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A G E N D A

UAF FACULTY SENATE MEETING #206

Monday, April 6, 2015

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

- | | | | |
|------|-----|---|---------|
| 1:00 | I | Call to Order – Cécile Lardon | 4 Min. |
| | | A. Roll Call | |
| | | B. Approval of Minutes to Meeting #205 | |
| | | C. Adoption of Agenda | |
| 1:04 | II | Status of Chancellor's Office Actions | 1 Min. |
| | | A. Motions Approved: | |
| | | 1. Motion to amend the Department Chair Policy | |
| | | 2. Motion to approve IARC Unit Criteria | |
| | | 3. Motion to approve a new Minor in Aerospace Engineering | |
| | | B. Motions Pending: None | |
| 1:05 | III | A. President's Remarks Cécile Lardon | 5 Min. |
| | | B. President Elect's Remarks – Debu Misra | |
| 1:10 | IV | A. Chancellor's Remarks – Brian Rogers | 15 Min. |
| | | B. Provost's Remarks – Susan Henrichs | |
| | | C. | |

D. Athletics – Dani Sheppard

New Business 30 Min.

- A. Motion to approve Unit Criteria for the Journalism Department, submitted by the Unit Criteria Committee (Attachment 206/1)
- B. Resolution on the Student Code of Conduct, submitted by the Faculty Affairs Committee (Attachment #206/2)
- C. Motion to clarify DF grade, submitted by the Curricular Affairs Committee (Attachment 206/3)
- D. Motion to revise Faculty Senate Policy on Credit Hours,

- submitted by the Curricular Affairs Committee (Attachment 206/4)
- E. Motion to confirm the Outstanding Senator of the Year, submitted by the OSYA Selection Committee (Attachment 206/5)
- F. Election of 2015+6 President Elect (Attachment 206/6)*
- G. Results of UAF Faculty Senate Elections (Attachment 206/7)

2:05	BREAK		
2:10	VIII	Discussion Item A. Proposed Motion for Changing the O/W Requirement, submitted by Curricula Affairs Committee (Attachment 206/8)	20 Min.
2:30	IX	Guest Speaker A. Marsha Sousa Topic: Faculty 180	20 Min.
2:50	X	Public Comment*	5 Min.
2:55	XI	Members' Comments/Questions/Announcements A. General Comments/Announcements B. Committee Chair Comments Curricular Affairs– Rainer Newberry, Chair (Attachment 206/ Faculty Affairs– Chris Fallen, Chair (Attachment 206/ Unit Criteria – Chris Coffman, Chair (Attachment 206/1) Committee on the Status of Women – Jane Weber, Chair (Attachment 206/12) Core Review Committee Leah Berman, Chair (Attachment 206/13) Curriculum Review – Rainer Newberry, Chair Student Academic Development & Achievement Cindy Hardy, Chair (Attachment 206/14) Faculty Development, Assessment & Improvement – Franz Meyer, Chair (Attachment 206/15) Graduate Academic & Advisory Committee – Donie Brante, Chair (Attachment 206/16) Research Advisory Committee – Orion Lawlor, Chair Information Technology Committee – Rorik Peterson, Convener	5 Min.
3:00	XII	Adjournment	

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

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CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators

- 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 EFFORTS OR INDIVIDUAL STUDENT WORKS IN PROFESSIONAL JOURNALISM PUBLICATIONS AND RELEVANT MEDIA O

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers. THIS INCLUDES PROFESSIONAL JOURNALISTS AND/OR RELEVANT MEDIA PRODUCERS.
- 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~~ ~~work~~ only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous

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 noninstructional 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 ~~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.

1. using [[material]] sources (INCLUDING BUT NOT LIMITED TO TEXT, IMAGES, COMPUTER CODE, AND AUDIO/VIDEO FILES) not authorized by the faculty member[[during an examination or assignment]];
2. utilizing devices [[that are]] not authorized by the faculty member[[during an examination or assignment]];
3. providing assistance WITHOUT THE FACULTY MEMBER'S PERMISSION to another student or receiving assistance NOT AUTHORIZED BY THE FACULTY MEMBER from ANYONE (WITHOUT OR WITHOUT THEIR KNOWLEDGE) [[another student during an examination or assignment in a manner not authorized by the faculty member]];
4. SUBMITTING WORK DONE FOR ACADEMIC CREDIT IN PREVIOUS CLASSES, WITHOUT THE KNOWLEDGE AND ADVANCE PERMISSION OF THE FACULTY MEMBER;
5. [[4.]] presenting as their own the ideas or works of OTHERS [[another person]] without proper CITATION [[acknowledgment]] of sources;
[[5. knowingly permitting their works to be submitted by another person without the faculty member's permission;]]
6. acting as a substitute or utilizing substitute[[in any examination or assignment]];

ATTACHMENT 2063
UAF Faculty Senate #206, April 6, 2015
Submitted by the Curricular Affairs Committee

MOTION:

The Faculty Senate moves to

of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture]]

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

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

Credit hours may not be divided, except ~~that~~ credit hours may be granted at the appropriate rate.

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

Given the above information the formula used for computing credit/contact hours is 800 minutes (13.3 hrs) per credit. This equates to approximately 1 hour of lecture per week for a ~~14 week~~ semester FOR COURSES THAT DO NOT EMPLOY LECTURES, BUT THAT ARE INTENDED TO ACHIEVE LEARNING OUTCOMES EQUIVALENT TO THOSE OF A LECTURE COURSE (E.G., SOME ELEARNING CLASSES), 800 MINUTES OF STRUCTURED INSTRUCTIONAL ACTIVITIES ARE EXPECTED PER CREDIT, IN ADDITION TO AT LEAST 1600 MINUTES/CREDIT OF OTHER WORK THAT THE STUDENT COMPLETES INDEPENDENTLY. "STRUCTURED INSTRUCTIONAL ACTIVITIES" IS NOT INTENDED TO MEAN SYNCHRONOUS INTERACTION WITH AN INSTRUCTOR, BUT RATHER FACULTY- DESIGNED INSTRUCTIONAL ACTIVITY INTENDED TO FACILITATE STUDENT LEARNING.

Proposed statement for UAF Catalog:

A credit represents an amount of work that reasonably approximates not less than:

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

2015 FS Election Results

College of Liberal Arts

Representatives

Arts & Communication-
Brian Cook (16)
English & Humanities-
Chris Coffman (15)
Language & Culture-
Anna Berge (15)
Social Sciences
Amy Lovecraft (15)
Applied & Distance Program
J. Rob Duke (15)
At large-Diana Di Stefano (16)
At large-Walter Skya (16)

Alternates

Arts & Communication-
Karl Knapp (15)
English & Humanities-
Vacant (16)
Language & Culture-
Patrick Plattet (16)
Social Sciences
Chanda Meek (15)
Applied & Distance Programs
Vacancy
At large-Wendy Croskrey (15)

Libraries

Representatives

Leslie McCartney

Dennis Moser (16)

Alternate

~~Kathy Arndt (15)~~

College of Natural Sciences & Mathematics

Representatives

Elizabeth Allman (16)

Donie Bret-Harte
Cathy Hanks (16)

David Maxwell (16)
Franz Meyer

Alternates

~~Ataur Chowdhury (15)~~

Falk Huettmann (16)
~~Brian Rasley (15)~~

College of Engineering & Mines

Representatives

Alternates

Chris Hartman (16)

Jenny Liu(16)

Orion Lawlor(16)

Rorik Peterson

School of Natural Resources & Agriculture

Representatives

Alternate(s)

~~Julie L. Joly (15)~~

ATTACHMENT 2068
UAF Faculty Senate #206, April 6, 2015
Submitted by the Curricular Affairs Committee

DRAFT Motion to Replace the O and W Requirements

The Faculty Senate moves to replace the upper division Oral (O) and Written (W) requirement with the requirement that each degree program must satisfy the following Communications Learning Outcomes within the degree program:

UAF undergraduates will demonstrate effective communication when they are able to:

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

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

EFFECTIVE: Fall 2016

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

1. The responsibility for ensuring that students achieve these Communications Learning Outcomes is being moved from the University level (via specific O and W courses) to the departments (via the requirements of the degree programs), and from a specific degree requirement (taking two Ws and one O) to a requirement that is transparent to the student and is achieved simply by the student completing the degree requirements associated with their program.
2. To ensure student achievement of these Communications Learning Outcomes, each department will demonstrate how they address these learning outcomes by developing a Communications Plan that integrates communication at the low and upper level into each degree or program, typically via a collection of courses and/or curricular degree requirements chosen to meet the needs of the particular program, in such a way that all the outcomes are met by the completion of the degree requirements associated with their program.

are aware of potential changes.

5. EXISTING O AND W DESIGNATORS WILL REMAIN IN PLACE (IF APPROPRIATE) FOR A PERIOD OF 2 YEARS FROM FALL 2016 TO FACILITATE STUDENTS UNDER CATALOGS WITH O/W REQUIREMENTS.
- 6.

GERC is discussing making the Communication plan part of the Student Learning Outcomes Assessment (SLOA). See the four square bullet points indented and highlighted above.

Reports are already done yearly and submitted every two years. Ken asked about following the 5-year review cycle instead. Alex pointed out the 5-year cycle is different from the SLOA cycle. She and the Provost look at the SLOA now, but want more eyes on it.

The committee discussed how to find out what Communication plans are accomplishing. Rainer thought it would be more manageable to for that to occur at the unit level. Ken noted SOM has its own assessment committee – other units could also do likewise.

Brian will share these ideas with GERC.

The implications of removing the Oral-intensive and Written-intensive designators was discussed. Embedding Communication content throughout programs was discussed, but difficulties in making this auditable were acknowledged. Giving required courses a designator would still be needed.

B. GER Buckets to replace PHC

- x GERC Chair Leah Berman attended CLA's Chair Council meeting on Friday to ask departments to submit suggestions for courses that could fulfill the GE requirements. She is also going to reach out to other colleges (especially ANS and School of Management – both already offer current PHC courses). The idea is to begin to solicit options for courses and to have an idea of what the buckets might look like so that, when common GERs are established between UAF, UAA and UAS by the statewide committee, a significant amount of work towards creating the buckets has already been done.
- x Obviously, vetting the lists and approval of the change from PHC into buckets in committees and Faculty Senate would still need to happen after we know what the GERs are.
- x The other benefit is that instead of saying "there will be buckets," as we go through the approval process spec0.02 d



- really, truly possible to complete a semester's worth of intellectual engagement in 10 days; while it is technically possible to complete the in-class minutes, it is not possible to complete the typical "two-hours-out-of-class per hour-in-class" outside work.
3. The current Maymester schedule offers the following Core courses ANTH 100X, ART 200X, MUS 200X, JUST 300X, PHIL 322X, PSF 100X, which means all of these courses have previously been approved for course compression. They are also PHC-fulfilling courses.
 4. The issue is one of precedents since previous committees have approved the compression of these courses in the case of SOC 100X, Core Reviews saw fit to approve the compression proposed.
 5. This becomes relevant again as the PHC courses are to be replaced with bucket lists to fulfill GE requirements. A change does not NEED to be made, but it seems a good time to discuss the issue. Core Review raises to see if CAC/the Senate feel any change or clarifications should be developed/implemented along with new GE requirements.
 6. It is important to note that a significant percentage of 2015's Wintermester and Maymester offerings were/are compressed Core courses.

One of the main problems with compressed courses is the accreditation issue concerning the requirement of 2 hours of outside work that is required for every 1 hour in the classroom.

It was acknowledged that the instructors who are teaching 'Mester courses seem happy with the outcome. It seems to work well for some types of courses. The students seem to be stronger, as do the instructors, but the numbers are too low for a true sample.

The bucket list scenario will open up the compression issue; Core Review Committee wants guidelines.

Seemed to be general consensus for letting instructors self-select how they will teach a course in a compressed environment.

Rainer provided a copy of 2 documents created the last time the issues was raised; one is a report from an instructor of a Maymester course, the other a chart of success rates from Wintermester 2012 classes. These are attached.*

*NOTE: For the attachments, please see the 2/9/2015 Minutes for CAC posted online at:

<http://www.uaf.edu/uafgov/faculty-senate/committees/14-15-cac/>

 Curricular Affairs Committee
 Minutes for February 23, 2015

Present Brian Cook, Chair; Ken Abramowicz (audio); Rob Duke (audio); Libby Eddy (audio); Doug Goering (audio); Cathy Hanks; Cindy Hardy (audio); Jayne Harvie (audio); Stacey Howdeshell (audio); Dennis Moser (audio); Rainer Berry; Caty Oehring (audio); Todd Radenbaugh (remote).

I. Approve minutes from Feb.9 meeting

is working (and revising the plan as necessary). Once a department has submitted a plan, which will include a required

[[Upper -Division Writing and Oral
Communication

Complete the following at the upper-division level:

Two writing intensive courses designated (W) and one oral communication intensive course designated (O), or two oral communication intensive courses designated (O/2) (see degree and/or major requirements)]

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

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

And page 248, Special or Reserved Numbers, first paragraph

establish its own review committee. Brian asked what assessment committees exist now to review SLOA at departments.

Ex officio member Doug Goering was asked to bring this question up at the next Dean's Council meeting. He noted that SLOA review happens at the department level at CEM. Rainer asked about setting up reviews at the College or School level – what level is appropriate for these types of reviews? Dean Goering will share the Upper Division Communication Implementation Plan draft with his department chairs at their next meeting.

Cindy suggested a transition period to provide consideration for students who already have completed the required O and W courses. It was also confirmed that this change affects only baccalaureate programs, not those at the associates level.

The conversation was tabled for the time-being until more feedback from the deans is made available. Brian charged the faculty members to talk about these ideas with their colleagues.

B. GER Buckets to replace PHC Discussion on next steps

- x GER Chair Leah Berman has asked CLA department chairs and other colleges to send suggestions for bucket list courses in arts, humanities, and social science categories to her by early March. She told me that she has multiple suggestions already, and most have identified courses that could be “decorated” with the A (Alaska/Arctic), D (Diversity), E (Civic Engagement).
- x Should we put forward a motion to Faculty Senate officially making the change from the current Perspectives on the Human Condition course to “bucket lists” of arts, humanities, and social science courses from which students would choose courses that match their interests to fulfill their general education requirements?
 - o The motion could/should indicate the process for approving the lists of courses and a timeline for when the change would take effect [ideally Fall 2016].
- x The process for approving the individual courses populating each bucket has not yet been decided. As far as process goes, should an ad hoc committee be assembled to do the initial approvals of the bucket list courses? After the initial approvals, should future proposals for courses to fulfill GE requirements be approved by the “Core” Review Committee or another committee?
 - o If an ad hoc committee is assembled, how should it be composed?
- x Assuming the buckets are based upon statewide university regulations (which may change with the work of the “GELO II” committee), should a rubric be established for the committee to use to assess courses?

Current General Education University Regulations:

- x Written Communication Skills 6 credits minimum
- x Oral Communication Skills 3 credits minimum
- x Humanities/Social Sciences 15 credits minimum [3 unspecified]
 - o At least 3 credits in the arts
 - o At least 3 credits in general humanities
 - o At least 6 credits in the social sciences from 2 different disciplines
- x Quantitative Skills/Natural Sciences 10 credits minimum [3 unspecified]
 - o At least 3 credits in mathematics

- o At least 4 credits in the natural sciences, including a laboratory

TOTAL

34 credits minimum

Perspectives on the Human Condition	Current University Regulations
HISTF100X-Modern World History	"broad survey courses which provide the student with exposure to the theory, methods and data of the social sciences"
ECON/PSF100X-Political Economy	
ANTH/SOCF100X-Individual, Society and Culture	

ENGL/FLF200X-World Literatures

"courses that introduce the student to the humanistic fields

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B.[A./S.] in

- a. How/where will your students learn to communicate disciplinary ideas to non-expert audiences?
- b. How/where will students acquire practice at communicating in the discipline, via writing or oral presentations or other modes (e.g., poster presentations), to a variety of audiences?

[type your response here]

5. How will students in your program learn to integrate feedback from others to enhance or revise communication?
 - a. How/where will your students have recurring opportunities for students to

ATTACHMENT 206/11
UAF Faculty Senate #206, April 6, 2015
Submitted by the Unit Criteria Committee

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
Meeting Minutes for January 27 , 2015 Chancellor's Conference Room, 330 Signers' Hall

Members in attendance: Chris Coffman, Chris Hartman, Steve Sparrow, Ping Lan, Sunny Rice (by phone), Sarah Hardy (by phone)

- I. Housekeeping
 - A. Agenda approved
 - B. Tuesdays 2:15 PM biweekly as standard meeting time?

F. Chris needs a sub to attend the Faculty Senate Administrative Committee meeting on Friday, March 27, 13 PM

Chris H. and Ping have classes, Sarah has a graduate student committee meeting. David Maxwell has volunteered, subject to checking a couple of things on his schedule.

IV. Journalism Proposed Unit Criteria

Discussion. David noted that the changes mostly amount to adding or substituting professional journalism activities as scholarly activity. Chris H. commented that adding "and/or ..." sometimes [...] the rule of only adding to the Provost's Template. Chris C. clarified that units may add to but not alter the template.

Perhaps it would be good to look at what is done in other departments around the country?

We looked at the current journalism unit criteria to see what had been changed. It is very similar to what it w4(r)6(tding)6(r)6((nit c[(C)5(h)4(r)6(is)2(H)-63(o)3(r)6(...)4n 3(o)3(r)6(...)4.9(a

ATTACHMENT 206/12
UAF Faculty Senate #206, April 6, 2015
Submitted by the Committee on the Status of Women

Committee on the Status of Women
Minutes from Meeting 11 March 2015, Eielson 304C, 2:15-4:15p

Present:

Erin Pettit (phone), Ellen Lopez, Diana DiStro, Jane Weber, Kayt Sunwood, Mary Ender,
Megan McPhee

1. Conversation Café Recap

Sandra Wildfeuer – associate; math
Ginny Eckert – full, sciences
Mike West (research faculty) – will be invited by Diana

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

*Mary Erlander volunteered to step off panel to keep the number lower, but she will be present to answer questions.

Jayne has food lined up; being paid for from Faculty Senate budget

General feeling that the panel will be different this year, given high levels of budget anxiety – make sure to leave lots of time for questions for Alex in particular.

Do we want to ask people to send questions ahead of time? But we're still trying to focus on planning strategically maybe save the small/detailed questions for the extra hour at the end of the session. Alex can set the stage with the focus on planning strategically while acknowledging that people will have a lot of concerns this year. [Alex wasn't asked to stay for the extra hour; Mary will see if she's available for that]

Maybe have someone standing by to write down questions that are getting a bit off for first part of workshop, to be brought up in the last hour.

3. CSW is cosponsoring a book circle on "Presumed Incompetent The Intersections of Race and Class for Women in Academia" (sponsored with Rasmuson Library)
Apr 20, 5:30p in Kayak Room (Kayt is also arranging a distance connection)

Info on CSW Website, Faculty Senate website, Cornerstone, faculty email listserve
Kayt will send Jayne info about it to get it on listserve

4. Spousal Hires

Emerging issue we are losing faculty (in a small department = major impact) due to this issue. More often affecting women faculty. Hard to deal with this issue in face of current budget crisis; we are facing loss of term faculty positions already in place.

Do we have information about trailing spouses? How many, gender ratio, etc. We can also learn from specific cases – thos

Meeting began with an update from the chair discussing proposed upcoming changes to the core in particular, she mentioned the development of "buckets" for the lower-division "general education" requirements and the proposal from GER to CAC to remove the O and W requirement from the baccalaureate requirements and replace them with a degree-based "communications plan". It is possible that Core Review may be involved with the approval and assessment of communications plans in the future; details have not been straightened out.

Ginny mentioned that there needed to be a plan for students pursuing the General Studies and Interdisciplinary majors. She and Leah agreed to have a meeting soon.

It was pointed out that the next meeting is during spring break. Folks agreed to have the next meeting on April 2 instead.

Lots of petitions.

1. Student requested to have LS101 waived, since she's only able to take courses via distance. She's been taking courses for a long time and had many opportunities to take the course/test. Committee pointed out she can't take LS101 by distance or by test (and students in the past have arranged to have the test proctored outside of Fairbanks). Denied.
2. Student requested to have the O requirement waived, on the grounds that he's been (and is currently) working as a professional in a field (politics) that requires lots of oral communication. Committee discussed the possibility of credit for prior learning, although there didn't appear to be a class that his experience would transfer to that also had an O. There are a few O courses via distance; it's not clear whether the student had the necessary prerequisites. Denied.
3. Student wanted to use AA in place of LS 101. Denied.
4. Another student who works in a communications-related field and wanted her O waived due to life experience. No course with an O seems to match her experience (thus "credit for proper learning" is not a viable option). JRN 371 O is offered distance in the fall but requires art prerequisites. Denied. It was suggested that the student could petition again if there are no O courses available in the fall, but that that was not the grounds under which she was petitioning at this time.
5. Revisited the student petition to substitute ANTH 101 for ANTH 100X 0 Td (to) Tj 0 Tc 0 Trw 10.77j 0 Td 2

9. Revisited a petition from the fall for a student who took a liberal studies seminar (great books type seminar with a few oral presentations) in 1997 at Montana State and wanted it to count for COMM 131. We had tabled the petition because the syllabus that had been submitted was from 2014. We recently heard from someone there that the course was basically unchanged in 1997 (and no contemporaneous syllabus was available). Denied

Course proposal ANS 478W—senior thesis. Approved for W. Committee noted that the catalog copy must require ENGL 211/213 as an explicit prerequisite.

ATTACHMENT 206/14

UAF Faculty Senate #206, April 6, 2015

Submitted by the Student Academic Development and Achievement Committee

Student Academic Development and Achievement Committee

Meeting Minutes for January 22, 2015

Attending : Colleen Angiak, Joe Mason, Ben Kuntz, Cindy Hardy, Gordon Williams,
Eileen Harney, Bobbi Jensen, Sandra Wildfeuer, Jennifer Tilbury, Libby Eddy

Minutes: We officially approved the minutes of the previous meeting.

Meeting times:

what's up and including survey questions. We discussed whether the academic recovery process would also be a good place to reach out to students. We also discussed framing this positively as

Student Persistence Survey:

Cindy reported on Sine Anahita's email about doing this project. She is excited about it, and suggests

motivating for students with less of a sigma and the ability to use the course for elective credit. UAA does not want to move their course to level 100. Cindy reported that she will be working with Shannon Gramse from UAA to resolve this.

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

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

General Education Requirements Alignment:

Alex noted that the UAF members of the statewide GER committee are Leah Bramer Newberry, and Mary Erlander. So far they have met once. This committee is addressing a proposal that went forward from GERC to Faculty Senate to change the University policy on Gen Ed requirements. This committee, appointed by the Faculty Alliance, is charged with aligning the GER requirements across the UA system. At this point, the UAA rep doesn't go for the proposed changes.

The change would mean that UAF would change from a defined core to a list of courses that would apply to each area of GER, similar to the system currently used at UAA. We noted that students statewide are taking a number of gen ed courses online from different campuses and the BOR has a concern about transferability.

Math Bridge:

Gordon reported on the Math Bridge program. He noted that it serves two functions: to help students on the cusp of being able to take Math 107 or 200, but who need a little extra help to get over the hump to get to calculus.

The program is designed so a student doesn't get stuck repeating 107 and 108. With targeted instruction through Math Bridge they can step over that gap.

This is taught through intense short courses over Wintermester and also through just-in-time versions of the course offered during the academic year. They are running the course online this fall. If a student fails Math 200 in the spring, and doesn't want to retake it, then option is to take the Math Bridge in a three-week session in August, or take the just-in-time version.

Gordon notes that they are looking for a location for this program to meet. Because they do semi-individualized work, small group, individual tutoring, in addition to larger meetings, the class could range in size from 6-60 students. The Math Dept wants a dedicated space rather than a classro

Sandra notes that her class, Mathematical Literacy, will be coming to this committee for course approval, also.

Libby noted that she is working on a grid to help explain the Math changes. We discussed ways to get the word out.

Academic Recovery:

Alex reported on the group that is working on academic recovery for students on probation, and under disqualification.

This group is currently offering an academic recovery course, taught by Sarah Stanley, who welcomes guest speakers. It will be offered again in the fall as a late start class, right after early warning comes out.

The group is also working on some of communications to go out when students are put on academic disqualification. They will consider a course for rural students , a regional course, once they see how the course goes on campus.

Registrar:

Libby noted that she is working on a registration guide for the upcoming year.

It will be a flip book, online. She also noted that catalogue changes are being input for the 2015-catalog.

Next meeting: Thursday, March 26, 1:30-2:00pm.

ATTACHMENT 206/15

UAF Faculty Senate #206, April 6, 2015

Submitted by the Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment and Improvement Committee

Meeting Minutes for February 23, 2015

I. Franz Meyer called the meeting to order at 4:03 pm. Note, due to the icy road conditions, the meeting was held as a phone conference rather than in person.

II. Roll call

We all agreed that Dr. Reichardt's talk was very valuable. Franz wondered if faculty development offerings sufficiently cater to research faculty. Amy noted that there are not a lot of offerings on research methodologies, and that many faculty members are not strongly versed in quantitative, qualitative or mixed-methods research. Franz stated that faculty need to know that Joy's office is responsible for arranging the grant-writing workshops. Kelly brought up Paul's encouragement for having conference attendees present information to their fellow faculty members and how this is perhaps being done within departments already. Trina mentioned that her department has faculty members submit 5-minute presentations from their various travels during faculty meetings. Joy noted that what her office hears consistently from faculty is "we want travel money". She is always interested in hearing what faculty members have learned from their conference participation and encourages them to share with their fellow faculty. Andrea suggested that we go through the literature on what has worked and what has not. What evidence-based research is out there regarding faculty development? We could then try to make this a possible list of activities for our committee to pursue.

VII. Other Business

- a. News on Faculty 180 assessment

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ATTACHMENT 206/16

UAF Faculty Senate #206, April 6, 2015

Submitted by the Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee

Meeting Minutes for February 3, 2015

Attending: Mike Daku, Jessie Cherry, Cheng Chen, Laura Bender, Mike Castellini, Mitchell Reed, John Yarie, Donie

I. GAAC welcomed Mike Castellini, who is now representing the Dean of the Graduate School GAAC.

II. Minutes from the GAAC meeting of 12/02/14 were passed.

III. GAAC members reviewed a proposed memo to Arleigh Reynolds of the Department of Veterinary Medicine regarding the possibility of creating some Veterinary Medicine course with the Department of Biology and Wildlife and with the School of Fisheries and Ocean Sciences.

IV. GAAC passed several course proposals and changes:

11-GCCh.: Course Change Proposal () 8 4 () 8 4 4rophE1.1(t)-2(t)-2(e)/Tj (-c4(h)-10(a)4(nge

Graduate Academic and Advisory Committee
Meeting Minutes for March 3, 2015

Attending: Laura Bender, Sean McGee, Mike Daku, Mike Castellini, Mitchell Reed, John Yarie, Donie Bret-Harte, Holly Sherouse (by phone), Jayne Harvie

- I. At this meeting, there was insufficient attendance for quorum
- II. GAAC discussed the Veterinary Medicine course numbering system and evaluation procedures with Mike Castellini, as some committee members have questioned whether a 500 designation for these courses might be better. The Department of Veterinary Medicine feels that the course numbers have to be the same to be accepted by CSU, which holds the accreditation for the program. Mike Castellini feels that the DVM courses are professional graduate courses, and are very similar to those offered in medical schools (which also grant doctoral degrees), in emphasizing memorization of a large amount of information, as opposed to doing research or synthesis. They are clearly very different from the usual UAF graduate courses. UAF does not currently have a medical school or other comparable professional school. He commented that comparing UAF's current research-based graduate programs to the Veterinary Medicine program is like comparing apples and oranges. Mike does not see a problem with using the 600/700 numbers for these courses.
- III. Minutes of our meeting on 2/17/15 were passed by email after this meeting.
- IV. The following course proposals were passed by email after this meeting:
4-GCCh.: Course Change BIOL F465 - Immunology
40-GNC: New Course MBA F627 - Business Law and Ethics
55-GNC: New Course FISH F682 - Field Course in Salmon Management
- V. Our next meeting will be held March 24, 2015.