

FOR MORE INFORMATION, CONTACT:

Jayne Harvie 474-7964 jbharvie@alaska.edu

For Audio conferencing:

Toll-free: 1-800-893-8850

Participant PIN: 1109306

AGENDA

UAF FACULTY SENATE MEETING #200

Monday, September 8, 2014

1:00 p.m. – 3:00 p.m.

Wood Center Carol Brown Ballroom

1:00	I	Call to Order – Cécile Lardon A. Roll Call B. Approval of Minutes to Meetings #199 C. Adoption of Agenda	4 Min.
1:04	II	Status of Chancellor's Office Actions A. Motions Approved: 1. Motion to approve the 2013-2014 degree candidates 2. Motion to adopt the GELO Learning Outcomes 3. Motion to amend guidelines for Group B Administrator Reviews 4. Motion to approve Department of Computer Science Unit Criteria B. Motions Pending: None	1 Min.
1:05	III	A. President's Remarks – Cécile Lardon B. President-Elect's Remarks – Debu Misra	10 Min.
1:15	IV	A. Provost's Remarks – Susan Henrichs (Attachment 200/1)	5 Min.
1:20	V	Governance Reports A. Staff Council – Chris Beks B. ASUAF – Mathew Carrick C. Athletics – Dani Sheppard D. UNAC – Tim Wilson UAFT – Jane Weber	5 Min.
1:25	VI	New Business A. Resolution in Support of Allowing Candidates for Promotion, Tenure, or Comprehensive Review to Opt for Open Meetings, submitted by the Administrative Committee (Attachment 200/2)	5 Min.
1:30	VII	Presentation and Discussion Rainer Newberry, Curricular Affairs Chair Topic: Update and next steps: General Education Requirements 1. Implications of BOR resolution on Core and GER Changes (Attachments 200/3, 200/4 and 200/5) 2. Proposed modifications to UA's GER requirements (Attachment 200/6)	30 Min.

2:00	BREAK		
2:10	VII	Continuation – Presentation and Discussion Rainer Newberry, Curricular Affairs Chair	40 Min.
2:50	VIII	Public Comment	5 Min.
2:55	IX	Members' Comments/Questions/Announcements A. General Comments/Announcements B. Committee Chair Comments Curricular Affairs – Rainer Newberry, Chair Faculty Affairs – Chris Fallen, Chair Unit Criteria – Chris Coffman, Convener Committee on the Status of Women – Jane Weber, Chair (Attachment 200/7) Core Review Committee – Jennifer Schell, Convener Curriculum Review – Rainer Newberry, Chair Student Academic Development & Achievement – Cindy Hardy, Convener Faculty Development, Assessment & Improvement – Franz Meyer, Convener Graduate Academic & Advisory Committee – Donie Bret-Harte, Convener (Attachment 200/8) Research Advisory Committee – Orion Lawlor, Convener Information Technology Committee – Rorik Peterson, Convener	5 Min.
3:00	X	Adjournment	

ATTACHMENT 200/1
 UAF Faculty Senate #200, September 8, 2014
 Submitted by Provost's Office

2013-14 Results Summary							
Promotion and/or Tenure Review Candidates							
	University-Wide Committee		Provost		Chancellor		Success Rate
	Yes	No	Yes	No	Yes	No	
<i>UAFT Promotion and Tenure Promotion*</i>	5	0	5	0	5	0	100.0%
<i>UNAC Promotion and Tenure</i>							
Promotion and Tenure: Mandatory Year	4	0	4	0	4	0	100.0%
Promotion and Tenure: Prior to Mandatory Year	7	0	6	1	7	0	100.0%
Tenure: Mandatory Year	3	1	3	1	4	0	100.0%
Tenure: Prior to Mandatory Year	0	0	0	0	0	0	N/A
Promotion*	7	2	6	2	7	1	87.5%
Promotion (Research Faculty)	5	2	7	0	7	0	100.0%
Total Promotion and Tenure Candidates	31	5	31	4	34	1	97.1%
	University-Wide Committee		Provost		Success Rate		
	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory			
<i>Fourth Year Pre-Tenure Review</i>	8	8	14	2	87.5%		
<i>Sixth Year Post-Tenure Review</i>	1	0	1	0	100.0%		
Total Pre- and Post-Tenure Candidates	9	8	15	2	88.2%		
*1 candidate withdrew their promotion file following the University-Wide Committee's review.							

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, and Meeting #192 in September 2013. For academic year 2014-2015, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #200 on September 8, 2014.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an “open” meeting, and that “mandatory closed” meetings be avoided, including during the 2014-15 review cycle.

RATIONALE:

1. Faculty Committee meetings are “open” at the request of a candidate and are consistent with all other relevant UAF rules and procedures.
2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.
3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.
4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.
5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

Attach1: 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

Driven initially by need for better assessment, for the last several years A General Education Revitalization Committee (GERC) [a subcommittee of CAC] has been engaged in proposed changes to UAF's 'CORE' Requirements. One aspect has been to use the terminology 'General Education Requirements (GERs)' in place of 'Core'. An offshoot of this effort has been one to create a single set of UA baccalaureate 'Learning Objectives'. These were approved by the UAF Faculty Senate.

Meanwhile, The BOR approved this resolution at their 4 April meeting:

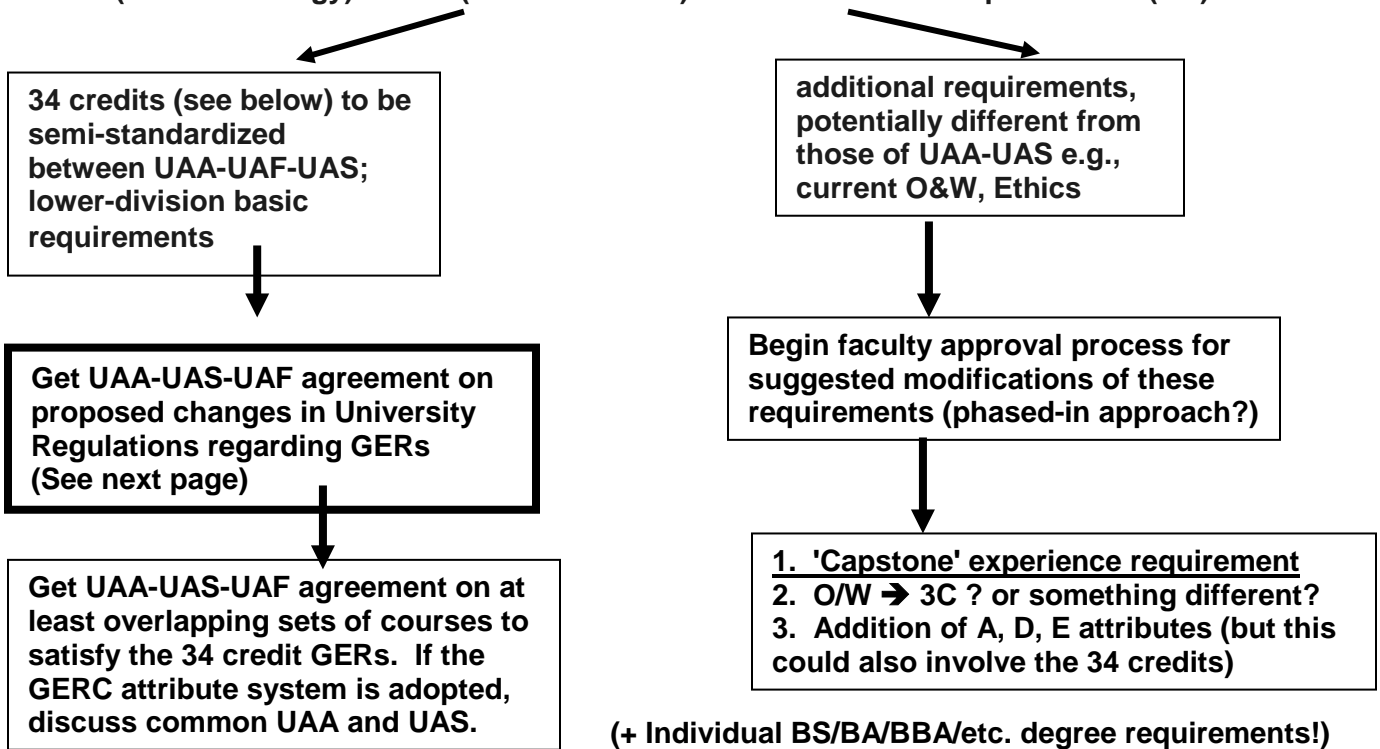
"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements.

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements.

the Board of Regents resolves to **charge** the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English **and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016"**

No one is sure how to interpret the bold statement; *Faculty Alliance is working to address this.* Working with the Faculty Senate leadership, CAC proposed (and GERC approved) in April 2014 a multi-prong solution to this 'uniform GER' charge of the BOR.

'CORE' (old terminology) = GER (BOR 34 credits) + 'Baccalaureate Requirements' (BR)



The next page gives (top left) the current UA regulations for courses meeting the 34 credit GER and a proposed alternate version (top right). At the bottom is the current tally of credits required as part of the GER. UA regulations can be changed by agreement of the UAA, UAF, and UAS Faculty Senates (and presumed approval by all Chancellors & President), 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 <u>broad survey courses</u> 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.

[bold and underline are added to emphasize differences and are not in current or proposed regulations]

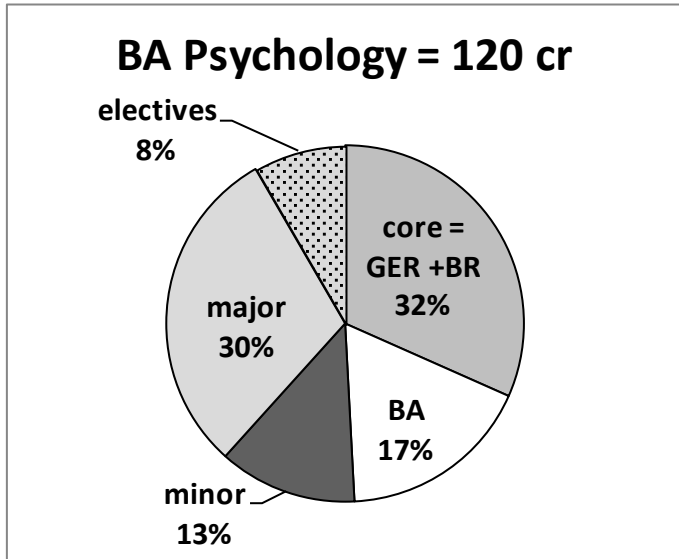
Current General Education University Regulations

Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/Social Sciences	15 credits minimum [3 unspecified]
at least 3 credits in the arts	
at least 3 credits in general humanities	
at least 6 credits in the social sciences, from <u>2 different disciplines</u>	
Quantitative Skills/Natural Sciences	10 credits minimum [3 unspecified]
at least 3 credits in mathematics	
at least 4 credits in the natural sciences, including a laboratory	

Total	34 credits minimum

Credit Distribution comparison for two different Baccalaureate (Bachelor's) Degrees

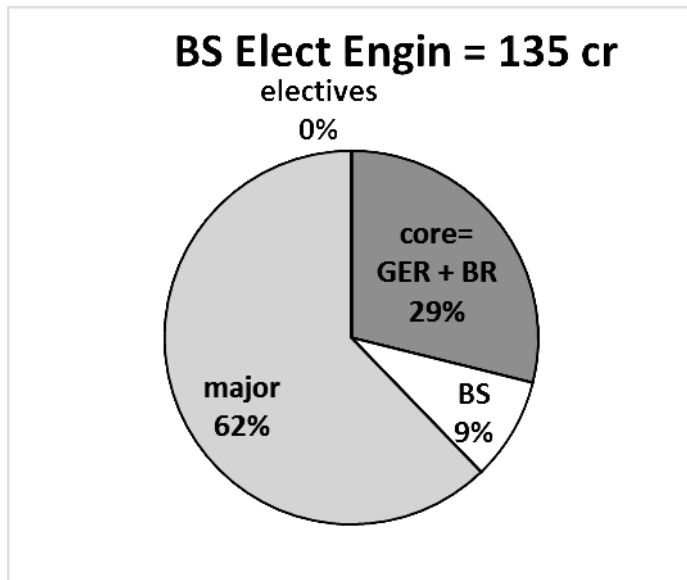


GER = General Education Requirement

BR = Baccalaureate Requirement

BA = additional courses required for BA (includes 18 credits of humanities & social sciences)

O/W courses are included in degree requirements



GER = General Education Requirement (some of which are also degree requirements)

BR = Baccalaureate Requirement

BS = additional courses required for BS (= science and math classes, all of which are also degree requirements)

O/W courses are included in degree requirements

UAF offers these baccalaureate degrees:

Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Emergency Management, Bachelor of Technology, and Bachelor of Arts and Sciences

Each of which has its own additional degree requirements 'beyond the core'.

TABLE 22 **SUMMARY OF BACHELOR'S DEGREE REQUIREMENTS**

		To be completed by all. See your degree requirements (e.g. BBA) for any specific required core courses:
Academic Discipline	Baccalaureate Core	Bachelor of Arts and Bachelor of Fine Arts*
Communications	ENGL F111X—3 cr ENGL F211X or ENGL F213—3 cr COMM F131X or COMM F141X—3 cr See individual degree programs for the writing and oral-intensive core requirements	2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2
Humanities and Social Sciences	Perspectives on the Human Condition (18 cr): ANTH/SOC F100X—3 cr ECON/PS F100X—3 cr HIST F100X—3 cr ART/MUS/THR F200X or ANS F202X or HUM F201X—3 cr ENGL/FL F200X—3 cr BA F323X or COMM F300X or JUST F300X or NRM F303X or PHIL F322X or PS F300X—3 cr or 12 credits from list at left plus 2 semester-length courses in a single Alaska Native or other non-English language or 3 semesters (9 credits) in American Sign Language taken at the university level	Humanities and Social Sciences (18 cr): Any combination of courses at the F100 level or above with a minimum of 6 credits in humanities and 6 credits in social sciences or up to 12 credits of a non-English language taken at the university level and at least 6 credits of social sciences
Mathematics	MATH F103X or MATH F107X or MATH F161X or STAT F200X or MATH F200X, F201X, F202X, F262X or F272X or any math course having one of the above as a prerequisite—3 or 4 cr	One 3-credit course at F100 level or above from math, computer sciences or statistics (excluding DEVM courses)
Natural Sciences	Complete any two (4-credit) courses. ATM F101X—4 cr BIOL F100X—4 cr BIOL F101X—4 cr BIOL F103X—4 cr BIOL F104X—4 cr BIOL F115X—4 cr BIOL F116X—4 cr BIOL F120X—4 cr BIOL F213X—4 cr BIOL F214X—4 cr CHEM F100X—4 cr CHEM F103X—4 cr CHEM F104X—4 cr CHEM F105X—4 cr CHEM F106X—4 cr GEOG F111X—4 cr GEOS F100X—4 cr GEOS F101X—4 cr GEOS F106X—4 cr GEOS F112X—4 cr GEOS F120X—4 cr GEOS F125X—4 cr MSL F111X—4 cr PHYS F102X—4 cr PHYS F103X—4 cr PHYS F104X—4 cr PHYS F115X—4 cr PHYS F175X—4 cr PHYS F211X—4 cr PHYS F212X—4 cr PHYS F213X—4 cr	No additional natural science unless required by the major or minor
Library and Information Research	Successful completion of library skills competency test or LS F100X or F101X—0-1 cr (complete during first 2 years)	
Other	Students must earn a C- or higher in courses used toward the baccalaureate core requirements.	*BFA general requirements are the same as the requirements for the BA degree except a minor is not required for the BFA
Major Complex		At least 30 cr
Minor Complex		Required: at least 15 cr*
Total Required	38-40 cr	120 cr

BACHELOR'S DEGREES

Complete the following degree requirements

Bachelor of Emergen- cy Management	Bachelor of Science	Bachelor of Technology	Bachelor of Business Administration	Bachelor of Music	Bachelor of Arts and Sciences
2 designated upper-di- vision writing-intensive (W) and either 1 des- ignated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-di- vision writing-intensive (W) and either 1 des- ignated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-di- vision writing-intensive (W) and either 1 des- ignated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-di- vision writing-intensive (W) and either 1 des- ignated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2	2 designated upper-di- vision writing-intensive (W) and either 1 des- ignated upper-division oral-intensive (O) course or 2 upper- division oral-intensive courses designated O/2	LAS F410 W/O/2, ED F486 O/2 and HIST F461 W
No additional humani- ties or social sciences unless required by major or minor	No additional humani- ties or social sciences unless required by major or minor	No additional humani- ties or social sciences unless required by major or minor	ECON F201—3 cr ECON F202—3 cr ECON F227—3 cr (BA F323X must be included in the courses used to meet the Per- spectives on the Human Condition requirement.)	No additional humani- ties or social sciences except those required in the major	No additional humani- ties or social sciences except those required in the major. (ART/ MUS/THR F200X, HIST F100X, ANTH/SOC F100X and ENGL/FL F200X must be included in the courses used to meet the Perspectives on the Human Condition requirements.)
	One 3-credit course at the F100 level or above from math, computer sciences or statistics (ex- cluding DEVM courses). A 3-credit calculus course must be included in core or BS require- ments	One 3-credit course at the F100 level or above from math, computer sciences or statistics (MATH F161X must be taken to meet the core math requirement)	STAT F200X—3 cr MATH F161X—3cr (MATH F262X must be taken to meet the core math requirement.)		MATH F205—3 cr MATH F206—3 cr (MATH F107X or MATH F161X must be taken to meet the core math requirement.)
No additional natural science required	One-year sequence in one natural science beyond the core-8 cr (Total natural science courses used to meet core and BS require- ments must represent at least two different natural sciences.)	No additional natural science unless required by the major	No additional natural science required	No additional natural science required	2 additional core lab courses in the 2 disci- plines not completed for the core natural sciences from the disciplines of biology, chemistry, physics and geoscience (2 different science discipline lab courses selected from the disciplines of biol- ogy, chemistry, physics and geoscience must be taken for the core natu- ral science requirement.)
		Computer competency (any computer science or computer applications course)—3 cr TTCH F301 Technology and Society—3 cr Area of specializa- tion—30+ cr Option—33 cr	Common Body of Knowledge—31-34 cr		Electives—at least 7 cr
At least 78 cr	At least 30 cr		At least 27-30 cr	85 or more cr	At least 56 cr
Optional: at least 15 cr	Optional: at least 15 cr		Optional: at least 15 cr		At least 15 cr
120 cr	120 cr	120 cr	120 cr	120 cr	120 cr

This document contains proposed changes to University Regulation R10.04.040 put forth by the GELO subcommittee of the Faculty Alliance. The proposed additions to existing regulation have been underlined and deletions are noted with strikeouts.

R10.04.040. General Education Requirements.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. 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 for communicating ideas and responding to diverse and changing audiences. **NO OBVIOUS CHANGES ENVISIONED BY THIS LANGUAGE**

2. 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 for communicating ideas and responding to diverse and changing audiences. **NO OBVIOUS CHANGES ENVISIONED BY THIS LANGUAGE**

3. 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. **NOTE THAT 'MATHEMATICS' IS NOT DEFINED, NOR IS THE DIFFERENCE BETWEEN 'MATHEMATICS' AND 'QUANTITATIVE SKILLS'.**

4. 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. **THIS COULD BE INTERPRETED TO MEAN THAT Nat Sci classes must have a lab ('practice') component.**

5. Arts

Courses that fulfill this requirement introduce the student to the methods and context of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills. **THE INTENT IS THAT THIS CHANGE WOULD ALLOW 'skills' classes (e.g., painting, drawing, sculpting, movie making, acting,...) as long as there was some 'academic discipline' content. CURRENTLY ONLY FINE ARTS APPRECIATION AND FINE ARTS HISTORY CLASSES ARE ALLOWED.**

5.6. Humanities

~~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. General 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. **Specific fields are not mentioned; fine arts is clearly separated from humanities. Leaves open the question of whether History is a social science (UAF) or a humanities (UAA).**

67. 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. **REMOVAL OF 'BROAD SURVEY COURSES' (IT'S THE ONLY CATEGORY FOR WHICH THIS IS SPECIFIED) WOULD ALLOW MUCH GREATER DIVERSITY OF ACCEPTABLE COURSES.**

B. Minimum Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees **MOVING ‘MINIMUM’ UP HERE SAVES REPETITION**

Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/ Social Sciences (<u>non-arts</u>)	15 3 credits minimum
<u>Arts</u>	3 credits
<u>Social Sciences</u>	3 credits
at least 3 credits in the arts	
at least 3 credits in general humanities	
at least 6 credits in the social sciences, from 2 different disciplines	
Quantitative Skills/Natural Sciences	10 credits minimum
at least 3 credits in mathematics	
at least 4 credits in the natural sciences, including a laboratory	
<u>Mathematics</u>	3 credits
<u>Natural Sciences, including a laboratory</u>	4 credits

In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences

STUDENTS WOULD BE ALLOWED TO TAKE 1-3 social science classes (possibly all in the same discipline), 1-3 arts ‘skills’ classes, 1-3 humanities classes: 1 of each + 2 more of any.

At least 3 more credits from among natural science, mathematics, and quantitative skills

Currently (although not explicitly required by UA regs) all three Universities require 2 nat science classes + 1 a math (or statistics) class. Proposal is for 1 nat sci + 1 math + 1 nat sci *or* math *or* ‘quant skills’. Unclear what constitutes ‘quant skills’ (checkbook balancing?) Lack of a specific discipline identified as ‘quant skills’ makes this problematic.

Total common core general education credits: 34 credits ~~minimum~~

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

- All credits must be at 100 level or above.
- Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
- ~~Credit may be counted towards general education or a degree major requirement, but not both.~~
No course may satisfy more than one common core general education requirement for a single student. However, general education courses may also satisfy degree or major requirements.

ENGINEERING AND SCIENCE DEPARTMENTS actually use GE science and math requirements as part of their major requirements, but do so with careful wording; this change would explicitly allow such.

- General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.
- Additional general education curricula beyond these common core general education requirements may be implemented by individual institutions for accreditation or other purposes and are not subject to transfer or commonality mandates set forth in Board of Regents policy or university regulation.

This seemingly contradicts BOR policy P10.04.062. “A student who has completed the general education requirements at one university system university or community college and transfers to another system university or community college will be considered to have completed the general education requirements at all University of Alaska universities and community colleges.” It could most easily be made consistent with BOR Policy by removing the words ‘general education’ and replacing with ‘baccalaureate’. BOR policy insists on transfer and commonality for General Education requirements, but only specifies the ‘common core’.

ATTACHMENT 200/7

UAF Faculty Senate #200, September 8, 2014

Submitted by the Committee on the Status of Women

Committee on the Status of Women

Minutes Wednesday, Aug 20, 2014; 9:15 - 10:15 am, Gruening 718

Members Present:, Jane Weber, Megan McPhee, Derek Sikes, Diana Di Stefano, Erin Pettit, Kayt Sunwood, Mary Ehrlander, Ellen Lopez

Members absent: Jenny Liu (Sabbatical), Michelle Bartlett

1. Fall Women's Luncheon: September 16, Tuesday 12:30 pm to 2:00 pm, Wood Center Ballroom.

Margaret Thayer, retired curator of the Division of Insects at the Field Museum of Natural History, will be the speaker. Derek has helped coordinate with her and will introduce her. Her talk will begin shortly after 1pm. Setup will begin at 12:00. She will do a separate meeting and presentation for students, which Kayt will organize for a date TBD between the 10th and the 16th. Menu: vegan soup, two salads, 3 sandwiches, and probably a dessert.

2. Fall Conversation Café: Tuesday October 7, 12:30 to 2:00 pm. Probably in Wood Center Ballroom (Kayt will confirm).

Handouts for this event will be placed on tables at the Luncheon. Suggestion: Breakout sessions / small group format. Preparing for Faculty Success: Promotion and/or Tenure at UAF: For term, research and tenure-track faculty. Ellen, Mary, Erin, and Kayt will meet to finalize subject and details. Possibly meet with Margaret during her visit to discuss ideas. Then in the spring have a mentoring conversation café.

3. Women's Center Advisory Board

Met with Chancellor June 19th to discuss Kayt's report; state of the program, highlights, and goals. Chancellor Rogers noted that UAF needs to do a better job of retaining and promoting women faculty to Full Professor. The Women's Center and/or CSW hopes to take on this issue – initially to gather information. CSW might plan an information gathering event during which mid career women faculty are interviewed to record their concerns and what explains UAF's disparity in male versus female Full professors. Past reports on this issue are archived on the CSW portion of the Faculty Senate website and Sine Anahita's webpage.

Women's Center is getting the old credit union space. Some new furniture was provided. The space needs to be painted & carpeted, and the move completed. Trying to have it open for Fall semester.

4. Chairs for the year

Jane with Ellen as co-Chair with full support of present CSW members.

5. Upcoming CSW meetings

Wednesday, Oct 1, 10:30 - 11:30 am. Gruening 718

November, 5th, 10:30 – 11:30 am.

December 3rd, 10:30 – 11:30 am.

Respectfully Submitted, Derek Sikes, These minutes are archived on the CSW website:
<http://www.uaf.edu/uafgov/faculty-senate/committees/14-15-csw/>

ATTACHMENT 200/8
UAF Faculty Senate #200, September 8, 2014
Submitted by the Graduate Academic and Advisory Committee

Graduate Academic & Advisory Committee 2013-2014 End-of-Year report

Donie Bret-Harte, Chair

Members: Cheng-fu Chen, Elisabeth Nadin, Franz Mueter, John Yarie, Vincent Cee, Lara Horstmann, Michael Daku, Amy Lovecraft, Sophie Gilbert, Christina Chu, John Eichelberger, Laura Bender, Holly Sherouse, Mike Earnest

GAAC reviewed eight course and program proposals carried over from the previous year, and thirty-one course and program proposals submitted in 2013-2014. GAAC also considered two trial courses submitted in 2013-2014. Most of these were approved, usually after revisions to bring them into alignment with UAF faculty senate requirements for course syllabi. Of the items carried over from the previous year, two were withdrawn by their proposers, three were passed, and three were still awaiting requested revisions at the end of the year. Of the items submitted in 2013-2014, eight were carried forward to the next year. About half of these were received at the end of the year and there was insufficient time to review them before the spring semester ended. The rest had been reviewed previously, but were awaiting revisions.

The most problematic course proposal that we received was for a graduate math course on topics in geometry. GAAC members felt that there was no way to evaluate the course proposal for compliance with faculty senate requirements for syllabi, because the intent was for the syllabus to change every year, as different topics would be considered, and different instructors would be teaching the course. No satisfactory resolution was reached on this issue, other than to suggest that perhaps the course should be taught as a series of special topics, or that its content could be included in previously approved courses with this format that predate faculty senate syllabus requirements. This highlights a difference between how some departments prefer to structure their courses and faculty senate requirements.

GAAC did not pass many other motions this year, except to consider changes to our by-laws. A motion was passed to 1) allow graduate student members of GAAC to vote and 2) delete tax-related issues from the responsibilities of the committee. This motion passed with 5 faculty in favor, 2 opposed, and one abstaining. The provision to allow graduate students to vote generated strong feelings both for and against, which could not be resolved by discussion among the committee members. To summarize briefly, arguments in favor centered on recognizing the valuable role that the graduate students currently play in the work of the committee, and the training that this provides to future colleagues. Arguments against centered on the view that the work of the committee should be handled by the faculty, though the graduate student perspective in a more limited ex-officio capacity was valued. Due to the packed agenda at the end of the year, this motion has not yet been considered by the full Senate, but it will come up during the fall of 2014.

GAAC would like to thank Jayne Harvie for her help in making our meetings accessible to those members who couldn't be there in person, and her generous assistance with all aspects of Faculty Senate procedures and actions. Her institutional knowledge of the Senate was very valuable, and we appreciate her assistance.