

2017-18 GAAC Meeting Draft Minutes - Feb. 16, 2018

Chancellor's Board Room - 11:00-12:00

[https://hangouts.google.com/hangouts/\\_/alaska.edu/gaac](https://hangouts.google.com/hangouts/_/alaska.edu/gaac)

Attendees: Falk Huettmann, Emily Perryman, Mike Daku, Don Hampton, Tathagata Ghosh, Holly McDonald, Janeen Ruge, John Elliott, Karen Jensen, Anne Beaudreau, Sean Topkok

- I. Adopted agenda
- II. Safety - Violent Intruder Response Training
- III. Adopted minutes from [2/2/2018](#)
- IV. For your information:
  - A. [Item](#) for GAAC is considered on hold due to Anna reaching out to departments who are currently formalizing the chairs in their respective departments.
  - B. Outline of [draft resolution](#) regarding cross-listing of courses. This will remain open for GAAC members to comment.
  - C. [Motion to establish written selection criteria for graduate student\(s\) to serve on GAAC](#) (passed by GAAC 2/16/18 - moving to AdCom)
  - D. [Motion to amend GAAC Bylaws](#) (passed by GAAC 2/16/18 - moving to AdCom)
- V. Updates from the Graduate School. (On Hold for Graduate School attendance)
  - A. In-Progress:
    1. [Advancement wording clarification](#)
      - a) GAAC will leave the Google Doc up for comments by members.
    2. Wording for reserving courses for graduate program for graduate section
    3. Graduate Certificate/Graduate Licensure general requirements
  - B. Information on the process/procedures that other universities use to award [posthumously degrees](#).
  - C. The [change in how to select student representatives for GAAC](#) or this [change from past minutes](#) needs to be formalized as it requires a change in the [Bylaws](#).
  - D. [Graduate Commencement Walk-through Policy](#)
    1. <http://www.uaf.edu/gradsch/faculty/commencement-walk-through/>
    2. The policy needs to be updated for several reasons
      - a) The amount of PhDs applying to participate but not graduate in spring commencement has increased to about 10+.
      - b) The timeline for submitting approved Report on Thesis/Dissertation Defense the Monday before commencement is a very tight timeline to accommodate.
- VI. Reviewed, updated, and passed [assignments](#)
- VII. Other business: Should syllabus attachment be required in Courseleaf. GAAC votes to make it available, not required.
- VIII. Adjourned.

To: Graduate Academic & Advisory Committee and Research Advisory Committee of the Faculty Senate (updated, February 2, 2018 by RAC)

From: Anna Liljedahl, Sean Asiqıuq Topkok and Nicole Misarti

### **Draft resolution to department chairs and deans**

**Rationale:** The committee chairperson is directly responsible for upholding the program's high level of excellence by ensuring that the committee functions smoothly, effectively, objectively, and according to the program's policies, including UAF Bipartite and Tripartite Research Faculty. The chairperson establishes a positive, constructive, fair-minded environment in which the nominees are to be evaluated. The chairperson fulfills an oversight role and can also participate in the review of nominees. Another rationale is to inform graduate students to diffuse ambiguity about graduate committee appointments.

**Action requested:** Advocacy from GAAC and RAC to request advocacy from AdComm and eventually Faculty Senate

### **Letter to department heads to clearly define their departmental policy on assignments of graduate student committees including who can serve as chairs. Inequality across campus for Research Faculty in graduate student advising**

**Whereas**, compared to other universities, the University of Alaska Fairbanks receives relatively large revenue from research awards (~\$100 million per year) compared to revenue from tuition and fees (~\$40 million per year). Similarly, UAF is unique in that a large group of its faculty are Bipartite Research Faculty, which are faculty whose employment depend on continual success in securing external awards. The UAF Bipartite Research Faculty are employed by the various research institutes on campus such as the Geophysical Institute, International Arctic Research Center, Institute of Arctic Biology, Institute of Northern Engineering and Institute of Marine Science. Major funding agencies include the National Science Foundation, National Institute of Health, National Oceanic and Atmospheric Administration etc.;

**Whereas**, the inclusion of students, undergraduate and/or graduate, is often a necessary component of a successful research proposal in the proposed research activities. Accordingly, UAF Bipartite Research Faculty commonly mentor UAF students and finance entire graduate degrees. UAF Bipartite Research Faculty are approached by prospective students who invested considerable time in researching the internet and reading articles to find a potential advisor that fit their academic interests. UAF Bipartite Research Faculty are populating academic graduate programs and providing funding for academic departments by hiring research assistants. Employers see the research experience of graduating UAF students, undergraduate and graduate, as a valuable skillset.

**Whereas**, still, only one academic College at UAF, the College of Natural Sciences and Mathematics, allows Bipartite Research Faculty to be the main academic advisors after the faculty has first Co-Chaired one student (note, the first-time co-chairing requirement does not currently apply to tripartite academic faculty). Many other academic departments do not allow Bipartite Research Faculty to serve as main academic advisors (unless the student is seeking an Interdisciplinary Degree). This policy exists in the face of the fact that a federally funded research award is often a contract of three years or more, with the Bipartite Research Faculty often serving as the Principal Investigator and with an even longer employment history at UAF.

**Whereas**, some Unit Criteria of Bipartite Research Faculty across campus include student mentoring under research activities, but do not require Bipartite Research Faculty to mentor students in order to receive promotion. However, proposal successes often depend upon student involvement. Accordingly, student mentoring is embedded in the successful research faculty career. UAF risks student recruitment, tuition, and research revenue, by not allowing Bipartite Research Faculty to serve as major advisors. Considering that the research revenue is a major portion of the budget at UAF and student enrollment is rapidly declining, we recommend all UAF academic departments follow CNSM's approach, while also expanding the first-time requirement of co-chairing to all faculty including academic faculty, and give both Bipartite Research Faculty and Tripartite Academic Faculty the responsibility and opportunity to effectively contribute to the UAF educational and research missions.

**Therefore, let it be resolved** department heads to clearly define and document their departmental policy on assignments of graduate student committees including who can serve as chairs.

## **Advancement to Candidacy**

From the [2017-2018 catalog](#) for reference:

### **Catalog and Time Limit**

You must satisfactorily complete all course work listed on your Advancement to Candidacy form and all other degree requirements within seven years for a master's degree and 10 years for a Ph.D.

### **ADVANCEMENT TO CANDIDACY**

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. You are required to submit your application for advancement to candidacy one semester before you are awarded your degree.

The finalized [Graduate Study Plan](#) should be the basis for completing the Advancement to Candidacy form. Students must have a cumulative GPA of 3.0 in the courses identified on the Advancement to

Candidacy form. For the purpose of satisfying degree requirements students must earn a B (3.0) or better (no P grades) in each F400-level course and a C grade (2.0) or better in each 600 level course. A B- is less than a 3.0 and, if obtained in a F400 course, will not count for meeting degree requirements; likewise a C- is less than a 2.0, and if obtained in a F600-level course, will not count for meeting degree requirements.

Admission to graduate study does not imply advancement to candidacy for a degree. The graduate advisory committee has the option of refusing to recommend a student to candidacy.

- **Master's Degree**

You may apply for advancement to candidacy for a specific master's degree if you are in good standing and you have:

1. Satisfactorily completed at least 9 semester credits of graduate study at UAF (study after admission to a specific degree program).
2. Received approval of a provisional thesis or project topic, if applicable.
3. Received approval of the finalized Graduate Study Plan, including specific course work to be completed and any other requirements.

- **Doctoral Degree**

You may apply for advancement to candidacy for the Ph.D. degree if you are in good standing and you have:

1. Completed the full time equivalent of two academic years of graduate study.
2. Completed at least 9 UAF credits.
3. Received approval of the Graduate Study Plan.
4. Obtained approval of the advisory committee for the title and synopsis of the thesis.
5. Passed a written comprehensive examination.

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## **Part One: Consensus on interpretation of Advancement to Candidacy wording in the UAF catalog**

**Proposed:** Use the Board of Regents' (BOR) approved program but allow deviance on the advancement to candidacy which will formally establish the degree requirements

**Intent:** Adding courses beyond the BOR approved program has never been a problem but any deviation (e.g., course substitutions) from the BOR approve program required a graduate student petition. Allowing the student and the graduate committee to indicate that there is deviance on the Advancement to Candidacy will eliminate the need for the majority of the

petitions that students have to submit. Graduate student petitions will still be required to change add or remove of courses (after), or other catalog exception.

**Current wording:**

Exceptions to Degree Requirements

Deviations from academic requirements and regulations for graduate students must be approved by academic petition using the form available on the Graduate School website. Petitions must be approved by the student's graduate advisory committee, the department chair of the student's program, the dean of the school or college and the dean of the Graduate School.

**Suggested wording:**

Exceptions

Program Requirements

Course substitutions

Degree Requirements

Comps (oral/written)

General University Requirements

Catalog time limit

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Graduate Study Plan section from the [2017-2018 catalog](#) for reference:

**GRADUATE STUDY PLAN**

Graduate students must file a Graduate Study Plan with the Graduate School before the end of their second semester in a UAF graduate degree program. The GSP outlines the curriculum of study and a timetable the student must follow in meeting graduate degree requirements. The GSP is prepared by the advisory committee in consultation with the student. It is an agreement of mutual expectations between the student and the faculty committee. The GSP not only contains the specific degree requirements but also indicates the mechanism for

fulfilling these requirements (e.g., via course work, examinations, readings, internships or other supervised experience) and a projected timetable.

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I am currently working on updating the curriculum manual to be more of a permanent manual that is updated with policy and procedure updates/additions or any other major changes take place rather than with each academic year. With this new manual, I would like to set generic deadlines for the curriculum submissions (i.e. 1st Friday in November). I met with Holly (cc'd) earlier today and we discussed these deadlines and we agreed it would be a good idea to get your input on how you feel the November 3rd deadline went this year. We also discussed having separate deadlines for courses and programs.

Ultimately, I would like to have these deadlines, and really the entire manual approved by your committees and AdCom to give it a little more weight.

Thank you in advance for your feedback. I hope you both had a wonderful break!

Thanks,

Emily

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Posthumously procedures/processes from other Universities

- [University of Minnesota](#)
  - [University of NC](#)
  - [University of Missouri](#)
  - [Colorado State University](#)
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(source: <http://www.uaf.edu/uafgov/faculty-senate/about/faculty-senate-constituti/>)

The Graduate Academic and Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial issues and dealings with other universities.

The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of the Library, and

the University Registrar are non-voting ex officio members. Graduate student representatives are appointed by the Dean of the Graduate School.

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### **Outline of draft resolution regarding cross-listing of courses**

*Drafted by Anne Beaudreau for GAAC discussion at 2/16 meeting*

#### Problem statement:

There are significant institutional barriers to cross-listing courses across colleges. Some colleges, like CFOS, will not allow cross-listing of their courses until the university changes its policy on tuition returns. These current policies create disincentives for faculty to collaborate across institutional boundaries, limiting creativity and exchange of ideas, and ultimately impacting the quality of graduate education.

#### Why this is an issue (or, the value of cross-listing):

- Cross-listing benefits graduate students by providing them with more ways to fulfill credits within their degree programs.
- Cross-listing benefits instructors by providing more exposure to graduate courses in the catalog and schedule (i.e., by listing in multiple departments), thereby increasing potential enrollment.
- Cross-listing benefits graduate education by increasing interactions among departments and disciplines, and creating the potential for more cross-disciplinary collaboration.
- Cross-listing reduces the potential for redundant course offerings in different departments and colleges.
- Cross-listing reduces the administrative load for graduate advisory committees, department chairs, and Graduate School staff because it reduces the number of petitions required for changes to the Graduate Study Plan or Advancement to Candidacy forms.

#### Proposed solution(s):

Reduce institutional barriers to cross-listing, the greatest of which is the current payment structure for tuition revenue. For example, in other universities, the department that pays the instructor receives the tuition.

[Does GAAC propose a solution, conclude with a position statement, or request that this issue is taken up at the Faculty Senate?]

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Examples of resolutions for reference:

- [http://www.uaf.edu/files/uafgov/FS-217\\_Resolution-re-Strategic-Pathways-10-10-2016.pdf](http://www.uaf.edu/files/uafgov/FS-217_Resolution-re-Strategic-Pathways-10-10-2016.pdf)
- [http://www.uaf.edu/files/uafgov/UAF-Faculty-Senate-Resolution-on-School-of-Education-Decision\\_FS-220\\_Signed.pdf](http://www.uaf.edu/files/uafgov/UAF-Faculty-Senate-Resolution-on-School-of-Education-Decision_FS-220_Signed.pdf)
- [http://www.uaf.edu/files/uafgov/16-17\\_FS-221\\_Resolution-supporting-international-faculty-students-staff.pdf](http://www.uaf.edu/files/uafgov/16-17_FS-221_Resolution-supporting-international-faculty-students-staff.pdf)
- <http://www.uaf.edu/files/uafgov/Resolution-to-support-Faculty-Staff-Regents.pdf>
- <http://www.uaf.edu/files/uafgov/Resolution-in-Appreciation-of-Joy-Morrison.docx.pdf>