Graduate Academic & Advisory Committee – Orion Lawlor, Chair
(Attachment 183/22)
Student Academic Development & Achievement – Cindy Hardy, Chair
Research Advisory Committee – Peter Webley, Orion Lawlor, Co-Chairs
(Attachment 183/23)

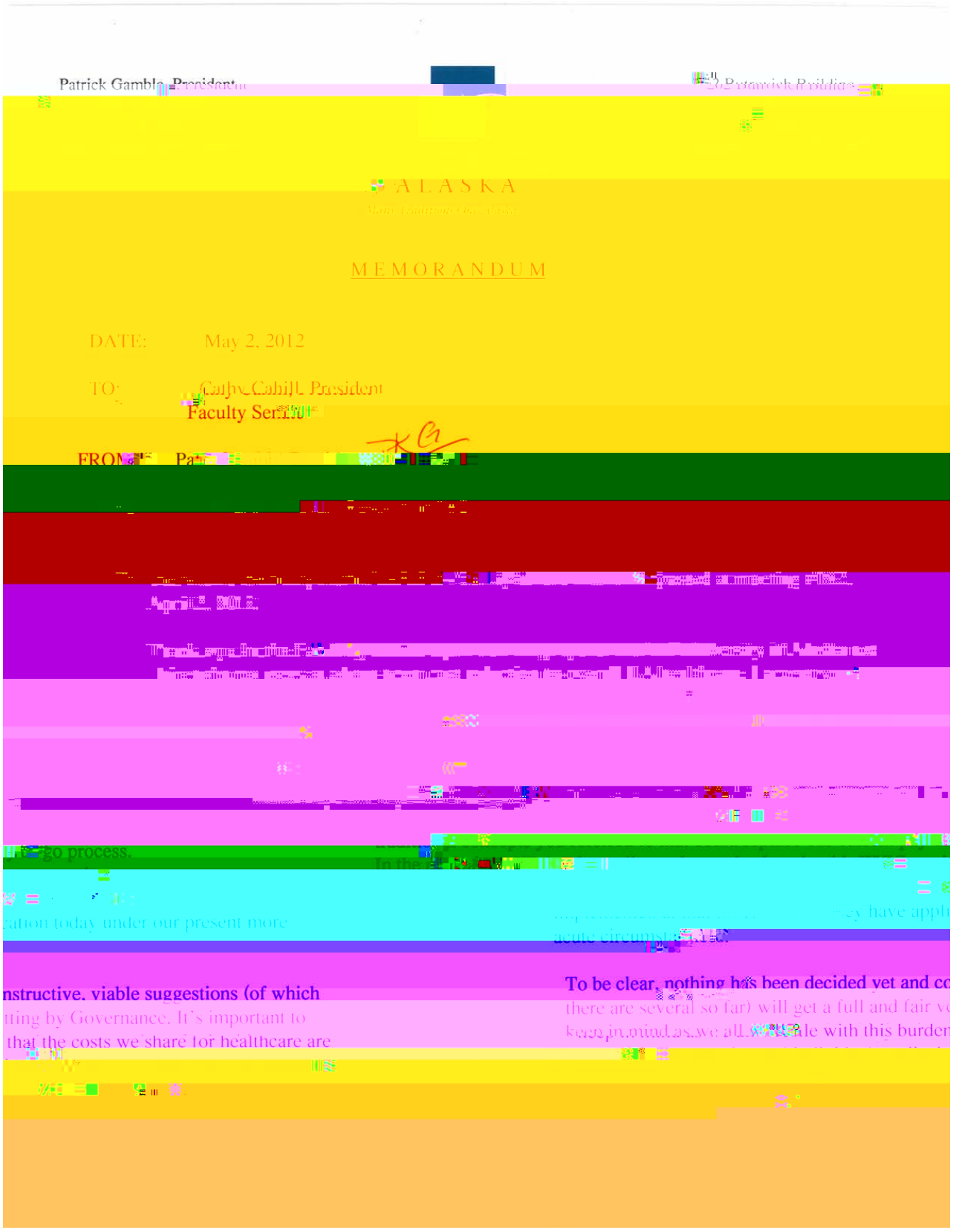
C. Other Comments

2:45 XI Award Presentations and Announcements 15 Min.

A. Presentation of the Outstanding Senator of the Year Award
B. Announcement of Usibelli Awards (Attachment 183/24)
C. Announcement of Emeriti Faculty Awards (Attachment 183/25)
D. Recognition of Senate Service
E. Presentation of Resolution of Appreciation for Catherine Cahill

3:00 XII Adjournment of the 2011-2012 Faculty Senate

3:10 XIII 2012-2013 Faculty S t27rc2(o)21-



Patrick Gamble, President

ALASKA

MEMORANDUM

DATE: May 2, 2012

TO: Cathy Cahill, President
Faculty Senate

FROM: Pa

go process.

cation today under our present more

nstructive, viable suggestions (of which
tting by Governance. It's important to
that the costs we share for healthcare are

To be clear, nothing has been decided yet and co
there are several so far) will get a full and fair v
keep in mind as we all wrestle with this burden

ATTACHMENT 183/2
UAF Faculty Senate #183, May 7, 2012
Submitted by the Administrative Committee

MOTION :

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE:	Immediately
RATIONALE:	These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

ATTACHMENT 183/3
UAF Faculty Senate #183, May 7, 2012
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY CATHERINE CAHILL

WHEREAS, Catherine Cahill has served the UAF Faculty Senate for nine years in a manner deserving of the UAF Faculty Senate's highest admiration and respect; and

WHEREAS, Catherine Cahill created a positive atmosphere for participation by UAF Faculty in shared governance of the University; and

WHEREAS

ATTACHMENT 183/5
UAF Faculty Senate #183, May 7, 2012
Submitted by the Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to approve a Minor in Geographic Information Systems (GIS).

EFFECTIVE:	Fall 2012 Upon Chancellor's approval.
RATIONALE:	See the program proposal #UAP on file in the Governance Office, 312B Signers' Hall.

Overview:

Geographic Information Systems or GIS has become an industry and agency standard for the collection, manipulation, display and query of all forms of topographic, geographic, climate, environmental (geology, plant communities, landforms) and human (population, cu infrastructure) spatial data. From within SNRAS, we have been asked to create a minor in GIS for students majoring in Natural Resource Management. GIS perfectly complements, and is in fact often a required tool in most resource and management careers. It is logical that such a minor would equally complement other majors on campus by providing a valuable job skill that today is extensively used in many fields.

The recent development and proposal for a new course GEOG/GEOS 222 Fundamentals of Geospatial Sciences (part of a collaborative effort with Geology and Geophysics and a shared Geospatial Sciences concentration between departments) fits well in the GIS minor and adds a valuable introduction to geospatial sciences and breadth to the minor in GIS.
The NRM degree and concentrations / departments within SNRAS will all benefit by being able offer NRM majors a minor in GIS.

Students majoring in many other disciplines will benefit from the opportunity to complement their course of study with high demand knowledge and skills in GIS. Many federal and state agency jobs have minimu credit requirements in GIS and related coursework, and this minor will improve employment prospects for students applying for jobs in public and private sector fields such as wildlife management, range management, mining, fisheries, forestry, engineering, journalism, natural resource management, emergency management, insurance, environmental impact assessment, urban planning, etc, . It is also expected that a GIS minor on the books will increase enrollment in the courses listed. The opportunity earn a minor in GIS (from a range of disciplines and degrees) may attract more incoming students to UAF as well.

Geography currently offers a minor in "Geography" aimed mostly at students who wish to broaden their education with basic geography, regional, and environmental/human geography coursework. This new minor specifically in GIS allows students to have "GIS" on their diploma and clearly defines a set of classes, knowledge and skills acquired.

Geography faculty and faculty from Geology and Geophysics have worked collaboratively to develop a Geospatial Sciences *concentration* within their respective degrees. However, no other minor or certificate program in Geographic Information Systems currently exists at UAF. No negative impact on any programs or departments is expected.

Proposed Minor Requirements:

Geographic Information Systems (GIS)

Complete the following:

GEOG F111X Earth and Environment: Introduction to Physical Geography (4 cr)
GEOG/GEOS F222 Fundamentals of Geospatial Sciences (3 cr)
GEOG F309 Digital Cartography and Geovisualization (4 cr)
GEOG F338 Introduction to GIS (3 cr)

Complete one of the following:

GEOG 435 GIS Analysis (4 cr)
GEOG F430 Google Earth and Neogeography (3 cr)
NRM F369 GIS and Remote Sensing for Natural Resources
GEOG 300 Internship in Geography (if in GIS, and approved by dept chair)
or any GIS related course approved Geography Dept chair

Minimum credits required 17

Relationship to the “Purposes of the University”:

Justification of a GIS Minor at UAF:
We believe that a minor in GIS will serve many students at UAF, allowing them to complement and strengthen their existing major with the highly marketable GIS skills, and geographic perspective, provided in this minor. We have had many requests over the past few years for a GIS minor from students majoring in NRM, Wildlife Biology, Fisheries, Marine Science, etc. A minor in GIS could potentially serve students in biology and wildlife, anthropology, earth science, engineering/mining, social sciences, all areas ofs,MCID 11(c)5(r(s,)1(al)4(l)-aTes [(:7 -)-1 (n

The other courses (GEOG/GEOS 222, GEOG 309, GEOG 338) emphasize the governing principles and tools used in mapping, visualization, and Geographic Information Systems. An ability to choose among specified courses and/ or an internship experience, will allow students to shape part of the GIS minor toward their specific academic and career interests.

Justification and Background in GIS (and application in many career fields):
GIS allows us to view, question, interpret, understand, and visualize data in many ways that reveal relationships, patterns, and trends in physical, biological, climatic and human systems on Earth. The interdisciplinary nature of many problems and the increasingly global nature of human activity is moving the field of Geography and the central tool of Geographic Information Systems (GIS) to the forefront of research, management, and decision making at local, regional, national, and global scales.

Having originally emerged from the discipline of Geography, GIS has become an essential tool in many disciplines from resource management, wildlife biology, planning, hazards and risk assessment, business, and medical and social science fields. Students with a GIS minor will enter their respective careers with a basic understanding and skill set in GIS.

Justification of Minor in Context of Career Training and Certification:
This program satisfies the educational requirements of the GIS Certification Institute's professional GIS certification. Although there does not currently exist a national standardized GIS certification system, numerous institutes and agencies are working to define certification programs or minimal requirements for specific jobs. This minor is a first logical step in a planned development of certification program in GIS currently being developed in Geography program and School of Natural Resources and Agricultural Sciences. The result could be 'GIS certification' (however that takes shape nationally) earned via a minor in GIS, and/or undergraduate course work (e.g. via Geospatial Sciences concentrations), and/or possibly a post graduate certification program.

ATTACHMENT 183/6
UAF Faculty Senate #183, May 7, 2012
Submitted by the Curricular Affairs Committee

MOTION:

GEOS 453 - Palynology and Paleopalynology ..... 4 credits
GEOS F486 - Vertebrate Paleontology ..... 3 credits
GEOS F485 - Mass Extinctions, Neocatastrophism and the History of Life ..... 3 credits

3. Minimum credits required ..... 20 credits 16

Relationship to the “Purposes of the University”:

Paleontology is an exciting area of current research in Alaska and an area of growing expertise in the Dept. of Geology and Geophysics. UAF paleontologists Druckenmiller and Fowell receive regular inquiries from students who would like to study paleontology, conduct undergraduate research or volunteer at the VA Museum. Because of the interdisciplinary nature of the field, students often have difficulty figuring out which department offers paleontology courses. Many students search for a "paleontology department" and are confused not to find one. The proposed paleontology minor will help students to locate paleontology courses, expose students to results from ongoing research projects, connect faculty with interested undergraduate researchers and volunteers, and provide a conduit for disseminating new discoveries in Alaskan paleontology.

The proposed minor highlights the diversity of topics housed beneath the Geoscience umbrella and provides students with a clear path to a concentration in paleontology. Because the minor consists of courses ds(e)-1(d s)-1(c)-1o-1(ont)-2(o)5d

Proposed Minor Requirements:

Geospatial Sciences
College of Natural Science & Mathematics

1. Complete the following:
   - GEOS F101X - The Dynamic Earth ..... 4 credits
   - GEOS F112X - The History of Earth and Life ..... 4 credits
   - GEOS/GEOG F222 - Fundamentals of Geospatial Sciences ..... 3 credits
   - GEOS F225 - Field and Computer Methods in Geology ..... 2 credits
   - GEOS F458 - Geoscience Applications of GPS and GIS ..... 3 credits
   - GEOS F422 - Geoscience Applications of Remote Sensing ..... 3 credits
2. Minimum credits required ..... 19 credits

Relationship to the “Purposes of the University”:

This minor is anticipated to:
- have high appeal
- improve enrollments
- provide experiential learning as courses have hands-on (lab component)
- prepare students to join the industry and be successful

that are central to the Geophysics Option (all other courses), the minor places no additional demands on faculty workloads. Unless this minor attracts more than 5 students per year, we do not foresee a need for additional space. Therefore, while we expect a small increase in enrollments within the Geoscience degree program, the minor provides service to students at little cost to the department or college.

The Geophysics Minor is intended to provide a path for students in Physics, Math, Chemistry, Engineering or other science who wish to learn in more depth about how the basic sciences can be applied to study the Alaskan landscape. As mentioned above, we regularly get students interested in Geophysics because of its application to the oil industry, volcanoes, earthquakes, glaciers, climate, auroras, environmental engineering, and related topics relevant to living and working in Alaska. This program will provide a connection between UAF undergraduate students and UAF's world renown expertise in Geophysics in research and graduate studies. In particular, this minor would provide a conduit for undergraduate students to engage in innovative research pertinent to Alaska's changing landscapes.

ATTACHMENT 183/9
UAF Faculty Senate #183, May 7, 2012
Submitted by the Curricular Affairs and Core Review Committees

MOTION:

The UAF Faculty Senate moves to adopt the recommendation of the Core Review Committee requiring a syllabus statement for Oral Intensive O and O/2 courses.

EFFECTIVE: Fall 2012 and/or upon chancellor's approval
RATIONALE: The Core Review Committee's assessment of W and O course syllabi has found that there is frequent confusion amongst some faculty members about the general and specific requirements for the three options of the oral intensive O designator and for the single O/2 designator. The inclusion of this statement in a course syllabus will make explicit the general course requirements for the O or O/2 designation and provide a reference location for the numerous specific requirements. Inclusion of this statement will make the syllabus requirement for the O and O/2 courses consistent with the existing syllabus requirement statement for Writing Intensive W courses, per Faculty Senate Meeting #109 on May 6, 2002. No new course requirements result from this action. These syllabus requirements should be added to the Faculty Senate's "UAF Syllabus Requirements."

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Syllabus Statement Regarding the Oral Intensive (O) Requirement:
This statement, or a statement similar to it, MUST appear in the syllabus of each "O" or "O/2" course. Courses failing

ATTACHMENT 183/10
UAF Faculty Senate #183, May 7, 2012
Submitted by the Curricular Affairs and Core Review Committees

MOTION:

The UAF Faculty Senate moves to amend the UAF Faculty Senate Bylaws, Section 3, Article V: Committees, subsection E, Permanent Committees.6. and to approve the Core Review Committee's authority to revoke O or W status (Oral intensive or Writing intensive designator) for classes following the second consecutive time that they fail to pass review by the Core Review Committee.

EFFECTIVE: Fall 2012 and/or upon Chancellor's approval

RATIONALE: Many classes with the O or W designator fail multiple assessments by the Core Review Committee. The appropriate Dean and Department Chair are then informed of the need to bring syllabi into conformity with the O or W guidelines, but often no changes are made. It is hoped that this will spur action.

CAPS = Addition [[ ]] = Deletion

SECTION 3 (ART V: COMMITTEES), SUBSECTION E., PERMANENT COMMITTEES:

6. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly re Tc 1(l)-1(arm)3(m)8(e)1(u)1tA8s 0 Tw ss f(e

ATTACHMENT 183/11
UAF Faculty Senate #183, May 7, 2012
Submitted by the Unit Criteria Committee

MOTION

The UAF Faculty Senate moves to approve the Unit Criteria for the CLA Art Department

EFFECTIVE: Fall 2012
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the CLA Art Department. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND ART DEPARTMENT UNIT CRITERIA, STANDARDS, AND INDICES

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

CHAPTER I

Purview

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

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.
These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

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

d. emphasize regular feedback to students and reward student learning success ***BY PROVIDING INSIGHTFUL CRITIQUES IN AN INDIVIDUAL OR GROUP CONTEXT; THE ABILITY TO RUN EFFECTIVE, CORDIAL AND INSIGHTFUL GROUP CRITIQUES IS ALSO IMPORTANT;***

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, ***TEACHING RESIDENCIES,*** 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. ***THE "HANDS ON" NATURE OF STUDIO ART MUST BE RECOGNIZED. DEMONSTRATE TECHNICAL MASTERY AND THE ACQUISITION OF NEW TECHNIQUES INCLUDING DIGITAL MEDIA, DATABASES AND THE INTERNET.***

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.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

ART FACULTY ARE EXPECTED TO CONSISTENTLY CREATE AND EXHIBIT NEW WORK. THE STATURE OF THE EXHIBITION SPACE AND SCALE OF THE EXHIBIT SHOULD ALSO BE CONSIDERED. NOTE THAT AN ART HISTORIAN'S RESEARCH WILL BE LARGELY PRESENTATION, PUBLICATION, AND CURATORIAL WHILE A STUDIO ARTIST'S WILL BE LARGELY EXHIBITION BASED. A DIGITAL ARTIST WILL NORMALLY PRESENT WORK IN WEB BASED OR OTHER DIGITAL FORMAT. STUDIO

ARTISTS, BOTH TRADITIONAL MEDIA AND DIGITAL, NORMALLY MAKE PUBLIC SPEAKING PRESENTATIONS AS A PART OF THEIR WORK.

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM OF THE NORTH WITH A FACULTY APPOINTMENT IN ART TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE ART DEPARTMENT WILL EVALUATE THE CURATOR'S CREATIVE ACTIVITY AND RESEARCH RECORD.

1. Achievement in Research, Scholarly and Creative Activity

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

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

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materian /TT2sn0.153 ascho02 0 0 oons of rese0

programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

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

i. Training and facilitating.

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

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

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

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

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

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

d. Participation in accreditation reviews.

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

f. Service in support of student organizations and activities.

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

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

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service
   a. Editing or refereeing articles or proposals for professional journals or organizations.

   b. Active participation in professional organizations.

   c. Active participation in discipline-oriented service organizations.

   d. Committee chair or officer of professional organizations.

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

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

4. Other Service: Curation
   CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM OF THE NORTH (UAMN) WITH A FACULTY APPOINTMENT IN ART TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE ART DEPARTMENT WILL EVALUATE THE CURATOR'S SERVICE RECORD TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UAF MUSEUM COMMITTEE.

   CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:

   a. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);

   b. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

   c. FAC7.61 I1.5 H FTATE5 Td 2(FAC7.61 I1.5 ECT)-1(I)-8(ON)5(N,)]TJP (EUM)-3(H)-4(E P)-ELL

PREPARATION OF SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.

viii. CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND

EVALUATE THE CURATOR'S SERVICE RECORD TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UAF MUSEUM COMMITTEE.

ATTACHMENT 183/12
UAF Faculty Senate #183, May 7, 2012
Submitted by the Unit Criteria Committee

MOTION

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Education.

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

These regulations shall apply to all of tshe o

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,

SCHOOL OF EDUCATION PROGRAMS AND COURSES ARE RESPONSIVE TO STATE LICENSURE REQUIREMENTS, NATIONAL ACCREDITATION REQUIREMENTS, AND STATE BOARD OF EDUCATION AND UA BOARD OF REGENTS' MANDATES FOR THE PREPARATION OF K-12 TEACHERS, COUNSELORS, AND ADMINISTRATORS. THESE REQUIREMENTS CHANGE PERIODICALLY, WHICH REQUIRES REGULAR REVISION TO OUR CURRICULA. THUS CURRICULAR REVISION IS A REGULAR ASPECT OF THE INSTRUCTIONAL ROLE OF FACULTY.

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 act

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;

g. may receive prizes and awards for excellence in teaching.

h. MAY ENGAGE IN DIVERSE INSTRUCTIONAL ACTIVITIES SUCH AS TEACHING AT RURAL OR BRANCH CAMPUSES, TEACHING DISTANCEDELIVERED COURSES, TEACHING IN SUMMER SCHOOL, AND DEVELOPMENT OF CURRICULUM MATERIALS, PROFESSIONAL DEVELOPMENT WORKSHOPS AND COURSES FOR TEACHERS AND EDUCATORS, INCLUDING THOSE UNIQUELY SUITED TO ALASKAN SCHOOLS.

i. MAY PROVIDE SUPERVISION OF STUDENTS DURING FORMAL CLINICAL PRACTICE, STUDENT TEACHING, OR INTERNSHIPS.

j. MAY INVOLVE STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN RESEARCH ACTIVITIES.

2. Components of Evaluation

Effectiveness in teaching AND OTHER INSTRUCTIONAL ACTIVITIES 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), ***OR SIMILAR OBSERVATIONS OF INSTRUCTION OUTSIDE CLASSROOMS,***

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g. INSTRUCTOR-DESIGNED STUDENT OPINION OF INSTRUCTION TO SUPPLEMENT (NOT REPLACE) UAF-APPROVED INSTRUCTIONAL ASSESSMENT SYSTEM.

h. LETTERS OF SUPPORT FROM STUDENTS OR PEERS.

SPECIFIC SOE CRITERIA FOR INSTRUCTIONAL PERFORMANCE BEFORE PROMOTION TO:

ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE ADVISING AND MENTORING OF STUDENTS, EFFECTIVE CLASSROOM TEACHING PERFORMANCE, AND/OR EVIDENCE OF SUPERVISION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR CO-SUPERVISOR) LEADING TO SUCCESSFUL COMPLETION OF THE DEGREE PROGRAM.

PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO: CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AWARDS FOR EXCELLENCE IN TEACHING, LEADERSHIP IN DIRECTING GRADUATE STUDENTS' RESEARCH, SIGNIFICANT EXPERIENCE AS GRADUATE COMMITTEE CHAIR LEADING TO SUCCESSFUL COMPLETION OF GRADUATE DEGREE PR

EDUCATIONAL VIDEOTAPES OR MULTIMEDIA DIGITAL WORKS REVIEWED AND UTILIZED BY SCHOOLS, COLLEGES OR COMMUNITIES.

j. Prizes and awards for excellence of scholarship.

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

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

n. DEVELOPMENT OF CURRICULA OR CURRICULA MATERIALS THAT ARE REVIEWED AND UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.

SPECIFIC SOE CRITERIA FOR SCHOLARSHIP PERFORMANCE BEFORE PROMOTION TO:

ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH, SCHOLARLY, OR CREATIVE PROGRAM AS EVIDENCED BY ANY OF THE FOLLOWING: REFEREED PROFESSIONAL JOURNALS, BOOKS, BOOK CHAPTERS, AND/OR EDITED BOOKS, PEER REVIEWED OR REVIEWED BY AN EDITORIAL BOARD, PROFESSIONAL REPORTS OR SCHOLARLY PRODUCTS, CURRICULAR MATERIALS, OR OTHER APPROPRIATE CREATIVE PRODUCTS IN THE FIELD OF SPECIALIZATION.

THE SUBMISSION OF RESEARCH PROPOSALS, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE SCHOLARLY PROGRAM IS OF HIGH QUALITY. MUST SHOW EVIDENCE OF SUSTAINED SCHOLARLY PRODUCTIVITY. THE FACULTY MEMBER SHOWS INDEPENDENCE AND LEADERSHIP BY THE CREATION OF SCHOLARLY IDEAS THAT INVOLVE COLLABORATIONS WITH PEERS IN THEIR FIELD OF SPECIALIZATION, STUDENTS, SCHOOL PERSONNEL OR PERSONNEL IN STATE OR NATIONAL ORGANIZATIONS.

RESEARCH AND SCHOLARLY ACTIVITY IN EDUCATION IS NOTABLY COLLABORATIVE IN NATURE. THUS IT IS CONSIDERED COMMON PRACTICE IN THE FIELD TO PRODUCE PUBLICATIONS OR OTHER PRODUCTS COLLABORATIVELY. TO DEMONSTRATE A CONSISTENT FLOW OF RESEARCH, A FACULTY MEMBER'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED PRIOR TO THEIR AFFILIATION WITH THE UAF SCHOOL OF EDUCATION IS RELEVANT TO PROMOTION AND TENURE DECISIONS.

CANDIDATES WILL DEMONSTRATE RELEVANT RESEARCH THROUOUT THEIR CAREER, AS WELL AS ADEQUATE PERFORMANCE IN RESDIENCE AT UAF.

f. Consulting ***IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.***

g. Prizes and awards for excellence in public service.

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

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media, ***NON-REVIEWED CURRICULAR MATERIALS, INFORMATIONAL BULLETINS, JOURNALS AND NEWSLETTERS UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.***

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

l. PROVIDING PROFESSIONAL DEVELOPMENT FOR K-12 TEACHERS AND OTHER K-12 SCHOOL PERSONNEL AND COMMUNITY MEMBERS.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

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

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

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PUBLIC, INCLUDING INDUSTRY, GOVERNMENT AGENCIES AND SERVICE TO THE PROFESSION.

PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. CONTRIBUTIONS TO DEPARTMENTAL/SCHOOL/ COLLEGE/ UNIVERSITY MATTERS ARE EXPECTED AS WELL AS EFFECTIVE APPLICATION OF EXPERTISE TO PROFESSIONAL AND PUBLIC ORGANIZATIONS.

2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have

THE MATTER WILL BE REFERRED TO THE FACULTY SENATE PRESIDENT FOR APPOINTMENT OF FACULTY SENATORS TO THE FACULTY APPEALS BOARD.

3. The Unit Criteria Committee will review proposed unit criteria for evaluation of faculty submitted by the various peer review units of UAF, and to work with the heads of those units (or their designees) to ensure that their criteria are consistent with criteria defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". The committee will also review proposed changes to the "Blue Book."

To ensure that perspectives from across UAF are represented, membership will consist of faculty senators, with one member drawn from each of the following schools/colleges: CAS; CRA/CES; CSEM; SFOS; Engineering; and one from SNRAS, SoEd, or SOM.

PERMANENT

1. The Graduate Academic & Advisory Committee will include ten faculty members. The Dean of the Graduate School, Director of the Library, the University Registrar, and two graduate student, are non-voting ex-officio members. The committee will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related to instruction and mentoring of graduate students. The committee will also have responsibility for oversight, review and approval of all professional degree courses and programs including 500-level courses. The committee will advise the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial and tax-related issues and dealings with other universities.

2. The Student Academic Developmental and Achievement Committee will include one representative from each of the following units of the College of Rural and Community Development: Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and the Community and Technical College. One or more of these should be from rural campus student services. The committee will also include one representative from the Department of Developmental Education; two at large representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics), and one from Math;

Committee members shall oversee the process of evaluation of academic administrators.

ATTACHMENT 183/14
UAF Faculty Senate #183, May 7, 2012
Submitted by the Faculty Affairs Committee

MOTION :

The UAF Faculty Senate moves to amend the Grade Appeals Policy of the University of Alaska Fairbanks Faculty Senate, Section III. Procedures, subsection B, Item 4. This amendment shall reassign

ATTACHMENT 183/16
UAF Faculty Senate #183, May 7, 2012
Submitted by the Student Academic Development and Achievement Committee and the Curricular Affairs Committee

RESOLUTION:

The UAF Faculty Senate respects the goals of, but nevertheless rejects, efforts by "Complete College America." Instead, the UAF Faculty Senate urges the Alaska State Legislature and the administration of the University of Alaska to support and encourage programs that recognize Alaska's considerable regional diversity and are tailored to address the goals of Alaska's students, rather than to bind Alaska to a rigid set of one-size-fits-all national education rules. Our best strategy is to provide support, preparation, and access to programs and degrees without any real or implied penalty for length of time to degree completion and without compromising the quality of our programs or individual classes.

Motivation

- The entire faculty, staff, and administration of the University of Alaska Fairbanks support measures to increase the ability of students to make use of UAF's educational opportunities
- We note that 40 percent of incoming UAF students are non-traditional, enrolling after a gap of more than one year after high school graduation. A significant number of UAF students hold jobs, are raising families, and juggle a number of other life concerns while attempting to earn a degree, making graduation in four years as a measure of "success" an unrealistic ideal, yet their graduation after a longer time period is a major accomplishment and success for them.
- A large percentage of students enrolled at UAF transfer in or out at some point, complicating both one-size-fits-all program design and quantitative measures of student completion rates.
- The UAF Faculty Senate holds that no student should be denied the experience of higher education that meets the student's own definition of success or learning goals, and holds that we should be celebrating the graduation of all our students, not just those who are able to graduate the fastest
- The University of Alaska Fairbanks should continue to work towards finding better ways to provide accessibility and flexibility for ALL our students to realize their educational goals.
- The one-size-fits-all approach of Complete College America is not appropriate for our student body. The University of Alaska Fairbanks is in the best position to evaluate the needs of its own students and determine ways to meet those needs.
- Complying with the additional reporting requirements of Complete College America would be an additional, unproductive burden on university resources.

Background and Discussion

The Complete College America program was initiated in 2009 by the Bill and Melinda Gates Foundation in an h

graduation rate in college degree and certificate programs, increasing time-to-degree, increasing student debt which grows with time-to-degree, and persistent attainment gaps for traditionally underrepresented populations.

The premiseof the Complete College America program is that best practices/essential steps for increasing completion rates have been identified, but that recalcitrant colleges and universities are invested in current practices and will not change unless paid or forced to do so. State governments, in contrast, have a vested intere [(ig)-4(o)c -0.003 Tw 10.023 ocoogramv22(h)-4 Tc 0 Tw 34.492 E(t)-2(ch-4(t)-2(r)-1-2(cat)-2(e per)hs ar)-1(e

UAF needs to be able to respond to the needs and goals of its own students, without being constrained by mandates developed for students elsewhere. Ultimately, our priority is to graduate well-prepared students, and we will continue to be proactive in looking for good solutions for our students and our university.

ATTACHMENT 183/17
UAF Faculty Senate #183, May 7, 2012
Submitted by the Administrative Committee

UAF Faculty Senate

Ad Hoc Committee to evaluate Faculty180 versus ActivityInsight software packages

April 23, 2012

Committee: Ken Abramowicz (SOM), Cathy Cahill (CNSM), Chris Fallen (IARC), Karen Gustafson (CLA), Karen Jensen (CLA), Orion Lawlor (CEM), Andrew Metzger (CEM), Elisabeth Nadin (CNSM), Jennifer Reynolds (SFOS), Margaret Short (CNSM).

Report prepared by Jennifer Reynolds.

Anti-Faculty180:

“While Faculty180 appears functional and could meet our needs, I believe adoption of Faculty180 is risky. With only five employees (including the owners), there are too many things that could go wrong. ...inherent risks that are always present ina small start

If the choice is between Faculty180 and the current Word document AAR system at UAF, then I would have no strong preference for either system, but

- Integrate with existing technology (e.g., Banner, publication databases) to the greatest extent possible.
- Protect the security of personal information and confidential aspects of faculty performance reviews.
- Restrict access to approved personnel only, on a modular basis.
- Standardize definitions to the extent necessary for statistical analysis and university institutional performance evaluation (otherwise this is wasted effort).
- Have a user friendly interface for data entry.
- Have flexible structure for adding new types of information, i.e., standard workload items.
- Have a mechanism, process or system for error correction within UAF (e.g., for correcting erroneous entries populated from Banner).
- Have a mechanism for custom upgrades and updates in the future, as UAF needs change.

In addition, it would be desirable if faculty could use the system to create CVs, promotion and tenure packets, grant proposal information, and other custom reports.

In implementing such a system, the university should:

- Create policies regarding aggregation and appropriate use of the information.
- Include faculty in designing policies for access to the information.
- Collect essentially the same information as the current paper-based system, to avoid altering CBA-defined conditions of employment.

Potential pitfalls in any electronic system include security, incorrect data, proliferation of data requests by administration in response to the “ease” of an electronic system, and misuse of faculty data in a manner not in accordance with the purpose of annual activities reports and the collective bargaining agreements.

When asked why three minors would be offered, Rai responded that why was not the issue, noting that the major degrees are not impacted by minors in terms of student enrollment.

Dana advocated in support of the new GIS minor, especially in light of the fact that the Geography program has a B.A. degree.

Dave V. observed that the proposed minors are already options in the existing major. Discussion followed on the similarities between the GIS minor and the Geospatial Sciences minor. Further discussion was postponed to the next meeting.

4. The new 'Directed Study' form
The committee examined the existing Individual Study approval form which had been modified at the Registrar's Office to include instructions and fields for the new category of Directed Study (just approved at the March 5 Faculty Senate meeting).

The committee members made many suggestions for modifying both the form fields and the instructions. Adding a line for the requisite Dean's signature was strongly suggested so that workload issues might be addressed.

The committee requested that a revised draft based upon their suggestions be brought to the next meeting for their review.

March 7,2012
GERC update

GERC is currently discussing the Arts/ Humanities/ Social Sciences portion of the curriculum, weighing the needs to 1) comply with Board of Regents requirements, 2) incorporate some of the approved student learning outcomes into this area; and 3) make it more flexible for all

cover certain learning outcomes. We are not sure how to incorporate languages, other than as an option under general humanities.

Curricular Affairs Committee
Meeting Minutes for 4 April 2012

Voting members present: Rainer Newberry (Chair); Jungho Baek; Retchenda George-Bettisworth; Cindy Hardy; Brian Himelbloom (phone); Diane McEachern (phone); Todd Radenbaugh (phone); David Valentine; Jun Watabe
Voting members absent: Anthony Arendt

Non-voting members present: Donald Crocker; Mike Earnest (phone); Libby Eddy; Carol Gering; Doug Goering; Lillian Misel; Dana Thomas

1. Approve minutes from previous meeting

The March 7 meeting minutes were approved as submitted.

2. Report from subcommittee: GERC – David Valentine for Alex Fitts

David V. described the committee's progress to date. They have a draft core plan that has 34 credits of requirements, but there is still some controversy with it and discussio

5. Proposed Academic Calendars for review (well…at least the spring and fall semesters—wintermester is MESSY…Copies were attached to the agenda)

Submitted by the Core Review Committee and the Curricular Affairs Committee

3. Motion#3: The UAF Faculty Senate moves to amend the UAF Faculty Senate Bylaws, Section 3, Article V: Committees, subsection E, Permanent Committees.6. and to approve the Core Review Committee's authority to revoke O or W status (Oral intensive or Writing intensive designator) for classes following the second consecutive time that they fail to pass review by the Core Review Committee.
EFFECTIVE: Fall 2012 and/or upon Chancellor's approval
RATIONALE: Many classes with the O or W designator fail multiple assessments by the Core Review Committee. The appropriate Dean and Department Chair are then informed of the need to bring syllabi into conformity with the O or W guidelines, but often no changes are made. It is hoped that this will spur action.

CAPS = Addition
[[ ]] = Deletion
Section 3 (ART V: Committees), subsection E., Permanent Committees:

6. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification. IF THE COMMITTEE DETERMINES THAT A COURSE FAILS TWICE IN A ROW TO MEET O OR W GUIDELINES AS SPEC.001 G(t)-11(b)-4(m)9mOORt qc

Generally, CAC liked the three motions from Core Review Committee. Some clean up of the questions and wording will occur for the next Curricular Affairs Committee meeting, when these will be voted upon.

7. COMPLETE COLLEGE AMERICA: THE COMPLETE SET OF ‘recommendations’

Rainer’s comments with the agenda:
Ugh. Makes ‘Leap’ actually look reasonable…. In the next 4 pages I include all the damn recommendations…many of which are up there with ‘all new hires and their dependents cannot use tobacco’. My suggested response, which would need to be cleaned up, edited and presented to the faculty senate as a resolution:

> 'while the entire faculty, staff, and administration of UAF support measures to increase the ability of students to make use of UAF's educational opportunities, the four pages of one-size-fits-all recommendations of the Complete College America group include those that range from mere platitudes to the ludicrous. We support the idea of making UAF a better educational experience for all, but REJECT joining Complete College America program. We urge other educational and decision-making bodies in Alaska to similarly support the intentions but reject the specific programs of Complete College America.'

THE LIST BELOW IS COMPILED FROM THE “TIME IS THE ENEMY” DOCUMENT.
CAC’s discussion follows the list on page 8.
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students). Include incentives for college certificates and degrees that not only provide trained

Require common course numbering.
Establish a clear and effective student transfer policy.
Require transferability of the common general education core. Require the most frequently taken lower division undergraduate courses (e.g.,25 courses) to transfer statewide (a core transfer library can facilitate this).
Establish joint admission or guaranteed admission between the community colleges and the four year universities for students completing the common college general education core.
Require that students transferring with associate degrees have junior status at the four-year universities.
Establish a comprehensive online course audit and advising system for students to ease transfer across colleges.
Adopt policies for alternative pathways for students to earn college credits.
Offer prior learning assessments that allow students to demonstrate mastery of college-level content
and test out of and/or earn credits for demonstrated mastery.
Require dual enrollment and/or Advanced Placement programs in every public high school and require colleges to give credit to students scoring a 3 or higher on AP exams.
Reduce seat time by integrating online learning in traditional course delivery.
Require a certain number of credit hours be taken through online courses.
Make better use of time by offering accelerated competency based courses.
Make better use of the whole school year by providing incentives to take summer classes, short courses over breaks and intensive courses.
Strong policies and strategies Relative to Remedial work should:
Divert students from traditional remedial programs.
• For students with few academic deficiencies:
    o Place directly in college-level coursework.
    o Provide co-

Identify courses in which students can enroll while simultaneously completing remediation requirements (i.e., don't make students wait to start earning credit bearing courses).
All students taking the placement exam ought to receive a testing guide, practice test and time to brush up on their skills.
Engage faculty with progression and completion metrics to reveal shortcomings and inform design of reforms.
Restructure delivery for today's students by developing new, shorter, and faster pathways to degrees and credentials of value.
New models are needed to significantly increase the number of students completing and completing on time. This is systemic reform. While colleges can implement these approaches differently, focusing on different programs and/or segments of the student population, enrolls should be encouraged to be responsive to all of these principals, not pick and choose among them.
Strong policies and strategies to advance new models should include the following key principles:
Operate programs on block schedules – fixed classroom meeting schedules.
Offer classes during specified time blocks and be consistent from term – to term.
Inform students of their full schedules not only for the duration of the term but for the duration of the full program, thereby increasing predictability in course offerings and student support services, and allowing students to better plan around work and family schedules.
Increase the ability for students to progress at a faster pace toward their certificate or degree.
Establish shorter academic terms (four weeks or eight weeks) with fewer courses per term and fewer weeks away from school between the terms.
Utilize year – round attendance; no summers off.
Ensure the ability of students to progress immediately to the next course without waiting for the next academic semester.
Implement an integrated program design that reduces the complexity of registration, course selection, and the need for course advising.
Prescribe the full set of competencies for each program up – front.
Enroll students once in a single, coherent program rather than signing up every term for individual, unconnected courses.
Compress classroom instruction to reduce seat – time requirements and allow students to proceed at an accelerated pace.
Supplement traditional classroom instruction with – classroom based methods such as on – line technology.
Use competency – based instruction to allow students to proceed at an accelerated pace.
Establish student cohort enrollment to increase peer support and learning networks.
Group students in cohorts in the same prescribed sequence of classroom and non – classroom instruction.
Promote the emergence of in – person and online learning communities, which are widely

ATTACHMENT 183/19
UAF Faculty Senate #183, May 7, 2012
Submitted by the Unit Criteria Committee

Faculty Senate Unit Criteria Committee

Members: Karen Jensen,

ATTACHMENT 183/20
UAF Faculty Senate #183, May 7, 2012
Submitted by the Committee on the Status of Women

Committee on the Status of Women 2011-12 Annual Report

The Committee on the Status of Women (CSW) met monthly during AY 2011-12 concerning issues affecting women faculty at UAF.

CSW facilitated a “Brown Bag Lunch” series on topics of faculty interest held in various campus locations and via elluminate live. The October event, “Having it All”, was sponsored in conjunction with the Women’s and Gender Studies Program, the UAF Women’s Center and the Office of Multicultural Affairs and Diversity. “Negotiating Workloads” with Deans Paul Layer and Johnny Payne and “Career Development Mapping” with Provost Susan Henrichs were held in Spring 2012. CSW will continue to organize these informal e /P iilr7fei 2(ud)5(i)-2(nRl,sunc)-1(a)-1

strategies, file preparation, mentoring, effectively preparing for tenure and/or promotion, fourth year reviews, and other issues related to the T&P process for both United Academics and UAFT.

CSW has a permanent seat on the Chancellor's Diversity Action Committee (CDAC). This committee met monthly during AY 2011-12, and the CSW representative brought issues of equity to the attention of the committee.

In Progress:

- Discussion of the issue of term-funded and adjunct faculty, especially as these issues differentially affect women
- Gathering and analyzing historical data information with gender on time to tenure and promotions, rank, nonretentions and salary information for faculty at UAF for at least the last ten years – Is there a gender bias?
- Promotion workshop for Associate Professors moving to Full Professors
- Examining structural, rather than individual, issues contributing to women being "stuck" at the Associate Professor level
- Facilitating mentoring of new, mid-career, and senior women and allied faculty
-

The committee plans to continue work in all the areas above, supporting the design of a new approach to faculty development, and further exploring other relevant issues involving the development, assessment, and improvement of our UAF faculty. We are working on strengthening a culture of faculty development at UAF, and we thank the members of the FDAI Committee for their dynamic input.

ATTACHMENT 183/23
UAF Faculty Senate #183, May 7, 2012
Submitted by the Research Advisory Committee

UAF Faculty Senate Research Advisory Committee Report
Academic Year: 2011 to 2012

Chair: Peter Webley
Co-chair: Orion Lawlor
Additional Members: Sarah Hardy, Joanne Healy, Roger Hansen, Kris Hundertmark and John Heaton
Ex-officio member: VCR Mark Myers

Summary of work carried out my committee

The Research Advisory Committee (RAC) held monthly meetings for the academic year 2011 2012. At the first monthly meeting, Peter Webley was elected chair for the year and Orion Lawlor as co-chair. These were voted in with unanimous approval of the committee.

Frequently Asked Questions Document

During the previous year, the RAC had been working upon a Frequently Asked Questions document, with its development being led by Orion Lawlor. The document provides details for any new and current faculty on how to start to get funding, managing your budget, managing staff/students/CO's on a project and what is meant by Grant, Fund and Org numbers. Although, some of this information is passed to new faculty by others in their department/institute it was felt this needed to be included within one document. This was completed and approved by the committee. The recommendation, after some discussion, was to pass this onto Faculty Development as a useful document for incoming faculty.

Statewide Research Plan

At the 1st meeting of the year, RAC had Vice Chancellor for Research (VCR) Mark Myers in attendance to discuss the statewide research plan. VCR Meyers spoke about the committee and the representation of UAF and UA on it. The statewide plan was being driven by EPSCOR for Alaska to have a statewide research plan will assist in the state becoming an NSF EPSCOR state. He spoke about three public meetings to be held. The full plan was due to be made in May 2012. VCR Meyers also spoke about a "wiring diagram" for UAF research, to understand how to improve cross-UAF collaborations. This could definitely make it easier for people on lower campus to work together with people on upper campus.

Major Research Instrumentation Grants

The major topic of discussion at RAC's October meeting was a discussion with VCR Meyers on Major Research Instrumentation (MRI) program. VCR Meyers stated that there is a need for 30% matching funds and these need to be from state or other funds. There can be 2 proposal where UAF is the lead and at the moment there is no formal process of how to find out if one can submit an application. There was a discussion to have a meeting where all interested parties could attend and Mark said that we would look into the VCR office to set this up. This meeting took place later in 2011.

Undergraduate Research and Scholar Activity

At the November 2011 meeting, the RAC invited Dr Barbara Taylor, the Director of the Undergraduate Research and Scholar Activity (URSA). The main questions for discussion was

how URSA would aim to work with the current research ongoing at UAF and the current

The 2012 Usibelli Award winners are:
Teaching: Dr. Debendra Das, Professor, Mechanical Engineering
Research: Dr. Sergei Avdonin, Professor, Mathematics

ATTACHMENT 183/26
UAF Faculty Senate #183, May 7, 2012
2012-13 Faculty Senate Committees (Incomplete List; as of May 3, 2012)

STANDING COMMITTEES
(Faculty Senate members only)

Curricular Affairs
- Retchenda George-Bettisworth, CLA (13)
- Sarah Hardy, SFOS (13)
- Diane McEachern, CRCD Kuskokwim (13)
- Rainer Newberry, CNSM (14) – convenor
- Todd Radenbaugh, CRCD Bristol Bay (13)
- John Yarie, SNRAS (14)
- Karen Gustafson, CLA (13)

Faculty Affairs
- Ken Abramowicz, SOM (13)
- Mike Davis, CRCD Bristol Bay (14)
- Chris Fallen, IARC (13)
- Cecile Lardon, CLA (13)
- Andrew Metzger, CEM (14) – convenor
- Margaret Short, CNSM (13)
- Karen Jensen, CLA (14)
- Leif Albertson, CES Kuskokwim (14)

Unit Criteria (7)
- Vladimir Alexeev, IARC (13)
- Sukumar Bandopadhyay, CEM (13)
- Cathy Winfree, CRCD CTC (13)
- Javier Fochesatto, CNSM (14)
- Christina Cook, SoEd (14)
- Jeremy Mathis, SFOS (13)
- CLA representative

PERMANENT COMMITTEES
(appointed by Faculty Senate)

Faculty Development, Assessment & Improvement
- Stephen Brown, CES Palmer (13)
- Izetta Chambers, SFOS Bristol Bay (14)
- Kelly Houlton, CRCD/Dev Ed
- Julie L. Joly, SNRAS (13)
- Franz Meyer, GI (13)

Graduate Academic & Advisory Committee
- Donie Bret-Harte, CNSM (13)
- Vincent Cee, CLA (13)
- Lara Horstmann, SFOS
- Wayne Marr, SOM (14)
- Elisabeth Nadin, CNSM (13)
- Chung-sang Ng, CNSM (13)

Research Advisory Committee (8)
Jon Dehn, GI – convenor
- John Heaton, CLA (13)
- Joanne Healy, SoED (13)
- Kris Hundertmark, IAB
- Orion Lawlor, CEM (13)
- Peter Webley, GI
- Peter Winsor, SFOS (14)

Core Review (appointed)
- CLA:
  - Derek Burleson, English (13)
  - (pending) Humanities
  - Sean Parson, Social Sciences (14)
  - Jean Richey, Communication (14)
  - Anne Christie, Library (13)
- CNSM:
  - Latrice Bowman, Math (14) – chair
  - (pending) Science
- College Reps:
  - John Craven, CNSM
  - Kevin Berry, SOM

Committee on the Status of Women (elected)
- Diana DiStefano (14)
- Mary Ehrlander, CLA (14)
- Nilima Hullavarad, INE (13)
- Jenny Liu, CEM (13)
- Ellen Lopez, CANHR (13)
- Megan McPhee, (14)
- Shawn Russell, CRCD (14)
- Derek Sikes, CNSM (13)
- Kayt Sunwood, Women's Center
- Jane Weber, CRCD (14) – chair, Senator

Student Academic Development & Achievement Committee (appointed)
- Nancy Ayagarak, CRCD Kuskokwim Campus
- Lillian Anderson-Misel, Registrar's Office
- Amy (Keith) Barnsley, CRCD/Developmental Ed
- John Creed, CRCD Chukchi Campus
- Dana Greci, CRCD/DevEd
- Linda Hapsmith, Academic Advising Center
- Cindy Hardy, CRCD/DevEd (13) – chair, Senator
- Ginny Kinne, Academic Advising Center
- Joe Mason, CRCD Northwest Campus
- David Maxwell, Math/CNSM
- Gabrielle Russell, Rural Student Services
- Desiree Salvador, CRCD CTC
- Curt Szuberla, Science/CNSM
- Dave Veazey, Science/SNRAS
- Sandra Wildfeuer, CRCD Interior Aleutians Campus

OTHER COMMITTEES
(various methods of selecting members)

General Ed Revitalization Committee,
subcommittee of Curricular Affairs (appointed)
http://www.uaf.edu/uafgov/faculty-senate/committees/curricular-affairs-commit/ger-committee/

Curriculum Review (appointed)
Rainer Newberry, CNSM, chair, Senator
Curriculum Council Chairs of the Schools and Colleges – to be updated in Fall 2012

2012 Faculty Senate Election Results as of May 3, 2012

New terms begin with the seating of new members on May 7 and continue through May 2014.

President:
Jennifer Reynolds
GURU/SFOS

President-Elect:
David Valentine
SNRAS

College of Liberal Arts

Representatives	Alternates
Arts & Communication – Vince Cee (14)	Arts & Communication – Jun Watabe (13)
English & Humanities – Duff Johnston (13)	English & Humanities – Michael Edson (14)
Language & Culture – David Henry (13)	Language & Culture – Alla Grikurova (14)
Library Science – Karen Jensen (14)	Library Science – Kathy Arndt (13)
Social Sciences – Cecile Lardon (13)	Social Sciences – John Heaton (13)
Applied & Distance Programs – Retchenda George Bettisworth (13)	Applied & Distance Programs – Jon (Rob) Duke (14)
At large – Stephen Golux (Fall 13)	At large – Vacancy
At large – Karen Gustafson (13)	

College of Natural Sciences & Mathematics

Representatives	Alternates
Javier Fochesatto (14)	
Donie Bret-Harte (13)	Brian Rasley (13)
Elisabeth Nadin (13)	Hui Zhang (13)
Rainer Newberry (14)	Vacancy
Chung	

College of Engineering & Mines

Representatives	Alternates
Sukumar Bandopadhyay (13)	Debu Misra (13)
Orion Lawlor (13)	Vacancy
Andrew Metzger (14)	
TBD	

School of Natural Resources & Agriculture

Representatives	Alternate(s)
Julie L. Joly (13)	TBD
John Yarie (14)	

School of Education

Representatives	Alternate(s)
Joanne Healy (13)	Vacant
Christine Cook (14)	

School of Fisheries & Ocean Sciences

Representatives (3)	Alternates (2)
Jeremy Mathis (13)	Sarah Hardy (13)
Izetta Chambers (14)	Tori Baker (14)
Peter Winsor (14)	

School of Management

Representatives	Alternate(s)
Ken Abramowicz (13)	Jungho Baek (14)
Wayne Marr (14)	Charlie Sparks (13)

Geophysical Institute

Representatives	Alternate(s)
Franz Meyer (13)	TBD
TBD	

Int'l Arctic Research Center

Representatives	Alternate(s)
Vladimir Alexeev (13)	Georgina Gibson (14)
Chris Fallen (13)	

ATTACHMENT 183/27
UAF Faculty Senate #183, May 7, 2012
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2012-2013 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

****

UAF Faculty Senate Meetings

Location is the Wood Center Carol Brown Ballroom, unless otherwise noted in the meeting agenda.
http://www.uaf.edu/uafgov/facultysenate/meetings/2012-2013-meetings/

Fall 2012 Semester				
Meeting #:	Date	Day	Time	Type
184	Sept. 10, 2012	Monday	1-3 PM	Audio Conference
185	Oct. 8, 2012	Monday	1-3 PM	Face to Face
186	Nov. 5, 2012	Monday	1-3 PM	Audio Conference
187	Dec. 3, 2012	Monday	1-3 PM	Audio Conference
Spring 2013 Semester				
188	Feb. 4, 2013	Monday	1-3 PM	Face to Face
189	Mar. 4, 2013	Monday	1-3 PM	Video/Audio Conference
190	Apr. 1, 2013	Monday	1-3 PM	Audio Conference
191	May 6, 2013	Monday	1-3 PM	Face to Face