ALBERTSON, Leif (14)	VALENTINE, Dave
ALEXEEV, Vladimir (13)- Georgina Gibson	WEBER, Jane (14)
BANDOPADHYAY, Sukumar (13)	YARIE, John (14)
BRET-HARTE, Donie (13)– Brian Rasley	
BROWN, Stephen (13) Julie Cascio	Members Absent
CEE, Vincent (14)– Kathy Arndt	CHAMBERS, Izetta (14)

COOK, Christine (14) audio

The Provost reported on the Strategic Direction Initiative (SDI) meeting that occurred the week before last in conjunction with the Board of Regents' meeting. The intent is to move the process toward completion in time for a presentation to the BOR in June. Over the next several weeks documents from this process will be made available for widespread input. One of the big issues is how UAF will assess its progress toward the goals of SDI. Identifying assessment measures is an ongoing and intensive task in the months ahead. The new focus will be on outcome metrics or "products" such as graduates who've obtained employment, patented products, and publications for Alaskans, rather than input metrics such as amounts of grant funding received or student enrollment numbers. They are looking for ways to show the value of the University to Alaskans. The actual implementation of SDI will be a important undertaking in the years to come.

A brief summary of the BOR meeting was provided, which the Provost described as reasonably low key with no surprises. The MAT degree programs in mathematics and physics were eliminated, along with the MS in general science. The CRCD and CTC master plans were approved. The vapor barrier project for the Fine Arts Complex was approved. There was considerable discussion about the SB 241 report on teacher preparation by the University and its progress toward meeting the need for teachers in the state. Much concern remains about the fact that the majority of K-12 teachers are hired from outside Alaska and do not stay very long in the rural school districts. The goal that has been established by the legislature and the Board of Regents is that our Schools of Education will prepare more teachers who are well prepared for and

There will be more information presented at the next Faculty Senate meeting. No voting will be done about this topic until the template is shared and there's a chance for everyone to examine it.

Todd R. asked if the poll was representative of the faculty and what percentage of faculty responded. Jennifer responded that there were 180 responses, including 40 from adjunct faculty. It's hard to say what percentage that is because responses were invited from adjuncts as well as tenure-track, research and term faculty, and we don't have an accurate count of how many adjuncts there are. She compared the response distribution by rank and unit and this seemed to indicate the responses were representative of the faculty. Overall, the results appear to be representative, but this question cannot be answered in a rigorous way.

Brian R. asked if the response level around 20% was normal for this kind of surf15(e)nd 2013(a)-1sum(o)2

A vote was taken, and the motion to amend the bylaws for the Criteria Committee carried unanimously.

C. Motion to amend the grading policy for C- (1.7) as minimum acceptable grade for baccalaureate major / minor degree requirements and prerequisites, submitted by Curricular Affairs Committee (Attachment 189)

Julie J. asked if it would be someone at the advising center who would talk to the students, or would it be their own academic advisor in the department. Jennifer responded that the first suggestion by Faculty Senate was the student's own academic advisor, but the topic had also independently moved over to the Advising Center. How do faculty feel about this?

Julie expressed concern about the potential situation where it was the academic advisor who gave the grade in question. Alex commented that having the student go to an independent person at the Advising Center is a better way to go, particularly if it's a small department and the student would thus feel uncomfortable. Paul Layer agreed and added that it puts the academic advisor in an awkward position if they are advising the student to put in an appeal against one of their colleagues in the department. Being able to take the matter outside the department, to a more independent advisor in the Advising Center, would be advantageous for both the student and the department faculty. The department chair is supposed to mediate the process in the beginning anyway, and if that fails (and a formal appeal is being filed) then maybe we should be moving toward something more removed from the department.

Franz M. asked whether grade appeals happen regularly. Cecile L. reported that she'd asked Don Foley that question and learned it averages about five to ten a year.

John H. asked if (d D)-384

John H. asked how early would in the process would students be directed to the Advising Center. Paul Layer said first a student talks to the instructor and the department chair. An appeal is the last stage of the process if it's not resolved earlier, and then the student could be directed to the Advising Center for help with setting up an appeal. The Advising Center would not be a gatekeeping role, but rather an advisory role. It would be optional for the student to go to the Advising Center.

Alex F. commented that part of the language regarding appeals is that they are the last resort after other options have been exhausted. Part of the role of the Advising Center would be to help the student explore whether or not they've exhausted other options.

Jennifer informed everyone that she has asked Alex to keep Faculty Senate up to date on developments so Senate can be involved in discussing any proposals that come up.

B. Next steps for Learning Management System (LMS) evaluation (Attachment 189-10)

David V. provided a brief recap, mentioning that he and Carol Gering had a

Graduate Academic & Advisory Committee – Donie Bret-Harte, Chair
(Attachment 1891/5)
Research Advisory Committee – Jon Dehn, Chair

XI Adjournment

The meeting was adjourned at 3:15 PM

ATTACHMENT 189/1
UAF Faculty Senate 189, March 4, 2013
Submitted by the Administrative Committee

OUTSTANDING SENATOR OF THE YEAR AWARD (OSYA)

PURPOSE:

The Outstanding Senator(s) of the year award is an award to be given by the UAF Faculty Senate for truly outstanding contribution of service for academic quality at the University. The contribution to be recognized would be far beyond that normally made by an individual in the normal performance of his

Discontinuation of this program will have little effect on other programs, personnel, students, or budget. The department will be freed from administrative requirements of student learning outcomes assessment and program review. The vacant faculty position can be refilled to focus on other department needs. There are currently no students enrolled in this program, and admissions have been suspended pending Faculty Senate action. Therefore, the program can be discontinued immediately and does not require a teach out period.

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ATTACHMENT 189/3
UAF Faculty Senate 189, March 4, 2013
Submitted by the Mathematics and Statistics Department

Update: Revitalization plans for the Ph.D. in Mathematics at UAF

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. A MASTER'S DEGREE IN LIBRARY SCIENCE (MLS) OR EQUIVALENT FROM AN AMERICAN LIBRARY ASSOCIATION (ALA) ACCREDITED PROGRAM IS THE RECOGNIZED QUALIFICATION FOR ACADEMIC LIBRARIANS. IN SOME CIRCUMSTANCES A MASTER'S OR DOCTORAL DEGREE IN A SPECIFIED FIELD MAY SERVE AS AN ALTERNATIVE. 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

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

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

b. express positive regard for students, develop good rapport with students AND OTHER AUDIENCES AND show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student AND OTHER AUDIENCES participation for student learning and teacher effectiveness, are sensitive to student AND OTHER AUDIENCES diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly REVISE CURRICULUM AND develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design. IN ADDITION TO TEACHING CREDIT COURSES, LIBRARY SCIENCE FACULTY MAY ALSO CONDUCT LECTURES, WORKSHOPS, AND SEMINARS FOR DISCIPLINE-BASED COURSES OR NON-CREDIT PROGRAMS AT ANY LEVEL. THEY MAY ALSO ORGANIZE TEACHING WORKSHOPS OR PREPARE COURSE MODULES FOR BROAD DISTRIBUTION.

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

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,

AND OPTIONALLY:

e. STUDENT OPINION SUMMARY FORMS DESIGNED BY LIBRARY SCIENCE FACULTY FOR THE EVALUATION OF WORKSHOPS, SEMINARS, OR GUEST INSTRUCTION SECTIONS,

f. TESTIMONIALS FROM STUDENTS AND OTHER AUDIENCES.

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, CASE STUDIES, TRANSLATIONS, BOOK CHAPTERS, ANNOTATED BIBLIOGRAPHIES, PRESENTATIONS AND POSTERS AT PROFESSIONAL MEETINGS, 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.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions 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 works, 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. PEER-REVIEWED ADAPTATIONS OF NEW TECHNOLOGY INCLUDING SOFTWARE DEVELOPMENT RELEVANT TO INFORMATION ACCESS AND/OR DELIVERY OF LIBRARY SERVICES.

m. PEER-REVIEWED EXHIBIT CURATION.

RESEARCH CRITERIA FOR PROMOTION TO THE RANK OF FULL PROFESSOR MAY INCLUDE BUT ARE NOT LIMITED TO:

1. DEVELOPMENT AND/OR ADAPTATION OF NEW METHODS AND APPROACHES IN THEIR AREA OF EXPERTISE;

2. RECEIPT OF UNIVERSITY, STATE OR NATIONAL AWARDS;

3. ONGOING CONTRIBUTIONS TO PUBLISHED RESEARCH; SCHOLARLY, CREATIVE, OR PROFESSIONAL ACHIEVEMENT;

4. INVITED PRESENTATIONS AT THE STATE, NATIONAL OR INTERNATIONAL LEVEL.

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."

UNIVERSITY SERVICE IS USUALLY THE LARGEST PORTION OF THE LIBRARY SCIENCE WORKLOAD.

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 IN THE FACULTY MEMBER'S AREA OF EXPERTISE.

g. Prizes and awards for excellence in public service.

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

i. Training and facilitating.

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

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

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes noninstructional 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 or specific projects.

c. Service as department chair or temporary 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.

ACTIVITIES RELATING TO THE NORMAL AND NECESSARY FUNCTIONING OF THE UAF LIBRARY AND PERFORMED ON A REGULAR BASIS ARE CONSIDERED TO BE COMPONENTS OF UNIVERSITY SERVICE. FOR MOST LIBRARY FACULTY THIS COMPRISES THE BULK OF THEIR UNIVERSITY SERVICE RE SPONSIBILITIES. SPECIFIC ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO:

REFERENCE:
REFERENCE SERVICES PROVIDE A LINK BETWEEN LIBRARY PATRONS AND INFORMATION SOURCES. THEY USUALLY INCLUDE PERSONAL ASSISTANCE IN IDENTIFYING, LOCATING, AND USING APPROPRIATE RESOURCE MATERIALS.

COLLECTION DEVELOPMENT:
COLLECTION DEVELOPMENT IS THE PROCESS BY WHICH LIBRARIANS DETERMINE THE BOOKS, JOURNALS, NON- PRINT MEDIA, ON- LINE DATABASES AND OTHER ITEMS TO BE INCLUDED IN THE LIBRARY'S HOLDINGS. THIS PROCESS INCLUDES: ASSESSMENT OF USAGE DATA; LIAISON RELATIONSHIPS WITH ACADEMIC DEPARTMENT; CO -

INSTITUTIONAL COOPERATIVE PURCHASES, AND ESTABLISHMENT OF LONG-TERM CONSORTIAL AGREEMENTS.

MANAGEMENT OR ADMINISTRATIVE ACTIVITIES: RESPONSIBILITIES MAY INCLUDE: BUDGETING; SUPERVISING AND EVALUATING STAFF; STRATEGIC AND OTHER LONG -TERM PLANNING;

ATTACHMENT 189/5
UAF Faculty Senate 189, March 4, 2013
Submitted by the Unit Criteria Committee

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the Unit Criteria Committee, Section 3, Article V: Committees, subsection E3, (page 17). This amendment updates the list of units and adds representation from the research institutes and the library. The amendment also allows for more flexibility in the final composition of the committee, while maintaining wide representation.

EFFECTIVE: Immediately

RATIONALE: The list of units is out of date and it does not include the research institutes, or the library.

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ATTACHMENT 189/6
UAF Faculty Senate 189, March 4, 2013
Submitted by the Curricular Affairs Committee

MOTION:

The UAF Faculty Senate moves to amend grading policy concerning the grade of C, such that C

ATTACHMENT 189/7
UAF Faculty Senate 189, March 4, 2013
Submitted by the Faculty Affairs Committee

MOTION:

The UAF Faculty Senate moves to revise the Grade Appeals Policy of the University of Alaska Fairbanks Faculty Senate, Section III: Procedures, Article B, Subsection 5. This revision clarifies the time period within which grade appeals will be reviewed

EFFECTIVE: January 2013

RATIONALE: As currently stated the policy makes it possible for a grade appeal to be received during the summer when many faculty are off contract. Depending on the department and program it may be difficult to find enough faculty to serve on a grade appeal committee during those summer months. The proposed revisions allow for a more flexible time period for processing grade appeals submitted during the summer.

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BOLD CAPS = Addition
[[ ]] = Deletion

Sect. III (Article B: Procedures) [[

semester OR WINTERMESTER) or within 5 days of receipt of notification of the process by the dean/director of the college or school in which the course was offered.

…

5. The committee must schedule

ATTACHMENT 189/8
UAF Faculty Senate 189, March 21, 2013
Submitted by the Faculty Affairs Committee

MOTION:

The UAF Faculty Senate moves to revise the Faculty Senate Bylaws of the University of Alaska Fairbanks, Sect. 1, Article III: Membership, Sections C and D. This revision adds a statement specifying that elections are held in the spring. It also adds a subsection allowing a special election to be held if, and only if, a senator cannot complete his/her term and no alternate is available to represent the affected unit.

EFFECTIVE: Immediately

RATIONALE: The bylaws currently do not state when elections are to be held – only when terms begin. There is also no bylaw regulating situations where no alternate is available to replace a senator who can no longer serve.

****

BOLD CAPS = Addition
[[ ]] = Deletion

Senate Bylaws:

Sect. 1 (ART III: Membership)

C. Election Procedure

1. Election shall be conducted by the represented units, or by the Senate office for any conglomerate groups to provide representatives to the Senate according to Article III of the Senate Constitution. Elections ARE TO BE HELD DURING THE SPRING SEMESTER and election procedures are the responsibility of the units, subject to the following:

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternate with the concurrence of the affected constituency and the consent of the Administrative Committee.

2. IF NO ALTERNATE IS AVAILABLE TO REPLACE THE DEPARTING SENATOR THE AFFECTED UNIT MAY HOLD A SPECIAL ELECTION TO REPLACE THAT SENATOR. THIS SPECIAL ELECTION MUST BE HELD WITHIN 30 DAYS OF THE LAST DAY THE DEPARTING SENATOR SERVED. ALL POLICIES AND PROCEDURES GOVERNING REGULAR SENATE ELECTIONS APPLY TO THESE SPECIAL ELECTIONS.

ATTACHMENT 189/9
UAF Faculty Senate 189, March 4, 2013
Submitted by the Curricular Affairs Committee

MOTION

The UAF Faculty Senate moves to change UAF Catalog descriptions of letter grades as indicated below.

EFFECTIVE: Fall 2013

RATIONALE: These revised descriptions of letter grades more closely match those found in University Regulation R10.04.090, Section C., “Grade Definitions.” The changes elimin(s)-9(e-4(e)42 T16 582j.vC5bD 3 >2((s)-9(e-4(e)(a)-16(r)13(u 6(G)22:)]T870.)22:)]T85

ATTACHMENT 189/11
UAF Faculty Senate 189, March 4, 2013
Submitted by the Curricular Affairs Committee

Curricular Affairs Committee MINUTES 14 January 2013 9-10 am Reichardt 301

Voting members present: Rainer Newberry, Chair; Ken Abramowicz; Retchenda George-Bettisworth (phone); Karen Gustafson (phone); Cindy Hardy (phone); Sarah Hardy; David Henry'; Diane McEachern (phone); Todd Radenbaugh (phone).
Non-voting members present: Caty Oehring; Libby Eddy; Lillian Misel-Anderson; Carol Gering; Jayne Harvie (taking notes). Not present: Doug Goering; Alex Fitts.

1. Approved minutes of last meeting

2. No Report from J Rosenberg (GERC) discussed the conference in Anchorage

3. OLD BUSINESS

A. (submitted by Lillian Misel, Registrar's Office)

Any student who has completed an associate of arts or an associate of science degree from a regionally accredited 2-year or 4-year institution (other than UAF) will be considered as having satisfied the 100- and 200-level UAF general education (core) requirements. **If an AA or AS degree is used to waive UAF's core requirements, it cannot also be used to substitute for a minor in a bachelor's degree. ** We agreed that this was in reference to 'hybrid' Associate degrees, which still need to be sorted out.

B. Grades & how they're described in the catalog

Suggested motion: **'minimum grades for major and minor requirements and for prerequisites WILL be changed from "C (2.0)" to "C - (1.7)" throughout the UAF Catalog'**

This was discussed, but not approved. More discussion to follow.

Grading System and Grade Point Average Computation -- current

"All course grades are letter grades unless otherwise specified in the class schedule. The method of grading (letter or pass/fail) is an integral part of the course structure and is included in the course description. Instructors are expected to state their grading policies in writing at the beginning of each course. Grades appearing on academic records are:

A An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.

B Indicates outstanding ability above the average level of performance.

C Indicates a satisfactory or average level of performance.

D The lowest passing grade, indicates work of below-average quality and performance.

F Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations."

This is not entirely consistent with the fact that a C- does not count toward a major but does count towards Core requirements (See the table on p. 49 and text on p. 136). Also doesn't say anything about counting to fulfill a prerequisite.

C- or D The lowest passing grades, indicate wo rk of below -average quality and performance.

ATTACHMENT 189/12

ATTACHMENT 189/13
UAF Faculty Senate 189, March 4, 2013
Submitted by the Unit Criteria Committee

Unit Criteria Meeting – Feb 11th – Present: Karen Jensen (Chair), Christine Cook, Cathy Winfree, Jun Watabe, Georgina Gibson (for Vladimir Alexeev)
Minutes by: Christine Cook and Karen Jensen

1. Library Science Unit Criteria revisions. Discussed revisions, passed with 5 voting in favor, no nays or abstentions.
2. Motion to amend Unit Criteria Committee Bylaws. Discussed whether or not research "representation" needs to be separate from colleges and schools. Not all units are represented on Unit Criteria anyway; only one from CES, SNRAS, SOE, SOM or LIB for example. As long as someone is from research end or has a joint appointment, that point of view will be represented. Passed with 5 voting in favor, no nays or abstentions.
3. Fisheries Unit Criteria comments and suggestions, below, will go back to unit for further revision.

Chapter II
Add a paragraph regarding the typical workload so that evaluators will understand what the criteria is when evaluating faculty – possibly after section F – Letter of Appointment.

Chapter III – Section B – 1

EFFECTIVE TEACHERS: -
Why are sections a through e not expected of effective teachers every year?

Section h – SUCCESSFULLY MENTOR GRADUATE STUDENTS - vague; what does does "successful" mentoring mean? Why is it in the teaching section?

Section i - MAY WRITE TEXT BOTc 0 T8K

Possibly add a Preamble to section C defining what they mean by quality research, then elaborate on the specific components further down. Again eliminate the wordiness so that readers can get the overall picture in a paragraph, and specific criteria in a list.

D. Criteria for Public and University Service: Section 5 -Evaluation of Service

HOWEVER, EXCEPT FOR FACULTY ON SABBATICAL LEAVE, THE GUIDELINE EXPECTATION IS THAT EVERY FACULTY MEMBER WILL SPEND AT LEAST ONE MONTH OF TIME ANNUALLY ON SERVICE RELATED ACTIVITIES REGARDLESS OF THEIR LEVEL OF RESEARCH AND TEACHING.
Recommend deleting the sabbatical section; the workload aspects would be moved to the initial section

FOR FACULTY PROVIDING CURATION SERVICES, THE APPLICATION FOR PROMOTION SHOULD INCLUDE A LETTER PREPARED BY A COMMITTEE OF TENURED CURATORS AT THE MUSEUM. Seems limiting to say that it is only a letter from peers at this one museum; possibly outside areas as well; more a letter of support – those does not even mention a positive letter; what is the weight of this letter compared to other components, such as the unit peers?

Once again, the committee had concerns about specific numbers of graduate students, specific numbers of journal articles, etc. What if a grad student plagiarizes their thesis, and the faculty member is relying on that student as one of their “successful” graduate students? (This has happened elsewhere…) Specifying exact numbers using the current language seems risky both for faculty and because of overreliance on them by committees.

ATTACHMENT 189/14
UAF Faculty Senate 189, March 4, 2013
Submitted by the Committee on the Status of Women

Committee on the Status of Women, Minutes Friday, February 1, 2013
10:30-11:30 pm, Gruening 718

Members Present: Amy Barnsley, Kayt Sunwood, Mary Ehrlander, Diana Di Stefano, Jenny Liu, Shawn Russell, Nilima Hullavarad, Ellen Lopez

Members absent: Jane Weber, Meagan McPhee

1. Funding secured for future Women Faculty Luncheons
Mike Sfraga has committed to line item in the university budget (for food part of the luncheon). Thanks to Jane Weber and Carol Gold.

2. April 26th Promotion and Tenure Workshop 10:00 am to 12:00 noon – need 5-6 panelists. Possibilities:
* Roxie Dinstel (Jane will ask)
* Sine Anahita. She is happy to do that, if it about strategically planning for promotion and tenure, she doesn't want to do the file prep part of it.
* Paul Layer, Dean of College of Mathematics and Natural Sciences, Kayt will ask Paul.
* Ellen Lopez: She is in the middle of her fourth year review. She is willing to participate.
* Nilima Hullavarad: She would like to wait until she has tenure. We'll as

6. Rational for a part-time faculty/ administrative position focusing on the issues of women faculty

This is postponed until next time.

Future meetings: February 22 and March 22/10:30-11:30/Gruening 718

Meeting was adjourned at 11:30 am

Respectfully Submitted, Amy Barnsley

These minutes are archived on the CSW website:

http://www.uaf.edu/uafgov/facultysenate/committees/committee-on-the-status/

ATTACHMENT 189/15
UAF Faculty Senate 189, March 4, 2013
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic and Advisory Committee

Lily explained the problem