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AGENDA

UAF FACULTY SENATE MEETING #202

Monday, November 3, 2014

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 #201
 - C. Adoption of Agenda

- 1:04 II Status of Chancellor's Office Actions 1 Min.
 - A. Motions Approved:
 - 1. Motion to reaffirm the Unit Criteria for the Marine Advisory Program
 - 2. Motion to reaffirm the Unit Criteria for the Department of Mathematics
 - B. Motions Pending: None

- 1:05 III A. President's Remarks Cécile Lardon 10 Min.
 - B. President Elect's Remarks Debu Misra

- 1:15 IV A. Chancellor's Remarks – Brian Rogers
 - D. UNAC – Tim Wilson
 - UAFT – Jane Weber

- 1:40 VI Guest Speaker
 - A. Mae Marsh Director of I
 - Topic: Title IX Mandate

- 1:55 BREAK

- 2:05 VII Old Business
 - A. Motion to Require Back Experience, submitted (Attachment 202/1)

- 2:15 VIII New Business 15 Min.
 - A. Motion to Approve Deletion of the Bachelor of Arts and Sciences Degree Program, submitted by Curricular Affairs Committee (Attachment 202/2)

ATTACHMENT 202/1
UAF Faculty Senate #20 November 3, 2014
Submitted by the Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to change UAF baccalaureate requirements so that each student must complete a capstone experience in the student's major or program, as broadly described below. It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience. Each Dean's office will have a copy of the capstone requirements for all programs in the College/School on file.

RATIONALE: This change is proposed in support of satisfying UAF's Learning outcome #4:

"Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."

Many UAF Departments and Programs currently have baccalaureate capstone experience requirements; the purpose of this change is to create a UAF-wide requirement. We envision this proposed change as not adding a significant burden to UAF faculty and students.

EFFECTIVE: Fall 2016 (AY201617)

General Suggestions for Capstone Experience

The Capstone experience should demonstrate students' ability to integrate a wide range of learning. Students should make connections among ideas, skills, and bodies of knowledge, and will synthesize and transfer their learning to new, complex areas of inquiry, products, or situations within or beyond conventional coursework. Specifically, the Capstone should

- Require that students demonstrate the appropriate skill levels in communication and (as appropriate) quantitative and/or qualitative analysis.
- Integrate learning from major requirements.
- Guide students through a

university.

- The student should complete the experience work as a culmination of the student's baccalaureate education

ATTACHMENT 2022
UAF Faculty Senate #20

ATTACHMENT 2023

UAF Faculty Senate #20 November 3, 2014

Submitted by the Administrative Committee

RESOLUTION:

The UAF Faculty Senate agrees with most of the concerns expressed in [Staff Council Resolution 2014- 254-1](#) and offers the following additional suggestions:

WHEREAS

Smoking has been proven to be addictive both mentally and physically; therefore, it will take time for habitual smokers and users to change their habits;

WHEREAS

Rates of tobacco use in the form of smoking vary widely across society, and are higher in some groups the university is seeking to serve;

WHEREAS

The existing policy of limiting smoking to at least 50 feet away from building entrances and fresh air intakes helps considerably in keeping the populated areas of the campus free of toxins;

AND WHEREAS

Under a complete ban we expect illicit smoking would harm indoor air quality and

ATTACHMENT 2024
 UAF Faculty Senate #20 November 3, 2014
 Submitted by the Curricular Affairs Committee

Discussion item #1:

In order to move UAF General Education Requirements so that they more closely resemble those of UAA and UAS, UAF will almost certainly need to change its GERS to a scheme similar to that below by Fall 2016. UAA and UAS take the ‘bucket list’ approach for liberal arts GERs. UAF has specific course requirements (‘the core’). It’s easier for UAF to change to the UAS system than vice-versa. Given that, we might as well go ahead and plan to do so. The specific size and shape of the buckets will need to be negotiated. A comparison of UAA, UAS and current UAF GERs is on the next page.

Current Requirement	Possible change to resemble UAA/UAS
HIST F100X-Modern World History ECON/PS F100X Political Economy ANTH/SOC F100X—Individual, Society and Culture	Two Introductory courses in two different social sciences
ENGL/FL F200X-	

UA

III.

This course is designated as Oral-Intensive (O). This designation means that the “O” or “O/2” is evident in the course number on the syllabus (e.g., Education F452 O). The designation applies to upper-division courses. ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

A minimum of 15 percent of the graded work in the O course (7.5 percent for “O/2”) will be based on effectiveness of oral communications.

Students will receive intermediate instructor assistance in developing presentational competency.

Students will utilize their communication competency across the semester, not just in a final project.

Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

Excerpts

on student projects, presentations, and papers.

- In addition to written and spoken communication, address other forms of communication in the course discipline, such as **reading and listening** and multimodal, digital, or visual communication. [WHAT **EXACTLY** DOES THIS **REQUIRE??**]
- Address and practice accurate and ethical referencing/citation practices of source material as it pertains to source authority,

ATTACHMENT 2026
UAF Faculty Senate #20 November 3, 2014
Submitted by the Faculty Affairs Committee

Faculty Affairs Committee

ATTACHMENT 202/7

UAF Faculty Senate #20 November 3, 2014

Submitted by the Committee on the Status of Women

Committee on the Status of Women

Minutes Wednesday, Oct 1, 2014; 10:30-11:30 am, Gruening 718

Members Present: Jane Weber, Kayt Sunwood, Mary Ehrlander, Ellen Lopez, Derek Sikes, Megan McPhee

Guest: Sine Anahita

Members absent: Michelle Bartlett, Diana Di Stefano, Erin Pettit,

Members on sabbatical: Amy Barnsley, Jenny Liu

1. Snapshot – UAF Faculty: Sine is working with Ian Olson, head of PAIR, to get latest data on salary, rank, and gender at UAF – should be available today. New dataset to analyze with some new variables (date of last rank movement, birthdate), useful since there are age differences in the data. The 2013 data had 1034 UAF faculty in the data (55% men, 45% women).

2. Title IX & mandatory reporting: Oct 2, meeting in 208 Gruening, 7pm, on this issue, in attendance will be general council, provost, students, and faculty. May be video or audio taped. The issue is that UAF staff are mandatory reporters all would be required to report any possible Title IX offense (incl. gender stereotyping, sexual harassment, nonconsensual sex, etc) within 24h or face reprimands, including possible firing. This is a CSW issue because more women faculty are likely to end up in a situation of being reporters.

3. Women Faculty Luncheon: Was held September 16, Tuesday 12:30 pm to 2:00 pm, Wood Center Ballroom. There were 85 attendees and there was great feedback. Discussion on how to thank staff (Jayne, Ryan, et al.) and speakers for these sorts of events? No funds in CSW to pay for thank you gifts (e.g. Gulliver's gift cards traditionally paid for by a few CSW members).

4. Women's Center Advisory Board: Met with Chancellor Septh 19. One area of focus is retaining women faculty to Full professor. CSW, with data from Snapshot (see #1) will proceed. Possibly add new workshop, or extend current P&T ("Planning Strategically") workshop to add promotion of Associate to Full professor.

5. Expansion of Early Childhood program.

ATTACHMENT 2028

UAF Faculty Senate #20 November 3, 2014

Submitted by the Core Review Committee

Core Review Committee

Meeting Minutes for September 23, 2014 and October 8, 2014

This report covers two meetings of the committee.

Debu Misra graciously had agreed to convene the meeting in the absence of a chair. After some discussion, Leah Berman eventually volunteered to chair the committee and the rest of the committee agreed that would be fine.

Three petitions were discussed, two petitions were denied and one was approved.

Caty Oehring raised the issue of whether AP and CLEP scores should be treated similarly to transfer courses in terms of their substitution for Core requirements, specifically for the Perspectives on the Human Condition requirements. After discussion, the issue was tabled until the next meeting.

The committee discussed 5 petitions. Two petitions were denied.

The other three petitions were from students trying to complete degrees after a long hiatus. Two petitions wanted to use old courses (from the late 80s, prior to the current core) to satisfy W or O and one was simply a core waiver request (which is outside the mandate of the committee). Although the petitions were denied, the committee recommended that the provost waive the W and O requirements the students were trying to petition in order to facilitate their degree completion.

We continued the discussion of AP and CLEP scores and how/whether they should substitute for PHC requirements. The discussion was tabled until the committee could discuss specific case studies.

Finally, the committee discussed the problem of students trying to use individual study courses to fulfill their W (or hypothetically, their O) requirements. In the past—and indeed, at this meeting—the committee has received petitions for courses that are either in progress or have already been completed. The committee feels that being asked to evaluate whether a course satisfies the W or O requirement at that time is inappropriate in general, and places the student in a bad position.

A form for individual study courses is already required. We are proposing the following modification of the form and approval process:

Add a line to the form under course information which would say something like, "Is this a Writing or Oral Intensive Course?" Yes/No W or O (syllabus must be included already with the individual study request)

Include a statement that W or O must be approved prior to the beginning of the individual study class.

Add an additional signature line for the Core Review Committee. These would be submitted to the Office of Admissions and the Registrar (OAR) once the dean has signed them and a representative from the registrar's office who sits on Core Review would bring them to Core Review Committee for discussion and a final signature, if approved.

Discussions are underway to determine the appropriate procedure to determine whether this should be implemented and if so, what the process is.

**Core Review Committee
Meeting Minutes for Tuesday 10/21/14**

CLA:

Jennifer Schell, English (15)
Brian Kassof, Social Sciences (16)
Kevin Sager, Communication (CLA 16)

CNSM:

Leah Berman, Math (16) - Chair

LIBRARY:

Tyson Rinio (LIB 15)

At-Large:

Unit Core Assessment: Tony Rickard,

CNSM Kevin Berry, SOM

Ex Officio:

Dean's Council Rep - Allan Morotti OAR: Caty

Oehring, Holly Sherouse Academic Advising Ctr.:

Ginny Kinne

Rural Student Services: Gabrielle Russell

Meeting began at 4:03.

student under 13-14 catalog wanted to use a D in MATH 103 to satisfy a core requirement.
Petition was denied.

New cour a

The committee had concerns about the specific distribution of assessments in the ED 486 syllabus vis a vis the proportion of O and W material precisely, in conjunction with the O and W listed guidelines. Brian agreed to follow up.

3. Alaska Native Studies proposed that ANS 101 receive an X designation. The form didn't explain why/what for/what category. Leah had emailed the faculty contact prior to the meeting, but apparently the faculty contact is no longer employed at UAE (?) Tyson agreed to follow up.

Meeting adjourned at 4:36.

ATTACHMENT 2029

UAF Faculty Senate #20 November 3, 2014

Submitted by the Faculty Development, Assessment and Improvement Committee

UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for October 13, 2014

I. Franz Meyer called the meeting to order at 3:00 pm.

II. Roll call and Introduction of Committee Members

Present: Bill Barnes, Diana DiStefano, Cindy Fabbri, ~~Ad~~ Ferrante, Mark Herrmann, Brian Himelbloom, Kelly Houlton, Duff Johnston, Chris Lott, Franz Meyer, Debu Misra (visiting), Channon Price, Leslie Shallcross, Amy Vinlove
Excused: Trina Mamoon, Joy Morrison

III. Welcome of Faculty Senate President Elect Dr. Debu Misra

It was a real treat to welcome Debu to our meeting. He explained that he is trying to gauge where we stand as faculty and where we are going by visiting all standing and permanent Faculty Senate committees as well as some ~~sub~~ committees. In p

added that they are trying to overcome the image that they are only providing development for e learning and distance courses. Since eLearning and Distance Ed will be moved into the Bunnell building in May, their closer proximity will certainly help. Parking issues for students needing to test in a proctored setting will be an issue, so they are looking into what options may be available to students. Chris noted that one option is to move away from proctored exams.

Debu voiced concern that some faculty that have developed distance and/or online courses did not have their work valued by deans or colleagues. The Provost has asked that faculty increase the amount of online offerings in the future. Chris noted that developing online courses is a considerable amount of work, and while it does not work for everyone or every course, the work that goes into such development should be recognized and valued for what it is.

Franz asked [redacted]

