grant first, then get permission to actually do the research. The permitting process is too painful to undertake before you're sure you've got funding. [http://www.uaf.edu/iacuc/]

Tom: IACUC should help you fill out the form.
Kris: IACUC has two full-time staff.
Lara: It gets very very difficult to fill out these forms, for example a student filling out their IACUC to do their research needs to know exactly what chemical she'll be using to anesthetize a fish. Just a once-a-year course would be enough to keep faculty informed.

Orion: And there're *lots* of these little administrative hassles: mismatching budget rules, different overhead rates, IP compliance, land use permit, hazmat. Human subjects are also under IRB. [http://www.uaf.edu/irb/]

Jon: Alaska Airlines donates like 1m air miles per year; this tends to get spent by statewide. We could incentivize experienced faculty to share their expertise, by using things like air miles, or travel money, or just free lunch. Similarly, UAF spends a *lot* of money on external consultants and reports, but might get better results by using our faculty's extensive expertise.

Peter: For cross-disciplinary research, it'd sure be nice to have somebody technical on the other side helping with the administrative issues.

Roger: Different organizations have very different overhead rates; for example, ARSC has very low overhead. So it's sometimes tricky to determine what the overhead rate should be for joint appointments or collaborative research.

Different groups involved in grants/research administration process:

- Funding agency (original funding)
- Faculty PI (research ideas, publications, ultimate responsibility for funding)
- OSP and Grants & Contracts (university-side funding)
- College or Institute business office (proximate funding)
- Department administrative assistant and/or senior faculty (paperwork expertise)

Larry Duffy, Graduate Program (e.g., LAS courses on research integrity)

Administrative details on this committee:

- Typically meet once per month.
- Attendance is not mandatory.
- We could even attend & vote via email.
- Need some sort of well-defined membership & hence quorum.
- Getting one good motion through the senate per year would be a decent rate.
- Can also write (non-binding or interim) reports, and pass them to Chancellor for action.

Kris will be gone in the Spring semester, though on email and Skype.

Third Thursday per month matches faculty senate schedule nicely.

Next meeting: Thu, Nov 19, 4pm. (3rd Thursday)