DRAFT MINUTES
UAF FACULTY SENATE MEETING #199
Monday, May 5, 2014
1:00 p.m. – 3:25 p.m.
Wood Center Carol Brown Ballroom

I   Call to Order – David Valentine

   A. Roll Call

Faculty Senate Members Present:	Present – continued:
ABRAMOWICZ, Ken (14)	SHORT, Margaret (15)
ALBERTSON, Leif (14) – **Julie Cascio**	VALENTINE, Dave (14)

BAKER, Tori (14) – audio   WEBER, Jane (14)

	(15) - audio
BRET-HARTE, Donie (15)	WINSOR, Peter (14)
CEE, Vincent (14) – **Karl Knapp**	YARIE, John (14)
COFFMAN, Christine (15)	ZHANG, Xiong (14) – **Rorik Peterson**

COOK, Christine (14) -

B. Approval of Minutes to Meetings #198

Minutes for April 7, 2014 were approved as submitted.

received for half of the pay raises, but the other half will have to be absorbed internally. Travel funding will be cut by about 15%; and,

C. Athletics – Dani Sheppard

No report was available.

D. UNAC – Falk Huettmann
     UAFT – Jane Weber

Jane reminded everyone about Open Enrollment which runs through May 16. She also mentioned the information from Healthyroads regarding the $600 credit if employees have biometric screening done and fill out a personal health assessment online. She also mentioned that the Joint Health Care Committee passed a motion to allow 90-day refills from local retail pharmacies. She thinks the pharmacy benefit change should be effective on July 1.

VII   Public Comments

There were no public comments.

VIII   Members' Comments/Questions/Announcements

A.

Cécile commented that what began as a revision to the existing core has gotten infinitely more complex. Two groups have dedicated a large amount of time (multiple years) to the matter. We must think through how we conceptualize a core set of courses or requirements that we want all students to have, and what set of that we want to consider as their basic education – and is that enough as opposed to having the broader core as it is defined so far. Do we want to move toward GERs that are all lower division courses, as many universities have already done? Is this new model something we can get behind or do we want something else? As Rainer pointed out, it gets very complicated.

Cindy H. noted that GERC members were planning to come at 1:50 PM and wish to be part of the discussion.

Anna B. asked to what extent there is room for discussion at this point. With the action by the Board of Regents, it doesn't seem like there's room for much flexibility in the discussion and proposals. David responded that he believes there is a lot of flexibility

Rainer responded that to his knowledge, eLearing has not been explicitly addressed as part of the changes to the baccalaureate requirements in GERC's proposal. Jonathan R. confirmed Rainer's statement. David commented that there is an implicit notion that if we're going to have a uniform set of GERs, that students from across the state would be able to choose (and almost certainly some of them would do so remotely) from a menu of courses shared among the three universities.

Jonathan R. noted that 99% of GERC's work was done before the BOR resolution. There were some discussions after the fact that this could lean heavily on eLearning to the detriment of classroom learning in order to have a unified set of GERs.

Jon D. mentioned that the Faculty Alliance had an eLearning task force a couple of years ago. Some guidelines exist from that group, and FA should dust off that report.

Cécile encouraged everyone to think about the attributes that are attached to courses (e.g., O and W which already exist, and the new proposed attributes to be discussed later in the meeting). These need to be considered in terms of learning outcomes and the way those are being defined. Further discussion will take place in the fall.

David noted that FA will meet this Friday. The first thing FA will do in the fall is hold a retreat in mid-August. He plans for the GERs and changing university regulations to be the main item on the agenda.

Rainer commented (in preparation for the motion concerning the capstone experience) that another big issue involves considering how approval will be secured for the proposed changes. Obviously the Faculty Senate could simply pass motions. An alternative means is to put changes before all the faculty by means of referend

assessed. It's an ongoing discussion which was present in 2011 with the adoption of the learning

Fundamentally, the rationale for the motion is contained in the second sentence of the rationale paragraph. The verbiage is actually from the bullet point that accompanies UAF's current learning outcome #4 concerning "Integrate and Apply Learning." (It's still in effect until the GELO motion is approved at UAA and UAS.)

A question was asked about the meaning of the 0-credit capstone. Rainer noted that a capstone experience might be something other than a course. There are also 0-credit courses where students are required to participate in activities (Music does this, for example, for required recitals). The idea behind the 0-3 credits is to make it as flexible as possible for departments.

Mark C. commented about the fact that it's hard to object to sending a motion out to the whole faculty. Departments who don't already have a capstone experience are going to look at this as a new thing they have to do. Capstone courses that he's seen are customized to individual students and involve a lot of work on one-off projects. It's a lot of work when you have many students doing one-off projects that must be assessed. Rainer reiterated that the motion does not require a capstone course per se – each department can make their own determination about what the capstone experience will be. The advantage to the department of having a capstone experience is it provides a means of evaluating how

the learning outcome because students aren't putting much effort into it, then there's a problem. But this is working backward from the learning outcome. If the program fails, it should become evident.

Rainer proposed taking out the "0-3 credits" language from the motion. Georgina expressed support for that change.

Ken A. shared why the Curricular Affairs Committee modified the motion as they did. GERC felt it was important to have an integration experience and CAC agreed with them. At the same time when the general education requirement of integration is applied at the upper division, the most appropriate place to design it seems to be within the department or program. They are the ones most able to identify what the best integration experience would be for their particular students. They would also be in the best place to assess whether that experience was successful or not. They would then be able to use that assessment measurement to close the loop and make modifications for improving the educational experience going forward. Control of the capstone integrative experience is kept at the program and department, maximizing the probability of having a useful assessment that could lead to improved education.

Julie J. stated she understands the impulse and agrees with the motivation for the motion, but shares a similar concern over the vagueness of what's being required. She's not concerned about the 0-3 credits issue. But, there's no actual description of what is being required in the motion. The rationale describes why we would want to do this, but there's nothing in the actual motion about integrative learning. There's no definition of "capstone experience." There's no sense of assurance that anything specific is going to be accomplished. She would like to see more language in the actual wording of the motion.

Jon R. agreed with Julie's point. On the one hand, GERC purposely left it vague and didn't want to presume what a capstone experience should be for programs. The purpose and application of integration should be in the proposal, however. But they don't want more specificity than that because they want to leave it to the experts in the departments or programs.

David asked about incorporating the bulk of the rationale into the motion itself and whether or not there could be a friendly amendment.

Rainer thought a motion to table might be in order, and then bring it up again in September with more explicit wording. Chris C. seconded a motion to table. A vote was taken and the

A vote was taken and the motion was approved unanimously.

      D. Motion to approve Department of Computer Science Unit Criteria,
          submitted by the Unit Criteria Committee (Attachment 199/14)

Chris Coffman, Unit Criteria Committee Chair, explained that the Computer Science Department had moved from the College of Natural Science and Mathematics to the College of Engineering and Mines. They have worked from the standard unit criteria template and added some criteria that are specific to their unit, most notably with regard to journal and conference publications. The committee recommends their criteria be approved. A vote was taken and the motion was passed unanimously.

XI   Discussion Items
      A. New Communication ("C") vs Current O and W Requirements
          – Rainer Newberry (Attachment

going to be organizational VP next year. Jon D. commented that this discussion is for everyone's information because there may be potential pitfalls.

Debu noted that he is not the first person to do this. Donald Lynch served as Faculty Senate president when he was also organizational VP for UNAC, and there were no conflicts of interest. He doesn't see a conflict yet. Where he does see a clear conflict of interest is when administrators do the job of the department chair, and we are not addressing that matter. He asked for an example of a conflict of interest that he could respond to. He stated he endeavors to be very ethical in what he does, and if there is a situation where ethical decisions must be made, he will do the right thing based on the situation. At this point he doesn't see an ethical problem. He appreciates that David brought it up, which gave him a chance to think it through. He's spoken with senators and others, but he hasn't found anything specific in terms of an example. One thing that came up was the fact that Faculty Senate has non-union members. If that is a concern among those non-union members, he would like to hear from them. He can vouch that he isn't going to compromise anyone's interests.

Donie B.H. reminded Debu that when he spoke to Administrative Committee, he expressed that he would be willing to recuse himself if a conflict of interest arose. She asked him if he still feels that way. Debu confirmed that he would recuse himself if a conflict arose. He will be very ethical if such a situation occurs and will keep everyone informed. He will listen to the views of others and make an ethical decision.

      C. Annual Progress Report from the DMS on status of PhD Program
         - David Valentine, Cécile Lardon (Attachment 199/18)

David provided some background from last year regarding the PhD in Mathematics. Faculty Senate withheld action to delete the program and asked the Department of Mathematics and Statistics (DMS) to provide annual progress reports on revitalizing the program.

Earlier this year Faculty Senate received a report from DMS and approved it. They also asked DMS for provide an update of statistics regarding incoming students. He directed the members to Attachment 199/18 which contains the requested update.

      D. Department Chair Policy Discussion

David reminded everyone that this was a new item that was added at the beginn( )Tj   E -1.vr24(l)en(t)-22(h)20(e)sc

The proposed motion has been posted at the Faculty Senate discussion page. David encouraged everyone to look at it and provide feedback. It's not the same as the one brought forward two months ago.

Debu M. noted the version in FAC's annual report is different from the version sent to the discussion page.

Karen asked for clarification about when the motion would take effect should it be passed in the fall. David confirmed that the motion would not be retroactive. Karen asked who enforces the department chair policy. Provost Henrichs stated that enforcement would be the primary responsibility of the dean

The Faculty Senate Committee Chairs were presented with letters and certificates of appreciation for their service during the past academic year. Jonathan Rosenberg was also recognized as the Chair of the General Education Revitalization Committee (GERC, subcommittee of Curricular Affairs).

     E. Presentation of Resolution of Appreciation for David Valentine

David was presented with a framed resolution recognizing his service to Faculty Senate. See Attachment 199/2 for a full copy of the resolution.

XIII   Adjournment of the 2013-2014 Faculty Senate

Meeting #199 of the 2013-14 Faculty Senate was adjourned at 3:42 PM.

XIV   Seating of the 2014-2015 Faculty Senate Members
    A. Roll Call of the 2014-15 Members

Faculty Senate Members Present:	Present – continued:
ABRAMOWICZ, Ken (14)	NEWBERRY, Rainer (14)
BARNES, Bill (15)	RADENBAUGH, Todd (15) - audio
BLAKE, Barbara (16)	RICE, Sunny (16) - audio

B. President's Remarks – Cécile Lardon

Cécile welcomed the returning senators and the new senators. She hopes it will be a good experience, and she's looking forward to the coming year. She noted there are a lot of big things coming up for them to deal with in the Senate. They will have some serious business, but also an opportunity to do good work.

C. President-Elect's Remarks – Debu Misra

Debu thanked everyone for entrusting the responsibility of president-elect to him. He promised to do his best, and thanked David for giving him insight into the position. It's going to be rewarding and challenging, as Cécile mentioned.

He mentioned what he believes could be the real conflict of interest: whereas United Academics is primarily oriented to faculty only, Faculty Senate has the responsibility more toward the students and quality of education and curriculum. He gave a recent example of speaking to the parent of a student in Dillingham, noting we offer a quality education that reaches all over Alaska. That quality of education is embedded on how faculty move the curriculum forward. He worked with Rainer for four years on Curriculum Review, and expressed his respect for Rainer's expertise in this area. Rainer has the institutional knowledge to move the curriculum forward in a quality direction.

Debu looks forward to working with all of the committee chairs. He mentioned working recently with Chris Coffman. All the committee chairs are doing an excellent job, and he looks forward to working with them.

XV   Provost's Remarks – Susan Henrichs

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B. 2014-15 Faculty Senate Committee Assignments – Cécile Lardon
(Attachment 199/22)

Cécile noted that the committee assignments had been approved by the Administrative Committee and are now presented to Senate.

Jon D. commented that the Board of Regents are continuing their assessment of the research programs, and they've asked for faculty input through the Research Advisory Committee. He and Orion have offered to help them complete some of that business over the summer.

The committee assignments were approved unanimously.

C. Motion to Authorize the Administrative Committee to act on behalf of the Senate
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ATTACHMENT 199/1
UAF Faculty Senate #199, May 5, 2014
Submitted by the Administrative Committee

<u>MOTION</u>:

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.

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Outstanding Senator of the Year Award
Academic Year 201   4

WHEREAS , Franz Meyer has served the University in the UAF Faculty Senate for three years at UAF; and

WHEREAS, Franz Meyer has served as Senator to the UAF Faculty Senate from 2011 through 2014; and

WHEREAS , Franz Meyer has served on the Faculty Development, Assessment and Improvement Committee from 2011 to the present year, and

WHEREAS , Franz Meyer has served as chair of the Faculty Development, Assessment and Improvement Committee from 2012 to the present year , and

WHEREAS , under Franz Meyer's leadership, the FDAI Committee has actively worked to fulfill its mission to UAF faculty, and

WHEREAS , Franz Meyer engaged actively in examining comprehensive options for replacing hand-written course evaluations with an electronic system and provided valuable and thoughtful leadership in assessing those options during 2012 i-1(p)8005e and thrve7(b)512(th)(i-1(p)8005e)8(a)7(u 8(ae

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ATTACHMENT 199/4
UAF Faculty Senate #199, May 5, 2014
Submitted by the Curricular Affairs Committee

Curric

Current University Regulations

Curric ular Affairs Committee
Minutes FOR Meeting   31 March 2014   1- 2 pm Kayak Room

x The Unit Criteria Committee has been developing proposed additions to its bylaws. These clarify voting procedures for the committee as well as the respective roles of committee members and peer units in the process of developing and seeking approval for unit criteria.

x Faculty Senate President-Elect Cécile Lardon is now heading up the Blue Book project, which will continue into 2014-2015. It is anticipated that during 2014-2015 a draft of the proposed revisions to the Blue Book will be presented to the Unit Criteria Committee for review. The committee has discussed the possibility of proposing some revisions to the Unit Criteria template that is in the Blue Book and may take this up during 2014-15.

UAF FACULTY SENATE UNIT CRITERIA COMMITTEE
Meeting Minutes for Tuesday, April 8, 11:30- 12:30

Attendance: Chris Coffman, Christine Cook, Javier Fochesatto
On-line: Mark Conde, Torie Baker, Leif Albertson, Debu Misra
Absent: Steve Sparrow, Cathy W Free
Visitors: Chris Hartman – Computer Science Unit Criteria
            Vladimir Alexeev -IARC

I.   Housekeeping

    1. Approval of Agenda – approved

    2. Approval of Minutes from 3/25/14 Meeting. See attachment. – Mark had a comment – include him as present on-line
        Notes on page 2 Section III: Mark: indicated that the criterion was difficult to interpret but that the paragraph read well in the section dedicated to professors. referred to the criteria as being difficult to interpret anyway other than being a promotion fr om associate to a full professor

II.   IARC: Proposed Unit Criteria

        See attachment:
            x IARC Unit Criteria
-   On page 1 – does it mean the faculty will review after the submission to the Unit Criteria? Yes, it will be taken after our review; that section should be taken out with final submission;
-   In the first paragraph; are we looking at a specific department in IARC? Is it a Center or a Department? Need to determine if it is a department or and if so, then need to re-evaluate;
-   Should it be Center or Centers on the intro statement? Check and make appropriate alterations if needed
-   Is it an entirely new criteria or an update to criteria? IARC changed its structure – merged with other units and now have more faculty with new responsibilities and types of appointments; had new feedback from new faculty and now have the new converged document

- What does a normal bipartte look like in IARC? It varies; 100% self funded so bring in money in many areas; research faculty tend to have 90% research and 10% service, but it varies; some on monthly contracts and others longer
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- Page 8: formatting is too far to the right (check as it seems to be fine on Chris Hartman's version, but not on the Mac version)
- Page 9: 2i – original language is fine, and then added of faculty within the period
   i.   Mentoring OF FACULTY.

   See attachment:
        x   Computer Science Unit Criteria

   Guest from Computer Science: Dr. Chris Hartman

IV.   Continued Discussion of Committee Bylaws

   See attachment:
        x   Proposed Bylaws. – moved discussion item to the first topic at the next meeting

Debu moved to adjourn at 12t 0 Ta [(P)]TJt 12tc tod th-6(r)-4(is)Tw djmdjmdCd ( )Tj EMC /LBody <</MCI

Debu: indicated that "sabbatial condition" doesn't mean the faculty is relieved from administrative duties.
Chris: rephrased to indicate that more precisely that it was allowable for a faculty that was on sabbatical to integrate the PRC.

Chris: Page 5: Noted that the points indicated there about time in rank might contradict

Debu: New language in the CBA would preclude this practice. Specific problem is with making it an evaluation by the Department Chair. The Chair can perform a teaching observation, but not evaluation. (Only the Dean can evaluate; Chair or peers can only observe, not evaluate.)

Debu: Noted that IAS evaluation forms are mandatory. But again these students cannot evaluate; they can only provide opinion on instruction.

Debu: Asked (by way of follow up) what additional value do we get by adding language referring to student evaluation, when it is already mandatory?

Committee: Recommended that Josef take back to the department the language on student "input", with a suggestion that this sentence be removed. All references to "student evaluation" should be replaced with "student opinion of instruction".

Tori: Verified from checking the Provost's web site that Debu's concern (regarding who can evaluate) is legitimate.

Xavier: Criteria specify that low teaching evaluations must be addressed in self narrative. Questioned whether this should explicitly require that pathways to improvement be addressed. Committee felt that this is implied.

Debu: Suggested that word "judge" be replaced by word "assess". This was thought to be a good idea, although it was determined that a change of this importance would

VIII. Continued Discussion of Committee Bylaws

See attachment:
  x Proposed Bylaws.

Chris: Who should remove "track changes" entries (strikethroughs etc) after we discuss some proposed criteria? Chris suggested the units should "clean up" these items before the approved document goes forward to the full senate. But Mark noted that this means he document will be worked on by people other than the committee after the approval step. Mark suggested that we request both a "clean" and "marked up" copy of the proposed criteria. Cathy likes the idea o having both forms presented. Chris agreed that we will amend bylaws to specify this as a future requirement.

Tory: Questioned whether we could require changing from the existing "all

1. Petition
   The committee reviewed two petitions for a Core Communication course substitute.

2. New proposed "C" courses
   The committee discussed the new Communication "C" courses proposed by GERC. Jean, who is also on GERC, explained the current "C" proposal. The current proposal is to require three "C" upper division courses emphasize on written, oral and visual communication, but requirements will be less prescriptive and more flexible than the current oral and written intensive course requirements. Most of existing "O" and "W" courses would qualify for new "C" designation with minor modifications. The proposal also include "signature project" for assessment purpose. Kevin suggested to ask departments to report the communication assessment instead of assessing specific courses and setting degree program level goal instead of course level. Jean will take the suggestion to GERC.

3. Meeting minutes from March 27th meeting
   The committee edited and approved the meeting minutes from March 27th.

4. OW Course Assessment Spring 2014
   Two course were reviewed by Walter. Miho will review the course syllabi again and write letters.

5. Next meeting: Friday April 24th, 2014

Core Review Committee
Minutes from March 27, 2014 Meeting

Voting members:
Miho Aoki (Chair), Tyson Rinio, Xiangdong Zhang, Jennifer Schell

Non-voting members:
Kevin Berry, Caty Oehring

1. Meeting minutes from March 14th meeting
   The committee edited and approved the meeting minutes from March 14th.

2. Petition
   The committee reviewed one petition for a Core Communication course substitute.

4. OW Course Assessment Spring 2014
   The committee went over the reviews of the syllabi done by Jennifer and Xiangdong. Miho will review the syllabi and write draft letters. Kevin suggested that the committee write a report on the review and submit it to the Curricular Affairs Committee. He also recommended that we consider asking schools and departments to submit oral and written communication assessments of their programs. The schools and departments might have such assessments already done for accreditation reviews. Currently the committee is reviewing the Oral and Writing intensive course syllabi and has not assessed the actual course activities and outcomes. Reviewing syllabi is limited, and it's difficult to know the actual class activities. Written reports from the schools and department might be a practical way to investigate how the OW courses

contribute to students' communication skill development in each program.
update (March 30th): The Faculty Senate Administrative Committee also would like to see the report. Miho will write the report and send to the Curricular Affairs Committee and the Faculty Senate Administrative Committee.

5. Next meeting: Friday April 11th, 2014

UAF Faculty Development, Assessment, and Improvement (FDAI) Committee

Year End Report 2013-2014

Committee members: Franz Meyer (CNSM, Chair), Bill Barnes (CTC), Mike Davis (BBC), Cindy Fabbri (SoEd), David Fazzino (CLA), Andrea Ferrante (CNSM), Kelly Houlton (CRD/Dev Ed), Trina Mamoo(a)Tj 0.478 0 Td (m)Tj 9

reaching out to established and new faculty, awarding travel awards, and inviting renowned speakers for guest presentations, she has engaged in the following activities:

- x   Joy has worked with the faculty community of UAF to initiate 6 self-orgwiothfaoulh2 tigmTd (n)Tj 0.522 0 Td

the electronic course evaluation study in AY 13/14 by assessing 4 of the 12 e-course evaluation systems more closely.

Starting in September 2013, the electronic course evaluation workgroup, which included several FDAI members, invited 4 vendors to provide somewhat longer and more detailed demonstrations of their system capabilities. The four second-round demonstrations included:

x Evaluation Kit: Online Course Evaluation and Survey System (9/20/13)

x eXplorance: Blue / Evaluations (10/11/13)

x GapTechnologies: Smart Evals (11/1/13)

x University of Washington: IASOnline (11/22/13)

x Debrief and Discussion (12/6/13)

Based on the review of these four course evaluation systems and based on all the information gathered throughout the two stages of the course evaluation study, the study group formulated the following three part recommendation that was submitted by the

Teaching and Learning on March 25. Joy has the URL for Libby's lecture and her Power Point slides. Joy is really working with her faculty development counterparts in Anchorage to bring more faculty development opportunities to UAF. She is going to UAA's Faculty Development Awards Breakfast on April 11 to determine if something similar could be done at UAF. In addition, she is looking into bringing a UAA theatre group to UAF to present skits on bullying in the classroom – which is a real problem for Anchorage faculty. C. P. asked if anyone knew what kind of bullying may be occurring on the Fairbanks campus, or who should know? Joy said she would ask Libby Roderick for more information on what UAA has compiled on their campus. Kelly mentioned that if UAF faculty members are experiencing bullying from students then Don Foley would be the person to ask for more information if faculty have reported the issue to him.

Joy informed us that the Research Schmooze is all set up for April 15 with a meeting room and computers. She also let us know that Browning of Art 0.46 0 Td (e)Tj 0.44 0 Td (B)Tj 0.02 Tc -0.02 T Tw (rT

Graduate Academic and Advisory Committee
Meeting Minutes for March 31, 2014

Attending: Vince Cee, Lara Horstmann, Mike Daku, Holly Sherouse, Jayne Harvie, Christina Chu, Donie Bret-Harte, Elisabeth Nadin

I.   Minutes from our meeting of 3/10/14 were passed

II.   GAAC passed the following course proposals and changes:
        21-GNC: New Course: MBA F624 - Controllership
        27-GCDr.: Course Drop: NRM F634 - Resource Management in Developing Countries

III.   Several new assignments were made

IV.   We discussed revisions to our by-laws. GAAC passed a motion to change its by-laws in the fall that would have made up to two graduate student representatives voting members and removed our responsibility to consult on tax-related issues, for which we feel that we are not qualified. This motion was referred back to our committee with advice to consider how graduate student representatives would be chosen, and what to do in cases of conflict of interest. We had not had a chance to discuss these points fully because of the need to work on course proposals and changes. We proposed new language to address these points. We plan to discuss this again at our next meeting, because several members were not present at this meeting.

Graduate Academic and Advisory Committee
Meeting Minutes for March 10, 2014

Attending: Laura Bender, Lara Horstmann, Holly Sherouse, Franz Mueter, Sophie Gilbert, Amy Lovecraft, Vince Cee, John Yarie, Elisabeth Nadin, Donie Bret-Harte, John Eichelberger, Jayne Harvie

I.   Minutes from our meeting of 2/17/14 were passed, with one correction.

II.   Updates on course proposals and program changes in progress were discussed. None of the proposals underway are ready to be voted on today. These included: ART 463/663, ART 490/690, BIOL 6xx Biology of Cancer, NRM 641, MBA 624, and the proposal for a graduate certificate program in resilience and adaptation. All are in the process of revision.

III.   Several new assignments were made.

IV.   We discussed some of the issues involved in passing the program change in geophysics. The faculty sponsors were not made aware of all of the comments that arose during the last GAAC meeting immediately prior to the vote, in part because it was so close to the deadline to make it into the catalog this year. At least one item might have lead to changes in the proposal. We agreed that it should be our policy to always contact faculty with issues that are raised, and give them an opportunity to respond with corrections.

V.   The next GAAC meeting will be March 31, 2014, at 9 am.

ATTACHMENT 199/10
UAF Faculty Senate #199, May 5, 2014
Submitted by the Curricular Affairs Committee

A statement to the UAF faculty Senate from the Curricular Affairs Committee RE the
BOR resolution of 4 April 2014   and impacts on UAF's attempt at 'Core' reform

For the last several years A General Education Revitalization Committee (GERC) [a subcommittee of

This page gives (top) the current UA regulations for courses meeting the 34 credit GER and a proposed alternate version. At the bottom is the current tally of credits required as part of the GER. Both can be changed by agreement of the UAA, UAF, and UAS Facu lty Senates, but if so, need to be changed soon.

Current University Regulations	Proposed Revised language
Oral Communication Skills	Oral Communication Skills
Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.	Courses that fulfill this requirement provide guided practice in using oral communication as a tool to respond to and to communicate ideas to diverse and changing audiences.
Written Communication Skills	Written Communication Skills
Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.	Courses that fulfill this requirement provide guided practice in using writing as a tool to respond to and to communicate ideas to diverse and changing audiences.
Quantitative Skills	Quantitative Skills
Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem solving skills as well as skills in the manipulation and/or evaluation of quantitative data.	Courses that fulfill this requirement emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and evaluation of quantitative data
Natural Sciences	Natural Sciences
Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.
Arts	Arts
Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.
Humanities	Humanities
Courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.
Social Sciences	Social Sciences
Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies

Current General Education University Regulations

<u>MOTION</u>:

The UAF Faculty Senate moves to endorse the following set of common Student Learning Outcomes as recommended by the General Education Learning Outcomes sub-committee of the UA Faculty Alliance. These replace the learning outcomes enumerated in the "Objectives and Student Learning Outcomes" adopted by the UAF Faculty Senate at meeting #175 (as amended at meeting #179).

      Effective: Immediately

      Rationale:

ATTACHMENT 199/12

ATTACHMENT 199/13
UAF Faculty Senate #199, May 5, 2014
Submitted by the Administrative Committee

MOTION:

The UAF Faculty Senate moves to amend the Group B Administrator Guidelines for the Evaluation Process for Administrators, as follows.

EFFECTIVE: Immediately

RATIONALE: In some years, the Faculty Senate Administrator Review Committee may not be constituted because Group A reviews are behind or none occur. Group B review oversight only calls for an independent verification that proper procedures were followed. This provides a mechanism to accomplish oversight in the event that the Faculty Senate Administrator Review Committee does not exist.

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BOLD CAPS = Addition
[[ ]] = Deletion

GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

Group B Administrators:

In addition to be reviewed annually by his/her immediate Supervisor, "Group B" administrators are to undergo a 3-year comprehensive review. At a time designated by the Supervisor during the fall semester of the academic year of comprehensive review, the "Group B" administrator will submit a self-evaluation report to his/her Supervisor. The self-evaluation shall include: (1) comments on the annual performance evaluations; (2) a summary of his/her notable activities/accomplishments in the previous years; and (3) a statement of relevant goals/objectives relative to assigned or planned administrative n

The following criteria will be used to determine which administrators are placed on or removed from the "Group B" list. As vacancies and appointments occur, changes to the list shall be determined annually by the Provost in consultation with the Faculty Senate President.

- "Group B" administrator responsibilities must administrative in nature.
  ("Group B" administrators must not be Union members, UNAC or ACCFT).
- "Group B" administrators report to "Group A" administrators.
  (Group A" administrators report to the Chancellor, Provost, or Vice Chancellor.)
- "Group B" administrators supervise faculty and are involved in faculty performance reviews.

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Computer Science.

        EFFECTIVE: Fall 2014
                           Upon Chancellor Approval

        RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Department of Computer Science. With minor revisions, the unit criteria were found to be consistent with UAF guidelines.

<div align="center">***********************</div>

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND COMPUTER SCIENCE UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN A

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 requirev0(ns)-l (r)-27(6(t)-6-20(( )9

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 SER9( )]TJ

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;

g. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, INCLUDING THE DEVELOPMENT OF DISTILLED KNOWLEDGE (BOOKS, SOFTWARE, DOCUMENTATION) FOR STUDENT USE;

h. may receive prizes and awards for excellence in teaching;

i. DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER ENGINEERING ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANEL;

j. INVOLVE STUDENTS, ESPECIALLY GRADUATE STUDENTS, IN QUALITY RESEARCH ACTIVITIES;

SPECIFIC CS CRITERIA FOR TEACHING PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY TEACHING PROGRAM MUST BE PROVIDED, AS WELL AS EVIDENCE OF AN EFFORT TOWARD CONTINUAL IMPROVEMENT.

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

III. 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, UPGRADING OF INSTRUCTIONAL FACILITIES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS. THERE SHOULD BE A RECORD OF CONTINUING SUCCESSFUL MENTORHSIP OF GRADUATE STUDENTS AS EXEMPLIFIED BY JOINT AUTHORSHIP OF PUBLICATIONS, INVOLVEMENT OF GRADUATE STUDENTS IN RESEARCH PROJECTS, AND COMPLETION OF GRADUATE DEGREES UNDER HIS/HER SUPERVISION SINCE THE PREVIOUS PROMOTION. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.

a. **Components of Evaluation**

for these exhibitions IS being based on rigorous review and approval by juries, recognized artists, or critics.

e. 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 AND ENGINEERING works, SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

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

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

SPECIFIC CS CRITERIA FOR RESEARCH PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOREVIDENCE OF RESEARCH 342AinI8-I8-

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 OF FACULTY.

   j. Prizes and awards for excellence in university service.

   k. SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.

   l. PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.

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. **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. 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.

SPECIFIC CS CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR:EVIDENCE OF A COMMITMENT TO CONTRIBUTE TO THE SERVICE MISSION OF THE COLLEGE.

II. ASSOCIATE PROFESSOR:POSITIVE CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.

III. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS INCLUDING COMMITTEE LEADERSHIP OR UAF FACULTY SENATE SERVICE AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS ENGINEERING SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.

EXAMPLES OF SERVICE ACTIVITIES APPROPRIATE FOR FACULTY INCLUDE (BUT ARE NOT LIMITED TO):

    a. K-12 AND/OR INFORMAL ENGINEERING EDUCATION;

    b. PRESENTATION OF ENGINEERING TO THE PUBILC.

MEASURES OF EFFECTIVENESS OF PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

    a. ACCOMPLISHMENTS GAINED THROUGH SERVICE TO ORGANIZATIONS;

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

DISCUSSION ITEM: Two Competing proposals for modifying O & W

Both proposals are intended to provide both more flexible and effective approaches to student upper division communication requirements. The current system of 2Ws + 1 O is conceptually simple and easy to enforce on students but is a 'one size fits all' approach to a complex problem. Having a single set of rules for the O and W classes theoretically makes them possess uniform characteristics—but in practice neither course content nor effectiveness are actually monitored. Proposal I would replace 'O & W' with 'C' courses. These would need to be approved, monitored, and evaluated by UAF faculty committees. Proposal II would make the communications requirements for each degree the responsibility of each department/program. Faculty in each program would monitor and evaluate the effectiveness of their communications requirements.

I. Replace the requirement for '2W courses + 1 O course' with '3 C Courses'

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UNIVERSITY OF
ALASKA

UAF Facu   a

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April 18, 2014

Dear Debu:

First, congratulations on your election to the Faculty Senate leadership as the President- lect !or

0here is no Senate rule that co (pels disclosure o! con!licts o! interest by candidates !or Senate
o!!ice# As &e discussed, ho&e/er, it is o! real /alue to the Faculty Senate that your (ultiple
leadership roles are &ell understood, and the Senate should ha/e con!idence that your leadership
o! the Faculty Senate &ill not be co (pro (ised by con!licts o! interest arising !ro (your ser/ice
as 1 rgani2ational 3ice President o! * , A -# $n thin%ing about si (ultaneously ser/ing in t&o
such leadership roles, $ anticipate that the !ollo&ing potential con!licts o! interest could arise#you &ould be e ' pe

2# 0he * AF Faculty Senate represents all !aculty at * AF, including (e (bers o! * , A -,
(e (bers o! the * ni/ersity o! Alas%a Federation o! 0eachers, and !aculty &ho ha/e chosen to
be (e (bers o! neither union# So (e o! the non-* , A - !aculty (ay be concerned about
potential biased leadership#

4# 0he leadership o! the Faculty Senate &or%s closely &ith the ad (inistrations o! * AF and * A
Syste (on a /ariety o! issues concerning acade (ics and !aculty a!!airs# 0his re5uires open
lines o! co ((unication bet&een ad (inistrators and Faculty Senate leaders# 6o&e/er, there
are restrictions on topics o! co ((unication bet&een union representati/es and
ad (inistration# 0here are also situations in &hich the ad (inistration is &illing to see% input
on issues o! shared go/ernance !ro (!aculty go/ernance leaders but does not intend to
in/ol/e the unions# $t appears di!!icult to ensure e!!ecti/e co ((unication bet&een yoursel!
and ad (inistration at both * AF and the * A State&ide Syste (i! and &hen such topics arise#
0his &ould result in di (inished representation and participation o! * AF !aculty in uni/ersity
go/ernance#

4# 0he interests o! the Faculty Senate and !aculty unions o!ten o/erlap, but not al&ays# 0he
Faculty Senate and the unions (ay assign di!!erent priorities to /arious issues, or e/en
disagree about the appropriate (echanis (to address certain issues# During a ti (e o!

shrinking budgets, for example, faculty unions may decide to take action against management, even as the Faculty Senate would continue to have shared governance responsibilities. It appears difficult or impossible for one person to act in the interests of both institutions in such a situation.

2. According to Article 2 of the current Collective Bargaining Agreement between UNAC and UA, UNAC may purchase up to 48 workload units of faculty time to enable UNAC leaders to carry out their duties. This is a great deal more than the UAF governance office allocates to senate leadership; regardless of good intentions to the contrary, this will imply a differential allocation of time and energy towards union operation and governance, with the likely perception that one or the other is being shortchanged.

During our conversation, we agreed that you would provide written comments about these issues to the Faculty Senate via the Administrative Committee. I think it would be most helpful if you could focus your comments on the following two questions:
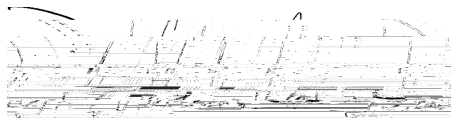
1. How can you reassure the Faculty Senate that the aforementioned conflicts of interest will not occur? As we discussed, this isn't a question of good intents or good will; it is a structural conflict between the role of the Faculty Senate President and that of union leadership.

2. Are there other potential conflicts of interest that the Faculty Senate should be aware of, either because of additional activities or because I haven't thought these through completely?

If the Administrative Committee has your responses by Wednesday, April 24, we would then be prepared to include your statement in the May 2 Faculty Senate agenda or request any additional information from you, if needed.

I'd be happy to meet with you to further discuss these issues. Thank you for working toward ensuring the most effective Faculty Senate possible.

Sincerely,

David Valentine, President
UAF Faculty Senate

cc: UAF Faculty Senate Administrative Committee

April 23, 2014

David Valentine
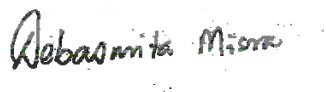President, UAF Faculty Senate

Dear David,

Thank you for your letter of April 18, 2014. I appreciate you sharing your concern on potential conflict of interest in serving simultaneously as the President elect of UAF faculty senate and Organizational conflict of interest, simply complementary and serves

the faculty at large in UAF. However, I respect your concern and would feel more comfortable in reaching a conclusion about any potential conflict of interest after exploring a bit further on the specifics by visiting with the faculty senate administrative committee, if desired. Alternately, if you prefer, I will be happy to simply address the new Senate on May 5, 2014 with my remarks as the President elect.

Additionally, I would like to remind you that in AY2014 15, I am the President elect and **not the President** of Faculty Senate of UAF. As you are aware, my responsibility as the Faculty Senate President begins in 2015 16 and at that time I will have no other roles in any faculty union. I view the next year as an opportunity for the faculty and administration to work together in shared governance responsibilities to undertake decisions that will benefit our university. Over the next year, I plan to work closely with Faculty Senate President Cecile Lardon in working on the variety of issues concerning academic and faculty affairs. Let us ensure, under your leadership before May that the shared governance responsibilities are properly being recognized, and not inadvertently being confused.

Thank you for the opportunity to review your concern on potential conflict of interest. I look forward to working with you in your new role as the chair of the Faculty Alliance.

Sincerely yours,

Debasmita Misra
Faculty Senator, CEM

cc: Jayne Harvey, Faculty Senate Coordinator; UAF Faculty Senate Administrative Committee

To: David Valentine, President
        Cecile Lardon, President elect
        UAF Faculty Senate

CC: Susan Henrichs, Provost
        Paul Layer, CNSM Dean

From: Elizabeth Allman, DMS
        Sergei Avdonin, DMS
        Leah Berman, DMS
        John Rhodes, DMS
        Alexei Rybkin, DMS
        Gordon Williams, DMS

Date: April 19, 2014

RE: Update: Revitalizing the Mathematics Ph.D.

Following our DMS Ph.D. revitalization report to the Faculty Senate dated November 26, 2013, a request was made for an update on enrollment numbers on February 3, 2014, to be submitted by April 23, 2014. We pass along the following information.

search for a statistician. The candidate pool was excellent, and an offer was made to a stellar candidate. As the last details of the offer were being negotiated with the Dean, this candidate received an unexpected offer from another university, which he chose over UAF's. The primary reason the candidate gave for declining UAF's offer was the lack of a Statistics Ph.D. program here. Even though his research interests meshed very well with focus areas of UAF such as petroleum engineering and the geosciences, and the opportunities for interdisciplinary research were appealing to him, this was not enough to counterbalance the lack of a Ph.D. program. This is clear evidence that not having a Ph.D. program can adversely affect faculty recruitment, and affect the university very broadly.

For further information, please contact Elizabeth

2014 Emil Usibelli Awards

Dr. Joseph Thompson, Emil Usibelli Teaching Award Winner
Dr. Roger Ruess, Emil Usibelli Research Award Winner
Dr. Elena Sparrow, Emil Usibelli Public Service Award Winner

Nominees
Dr. Sukumar Bandopadhyay (Research and Public Service)
Dr. Michael Harris (Teaching)

2014 UAF Emeriti

Dr. Kathleen Butler-Hopkins, Professor of Music, Emerita

Mr. Michael Davis, Associate Professor of Rural Development, Emeritus

Dr. S. Craig Gerlach, Professor of Cross-Cultural Studies, Emeritus

Mr. Robert Gorman, Professor of Extension, Emeritus

Dr. John Hopkins, Professor of Music, Emeritus

Dr. Gerald McBeath, Professor of Political Science, Emeritus

Dr. John Olson, Professor of Physics, Emeritus

Dr. Gordon Pullar, Associate Professor of Rural Development, Emeritus

Dr. Kenneth Sassen, Professor of Atmospheric Sciences, Emeritus

Mr. Fred Sorensen, Professor of Extension, Emeritus

Dr. Terry Whitledge, Professor of Marine Science, Emeritus

Dr. Frank Williams, Director of the Arctic Region Supercomputing Center, Emeritus

Ms. Miranda Wright, Director of the Department of Alaska Native Studies and Rural Development, Emerita

MOTION:

Student Academic Development & Achievement Committee
Cindy Hardy, CRCD/DevEd – Convener
Joe Mason, CRCD Northwest Campus
VACANT, CLA – English (16)
Curt Szuberla, CNSM – Science (15)
Gordon Williams, CNSM – Math (15)
Sandra Wildfeuer, CRCD Interior Aleutians
Representatives from Rural Student Services, Student Support Services, Academic Advising Center.

Curriculum Review Committee
Curriculum Council Chairs or Reps
Membership to be updated for 2014-15
Rainer Newberry, Faculty Senate Rep - Convener
SNRE: Peter Fix
CRCD: Jak Maier
UAF-CTC: Keith Swarner
SOE: Gary Jacobsen
CNSM: Tom Green
SOM Undergraduate curriculum: Thomas Zhou
CLA: Rob Duke (Spring 14)
CEM: Chuen-Sen Lin
SFOS Rep: Andres Lopez

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all