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**A G E N D A**

UAF FACULTY SENATE MEETING #176

Monday, September 12, 2011

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

- |      |     |   |         |
|------|-----|---|---------|
| 1:00 | I   | Call to Order – Catherine Cahill  | 5 Min.  |
|      | A.  | Roll Call   |         |
|      | B.  | Approval of Minutes to Meeting #175   |         |
|      | C.  | Adoption of Agenda  |         |
| 1:05 | II  | Status of Chancellor's Office Actions   | 5 Min.  |
|      | A.  | Motions Approved:   |         |
|      |     | 1. Motion to Amend Course Compression Policy  |         |
|      |     | 2. Motion to Enforce Core Assessment Compliance Across Delivery Methods   |         |
|      |     | 3. Motion to Approve Objectives and Student Learning Outcomes for<br>Developing General Education Curriculum and Assessment             |         |
|      |     | 4. Motion to Amend Academic Dismissal Policy for Graduate Students  |         |
|      | B.  | Motions Pending: None   |         |
| 1:10 | III | Public Comments/Questions   | 5 Min.  |
| 1:15 | IV  | A. President's Remarks – Cathy Cahill   | 5 Min.  |
|      | B.  | President-Elect's Remarks – Jennifer Reynolds   | 5 Min.  |
| 1:25 | V   | A. Chancellor's Remarks – Brian Rogers  | 5 Min.  |
|      | B.  | Provost's Remarks – Susan Henrichs  | 5 Min.  |
|      |     | Promotion and Tenure Summary Report (Attachment 176/1)  |         |
|      | C.  | Vice Provost's Remarks – Dana Thomas  | 5 Min.  |
| 1:40 | VI  | New Business  | 10 Min. |
|      | A.  | Motion to Approve a New Minor in Marine Science,<br>submitted by Curricular Affairs (Attachment 176/2)                                  |         |
|      | B.  | Motion to Reaffirm Unit Criteria for CEM, submitted by the<br>Unit Criteria Committee (Attachment 176/3)                                |         |
|      | C.  | Reaffirmation of the Resolution for Open Promotion and Tenure Meetings,<br>submitted by the Administrative Committee (Attachment 176/4) |         |
| 1:50 | VII | Discussion Items  | 20 Min. |
|      | A.  | Dean's Council General Education Revitalization Revision<br>Recommendations – Dana Thomas (Attachment 176/5)                            |         |
|      | B.  | Program Review and Draft Motion to Amend Educational Effectiveness<br>Policy – Dana Thomas (Attachment 176/6)                           |         |



ATTACHMENT 176/1  
 UAF Faculty Senate #176, September 12, 2011  
 Submitted by the Office of the Provost

**UAF 2010-11 Results Summary  
 Promotion, Tenure, Fourth Year and Post-Tenure Reviews**

	Yes	No	Withdrawn
Promotion and Tenure: Prior to Mandatory Year	1	0	0
Promotion and Tenure: Mandatory Year	6	1	0
Promotion and Tenure: Prior to Mandatory Year	14	0	1
Tenure: Mandatory Year	1	0	0
Tenure: Prior to Mandatory Year	2	0	0

ATTACHMENT 176/2  
UAF Faculty Senate #176, September 12, 2011  
Submitted by the Curricular Affairs Committee

**MOTION:**



BIOL 473 – Limnology (4 credits)

*Economics*

ECON 235 – Introduction to Natural Resource Economics (3 credits)

**Relationship to the “Purposes of the University”:**

The objectives of the minor in Marine Science coincide with the UAF academic mission of providing high-quality education to undergraduates, because the minor will offer a suite of courses to augment student expertise in the natural sciences and resource management, and enable students seeking a career in fisheries or oceanographic research. Thus, the program addresses three core mission areas identified in the UAF strategic plan: Serve students; Provide quality educational opportunities and experiences; Be responsive to the needs of the state of Alaska.

Fisheries majors are expected to receive immediate benefits from this program, and many have expressed interest in additional MSL course offerings being made available to them. The Fisheries program has been growing rapidly over the last several years, with 68 students currently enrolled and numbers projected to increase to 70-80 in the next year. We also expect the program will serve students in other disciplines such as resource management and political science, as described in the sections above, and we intend to advertise the program to draw in students from these other fields.

ATTACHMENT 176/3  
UAF Faculty Senate #176, September 12, 2011  
Submitted by the Unit Criteria Committee

**MOTION:**

The UAF Faculty Senate moves to approve the Unit Criteria for the College of Engineering and Mines.

EFFECTIVE:     Fall 2011  
                  Upon Chancellor Approval

RATIONALE:     The committee assessed the unit criteria submitted by the College of Engineering and Mines. 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  
COLLEGE OF E**

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.

## **CHAPTER II**

### **Initial Appointment of Faculty**

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

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

#### **B. Academic Titles**

Academic titles must reflect the discipline in which the faculty are appointed.

#### **C. Process for Appointment of Faculty with Academic Rank**

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

#### **D. Process for Appointment of Faculty with Special Academic Rank**

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

#### **E. Following the Selection Process**

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the



## 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. *THE LEVEL OF PRODUCTIVITY EXPECTED OF A FACULTY MEMBER IN EACH AREA (TEACHING, RESEARCH, AND SERVICE) WILL BE COMMENSURATE WITH THE PERCENTAGE OF HIS OR HER WORKLOAD DEDICATED TO SUCH ACTIVITY.*

#### Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university’s tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

#### B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

##### 1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers *WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:*

- 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

***TEACHING BY STUDENTS AND FACULTY DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.***

**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.

**1. Achievement in Research, Scholarly and Creative Activity**

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

**2. Components of Research, Scholarly and Creative Activity**

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.



*APPOINTMENT, WITH THE CANDIDATE TAKING A LEADING ROLE IN RESEARCH AND PUBLICATIONS. THE FACULTY MEMBER MUST ALSO SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS RESULTING IN JOURNAL AND CONFERENCE PUBLICATIONS THAT INVOLVE STUDENTS.*

***III. PROFESSOR:*** *THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT NUMBER OF PEER-REVIEWED JOURNAL ARTICLES (PREFERABLY INDEXED IN SCI, EI, AND OTHER APPROPRIATE SCIENCE OR ENGINEERING INDEXES WHERE APPLICABLE), CONFERENCE PUBLICATIONS AND OTHER FORMS OF LITERATURE, WHICH ALSO REQUIRE RIGOROUS PEER REVIEW, AND ARE PUBLISHED BY WELL-ESTABLISHED PUBLISHING HOUSES. TO INDICATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM, THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUANTITY AFTER THE PREVIOUS TENURE/PROMOTION/ APPOINTMENT, WITH DOCUMENTED EVIDENCE OF HIGH QUALITY AND SHOULD DEMONSTRATE STUDENT INVOLVEMENT. A NATIONAL OR INTERNATIONAL REPUTATION OF THE CANDIDATE (E.G., AS DEMONSTRATED BY A HIGH NUMBER OF ARTICLE CITATIONS, PROFESSIONAL ACTIVITIES, PRESENTATIONS AT MEETINGS, AND DOCUMENTED OPINIONS OF OTHER ENGINEERS AND SCIENTISTS IN THE FIELD) IS EXPECTED.*

#### **D. Criteria for Public and University Service**

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

##### **1. Public Service**

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, 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.

b. Active participation in professional organizations.

c.

***b. OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.***

**E. Unit Criteria, Standards and Indices**

Unit criteria, standards and indices are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in B, C, D, above, and in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review.

Unit criteria, standards and indices may be developed by those units wishing to do so. Units that choose not to develop discipline-specific unit criteria, standards and indices must file a statement stating so with the Office of the Provost, which shall serve as the official repository for approved unit criteria, standards and indices.

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed and approved by the cognizant dean who will forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

Unit criteria, standards and indices will be reviewed at least every five (5) years by the faculty of the unit. When reorganization results in a unit’s placement in another college/school structure, the cognizant dean, in consultation with the unit faculty, shall review unit criteria, standards and indices and revise if warranted. Unit criteria, standards and indices approved by the Faculty Senate prior to a unit’s reorganization shall remain in effect until reviewed and revised. Revision of unit criteria, standards and indices must follow the review process established by the Faculty Senate. If the unit criteria, standards and indices are not revised, a statement of reaffirmation of the current unit criteria, standards and indices must be filed with the Office of the Provost, following the review.

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is **NOT** optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

**F. Annual Evaluation of Non-tenured Faculty with Academic Rank**

**1. Process of Evaluation**

There will be annual evaluations of all untenured faculty members holding academic rank. Each faculty member shall submit a professional activities report to the campus director or



workload agreement in commenting on progress. The director or dean shall provide a copy of a written evaluation to the faculty member.

In the case of a faculty member having a joint appointment, the dean will coordinate the review and recommendation with the director as appropriate.

## **G. Periodic Evaluation of Tenured Faculty Members**

### **1. Frequency of Evaluation**

- a) All tenured faculty at UAF shall be evaluated once every three years according to a schedule and process announced by the Provost.
- b) For tenured faculty with joint appointments, the cognizant dean will arrange a review that assures that all appropriate administrators provide a written evaluation of the faculty member. The dean will inform the faculty member of these arrangements.

### **2. Annual Activities Report**

All tenured faculty shall prepare a professional activities report annually and submit it to the dean or director according to a schedule announced by the provost.

## **H. Evaluation of Faculty with Special Academic Rank**

Special academic rank faculty are appointed for a specified period of time. They are to provide evidence of effectiveness in their assigned responsibilities during the term of their appointment when requested by their college/school dean or institute director according to the process set forth by the provost.

### **1. Process of Evaluation**

The college/school dean or institute director shall require an annual activities report of a faculty member who has an appointment renewed beyond the initial year of appointment. The review process outlined above for academic rank faculty shall apply. The optional process for the development and approval of the unit criteria, standards and indices as outlined above in Chapter III, E. shall also apply to the definition and evaluation of faculty in special academic rank positions.

The appointment to special academic rank shall terminate on the date specified in the letter of appointment, and implies no expectation of a subsequent appointment.

ATTACHMENT 176/4  
UAF Faculty Senate #176, September 12, 2011  
Submitted by the Administrative Committee

The following resolution was passed at Faculty Senate Meeting #146 in Fall 2007, and endorsed by a letter

ATTACHMENT 176/5  
UAF Faculty Senate #176, September 12, 2011  
Submitted by the Office of the Provost

5.

according to the number of students regularly enrolling in a given course, i.e., Small Class (less than 12 students), Medium or Large Class (at least 12 students), and Large Class (at least 20 students).

*\*\*Note specifically that under guideline 5 for a Large Class, a given course fulfills only half of the "O" intensive requirement, so that a student must take two such courses (hence the designation "O/2"). Under each of the other sets of guidelines, a single course would fulfill the "O" requirement.*

- d. Exceptions to these guidelines may be made by the Core Review Subcommittee because of unique circumstances in individual departments.

## 2. Specific Guidelines for "O" Designated Courses Emphasizing Group Communication in Medium or Large Class Contexts:

- a. Each student must be involved in at least one ongoing group project or team of 5 to 8 members, with the group spanning 4 to 7 weeks duration. Group projects must be a coordinated, integrated effort by the group members, not simply 5 to 8 individual projects put together.
- b. Each student must present both an intermediate and a final presentation on an aspect of the group's work during the span of the project or team.
- c. Both presentations must be at least 5 minutes in length, must be given to an audience (e.g., the rest of the class), must be integrated with the presentation of the other group members, and must include additional time for a question and answer period.
- d. Each presentation should receive evaluation by the instructor on oral communication competency, as well as on subject mastery. In addition, the instructor should evaluate the degree of coherence in the overall presentation of the entire group. Students should receive both an individual and group grade for the presentation.
- e. Students must receive, as part of the course structure, information/instruction on how groups function most effectively, on organization of material for effective presentation, and on development and use of media and visual aids.

## 3. Specific Guidelines for "O" Designated Courses Emphasizing Public Communication in Medium or Large Class Contexts (Regularly enrolling at least 12 students):

- a. Each student must be involved in the individual preparation and delivery of at least 3 course related presentations of at least 5 minutes duration each, to an audience of at least 12 persons.
- b. At least one presentation must involve questions from the audience and responses by the presenter.
- c. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.
- d. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
- e. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

## 4. Specific Guidelines for "O" Designated courses Emphasizing Public Communication in Small Class Contexts (Regularly enrolling less than 12 students):

- a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations be to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involve the use of a public address system.
- b. All presentations must involve question and answer interaction. As appropriate for the discipline, it is highly desirable that there be at least one assigned respondent, with questions by other audience members encouraged.
- c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such video taped presentations need to involve at least the

presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.

- d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.
- e. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.
- f. At least one presentation must involve the development and use of appropriate visual aids, and it is desirable that all presentations do so.
- g. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
- h. Students must receive, as part of the course structure, information/instruction on effective speaking, effective responding, organization of material for effective presentation, and on development and use of media and visual aids. If thematic panels are used, students should also receive instruction on panel/symposium and moderator techniques.

5. Specific Guidelines for "O/2" Designated Courses Emphasizing Public Communication in Large Class Contexts (Regularly enrolling 20 or more students):

- a. Each student must take at least two "O/2" designated courses to meet the Core Curriculum requirement for oral intensive coursework.
- b. Each student must be involved in the individual preparation and delivery of at least 2 course related presentations one of at least 5 minutes duration and one of at least 8-10 minutes duration, to an audience of about 20 persons.
- c. The 8-10 minute presentation, must be a formal individual presentation, and must involve questions from the audience and responses by the presenter.
- d. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.
- e. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
- f. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

Effective: November 18, 1993

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November 12, 1990  
UAF Faculty Senate Meeting #22

**GUIDELINES FOR CORE WRITING INTENSIVE DESIGNATOR:**

A. General guidelines for 3-credit course with "W" designator

- 1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"- designated courses.
- 2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
- 3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.

4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

B. Guidelines for the "W" designator in Technical courses

1. In order to ensure that technical disciplines can meet the goals of the writing intensive requirements without compromising the technical quality of their courses, such disciplines may substitute longer courses or a series of courses (typically 1-credit labs) for each of the two necessary 3-credit writing intensive or "W"-designated courses. Courses meeting all the general guidelines will, of course, also be acceptable.
2. The longer course option allows the "W" designator for a 4- or 5-credit course in which written material comprises a portion of the grade equivalent to "a majority" of a 3-credit course. The course must also meet the other general guidelines.
3. The series option allows a student to replace one or both 3- credit "W" courses with a series of courses, each of which may be less than three credits--e.g., a series of 1-credit or 1-credit-equivalent laboratories. Each series, however, must sum to the equivalent of at least one 3-credit "W"- designated course. The initial course in the series will be designated "W1" and, while less than three credits, will fulfill all the other general requirements for a "W." The subsequent courses will base a majority of the grade on written material. Students must take the "W1" course before taking the other courses in the series.

*\*\* To grade a course on written work means to use the student's written work as the basis for his or her grade. Written work is graded mainly on content and organization, with tone, word choice, sentence structure, grammar, punctuation, and spelling accounting for a smaller fraction of the grade.*

Effective: November 29, 1990

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April 13, 1990  
UAF Faculty Senate Meeting #18

## **GUIDELINES FOR CORE NATURAL SCIENCE DESIGNATOR:**

The Natural Science requirement in the Core Curriculum shall be two 4-credit hour courses, each with a laboratory (8 credit hours total). Both courses must be selected from those available in one of the two options defined below.

The goal of the Natural Science component of the Core Curriculum is to prepare students for lifelong learning in the natural sciences (biology, chemistry, earth science, physics). In order to achieve this goal, three objectives will be met:

1. Students will become familiar with the methods used for acquisition and expansion of scientific knowledge through laboratory/field exercises which deal with
  - a. data collection and analysis,
  - b. hypothesis building, and
  - c. experimentation.
2. Students will learn and use major concepts of natural science either by exploring in depth a single discipline or the conceptual relationship between at least two of the natural sciences. Although there are no well-defined criteria for identifying a "major concept" of natural science, the following are generally accepted examples: momentum and energy, electricity and magnetism, the atomic and nuclear nature of matter, equilibrium, the cellular basis of life, evolutionary theory, and plate tectonics.

3. Students will understand the relationships between science and society in terms of the historical context of modern science and the influence of science on contemporary issues. They will also study elements of public science policy and the methods by which it is developed.

Any course qualifying for either emphasis must contain elements which address all three objectives outlined above. This probably requires modification of nearly every natural science course which is offered at UAF before it qualifies under the new guidelines. Thus each qualifying course must have:

1. a laboratory/field component which emphasizes data collection and analysis, hypothesis building, and experimentation;
2. substantial content dealing with "major concepts;"
3. science-related issues in society and public policy

Effective: May 7, 1990

\*As amended to delete Breadth and Depth distinction, December 8, 2003, Meeting #119.

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### **The Department of Mathematics and Statistics core curriculum courses (see <http://www.uaf.edu/dms/core/>):**

The goals of the mathematics core curriculum are to ensure that students develop basic numeracy skills, are able to employ problem solving strategies, can communicate mathematical concepts, and are able to construct and evaluate mathematical arguments.

Syllabi for all DMS core courses are posted on this page.

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### **Library Science LS 101X – Expected Learning Outcomes (see <http://library.uaf.edu/ls101>)**

The student outcome goals and objectives of the Library Science program are:

Students will be able to formulate and articulate a research statement and devise appropriate search strategies.

Students will be capable of carrying out a search strategy using appropriate tools to obtain resources.

Students will be capable of evaluating the appropriateness of their resources and apply evaluative criteria to determine validity and veracity of information.

Students' confidence in their ability to use library resources and research strategies will increase.



ATTACHMENT 176/6  
UAF Faculty Senate #176, September 12, 2011  
Submitted by the Office of the Provost

**DRAFT MOTION**

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

EFFECTIVE: Upon approval by the Chancellor

RATIONALE: UAF institutional and specialized accreditation requires outcomes assessment reporting and assessment is important for the continuing improvement of curricula. To ensure that outcomes assessment information is collected regularly, with no long gaps, each program is asked to prepare a report every 2 years. This is consistent with the two year commitments that department chairs make so each department chair will know a report must be filed during their service. In addition, this change will provide timely information to summarize the implementation and results of assessment practices reported annually to the Board of Regents as required in policy P10.06.020.

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**CAPS** = Additions  
[[ ]] = Deletions

**UAF EVALUATION OF EDUCATIONAL EFFECTIVENESS POLICY**

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs.

The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

The data gathered and summarized as part of the educational effectiveness evaluation process shall not be used for evaluating individual faculty. Furthermore, no student shall be denied graduation based solely upon information gathered for the educational effectiveness evaluation process.

Each faculty member'

Evaluations shall be conducted with regard to the following:

- 1) Student Information  
Students shall be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.
- 2) Evaluation of the CORE Curriculum  
Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses.
- 3) Programmatic assessment  
Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.
- 4) Evaluation of Out of Class Learning  
An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted.

The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least **BIANNUALLY** [[four years]] summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

- A. Student outcome goals and objectives of the program,
- B. The methods and criteria used to evaluate whether the goals and objectives are being met,
- C. A description of what information is collected annually, and
- D. How the results of such information are being used to improve the curriculum.

The report shall be presented to the dean or director's office **AND THE ACCREDITATION AND ASSESSMENT ASSISTANT IN THE PROVOST'S OFFICE BY THE END OF 9-MONTH FACULTY CONTRACTS IN MAY** [[during the month of May]]. At least some information gathering for this process shall occur annually.

Once an educational effectiveness evaluation program has been implemented for the core, the core review committee of the faculty senate shall prepare a report, at least biannually, summarizing the educational effectiveness of the components of the core curriculum. This report shall be similar in content to the report described above for individual programs but shall provide a summary for the components of the core curriculum. The components of the Core may be summarized in the report on a rotational basis, but at least some information should be gathered annually.

ATTACHMENT 176/7  
UAF Faculty Senate #176, September 12, 2011  
Guest Speaker: Kris Racina, HR Director

**Proposed UAF Policy: 02.05.011**

Revised: **March 2011**



administrative leave time from available unrestricted funds

UAF Marketing and Communications is responsible to disseminate updated information to the campus and community through all available channels.

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### NON-COMPLIANCE

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Non-compliance may result in violation of the Fair Labor Standards Act.

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### EXCEPTIONS

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None

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### PROCEDURES

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Absent conditions requiring the authorization of administrative leave, the following options regarding employee leave may be implemented by supervisors, consistent with Cabinet determinations:

#### **Department Status:**

1. Vice-Chancellors must coordinate decision-making through Cabinet and keep the Chancellor advised of planned actions; Vice-Chancellors must coordinate with each other to be assured that essential services are adequately covered.
2. Vice-Chancellors and supervisors should determine essential services and communicate department status and operating hours to employees.
3. Vice-Chancellors may choose to reduce hours or remain fully open for business as circumstances dictate; employees who wish to work and avoid leave use should be accommodated to the extent possible. Supervisors should remain flexible during unusual circumstances and consider whether employee attendance is necessary to perform critical or essential functions.
4. Vice-Chancellors will update Marketing and Communication of department status.
5. Marketing and Communications will communicate information on University status during emergencies.

#### **Leave Options**

1. Employees may telecommute from home and work all or part of the day with supervisor approval.
2. If employees can safely commute and have access to their workspace, they can work a normal day.
3. Employees who are unable to safely commute to work, and are unable to telecommute, may use annual leave, leave without pay, or any combination of these leaves, for all or part of the day. Sick leave may be used for qualifying events described in University Regulation 04.06.130.
4. With supervisor approval and if the arrangement does not violate the Fair Labor Standards Act (FLSA), employees who do not have adequate leave may flex their work schedule to make up time missed due to conditions. Overtime and overtime pay must be approved in advance by the supervisor. Approval is subject to budget considerations and department needs.
5. Other options as the Chancellor may authorize under circumstances presented.

ATTACHMENT 176/8  
UAF Faculty Senate #176, September 12, 2011  
Submitted by the Committee on the Status of Women

**Committee on the Status of Women**  
**Meeting Minutes for Wed, Aug 31, 2011; 2-3 pm, Gruening 718**

Members Present: Melanie Arthur, Nilima Hullavarad, Jenny Liu, Ellen Lopez, Shawn Russell, Derek Sikes, Kayt Sunwood, Jane Weber

Members absent: Stefanie Ickert-Bond, Jessica Larsen, Dan White

**1. Luncheon.** Jane Weber reported: Carol Gold will be the speaker. Tues, Oct 4th, 12:30 Wood Center ballroom reserved. All present CSW members will arrive 11am to help setup. Use online RSVP form instead of email to reserve seat.

<http://www.uaf.edu/uafgov/faculty-senate/committees/committee-on-the-status-o/>

Discussion on question of replacing paper invitations with digital in future years. This year's invitations will still be paper - Ellen, Jenny, & Melanie and others will contact Jayne Harvie to setup times to help fold invitations.

**2. Brown Bag Lunch subcommittee.** Kayt Sunwood, Ellen Lopez, Nilima Hullavarad, Shawn Russell, and Melanie Arthur. Discussion on those held in past years. Meeting to organize next will be Sep 19th, Monday 10:30 in the Woman's Center (also on Elluminate live). [https://elive.uaf.edu/join\\_meeting.html?meetingId=1233801250389](https://elive.uaf.edu/join_meeting.html?meetingId=1233801250389)

**3. Data on UAF faculty salary by gender.** Sine Anahita offered to do a gender analysis of salary data which could be used to create posters which hopefully can be ready for posting October 3-5<sup>th</sup> during the Accreditation visit. The committee voted to give CSW's approval of moving forward on this project.

**4. UAF Statistics on P&T and retention - 10 years of data.** Jane will contact Dan White & Ian Olson regarding these data and attending next meeting.

**5. Next CSW meeting, Oct 11th 2-3pm**

**6. CSW co-Chair.** Jane Weber agreed to continue as co-Chair. Additional co-Chair TBD.

Meeting was adjourned at 2:40; Respectfully Submitted, Derek Sikes & Kayt Sunwood

These minutes are archived on the CSW website:

<http://www.uaf.edu/uafgov/faculty-senate/committees/committee-on-the-status-o/>