

FOR MORE INFORMATION, CONTACT:

Jayne Harvie  
474-7964 jbharvie@alaska.edu

For Audioconferencing:

Toll-free #: 1-800-893-8850  
Participant PIN: 1109306

**A G E N D A**

UAF FACULTY SENATE MEETING #174

Monday, April 4, 2011

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 #173	
	C.	Adoption of Agenda	
1:05	II	Status of Chancellor's Office Actions	5 Min.
	A.	Motions Approved:	
		1. Motion to Allow Foreign Language Test Exemption and Core Credit Waiver for Qualifying Foreign Students	
		2. Motion to Address Faculty Concerns about Electronic Student Evaluations	
	B.	Motions Pending:	
		1. Motion to Approve the DANSRD Unit Criteria	
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 – Maria Russell	
	B.	ASUAF – Robert Kinnard	
	C.	UNAC – Jordan Titus	
		UAFT – Jane Weber	
1:40	VII	Guest Speaker	
	A.	Mark Myers, Vice Chancellor for Research	20 Min.
2:00		BREAK	
2:10	VIII	Announcements	5 Min.
	A.	Faculty Forum Discussions on General Education Requirements - April 7. Flyer: <a href="http://www.uaf.edu/uafgov/">http://www.uaf.edu/uafgov/</a>	
	B.	Advanced Mediation Seminar – April 11-13.	

- C. Flyer and registration at: <http://www.uaf.edu/oeo/mediation/>  
Promotion and Tenure Workshop on April 29.

ATTACHMENT 174/1  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the Curricular Affairs Committee

**MOTION:**

The UAF Faculty Senate moves to approve the A.A.S in Paramedicine.

EFFECTIVE:            Fall 2012  
                              Upon Board of Regents approval.

RATIONALE:           See the full program proposal #38-UNP from the Fall 2010 review cycle on file in the Governance Office, 312B Signers' Hall.

Requires 69-73 credits comprised of A.A.S. degree requirements, and 6 credits for Emergency Medical Technician, 8 credits in Clinical Rotation, 24 credits in Paramedicine, 12 credits in Paramedic Internship, and 8 credits in Anatomy and Physiology and/or Biology core courses.

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**BRIEF STATEMENT OF PROPOSED PROGRAM**

**Program Goals**

1. Brief identification of objectives and subsequent means for their evaluation

The Mission Statement of the Paramedic Program is to educate paramedic students to be competent entry-level paramedics. The program strives to produce paramedics with outstanding clinical abilities who will be prepared to enter the health professions workforce and be eligible for National certification and an Alaska paramedic license.

To reach the goal of the mission statement the following objectives will be met by the paramedic students at the end of this educational program:

**Cognitive Domain:** Upon completion of the program students will demonstrate the ability to comprehend, apply and evaluate clinical information to their role as paramedics. (Assessments: Exam, quiz and class assignment scores)

**Psychomotor Domain:** Upon completion of the program the student will demonstrate the technical proficiency in all skills necessary to fulfill their role as a paramedic. (Assessments: Skill Sheets, Preceptor Evaluations (including evaluation of run reports) review of Clinical Logs)

Affective Domain: Upon completion of the program the student will demonstrate personal behaviors consistent with professional and employer expectations for a paramedic. (Assessments: Professional Behavior Assessment, Preceptor Evaluations)

2. Relationship of program objectives to "Purposes of the University"

The University has a long-standing interest in educating individuals to meet workforce needs in Alaska. Paramedics work for fire departments, hospitals, flight services and other entities engaged in emergency medicine. Further, the Strategic Plan 2010 seeks to increase participation in experiential learning. The proposed Emergency Medical Services AAS includes experiential learning in each of the practicum courses – a total of 36 credit hours. The proposed AAS is also related to statements in Vision 2017, including:

Emphasize development of career and employability skills throughout UAF curriculum with active involvement of potential employers.

Identify career pathways and clusters appropriate to all UAF programs, consistent with U.S. Department of Labor categories.

Ensure basic competencies of all UAF students in communication, computation and critical thinking.

In addition, the proposed AAS is part of a career ladder that begins with tech-prep courses in high school (including a health careers track at Hutchison High School), the paramedic academy, the AAS in Emergency Medical Services, and the Bachelor's of Emergency Management.

3. Occupational/other competencies to be achieved

Fulfill didactic and clinical competency requirements for students to sit for national paramedic exam and become licensed paramedics

Ensure basic competencies of all UAF students in communication, computation and critical thinking.

**Proposed Catalog Layout:**

Emergency Medical Services

College of Rural and Community Development

Community and Technical College

907-455-2853

[www.ctc.uaf.edu/programs/emergency/](http://www.ctc.uaf.edu/programs/emergency/)

A.A.S. Degree

Minimum Requirements for Degree: 69 - 73 credits

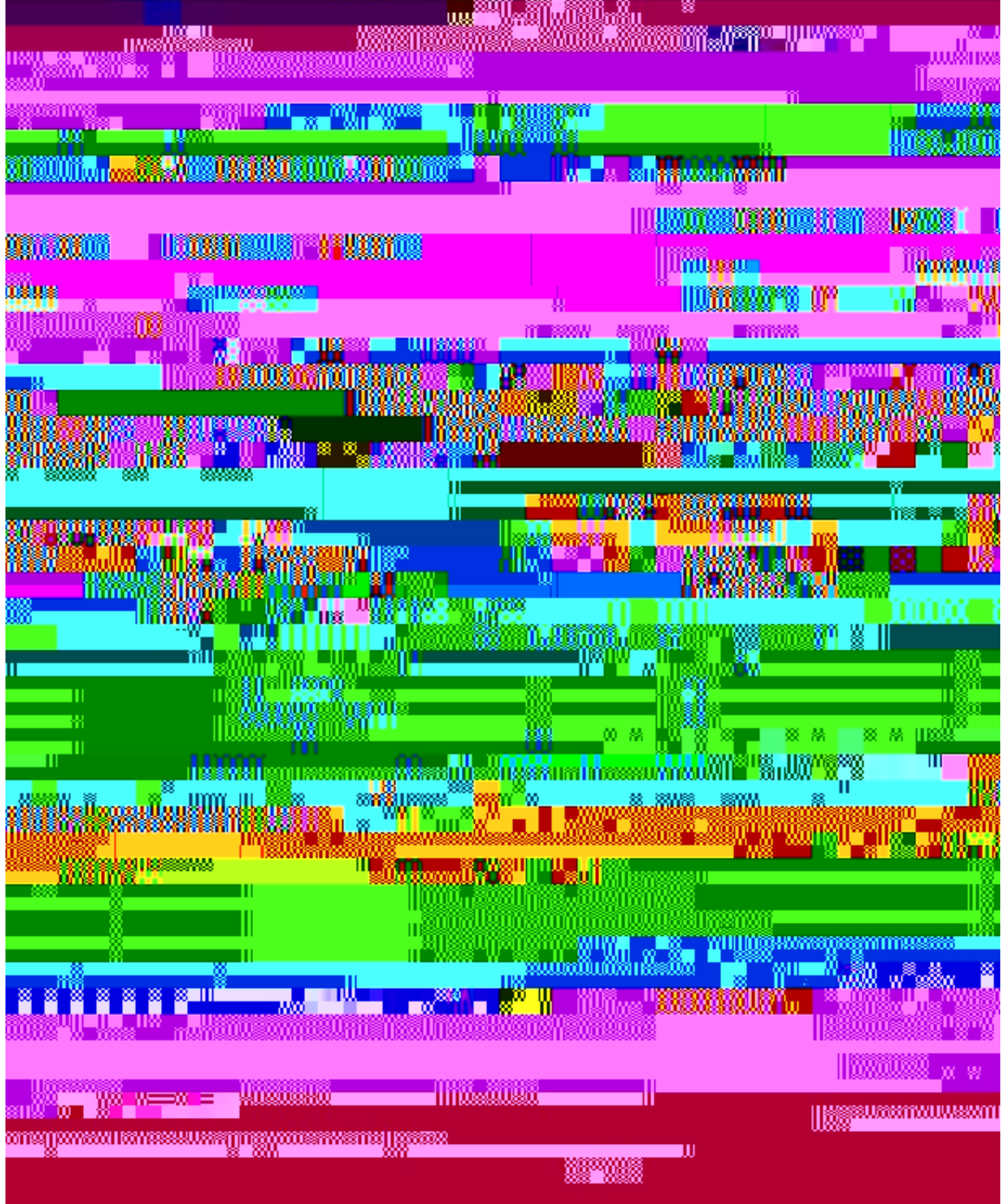
The UAF emergency medical services program offers students excellent didactic instruction, clinical experiences, state of the art simulation labs, and practical vocational experience for the student seeking to become a paramedic. Upon completion of the program, the paramedic graduate will demonstrate competency in the following terminal objectives:

1. Be able to safely manage the scene of an emergency.
2. Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients.
3. Establish and/or maintain a patent airway, oxygenate and ventilate a patient.
4. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treat plan for:
  - the trauma patient
  - the medical patient
  - neonatal, pediatric, and geriatric patients, diverse patients, and
  - chronically ill patients.
  - patients with common complaints.
5. Take a proper history and perform a comprehensive physical exam on any patient, and communicate the findings to others.
6. Be able to properly administer medications.
7. Be able to communicate effectively with patients,

## Budget Resource Commitment Form

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	1.5 FTE \$159,808	0		1.5FTE \$159,808
Adjunct Faculty (FTE's & dollars)	1.82 \$53,286	0		1.82 \$53,286 <b>6</b>

Board of Regents Prog



9. Number\* of new TA or faculty hires anticipated (or number of positions)

10. Number\* of TAs or faculty to be reassigned:

The table content is largely obscured by digital corruption. Visible fragments include:

- Fragment 1: "Quality Training" (left side)
- Fragment 2: "Program is nationally accredited through the Commission on Accreditation of Allied Health Education Programs" (center-right)
- Fragment 3: "Workforce" (right side)
- Fragment 4: "summary, where alignment" (left side)





ATTACHMENT 174/2  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the Faculty Affairs Committee

**MOTION:**

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership. This amendment adds a new subsection *E. Changes in Unit Representation* that specifies how changes in unit representation on the Faculty Senate will be implemented, including changes that occur in during a representative's term of office.

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representative. The president of the Senate will appoint a replacement **FROM AMONG THE UNIT'S ELECTED ALTERNATES**, with the concurrence of the affected constituency[[,]] and the consent of the Administrative Committee.

#### **E. CHANGES IN UNIT REPRESENTATION**

- 1. CHANGES IN A UNIT'S NUMBER OF REPRESENTATIVES ON THE FACULTY SENATE SHALL BE IMPLEMENTED AT THE TIME OF THE NEXT SCHEDULED ELECTION. REDUCTIONS IN A UNIT'S NUMBER OF REPRESENTATIVES SHALL BE ACCOMPLISHED BY ATTRITION, AS TERMS EXPIRE. INCREASES IN A UNIT'S NUMBER OF SENATE REPRESENTATIVES SHALL BE IMPLEMENTED THROUGH ELECTION OF ADDITIONAL REPRESENTATIVES AT THE NEXT SCHEDULED ELECTION.**
  
- 2. REPRESENTATIVES SHOULD SERVE OUT THE TERMS TO WHICH THEY ARE ELECTED. THIS INCLUDES BUT IS NOT LIMITED TO REPRESENTATIVES WHO HOLD OFFICE AT A TIME OF REAPPORTIONMENT OF THE FACULTY SENATE, AND THOSE WHOSE UNIT AFFILIATION CHANGES DURING A TERM OF OFFICE. IF THE REPRESENTATIVE IS NO LONGER AFFILIATED WITH THE UNIT FROM WHICH THEY WERE ELECTED, THEN AN ALTERNATE SHALL BE APPOINTED AND BOTH SHALL SERVE CONCURRENTLY TO THE END OF THE TERM. THIS MAY LEAD TO A TEMPORARY INCREASE IN THE NUMBER OF ELECTED REPRESENTATIVES SERVING ON THE FACULTY SENATE.**

[[E.]] **F. Absenteeism**

[[F.]] **G. Recall**

ATTACHMENT 174/3  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the Unit Criteria Committee

## **CHAPTER II**

### **Initial Appointment of Faculty**

#### **A. Criteria for Initial Appointment**

Minimum degree, experience, and performance requirements are set forth in “UAF Faculty 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 or schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish 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 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

areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service, including curation.

### **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.

### **1. 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 teaching enables learners to gain knowledge and /or skills. Effective teachers will demonstrate some, but not necessarily all, of the following characteristics in an individual year.

#### Effective teachers:

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for their students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subjects being taught;
- 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 an appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching;
- h. successfully mentor graduate students;
- i. may write text books, textbook chapters, or articles on teaching methods, develop case studies, organize teaching workshops, or prepare course modules for broad distribution.

## 2. 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.

Teaching is an important role of fisheries division faculty. Faculty members discharge their responsibility by teaching formal courses, advising undergraduate and graduate students, directing independent studies (497 or 697), supervising experiential learning and internships, and conducting informal courses or workshops. Teaching and advising graduate students is more demanding than teaching and advising undergraduate students; nevertheless, the extra effort faculty invest in graduate teaching and advising are central to fisheries division's mission. Faculty workload assignments may reflect dissimilar loads related to formal classroom teaching and graduate and undergraduate advising loads; however the guideline expectation is that faculty members will teach at least four academic credits in the classroom each year. Quality of classroom teaching is indicated by peer evaluations of course materials, peer evaluations of teaching performance, and the recurring level of enrollment in classes. Quality graduate advising is indicated by the success of students in completing degrees under the faculty member's supervision, and in their subsequent employment in professional or scientific capacities. Faculty will be recognized for advising graduate students who are not based in SFOS in the same way that they are recognized for advising graduate students who are based in SFOS. Additional evidence of effecting teaching and mentoring includes results of student evaluations, peer-reviewed publication of students' thesis or dissertation research; student presentations at regional, national and international meetings; and awards to students.

Recognizing that workload assignments vary among faculty members the guideline expectation is that each candidate for tenure and promotion to associate professor should be able to identify at least two successful graduate students who have completed degrees under her or his supervision. Similarly, each candidate for promotion to professor should be able to identify at least six successful graduate students. In addition, candidates for promotion should be able to identify at least two regularly scheduled courses that they have developed or have primary responsibility for delivering and which are central to the undergraduate or graduate program requirements.

- b. They must be evaluated by appropriate peers.
- 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 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 works at galleries, selection for these exhibitions being based on rigorous review and approval by peers, juries, recognized artists, or critics.
- e. Performance 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.
- 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.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as computer programs



Each promotion applicant's complete publication record, including papers published before they were affiliated with the UAF Fisheries Division, is relevant to tenure and promotion decisions. In addition, the nature of their workload assignments and their opportunity for publication throughout their career leading up to the review date is considered relevant to promotion and tenure decisions. The standard for tenure, promotion to associate professor, and satisfactory post-tenure review is satisfactory research performance for the period being evaluated. The standard for promotion to professor is sustained, excellent research performance,

- 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, or program.
- 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

projects.

Specific criteria for curatorial performance:

**Assistant professor and curator**

Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:

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.

University and public service is expected of all fisheries faculty. Pertinent service is related to the faculty member's professional expertise or university position. Some members may have greater or lesser than average assignments in service and the expectations of them should be adjusted accordingly. However, except for faculty on sabbatical leave, the guideline expectation is that every faculty member will spend at least one month of time annually on service related activities regardless of their level of research and teaching. Service is typically limited to 5 units (approximately 1.5 months) unless otherwise authorized in the workload proposal. The mix of public, university,

ATTACHMENT 174/4  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the Administrative Committee

**RESOLUTION:**

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect of the UAF Faculty Senate for 2011-2012 on the basis of the following ballot.

BALLOT  
PRESIDENT-ELECT

Please vote for one individual to serve as the President-Elect of the UAF Faculty Senate for 2011-12.

\_\_\_ Jennifer Reynolds

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PERSONAL STATEMENT OF THE NOMINEE:

Jennifer Reynolds is Associate Professor of Geological Oceanography, in the School of Fisheries and Ocean Sciences. She joined the UAF faculty in 2000, after completing a Ph.D. in Geosciences at Columbia University (Lamont-Doherty Earth Observatory) and postdoctoral fellowships at the U.S. Geological Survey's Hawaii Volcano Observatory and the Monterey Bay Aquarium Research Institute. Her formal training is in submarine volcanism, but her research in Alaska has focused on application of seafloor geology to marine habitat studies. She has supervised M.S. and Ph.D. students in Oceanography, Fisheries, and Geology. In addition to the normal tripartite faculty activities, she has a long-term administrative/service role as Associate Director of the West Coast & Polar Regions Undersea Research Center, a NOAA program which has been located at UAF since 1990.

Jennifer has served on the Faculty Senate for a total of seven years, in 2003-2005 and 2007-2010. She has experience on two of the Faculty Senate committees, the Graduate Academic & Advisory Committee (2003-2005) and Faculty Affairs (2007-2010), and has chaired the Faculty Affairs Committee for the past two years. In Spring, 2010 she served as a faculty representative on the Provost's Planning & Budget Committee. In Fall, 2010 she was appointed to fill a UAF vacancy on the UA system-wide Faculty Alliance and participated in the Faculty Alliance effort to finalize a UA Academic Master Plan.

The faculty of UAF are highly skilled, talented people who have an important role in shared governance of the University. The Faculty Senate is the formal voice of the UAF faculty, and is the forum for collective decisions, judgments, and initiatives. To function effectively, the Faculty Senate should be representative of the faculty, and act constructively to improve the university. Different points of view among the faculty should be seen as contributions toward considering possibilities and reaching a common decision. The better the Faculty Senate functions, the more influence it will have, and that will benefit all of us.

ATTACHMENT 174/5  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the OSYA Selection Committee

The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2011 nomination according to the award criteria, and forwards the nomination of Rainer Newberry for consideration by the Faculty Senate.

PROCEDURE--After appropriate discussion, the full Senate shall vote by secret ballot. A simple majority vote of those attending will be necessary for the Senate to confirm an OSYA.

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CONFIRMATION BALLOT  
Outstanding Senator of the Year Award

Please vote to CONFIRM the following nominee to receive the 2011 Outstanding Senator of the Year Award.

\_\_\_ Rainer Newberry

ATTACHMENT 174/6  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the Curricular Affairs Committee

**Curricular Affairs Committee  
Meeting Minutes for 9 March 2011**

Voting members: Diane McEachern, Brian Himelbloom, Carrie Baker, Dave Valentine, Rainer Newberry, Anthony Arendt, Jungho Baek, Sarah Fo

Tues or Thurs 1-2 and/or 5-7. Early April allows time to get first draft and possibly be ready in time for the May senate meeting. Rainer agreed to get the ball rolling on the Faculty Forum.



ATTACHMENT 174/7  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the Faculty Affairs Committee

## **Faculty Affairs Committee Meeting Minutes for March 4, 2011**

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

### Reapportionment and Research Institutes:

Per-unit faculty numbers provided by the Provost's staff had separate listings for the College of Engineering and Mines and the Institute for Northern Engineering, and reapportionment calculations were done accordingly. However, Andrew Metzger and the CEM Dean's Office pointed out that INE is administratively within CEM (the Provost confirmed this), and they believed that INE should be represented on the Faculty Senate through CEM rather than as a stand-alone research institute.

The Faculty Affairs Committee agreed, and stated that the principle for Faculty Senate representation should be that a research institute is eligible for separate representation if its director reports to the Vice Chancellor for Research (e.g., Geophysical Institute), but not if the director reports to a dean of an academic unit (e.g., Institute for Marine Science in the School of Fisheries & Ocean Sciences).

Reapportionment calculations were corrected to move INE back into CEM. The result is that INE does not have separate representation on the Faculty Senate, but CEM gains a 4<sup>th</sup> senator. This will be reflected in the March, 2011 elections for the two-year terms that begin in Fall, 2011.

### Accommodating changes in a unit's numbers of Faculty Senate representatives:

For various reasons, the number of senators representing a unit on the Faculty Senate may change. This topic has come up twice during the past year, because of (1) transfer of the Department of Computer Science from CNSM to CEM, and (2) reapportionment of the Faculty Senate. The Faculty Senate Bylaws do not address how to implement these changes. FAC discussed a draft motion to amend the Bylaws and lay out a clear procedure to be followed in the future. This is not intended to address any existing problems, but to prevent problems and confusion in the future.

Last fall, the Administrative Committee of the UAF Faculty Senate asked FAC to recommend how to handle a situation created by the transfer of the Department of Computer Science from CNSM to CEM. One of the CNSM representatives to the Faculty Senate was Orion Lawlor, in Computer Sciences, who was beginning the second year of his term. At the FAC meeting on September 27, 2010, the committee recommended the following:

- (1) When a unit's representation on the Faculty Senate changes, elected senators should serve out the terms to which they were elected.
- (2) Any decreases or increases in a unit's number of Senate representatives should be accommodated in the next election. However, if an increase cannot be rapidly accommodated by election (for example, if the increase occurred during the fall and the next election was not until spring), then the unit should choose one of its existing alternates to fill the new seat. This would result in a one-year overlap between previous and new representation, and a temporary increase in the number of senators. The Faculty Senate Bylaws do not restrict the Senate to a fixed number of elected senators.

This recommendation was accepted by the Administrative Committee.

The draft motion discussed at the current FAC meeting was intended to broaden and generalize the recommendations so that they could be added to the Bylaws. FAC agreed that (1) senators should serve out

their full terms; (2) the term itself should be served to completion, so if the elected senator cannot do this then an alternate should be appointed for the remainder of the term, as for any other seat on the Faculty Senate. Accordingly, if an individual can no longer represent the unit from which they were elected, then an alternate should be appointed from that unit to serve as a full senator for the remainder of the term. This means that a sitting senator and an alternate appointed to the seat may both serve on the Senate for the remainder of the term. And (3) adjustments to the number of a unit's representatives on the Faculty Senate should be implemented at the next election, and not by special arrangement outside of elections. A revised draft of the motion will be circulated by email.

Database on Teaching by Non-Regular Faculty:

Colleen Abrams is days away from producing the data files for this project. We are now asking her for data from fall and spring semesters in AY 2007-08, 2008-09, and 2009-10. A student assistant is being hired to work on the database, under Jennifer's supervision and with salary from the Faculty Senate office. FAC members reviewed the preliminary files and agreed the project is ready to proceed.



ATTACHMENT 174/9

UAF Faculty Senate #174, April 4, 2011

Submitted by the Faculty Development, Assessment and Improvement Committee

**UAF Faculty Development, Assessment and Improvement Committee  
Meeting Minutes for March 9, 2011**

I. Josef Glowa called the meeting to order at 8:00 am.

II. Roll call:

Present: Melanie Arthur, Diane Erickson, Josef Glowa, Kelly Houlton, Julie Joly, Channon Price

Excused: Mike Castellini, Alexandra Oliveira, Larry Roberts

III. Report from Diane

Neil Howe's presentations had good turnouts. Josef and CP inquired if the presentations will be available online or DVD for folks who were unable to attend. Diane said that once Neil Howe has previewed and approved them, they will be available as a webstream.

There has been no word on travel funding yet, and due to the lateness of the fiscal year, Diane does not think that any more money will be coming in. UNAC can buy out workload units for faculty performing union work, and the difference in the cost of buy-out and what it costs to replace faculty is put towards travel funding. This year, however, the funding went to support the negotiating team. Diane reports that Fiscal Officer Susan Phillips has not heard anything from UNAC yet.

IV. Old Business

Josef reported that the FDAI committee's motion regarding electronic student evaluations was unanimously passed by Faculty Senate. He noted that this continues to be a hot topic and generates lively discussion. A Faculty Senate member suggested that the FDAI committee be in charge of choosing UAF's next student evaluation system. While this is flattering, it is beyond the scope of our

Our Faculty Forum was attended by CP, Josef, Diane, Mike, and six others: one in person and five via audio conference. Despite the low turnout, the discussion was lively. Diane wondered how we can get more attendance for future Forums. CP suggested the following: 1) choose a site on lower campus (though upper campus was chosen in hopes of encouraging science faculty to attend); 2) advertise the Forum earlier and more broadly (it is an opportunity for faculty to come together and share ideas and experiences); and 3) choose a more specific topic. The committee agreed.

#### V. New Business

Electronic student evaluations and future Faculty Forums were already discussed.

#### VI. Next meeting

Josef will send out a meeting Doodle to schedule our next meeting during the week of April 11 – 15.

#### VII. Adjourned at 8:40 am.

Respectfully submitted by Kelly Houlton.

ATTACHMENT 174/10  
UAF Faculty Senate #174, April 4, 2011  
Submitted by the Graduate Academic and Advisory Committee

**Graduate Academic and Advisory Committee  
Meeting Minutes for February 28, 2011**

9:00-10:00 a.m.  
408 Rasmuson Library (Kayak Room)

Voting members present: Ken Abramowicz (Chair), Donie Bret-Harte (phone), Lara Dehn, Orion Lawlor, Anupma Prakash (phone), Sue Renes, Jen Schmidt (phone).

Ex officio members present: Anita Hughes, Laura Bender, Larry Duffy, Karen Jensen.  
Guest: Jayne (notes)

1. Discussion/modification/approval of agenda

Agenda was approved. Laura Bender mentioned the topic discussed last time about academic dismissal from a graduate program, and it was agreed to include this topic at the next meeting. Next meeting is scheduled for March 28.

2. Discussion/approval of minutes from 2-21-2011 meeting

Minutes were approved without modifications.

3. Discussion item related to stacked courses (attached)

Ken mentioned the most recent changes to Rainer's document, which included taking out the content referring to workload credit and adding a statement (in caps) about the importance of stacked courses to master's programs.

Lara noted that it would only address new courses, not existing ones.

Anupma felt there's a problem with the stipulation that differences in level should be reflected by weekly assignments. A course might not have weekly assignments. Donie agreed, and there was consensus on that point. Homework may also not be given on a weekly basis. New language is needed for this point.

Lara suggested getting student input. Larry mentioned graduate student organizations could be invited for discussion or included in a poll. It was pointed out that no question for student evaluations exists on current SOI forms. Could one be added? Or use SurveyMonkey? Anupma noted that there is a wide variety of reasons for students taking stacked courses. Ken acknowledged that, noting that stacked courses are a fact of life here at UAF. It's a complex issue, particularly in light of the fact that new programs are not being encouraged right now and reallocation will be on the rise.

Everyone agreed that a senate discussion is needed. Open faculty forums could be held down the line.

4. Review of GAAC proposals already discussed (review leader is listed first, followed by the secondary reviewers)

- 19-GNC\_ ATM F666 - Atmospheric Remote Sensing (Donie, Jen, Xiong)

**Approved on the condition that** the reading assignments be written into the syllabus.

- 25-GNC\_ ATM F678 - Mesoscale Dynamics (Xiong, Jen, Sue)

Numerous syllabus modifications are needed. Ken will contact course instructor to request needed changes. [Modifications were made after the meeting. **Approved by email.**]

- 38-GNC\_ EE F646 Wireless Sensor Networks (Orion, Donie, Lara)

Revised syllabus was received by Orion, and looks good to both he and Lara. **Approved.**

- 39-GNC\_EE F668 Radar Systems (Orion, Donie, Lara)

The syllabus revisions were not made. As a result, the proposal was **not approved.**

- 40-GNC\_EE F675 Robot Modeling and Control (Orion, Donie, Lara)

**Approved on the condition that** the grading process be written into the syllabus. There was discussion about grading on a curve by the committee. Larry noted that the syllabus is very important and is used in a grade appeal.

- 27-GNP Master of Arts in Political Science and related courses [28-GNC, 29-GNC, 20-GNC] (Ken, Jen, Regine)

The committee consensus was that the program needs more work at the department.

**Not approved.** Concerns of the committee include:

- Difficulty of passing new programs at statewide at this time.
- Workforce development considerations.
- Almost all the required courses for the degree are stacked.
- Potential impact on NORs student numbers.
- Issue of necessary internal allocation of resources (NORS support is conditioned on keeping all existing TA positions, but new PS degree will require three new TA positions) [especially considering the fact that CLA is currently searching for a new Dean].
- Issues with using internship option in lieu of a thesis requirement.
- Discrepancies related to number of credits required (30-33 for Concentration in Environmental Politics and Policy, 33-36 for Concentration in Arctic Policy).

Larry suggested that Political Science might want to consider converting this new degree into a professional degree.

The meeting was adjourned at 10 AM.

(Remainder of agenda items will be put on the agenda of the 3-28-11 GAAC meeting.)

ATTACHMENT 174/11

UAF Faculty Senate #174, April 4, 2011

Submitted by the Student Academic Development and Achievement Committee

**March 4, 2011 Minutes of the**

**Student Academic Development and Achievement Committee**

**Attendees:**



ended: “a scored writing sample such as ACT, SAT, or UAF generated writing sample such as Writeplacer.”

We discussed whether this provides us an opportunity to develop a UAF writing sample and scoring methods; however, there is no money to make changes. We also asked if the money can be “reapplied” to paying for hand scoring.

Linda Hapsmith suggested another route: to change the catalog wording so that the Accuplacer Sentence skills test score takes precedence over Writeplacer. This can be done through Advising and Testing and would not require a change in the original motion. She will follow up on this.

We also discussed reading placement. How/ when does this go into effect? Linda noted that reading is not currently noted on the graduation checklist, so is not a required class.

Rural faculty expressed a concern that a multiple choice exam is not best format for all students. Their much smaller student population means they can hand score or do placement in a more individualized way. They do use Writeplacer, then print and hand score the writing samples.

### **Core revitalization proposals (LEAP, CEM, CAC)**

Kate Quick gave a short summary of the proposals under review by the Core Revitalization Committee, especially the LEAP learning objectives. We will continue to follow this process.

We did not have time for updates on the Learning Commons or retention issues. They will continue to remain on our long-range agenda.

Next meeting: April 1, 1:30-3pm.