









Dan also mentioned that limited submissions are a great opportunity for research dollars. His office sends out the notices for those, the most recent one being from the NationTc 0.r21

Cécile asked if the changes in covered medications had been made public yet. Jane wasn't sure but said it will be on the UA web site and JHCC site soon (if it isn't already).

Sunny R. asked Jane if the lower participation in the wellness rebate program makes a difference in next year's cost. Jane responded that it does not make a difference in next year's cost, but might make a difference further in the future.

David V. extended thanks to the UNAC leadership for inviting governance leaders from the three Faculty Senates and Faculty Alliance to their meeting. Chris C. thanked them for their participation in the union meeting.

D. Athletics – Dani Sheppard

No report was available.

VI Old Business

A. Call for nominations: Outstanding Senator of the Year Award  
Nominations due by March 23, 2015

Cécile solicited nominations for the OSYA award, and noted that Debu will chair the selection committee. Nominations may be forwarded to him.

B. Call for nominations: Faculty Senate President-Elect  
Personal Statements due by March 23; nominations close at April 6 meeting.

The call for nominations for president-elect was made. Cécile noted that the deadline to submit personal statements is March 23, 2015. The bylaws allow nominations up to the election at the next senate meeting in April.

The break was taken at this point in the meeting.

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The motion to amend department chair policy was voted upon. With one nay and three abstentions, the motion was passed by majority vote.

- B. Motion to approve IARC Unit Criteria, submitted by the Unit Criteria Committee (Attachment 205/2)

Chris Coffman

## VIII Discussion Items

- A. Report to the Faculty Senate and Provost on Revitalization of the Math PhD Program - Cécile Lardon, Provost Henrichs (Attachment 205/4)

Cécile recapped the review of the PhD program in Mathematics over the last couple of years. No action is required of Faculty Senate at this time. The report is purely informational. However, next year the program will be re-evaluated and Faculty Senate will make a recommendation.

Elizabeth A., author of the report, gave an update of the program's progress to date, noting that admissions to it are going quite well.

## IX Guest Speaker

- A. Matt Erskin, Follett Bookstore Manager

Topic: Partnering with faculty to bring down textbook prices.

Brochure handout is posted at the Meeting page:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2014-15-fs-meetings/#205>

Matt Erskin has been managing bookstores for about five of his ten years with the company. He also has a background in education which has served him well in his position.

According to a survey Follett did two years ago, nearly 1 in 5 students does not take or later drops a class because of the cost of textbooks. More than a third of students decide to forego having a textbook. Only 28% of students have all that is required for their courses. Prohibitive costs and usability of the books are two factors related to this.

The bookstore will work with faculty to try to break up book package (bundled) deals with vendors to help bring down costs for students. This year he has worked with Cengage, one of the more expensive vendors with books averaging \$200 in cost, to bring down prices. They were able to negotiate with Cengage to bring 26 book titles, each with costs of \$200 or more, down to half of that cost. Some specific examples were provided: an ABUS F241 textbook that initially had a cost of \$373.25 was negotiated down to a price of \$141.25 instead, and 50% of the class bought the new book (only one copy had sold the prior year). Another example was for CHEM F103 and F104. Last spring the book had a cost of \$324 and no new copies were sold. They were able to bring the price down to \$178 and they sold about 60% of the class this spring. Other similar examples of significant cost-savings were given.

They are also working to bring down costs with book rentals. He foresees a variable price model being worked out in the years ahead, with rental prices for quarter-semester, half-semester, and full semester. They don't see a profit on rentals until the third or fourth use, but rentals are popular with students.

Matt reiterated the bookstore can help faculty with d



Cécile asked how Follett rental prices and used book prices compare to outside vendors. Matt provided a very detailed answer. Generally, their prices compare with vendors like Amazon.com when shipping costs are added in. Amazon Marketplace is a whole other ballgame since individuals are selling their own used books. Rental books vary a lot. They tend to be similar in prices with the large vendors, although not with every title since those companies will take losses on some titles to access the market.

David V. asked if the bookstore can get feedback to instructors about the cost of the textbooks they're ordering. He gave the example of a guide book he's used for years, but the price is up to \$195 now. Matt assured him that's possible. He also mentioned that the registration site has a field that automatically populates the book price in the system, also.

Chris F. spoke about his experiences with expensive textbooks for physics courses. He asked Matt about the 20-30% price difference he sees between publisher's list price and bookstore costs. Matt explained the situation Follett is in with set publisher prices and contract pricing with the university. Follett gives back to the university and generates revenue for the campus.

Matt also mentioned the "includED" program ( <http://www.follett.com/included/> ) which would charge students a flat fee up front for their books. Then they could charge their financial aid for the book costs. Chris noted what a real challenge it is when students won't or can't pay higher prices and are late getting their books after classes start because they're shopping elsewhere and then wait for them to arrive. Matt would like to leverage our buying power as a whole; for example, negotiate for the whole physics department for their books to bring costs down.

Lara H. asked about the total numbers of students buying books from Follett on campus. Matt did a market share analysis and his best estimate is 55% of students bought their books at the bookstore. Lara asked if those numbers were broken out by undergraduate / graduate levels, also noting that graduate books are probably the more expensive ones.

Ken A. asked what the mark-up price is that Follett is allowed under the university contract. Matt estimates 25-30% of net price. It can vary from as little as 10-20% though. He told Ken they can project the retail price for faculty if they give them the net price they've negotiated. They will also negotiate further with the publisher.

Cécile suggested one way to save money for students is not to go to the next edition of a book when it first comes out. It's hard to get previous editions, however. Matt said the sooner they know an instructor wants to keep a previous edition, the better it is so they can source that edition for a course. They need time to source older editions. Of course, once the book is four or five years old, it's much harder to do.

Lara H. suggested that the bookstore let them know when e-book versions are available for a textbook. Matt noted that the "includED" and Follett Discover programs will allow instructors to post URLs through Blackboard and other means. There are some technical tasks that need to occur first and he is working with the appropriate administrators to make that possible. Once the programs are in place they would also be able to post YouTube videos and other electronic resources.

Kathy A. from the Library mentioned that if faculty want to use one of their e-books for a textbook, please let them know. They pay part of the cost for four uses of a title, but after that they must purchase the e-book. Knowing in advance will help them with managing the costs.

## X Public Comment

Sine A. thanked the Faculty Affairs Committee and the Faculty Senate for their work on the department chair policy.

## XI Members' Comments/Questions/Announcements

The annual April 24 Promotion and Tenure workshop (hosted by CSW) was announced by Jane W.

### A. General Comments/Announcements

### B. Committee Chair Comments

Curricular Affairs – Rainer Newberry, Chair (Attachment 205/5)

Faculty Affairs – Chris Fallen, Chair (Attachment 205/6)

Unit Criteria – Chris Coffman, Chair

Committee on the Status of Women – Jane Weber, Chair (Attachment 205/7)

Core Review Committee – Leah Berman, Chair

Curriculum Review – Rainer Newberry, Chair

Student Academic Development & Achievement – Cindy Hardy, Chair  
(Attachment 205/8)

Faculty Development, Assessment & Improvement – Franz Meyer, Chair  
(Attachment 205/9)

Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair  
(Attachment 205/10)

Research Advisory Committee – Orion Lawlor, Chair

Information Technology Committee – Rorik Peterson, Convener

## XII Adjournment

The meeting was adjourned at 2:58 PM

\*Comments from the public are welcomed. Any subsequent assignment of an issue arising from public comment to a Senate committee is made by the Faculty Senate President.

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SOURCE: Budget update (UAF Cornerstone, March 4, 2015):

From Chancellor Brian Rogers



ATTACHMENT 205/1  
UAF Faculty Senate #205, March 2, 2015  
Submitted by the Administrative and Faculty Affairs Committees

**MOTION:**

The Faculty Senate moves to adopt the following changes to the UAF Department Chair Policy.

Effective: Immediately

Rationale: The Department Chair Policy has not been revisited or reviewed since 2000. With recent changes made to the United Academics (UNAC) Collective Bargaining Agreement (CBA) in 2014, it is pertinent to review and revise the existing policy.

\*\*\*\*\*

CAPS and **Bolded** – Addition; [[ ]] – Deletion

**UAF Department Chair Policy**

The following is a description of the role and duties of the department chair, and procedures for the election of department chairs at the University of Alaska Fairbanks. The size and composition of departments and programs are defined by each individual college and school.

**I. ROLE OF THE DEPARTMENT CHAIR**

A. The department chair [[is the administrative and academic officer of the department and as such]] has the primary responsibility [[and authority]] for: (1) leadership in developing high quality

accordance with the extant collective bargaining agreements on the role and status of department chairs.

#### A. Academic Programs

1. Initiate, plan, oversee implementation of, and review the [[preparation]] **PREPARATION**, and offering of the academic program, after appropriate involvement of members of the department and consultation with the dean.
2. [[Ensure]] **FACILITATE** interdepartmental coordination and cooperation.
3. [[Take leading role in ensuring]] **PROMOTE** academic program [[quality]] **QUALITY, INCLUDING PROGRAM ASSESSMENTS.**
4. Ensure reports are prepared as needed. Ensure that course [[schedule]] **SCHEDULES AND OTHER NECESSARY DOCUMENTS** are prepared in a timely manner.
5. Ensure **THE** catalog is current.
6. Supervise **THE DEPARTMENT OFFICE.** [[departmental office and ensure that files and records are maintained.]]
7. Keep the dean informed of departmental and faculty activities. Act as a liaison with the University community.

#### B. Personnel

1. [[Coordinate and evaluate]] **FACILITATE COORDINATION OF** professional activities of all members of the department, to include providing guidance to faculty concerning expectations regarding promotion and tenure. [[Request and obtain faculty activity reports as appropriate to this process]].

## **ADVISING PROGRAM.**

2. Recruit students in cooperation with other members of the department and the dean.
3. Act on student petitions.
4. Provide for the management of student assistants.
5. Address student concerns as appropriate.

### D. Budget, Inventory, Facilities, Etc.

1. Initiate resource and budget requests with justifications.
2. Maintain fiscal control of departmental budgets.
3. Ensure upkeep of equipment and facilities assigned to the department.

## **III. ELECTION AND TERMS OF SERVICE OF THE DEPARTMENT CHAIR**

### A. Departments Involved

The procedures will apply to every unit that is considered a department.

### B. Eligibility to Vote

All **[[full-time]]** faculty members holding academic rank who are affiliated with the department **AND ARE REPRESENTED THROUGH THE CURRENT APPLICABLE COLLECTIVE BARGAINING AGREEMENTS** are eligible to vote. [[Visiting faculty who are in an academic rank position are eligible to vote.]]

A **[[full-time]]** faculty member currently holding academic rank is affiliated with a department if

[[: 1) the chair of that department evaluates the faculty member or;]]

[[2]]] the chair of **[[the]] THAT** department reviews the faculty member's workload agreement.

### C. Eligibility to be Nominated and Serve as Department Chair

[[Only tenured members of a department who are eligible to vote are eligible to be nominated and serve as department chair. Only in exceptional circumstance, where the majority of the department faculty feel that options are severely limited, should there may be deviation from this policy.]]

**THE SENATE RECOMMENDS THAT ONLY TENURED MEMBERS OF A DEPARTMENT WHO ARE ELIGIBLE TO VOTE BE NOMINATED AND SERVE AS DEPARTMENT CHAIR, EXCEPT UNDER EXCEPTIONAL CIRCUMSTANCES.**

### D. Procedures for Elections

1. By March 15,

of nominees for department chair. The names of the nominees will be placed on an official secret ballot for the department and distributed from the dean's office to those faculty eligible to vote.

2. Faculty members eligible to vote [[but]] who are absent because of sabbatical leave, leave of absence, or for other official reasons will be provided with an absentee ballot.

3. Secret ballots are to be cast. **EACH BALLOT SHALL INCLUDE THE OPTION TO VOTE FOR “NONE OF THE ABOVE”.**

4. **THE DEAN'S OFFICE SHALL TALLY THE VOTES. THE RESULTS MAY BE VERIFIED BY ANY FACULTY MEMBER REQUESTING TO DO SO.**

5. The person receiving a simple majority of the votes cast will be elected. [[In the case of a tie which cannot be resolved by the voters, the dean shall select the department chair from those faculty involved in the tie vote.]] **IF “NONE OF THE ABOVE” RECEIVES A MAJORITY VOTE, A NEW ELECTION MUST BE HELD.**

[[4.]] 6. If no nominee receives a simple majority of the votes, a runoff election of the top two nominees shall be held immediately under the same procedures outlined above. **IN THE CASE OF A TIE, THE DEAN SHALL SELECT THE DEPARTMENT CHAIR FROM THOSE NOMINEES INVOLVED IN THE TIE VOTE.** The deadline for accepting ballots for the run-off election will be the last working day prior to April 15.

[[5.]] 7. Departments and the provost will be notified of election results by May 15.

#### E. Term of Elected Department Chair

A department chair shall serve for a term of two years, beginning July 1, following his/her election. **THE DEPARTMENT CHAIR MAY SERVE CONSECUTIVE TERMS.** [[The department chair may continue in the position indefinitely by a simple majority of the voting faculty of the department.]]

#### F. Department Chair Disputes, Vacancies, and Recall

1. If an action of the department chair is [[appealed]] **DISPUTED** by a simple majority of the eligible voting members of the department and the issue cannot be resolved within the department, the matter shall be referred to the dean for arbitration. If necessary, the dean will refer the matter to the Provost. [[(See Section F 6 for recall procedure.)]]

2. If the department chair's position becomes vacant due to unexpected prolonged leave, illness, death, resignation, or other circumstances, the dean shall appoint a department faculty member **OR OTHER TENURED FACULTY MEMBER WHO IS ELIGIBLE TO SERVE AS A DEPARTMENT CHAIR AS DEFINED BY THIS POLICY.** An election to fill this position will be held the following April 15.

3. The department chair shall appoint an acting department chair whenever [[their absence]] **ABSENT** from the department **AND UNAVAILABLE TO CARRY OUT CHAIR DUTIES.** [[is for a period of less than two months]] **THE CHAIR SHALL NOTIFY DEPARTMENT MEMBERS AND DEAN OR DIRECTOR OF SUCH APPOINTMENT.** If this absence extends beyond two months, the procedure defined in Section F. 2. above is to be followed.

4. Election of a new department chair may be requested by petition to the dean signed by three-quarters of the eligible voting members of the department or by the petition of the Dean to the department approved by **THREE FOURTHS** [[3/4's]] of the voting members of the department. After the election by the faculty [[and ratification by the Dean]], the new department chair will take office immediately and serve the unexpired term.

#### G. Acknowledgement for Department Chair Duties

A Department chair's duties may be acknowledged through release time, remuneration, and/or their service component of their faculty duties. Any acknowledgement must be agreed upon between the Department chair and the Dean and must be consistent with UAF and Board of Regent's policies and extant Collective Bargaining Agreements.





## **CHAPTER II**

### **Initial Appointment of Faculty**

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

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

#### **B. A**

## CHAPTER III

### Periodic Evaluation of Faculty

#### A. General Criteria

Criteria as outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member’s professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. *EVALUATIONS SHOULD BE CONSISTENT WITH AN INDIVIDUAL FACULTY MEMBER’S JOB DESCRIPTION AND WORKLOAD AGREEMENT*

#### 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

*IARC HAS A LARGE NUMBER OF BIPARTITE FACULTY THAT DO NOT HAVE A TEACHING COMPONENT TO THEIR WORKLOAD FOR THESE FACULTY SCHOLARLY ACTIVITY AND SERVICE CRITERIA ARE THE DOMINANT CRITERIA FOR EVALUATION*

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

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

- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.
- g. may receive prizes and awards for excellence in teaching.

*ALTHOUGH THESE ACHIEVEMENTS WOULD NOT BE EXPECTED TO OCCUR ON AN ANNUAL BASIS*

## **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**

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.



- m. DISSEMINATION OF RESEARCH BASED INFORMATION IN AN EASILY UNDERSTOOD FORMAT THAT CAN BE USED BY FEDERAL AND STATE AGENCIES, NON-GOVERNMENTAL ORGANIZATIONS AND THE PUBLIC*
- n. ASSISTING REGIONAL AND LOCAL ORGANIZATIONS UNDERSTAND DATA SCIENTIFIC FINDINGS NECESSARY TO PLAN AND FASHION POLICY*
- o. PRODUCTION OF IARC FACT SHEETS TO DISSEMINATE INFORMATION TO A BROAD AUDIENCE IN AN EASILY UNDERSTOOD FORMAT*

## **2. University Service**

#### **4. Evaluation of Service**

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit (SEE BELOW FOR IARC). 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.

## **CHAPTER IV**

### **PROMOTION GUIDELINES FOR IARC RESEARCH FACULTY**

IARC RESEARCH FACULTY ARE PRIMARILY BIPARTITE WITH A SIGNIFICANT FOCUS ON SCHOLARLY AND SERVICE EFFORTS WITH A CORRESPONDING REDUCTION IN TEACHING EFFORT. ACCOMPLISHMENT IN RESEARCH, SERVICE AND TEACHING AS OUTLINED ABOVE WILL BE EVALUATED IN ACCORDANCE TO AN INDIVIDUAL FACULTY MEMBER'S WORKLOAD AGREEMENT.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH IARC, SHOULD BE CONSIDERED RELEVANT TO PROMOTION DECISIONS. IN ADDITION, THE NATURE OF A FACULTY MEMBERS WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION DECISIONS.

#### **1. PROMOTION TO RESEARCH ASSOCIATE PROFESSOR**

TO BE ELIGIBLE FOR PROMOTION TO A RESEARCH ASSOCIATE PROFESSOR:

- a. A RESEARCH ASSISTANT PROFESSOR WILL HAVE A



iii. PARTICIPATION IN NATIONAL OR INTERNATIONAL RESEARCH PROJECTS.

iv. SERVING ON NATIONAL OR INTERNATIONAL COMMITTEES.

v. A

WORKSHOPS AND CONFERENCE SESSIONS, SERVING AS AN OFFICER IN PROFESSIONAL SOCIETIES, LEADING AND/OR ACTING AS GUEST EDITOR FOR A SPECIAL TOPIC JOURNAL ISSUE, AND DEVELOPING STRONG PARTNERSHIPS BETWEEN IARC AND INDUSTRY OR BETWEEN IARC AND RESOURCE AGENCIES OR BETWEEN IARC AND COMMUNITIES.

- vi. A DEMONSTRATED ABILITY TO OBTAIN FUNDING FOR HIM/HERSELF AND HIS/HER POST-DOCS, GRADUATE STUDENTS, AND TECHNICAL ASSISTANTS.
- vii. EXCELLENCE IN SERVICE TO THE UNIVERSITY AND THE COMMUNITY AT LARGE.
- viii. SUCCESS IN MENTORING GRADUATE STUDENTS AND TEACHING, ALTHOUGH NOT MANDATORY, WILL ALSO BE VIEWED AS POSITIVE INDICATORS OF ACCOMPLISHMENT.

ATTACHMENT 205/3  
UAF Faculty Senate #205, March 2, 2015  
Submitted by the Curricular Affairs Committee

**MOTION:**

The UAF Faculty Senate moves to approve a new minor in Aerospace Engineering, housed in the CEM Department of Electrical and Computer Engineering.

Effective: Fall 2015

Rationale: This new minor



E B O . . . O . HE FAC L Y ENA E AND b O O .  
E I ALIZING . HE MA HEMA IC b H D

In Faculty Senate meeting #191 on May 6, 2013, a motion was passed that the Faculty Senate supports continuation of the Ph.D. program in Mathematics at UAF, contingent on DMS submitting annual reports to the Faculty Senate in December until the next program review in academic year 2015-2016. This document is a third progress report. (An additional progress report with enrollment numbers was drafted in April 2014 at the request of the Faculty Senate.) We report enrollment and recruitment figures for the Mathematics Ph.D. program.

recruitment DMS is actively working to attract new students to its Ph.D. program. We now have three Ph.D. students accepted into the program at UAF.

- (1) Hector Baños started in Fall of 2014 as an MS/PhD student.

He appears to be making good progress in his required MS core course (Algebra) and has been taking one graduate elective, Math 665: Configurations, related to his broad area of study (discrete geometry). He is also doing an independent study on polytopes — related to a possible research area. He will be advised by Leah Berman or Gordon Williams.

- (2) Gökhan Göksu will start in January 2015 and an MS/PhD student.

He was recruited, and will be advised by Sergei An95.6n.

ATTACHMENT 205/5

UAF Faculty Senate #205, March 2, 2015

Submitted by the Curricular Affairs Committee

Curricular Affairs Committee

Minutes for January 12, 2015 3- 4 pm Reich 300

Present: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Joan Hornig, Ken Abramowicz, Rainer Newberry, Todd Radenbaugh (remote), Jayne Harvie, Caty Oehring, Casey Byrne, Libby Eddy, Linda Hapsmith, Stacey Howdeshell

- I. Minutes of 10 Dec meeting were approved
- II. We confirmed that the H 8(oan )-12.1(H)-2.9(or50 0)Tj h H-2.1()-13 Hchos5( )1s(e)10-12.1s5(t)7r()



- x March 23 at Runcorn Room
- x *Note: April 6 is Faculty Senate Meeting*
- x April 13 at Kayak Room
- x April 27 at Runcorn Room
- x *If needed, May 11 at Kayak Room (last Senate meeting on May 4)*

### III. Old business

Brian recapped the following items of old business with the Committee:

- A. GERC and “C”** – GERC has not met yet this semester, but Leah tells me this is the first task they have before them.

*Brian has met with Leah Berman (GERC Chair). The C-O-W group will get together again soon and pick up the discussion.*

- B. Email from GERC Chair to Dean CLA** – GERC has not yet met; they plan to discuss possible ways of creating buckets at a future meeting

*Dean Sherman has not responded to the bucket list communication, yet. Brian and Leah will devise a process for creating bucket lists of courses and present that to the dean.*

- C. Statewide Gen Ed committee updates** – UAF reps are Rainer Newberry, Leah Berman and Mary Ehrlander. Rainer can fill us in on any other information he has about the committee or its process.

*The three reps have been endorsed by the Administrative Committee of the Faculty Senate. Meetings will have to occur via audio or video conference as there are no travel funds to bring all the membership together.*

- D. Probation/disqualification policy** – still on hold, per Alex

*A revised probation letter is in the works. PAIR data has been requested.*

- E. AP, CLEP, IP testing motion – approved by Administrative Committee; not needed to go to full Senate for vote**

*Brian recapped the decision of the Administrative Committee to approve the language addition to the Catalog. The change falls into a gray area, and it was agreed that it did not require the review of the full Faculty Senate.*

Motion: to modify verbiage in the UAF catalog concerning how credit acquired from National exams can be used to satisfy UAF 'core' requirements.

see below—underlined statement to be added

#### CREDIT FOR NATIONAL EXAMS

There are several ways to earn college credit by receiving a passing score on a national exam. For any of the following exam options, grades are not computed in the UAF GPA. Credit received for exams is not considered UAF residence credit and is not considered to be part of the semester course load for classification as a full-time student. Credit is awarded to current or previously enrolled degree students at UAF. Rules that apply to transfer courses (including the Table of Substitutions) also apply to course credit received through a National Exam.



Clarification: these national exams include

#### IV. New business

##### A. Revisions to current bylaws

*Who on the committee is allowed to vote, and what constitutes a quorum were discussed at length. The topic of what actions the committee can take with and without a quorum was discussed. The recent online discussions of the TESOL and AE minors were good examples of how online communication can function effectively. The TESOL minor was a simple proposal to approve without controversy. The AE minor, on the other hand, involved some controversy in the online discussion and was recommended for further discussion at the scheduled meeting.*

##### x Considerations for **All Senate Committees**:

- o A **standard format for all committee bylaws** with two sections: (1) a description of the **advisory** scheduled meeting.

	<p><u>1. The Chair at the end of the academic year will represent the committee on the Administrative Committee over the summer break, or will appoint a continuing committee member to be his or her representative.</u></p> <p><u>2. Upon convening of the first meeting each academic year, the committee shall consider nominations for Chairperson with the previous chair or appointed representative acting as the Chair. If neither are available, the senior committee member will preside until a new Chair has been selected.</u></p>
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*Curricular Affairs Committee bylaws were approved as amended above, with the additional change in the final section (Appointment of chair, number 2): If neither are available, the a senior-~~e~~committee member will preside*

ATTACHMENT 205/6  
UAF Faculty Senate #205, March 2, 2015  
Submitted by the Faculty Affairs Committee

**Faculty Affairs Committee**  
**Minutes for Monday, December 8, 2014**

**Present:** Elizabeth Allman, Chris Fallen, Bella Gerlich (Ex officio), Galen Johnson (called in), Leslie McCartney, Walter Skya, David Valentine

**Absent:** none

Meeting called to order.

Minutes of November 17, 2014 meeting approved and accepted.  
Agenda approved.

Resumption of reviewing department chair comments about the Department Chair Policy. Chris made changes as we went. The committee decided:

Comments from Debra Jones – Part 2, B1. Decided to leave as is.

Comments from Cecile Lardon – her comments are now irrelevant as document has changed since the comments were made.

Comments from John Rhodes - grammar in various clauses amended.

Absent: none

Meeting called to order.

Minutes of December 8, 2014 approved and accepted. Agenda approved.

Old Business:

Department Chair Policy Revisions: Motion to adopt revisions was brought to the AdCom Committee; discussion ensued and motion was tabled. Add again to the agenda for the next AdCom Committee meeting.

Bylaw Revisions:

Separate the charge of the committee from procedures. Specify if Committee Chair can vote; what is a quorum; if electronic voting can be used. Strike out voting by proxy.

Voting: All matters are decided by a majority vote of the entire voting membership of the committee.

ATTACHMENT 205/7  
UAF Faculty Senate #20

**2. Promotion/Tenure workshop:** Friday April 24<sup>th</sup> 10am-12pm (-1pm), Springfest day, place TBD probably Regents Conference Room in Butrovitch. Discussion about the current climate of shrinking budgets and anticipation of greater levels of concern from attendees. Uncertainty about possible changes made to the handling

ATTACHMENT 205/8

UAF Faculty Senate #205, March 2, 2015

Submitted by the Student Academic Development and Achievement Committee

**Student Academic Development and Achievement Committee (SADA)**

**Meeting Minutes for December 12, 2014**

**Attending:** Cindy Hardy, Libby Eddy, Alex Fitts, Jennifer Tilbury, Curt Szuberla, Ben Kuntz, Colleen Angiak, Sandra Wildfeuer

The committee met and discussed the following items:

**Meeting times:** We discussed possible meeting times for next semester. At least for the group gathered, it seems like Thursday or Friday afternoons will work best. Cindy or Jayne will send out a Doodle poll to find a regular monthly time for Spring semester. We may meet the week before classes start

**Regional Educational Labs Northwest:** We discussed a presentation on a report presented by REL on Developmental Ed in the UA system. REL was contacted by the AK State Board of Education and the Board of Regents and asked to do this study. Members of SADA went to the presentation and agreed to write up a response to the data presented. The committee had the following comments:

The data presented suggested that a combination of HS GPA and Accuplacer gave slightly better course placement than either GPA or Accuplacer alone. However, we noted that there may be some assumptions in the data that need to be clarified. For example, if they are comparing our DEVM data to national data, they need to note that our DEVM 105 (Intermediate Algebra) is considered part of the Math sequence at other universities.

We also noted that the data is only looking at students who recent AK high school graduates. However, one member reported a statistic Dana Thomas related that 70% of developmental ed students are not recent HS grads, so using HS GPA is not the primary placement tool.

We also noted that the study only looks at students intending to get a bachelor's degree. This means that students who are taking Certificate or Associate programs were not included. Along these lines we wondered if students who were in AA or AS programs were included or if students in the "Bachelors-intended" or premajor programs were included. We discussed the definition of "Bachelor's Intended": students who don't have the core preparation for admission to a degree program. These students are not considered bachelors and not considered associates students, but are in their own category. Since the report is state-wide, we wondered if UAA or UAS have a similar system. We noted that UAF policy in English and Math involves placement by test scores, with a little wiggle room in English. Starting this semester, however, all math placement is done through ALEKS scores.

This led to a discussion of placement and advising in Math and English overall, including differences in placement for rural and urban Native students, advising work-arounds to current placement policies, and questions about whether the assessments for DEVE cover what students will be covering in their classes. We noted that UAF, UAA, and UAS are three different schools with different student populations. We questioned why, with our departments looking at data and analyzing it, outside researchers were called in to generate this report. We also asked why ACT and SAT scores were used in the study, when they are not designed as placement tools and are poor predictors of success in particular classes. We noted that the ACT, SAT, and WorkKeys are now taking the place of the HS Qualifying exam; however, only the ACT and SAT are used for College admission.

**Statewide Alignment:** Sandra reported that the statewide committee to align Math/DEVM courses met and agreed to some alignment of courses. The committee is made up of the chairs of Math departments and developmental math departments or programs at all three Universities. They have agreed on a system of common numbering, based on UAA's current numbering. They are still discussing a common designator; however, both UAA and UAS currently use MATH as their developmental math designator, so the designator change only needs







presentations that will be attended and sends a clear message that the OFD is here for faculty; 4) identify two or three institutional priorities: where is UAF not living up to its potential (IAS results?); 5) do not dwell entirely on lack of attendance – if what you are delivering is providing a real benefit for a few faculty members then that is a good thing; 6) find out answers to these questions: Where are faculty in their instructional development? What do faculty really think about outcomes assessment? What comes out of it that is of value? There must be some sort of interest or perceived need from faculty for “Faculty Development” to succeed; 7) keep in mind there are as many challenges facing research faculty as there are for teaching faculty; 8) have attendees of presentations/workshops outside of UAF share the information that was covered with their fellow UAF faculty; 9) if the Tuesday 1 – 2 pm time slot is a problem, make use of what is already scheduled, such as the GI weekly seminar series, CLA faculty meeting times, meeting with Deans and Directors, etc.; 10) consider applying a filter to the survey results Joy has already collected – maybe we already have the information we need; and 11) develop an online tutorial that faculty can access on their own time.

During our discussion, several points were brought up. Paul shared a handout with us listing examples of faculty development activities at three universities. These included matching funds for travel, scholarship, equipment, etc. by partnering with other agencies; a listing of whom to call for help with things like instructional design, devising essay questions, etc.; interdisciplinary mentoring; an Annual Assessment Academy to examine practices and impacts of outcomes-based assessment of student learning; and co-sponsored grant-writing workshops. While the three universities were anonymous, Paul offered to identify them to Joy if any of these particular points were of interest.

Some of the challenges that were discussed were finding meeting days and times that work for most faculty, making sure that awareness of any faculty development opportunities – whether they are offered through the OFD, OIT or eLearning and Distance Education – is consistently and cohesively made available to faculty, limited capacity for in-depth workshops/presentations, and funding shortfalls. Paul explained that when he initially set up the Office of Faculty Development he had some money to do so and wanted a better way of addressing faculty needs than just reacting to requests. He also noted that since there was a lack of interest on campus in high-quality teaching, he wanted to encourage very talented research-oriented faculty to be able to teach their classes more effectively. He suggested (as noted above) to identify two or three areas that UAF needs to work on and let that drive our approach instead of relying on a push from the Provost or Chancellor. Mark noted that a lot of professional development happens informally between colleagues. CP brought up the issue that since so many “specialists” are available these days it seems that faculty are less invo6(y)16( am)-4(el)-10( l4 t)2(an)](t)-6( sh)-4(es

