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A G E N D A
UAF FACULTY SENATE MEETING #71
Monday, April 14, 1997
1:30 - 4:10 p.m.
Wood Center Ballroom

1:30	I	Call to Order - Don Lynch	5 Min.
		A. Roll Call	
		B. Approval of Minutes to Meeting #70	
		C. Adoption of Agenda	
1:35	II	Status of Chancellor's Office Actions	5 Min.
		A. Motions Approved:	
		1. Motion to amend the Evaluation of Educational Effectiveness Policy.	
		2. Motion to amend Section 3 (Article V: Committees) of the Bylaws.	
		3. Motion to amend Section 3 (Article V: Committees) of the Bylaws.	
		4. Motion to include statement on Course Prerequisites in the class schedule and catalog.	
		5. Motion to approve the M.S. & Ph.D. in Environmental Chemistry.	
		6. Motion to amend the UAF Regulations for the Evaluation of Faculty, Article IV.B.3.d.	
		B. Motions Pending:	
		1. Motion to amend the UAF Regulations for the Evaluation of Faculty, Article IV.B.2.	
1:40	III	A. Remarks by Chancellor J. Wadlow	10 Min.
		B. Remarks by Provost J. Keating	10 Min.
2:00	IV	Governance Reports	
		A. ASUAF - C. Wheeler	5 Min.
		B. Staff Council - R. Pierce	5 Min.
		C. President's Report - D. Lynch (Attachment 71/1)	5 Min.
		D. President-Elect's Comments - J. Craven (Attachment 71/2)	5 Min.
2:20	V	Public Comments/Questions	5 Min.
2:25	VI	New Business	
		A. Election of the 1997-98 UAF Faculty Senate President-Elect (Handout)	
		BREAK	10 Min.
		B. Resolution to ratify election of 1997-98 UAF Faculty Senate President-Elect (Attachment 71/3)	5 Min.
		C. Motion to amend the Transfer of Credit policy (Attachment 71/4), submitted by Curricular	5 Min.

- Affairs
- D. Motion on review of catalog listing of courses (Attachment 71/5), submitted by Curricular Affairs 5 Min.
- E. Motion to approve walk through requirements for graduate students (Attachment 71/6), submitted by Graduate Curricular Affairs 5 Min.
- F. Motion to approve minimum requirements for Master's Degrees (Attachment 71/7), submitted by Graduate Curricular Affairs 5 Min.
- G. Resolution to endorse resolution "upon recommendation of the faculty" (Attachment 71/8), submitted by Administrative Committee 5 Min.
- H. Motion to disband Academic Computer Users Committee (Attachment 71/9), submitted by Administrative Committee 5 Min.
- I. Motion to amend bylaws to delete Legislative and Fiscal Affairs Committee First Reading (Attachment 71/10), submitted by Legislative and Fiscal Affairs 5 Min.
- J. Motion to approve "Junior Standing" as a prerequisites for core ethics courses (Attachment 71/11), submitted by Core Review 5 Min.
- K. Motion on affiliate faculty (Attachment 71/12), submitted by Faculty & Scholarly Affairs 5 Min.
- L. Motion on Regents' policies and regulations on discrimination, harassment, and sexual harassment (Attachment 71/13), submitted by Faculty & Scholarly Affairs 5 Min.
- 3:30 VII Committee Reports 30 Min.
- A. Curricular Affairs - Maynard Perkins (Attachment 71/14)
- B. Faculty & Scholarly Affairs - Ray Gavlak (Attachment 71/15)
- C. Graduate Curricular Affairs - Mark Tumeo (Attachment 71/16)
- D. CNCSHDR - Rudy Krejci
- E. Developmental Studies - Ron Illingworth
- F. Faculty Appeals & Oversight - Diane Bischak
- G. Faculty Development, Assessment & Improvement - Rich Seifert (Attachment 71/17)
- H. Graduate School Advisory Committee - Susan Hendricks
- I. Legislative & Fiscal Affairs - Michael Jennings
- J. Service Committee - Kara Nance
- K. University-Wide Promotion/Tenure - John Keller
- 4:00 VIII Discussion Items
- A. Faculty Involvement in Fall Orientation (Attachment 71/18) 5 Min.
- 4:05 IX Members' Comments/Questions 5 Min.
- 4:10 X Adjournment

ATTACHMENT 71/1
 UAF FACULTY SENATE #71
 APRIL 14, 1997

REPORT TO THE UAF FACULTY SENATE
 Donald F. Lynch, President, UAF Faculty Senate

THE SENATE MEETING OF APRIL 14TH IS THE ELECTION OF A NEW PRESIDENT ELECT. PLEASE TAKE THIS MATTER VERY SERIOUSLY.

REPORT FROM THE FACULTY ALLIANCE

HARASSMENT POLICIES

The Faculty Alliance met on March 28th and discussed some rather serious matters. The Alliance received reports from all three Senates regarding the proposed general harassment and sexual harassment policies. Additional materials on these matters have been placed in the governance office for Faculty and Scholarly Affairs.

UAS believes that we as faculty are covered under the Alaska State Law establishing an ethics code for school teachers. I have asked University Counsel to comment on this opinion.

Anyone who wishes may send comments directly to Patty Kastelic, SW, on the harassment issues.

FACULTY SUMMER TRAINING INSTITUTE

The Alliance has established a sub-committee to further revise its proposal for a faculty summer workshop on distance delivery techniques. The proposal has already been sent in draft form to the Provost Council and the President. Mike Jennings and John Craven are the members from Fairbanks and will be consulting Faculty Development, Assessment and Improvement on this matter.

CONSENSUAL SEX

The Policy on Consensual Sexual Relations is up for discussion again. Faculty in Juneau believe that we come under the state's Professional Ethics code and the Professional Teaching Practices Commission. The Fairbanks policy, which is the AAUP policy, is deemed to lack enforcement provisions.

QUESTIONNAIRE TO DISTANCE DELIVERY STUDENTS

The Coalition of Student Leaders in coordination with the UAF Rural College and the UALC has developed a questionnaire to be sent to all students enrolled in distance delivery courses the fall semester of 1996. The Faculty Alliance recommends that a similar survey of faculty involved should be postponed until after the results of the student survey have been compiled.

FACULTY CONFER DEGREES

The Alliance approved for transmittal to the Senates a proposed Resolution which was developed by John Craven. The Resolution is that at all graduations the phrase: "upon the recommendation of the Faculty" and that this phrase should also be on the diplomas. Apparently in recent commencements, the role of the faculty in awarding graduation diplomas has been ignored. This matter will come up at the Administrative Committee meeting.

NEW WEB SITES

Abe Baggan has asked for faculty participation in evaluating proposed WEB sites for faculty and students on April 8th. I have recommended that Kara Nance undertake this project.

Various minor changes are being proposed to the Faculty Alliance

Constitution. These, when finalized, will be brought to the Senate. Basically they involve changing the number of meetings per year and changes required by the existence of two unions representing faculty.

COORDINATION OF GRADING SYSTEMS

The Alliance has a sub committee obtaining grading policies from all three campuses with a view towards proposing to all senates a common grading policy. As we intend to do more cross teaching, a common grading policy would like easier for everyone. Each Campus has been asked to define what it absolutely must retain. At issue appears to be plus/minus grades.

CALENDAR

Fairbanks is giving courses all over the state, and this mission is likely to expand in the future. But each campus operates under a different calendar, thereby creating potential confusion as to when a course starts and when it ends. Evidently there was one case in which nobody showed up for the first class which was being given under the Fairbanks calendar. The class was canceled, but all the students then showed up for the first scheduled meeting under the local calendar.

BUDGETARY WOES By now, you must all realize that the University of Alaska Fairbanks may well be facing a budgetary deficit of some seven million dollars this coming year. To put this in perspective, this is close to the state's support for the College of Liberal Arts or for the College of Natural Sciences, Mathematics and Engineering. In short, it amounts to approximately one half of the state support for the two major colleges on our Campus. Put another way, it equals something like 100 faculty positions and 600 course offerings. I personally believe that this is all very serious indeed. Our experiences talking with legislators in Juneau this last February were not hopeful.

The project cost for the 2.6 percent raises for next year is reported to be \$1,059,493 which will come out of reduced budgets. The total fund I money dedicated to the College of Liberal Arts, Science, Engineering & Mathematics, Management, Mineral Engineering, Agriculture and Land Resources, and Fisheries and Ocean Sciences is \$21,546,517.

A PERSONAL COMMENT: Historically, the University has received about 7 percent of the state operating budget. A 60 million dollar reduction in that budget would result, therefore, in a 4.2 million dollar reduction in the state allocation to the University. Oddly enough, that appears to be exactly what the Senate Finance committee has proposed.

Faced with similar dire tidings in the mid 1970s, Prof. Herb Rasche suggested selling apples and pencils from a cup on street corners to raise money for the University. The reality, of course, is that we are already doing that. The Governor's budget proposed \$59.9 million for UAF, but indicated that the grand total of all funds would be 146 million. While UAF brings in more money than the other campus, the sheer fact is that with one minor exception every campus brings in more than half of its total budget from non state sources. The University literally is a goose laying golden eggs, a fact not understood by our legislature (or understood but ignored.)

The Regents Meeting in Juneau, April 16 - 18 promises to be interesting. Mediation is scheduled between the University and ACC/AFT on or about April 4th. A negotiating session is planned for

about the same time with United Academics. The ACC/AFT Strike vote I believe is scheduled for April 3rd. We as faculty are under absolutely no obligation to become substitute teachers for ACC/AFT faculty.

ATTACHMENT 71/2
UAF FACULTY SENATE #71
APRIL 14, 1997

COMMENTS TO THE FACULTY SENATE - John Craven, President-Elect

1. UA Harassment Issues for Statewide.
Our Faculty and Scholarly Affairs committee has three times on this issue. It is their intention to bring a motion before us at that time. I wish to thank this committee for their excellent help. I have been impressed by the thoughtfulness of their efforts.
2. UALC Request
The UALC has formally asked the Faculty Alliance to address a question about how the preparation of materials for distance education is considered in a tenure application. The issue was moved by the Alliance on March 28 and to us in time for this meeting. The issue has been sent to the Curricular Affairs, Faculty and Scholarly Affairs and Promotion and Tenure Committees.
3. BOR Issue in Our Future
The Board of Regents is just beginning to discuss the issue of Student Affairs Policies. The work is not yet ready for submission to the Governance offices, but we are under no restriction that precludes considering the present draft at the committee level in preparation for receipt of the formal submission, probably after the April BOR meeting. I submit that this is a subject for Senate consideration as it addresses faculty and curriculum.

PRESIDENT-ELECT'S REPORT ON UAF COORDINATING COMMITTEE
MEETING #35

March 24, 1997

No student members were present. No quorum, no meeting. It has been re-scheduled.

ATTACHMENT 71/3
UAF FACULTY SENATE #71
APRIL 14, 1997
SUBMITTED BY ADMINISTRATIVE COMMITTEE

RESOLUTION
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BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT
PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 1997-98.

_____ Maynard Perkins, Associate Professor
General Studies/Northwest Campus

_____ Madeline Schatz, Professor
Music

MAYNARD PERKINS - PERSONAL STATEMENT

My first year as a University of Alaska CREE faculty member at Northwest Community College in Nome started in 1985. I was on the CREE Faculty Assembly in 1987 when the University of Alaska reorganized. During 1987-89 I was an alternate UAF Faculty Senator and since 1989 I have been a Senator. I have been the Chair of two Senate committees and have sat on the Administrative Committee for seven years.

Much has happened to the University of Alaska Fairbanks during the past decade. A new mission for UAF was written that is an alloy produced from the combination of the baccalaureate and graduate degree, research oriented mission of pre-1987 UAF; and the associate degree, developmental education, and vocational education mission of CREE. Accomplishing this larger mission has not been easy. We have resolved many problems, but significant others remain. The next few years may be the most dynamic compared to any in the past. Decisions made now will have far reaching consequences. As we work together, UAF can reach a fuller potential in all its programs.

UAF, the UA, and all institutions of higher education, must address some major issues. Society is questioning the goal of higher education. Faculty are being questioned not only for the function and applicability of their knowledge, but also for basic tenets under which the social structure of higher education fosters the evolution of education and knowledge. People want a say in the research that universities do, especially with public monies. Tenured university faculty are perceived as being a protected class. The privileges and duties that come with tenure, carry a high price in terms of responsibilities to knowledge and society; and in terms of educating society about these responsibilities. UAF must educate the citizens of Alaska as to the history, function, structure, and processes of the university. The University of Alaska, and each of its major administrative units, in order to reach their full potential, must exude a presence in the State of Alaska that is identified by the people as being key to the success of the state and its peoples.

UAF must become even more user friendly. The educational and social needs of students must be met in a way that both satisfies the academic rigor of higher education and the students' needs. Students come to UAF with a wide background of social and academic skills, and have many expectations for their experiences at UAF. Some UAF students had not planned on being students but were enticed to become students either by the university or some other agency.

There are many ways students gain their education at UAF. Some come to UAF and participate as campus based students; others commute and want nothing to do with the institution other than as a purveyor of a specific product the students want; others remain at home and expect the processes of teaching to be delivered to them; still others are coming to expect the methods of education to be delivered to them in a variety of ways, at a variety of locations, and at variety of times. Education for some students is not their first

priority, nor is it in some cases their second; but it is an objective for them. These students have placed family, community, and employment responsibilities before education responsibilities. Technology is providing tools to facilitate distance delivery of courses and programs. Decisions need to be made concerning how UAF is going to take part. To functionally participate UAF faculty must increase efforts at developing an infrastructure to support this distance delivery, including appropriate policy, faculty skills, courses, programs, and student support in order to compete with other institutions. UAS, UAA as well as other universities outside Alaska are working hard at filling this developing niche.

The whole university has lost energy; energy in terms of dollars and energy in terms of societies belief in the institution. This loss of energy has produced frustration, apathy, and anger to such an extent that UAF is not achieving its potential. We must all work at creating new niches, modifying niches currently occupied, or possibly abandoning niches no longer germane to the mission of the institution. UAF must decide what role it is going to have in higher education in Alaska, and then take action to effect that role. Committee decisions need the widest possible input. Committees must actively seek this input. The Senate must actively seek input into its decisions and it must actively work at providing input to other groups that make up the university i.e. administration, students, and staff.

I commend Dr. Lynch on his presidency , with his involvement at all levels of faculty governance, and with his communications. I especially appreciated his efforts at integrating the non-Fairbanks based Senators into the Senate. He kept the Senate meetings focused and we adjourned on schedule. But I do miss the dialog that used to take place on the Senate floor. Many Senators can not seem to leave the meetings soon enough. A lot of time and money is spent on having the non-Fairbanks Senators attend the meetings. Let us use these face-to-face meetings as a committee of the whole to more fully discuss issues that effect the university.

What skills do I bring to the UAF Faculty Senate that will foster the continued evolution of the institution? I am a listener, a mediator, and a facilitator for people who bring their individual skills, and their disparate ideas and philosophies together with the purpose of working toward common goals.

MADELINE F. SCHATZ - PERSONAL STATEMENT

Among the administrative experiences which I would bring to the position of President-Elect of the UAF Faculty Senate are:

1. 27 years of college teaching experience (most of it in public universities;
2. 7 years of teaching as a full professor at UAF;
3. almost 4 years as Department Head in Music;
4. 1-1/2 years as a CLA Division Head;
5. 3 years as a member of the UAF Faculty Senate;
6. 3 years on the Curricular Affairs committee of that body;
7. membership on "umpteen" university, college or department committees --- including both the university-wide and college-wide committees on faculty salary increases;
8. 17 years experience as a Music Director of one orchestral group or another (and if you don't think that being a music director is an administrative position, you should try it sometime!);

9. 4 years as president of the Board of Directors of the Contemporary Music Consortium; and
10. 3 years as a national board member for the Conductors' Guild of America.

Why do I want to take on such a responsibility? Call me a masochist, but I have always derived pleasure from being in a position from which to voice my opinion regarding fairness and equality. The worst thing my parents ever taught me was that life is fair. Since leaving home and experiencing the "real world" I have been trying to get over the shock of that lie by speaking out whenever I feel that something is unfair or unjust. Maybe, just maybe, I can have a wee bit of influence on something that will change the way that people get taken advantage of, or get hurt. Those of you who know me know that I am not afraid to speak my mind --- it keeps my conscience clear.

These are uncomfortable times for the university and its faculty. I promise you that, if elected to this position, I will strive to my limits to protect the university from those who have a tendency to forget that the students and the faculty are the top priorities in the development of an educational system which is the backbone of the economic and social underpinnings of the state of Alaska.

ATTACHMENT 71/4
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY CURRICULAR AFFAIRS

MOTION
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The UAF Faculty Senate moves to add the following to the list for Transfer of Credit on page 11 of the UAF catalog:

10. Any student who has completed a bachelor's degree from an accredited institution will be considered to have completed the equivalent of the baccalaureate core when officially accepted to an undergraduate degree program at UAF.

EFFECTIVE: Fall 1997

RATIONALE: This motion addresses baccalaureate CORE courses only. The motion accepts students' baccalaureate degrees as meeting the UAF baccalaureate core requirement. The student could be re-enrolling into the UAF system after having completed a baccalaureate degree at UAF in the past (when possibly the core requirement was different), or the student could be enrolling from another institution. Because of the core transfer policy there are actually few courses that students would need to take and this policy, in the majority of cases, would allow a core transfer without a course by course evaluation.

ATTACHMENT 71/5
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY CURRICULAR AFFAIRS COMMITTEE

MOTION
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Departments and programs will annually review courses not offered in the previous five-year period and consider if they should be deleted from the printed catalog. A list of courses to be deleted will be forwarded to the Provost with the request to have the courses removed from the catalog.

EFFECTIVE: Immediately

RATIONALE: This motion responds to the actions of the provost in deleting courses from the University catalog. The motion reconfirms that changes to the catalog made by administration effecting any academic concerns should only be implemented after appropriate faculty deliberation.

ATTACHMENT 71/6
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY GRADUATE CURRICULAR AFFAIRS COMMITTEE

MOTION
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The UAF Faculty Senate moves to clarify walk through requirements for graduate students as follows:

To meet the definition of having "essentially completed all degree requirements" (current policy) to "walk through" graduation ceremonies, a student must have meet the following requirements:

- a. successfully completed all required tests, course work and thesis/project defense; and
- b. submitted to the Graduate School by the date set for filing a thesis/dissertation in Spring Semester, a memorandum signed by the student and the major advisor certifying that the student is essentially completed the graduate degree, and that all required signatures will be obtained and the thesis, project or dissertation filed by the last day of instruction. If the student is a Ph.D. candidate, the major advisor or designated committee member must also agree to participate in the graduation ceremonies; and
- c. filed a copy of the required project/thesis/dissertation with the Graduate School with all required signatures, by the last day of instruction in Spring Semester; and
- d. for Ph.D. candidates, filed a 50 word abstract of the dissertation research along with the signed dissertation.

NOTE: Individuals who "walk through" graduation ceremonies will NOT be listed in the graduation program. These students names, and if Ph.D. recipients, descriptions of dissertation research, will appear in the program of the academic year in which the Degree is formally granted.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Dana Thomas requested the Committee review the current policy and clarify the meaning of "essentially complete". The above definition

ensures that the student has "essentially completed" the degree requirements and therefore should be allowed to "walk through" the ceremony.

ATTACHMENT 71/7
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY GRADUATE CURRICULAR AFFAIRS COMMITTEE

MOTION
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The UAF Faculty Senate moves to approve the minimum requirements for Master's Degrees shall be as follows:

For all Master's Degree Programs, the following must be met:

- a. Submit a Graduate Study Plan (GSP) and an Appointment of Committee Form to the Graduate School by the end of the second semester in attendance.
- b. Be registered for at least 6 credits per year (fall, spring, and summer combined), or have an approved leave of absence form on file.
- c. Submit an Advancement to Candidacy form to the Graduate School. Once submitted, this form supplants the GSP and serves to formally establish specific degree requirements.
- d. Submit an application for graduation and be registered for at least 3 graduate credits in the semester in which the degree is to be awarded; and
- e. Complete all degree requirements within the 7-year time limit allowed.

Furthermore, the following additional requirements are the minimum requirements for Master's Degrees:

For a Master's of Science or Master's of Arts Degree - with thesis

Successfully complete at least 30 credits of course work including at least 6 credits of thesis (699). (No more than 12 thesis/research (699/698) credits may be counted towards the minimum degree credits).

At least 24 credits must be at the 600 or above, except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level or above.

Pass a written and/or oral comprehensive exam (may be combined with the thesis defense).

Publicly present and defend thesis.

Submit a completed and signed thesis defense form to the Graduate School.

Archive thesis in UAF Library.

Master's of Science or Master's of Arts Degree - with project

Successfully complete at least 30 credits of course work including at least 6 credits of project work (698). (No more than 6 research (698) credits may be counted towards the minimum degree credits.)

At least 24 credits must be at the 600 level or above, except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level or above.

Pass a written and/or oral comprehensive exam (may be combined with the project defense.)

Publicly present and defend project.

Submit a completed and signed project defense form to the Graduate School.

Archive project in UAF Library.

For a Professional Master's Degree (i.e. Master's of Business Administration, Education, etc.)

At least 30 credits of course work (research or thesis credits NOT included.)

At least 24 credits must be at the 600 level or above. (Research or thesis credits NOT included.)

Successful completion of a comprehensive exam or capstone course that includes demonstration of the ability to synthesize information in the field at a level appropriate for a Master's degree.

Note on Implementation of Motion: It is the understanding of the Graduate Curricular Affairs Committee that changes to existing programs degree requirements or the name of the degree which may be necessitated by this policy, if implemented, will need final approval of the Graduate Curricular Affairs Council, but does not constitute a new degree offering, and will not need approval by the Board of Regents.

No minimum presented herein prohibits programs from requiring additional work. The adjustments that have been made from existing programs include the requirement for the non-thesis project to be documented and in some manner archived in the Library (i.e. slides, recording, report.)

EFFECTIVE: Fall 1998

RATIONALE: Currently there is great disparity in the administration of Master's degrees using a thesis or non-thesis option. In addition, there is an increasing movement towards Professional Master's Degrees which require only course work. To ensure the quality and workload for a degree is comparable for the thesis, project option, and professional (non-thesis and non-project) minimum must be set and applied across all degrees.

ATTACHMENT 71/8
UAF FACULTY SENATE #71
APRIL 14, 1997
SUBMITTED BY ADMINISTRATIVE COMMITTEE

MOTION
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The UAF Faculty Senate moves to endorse the following resolution submitted by the Faculty Alliance regarding "upon recommendation of the faculty".

EFFECTIVE: Immediately

RESOLUTION
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WHEREAS, The University of Alaska Faculty Alliance gains it authority by policy 03.01.01 of the University of Alaska Board of Regents, and

WHEREAS, The University of Alaska Faculty Alliance provides official representation for the faculty of the University of Alaska in matters which affect the general welfare of the University and its educational purposes; and

WHEREAS, The University of Alaska Faculty Alliance provides consultation to the President of the University and the Board of Regents on academic matters; and

WHEREAS, The University of Alaska Faculty Alliance recognizes the faculty of the individual academic major administrative units as having the primary responsibility and authority for recommending the establishment of degree requirements; implementing the degree requirements; establishing the curriculum, the subject matter and the methods for instruction; determining when established degree requirements are met; and

WHEREAS, The University of Alaska Faculty Alliance has advisory and coordinating role in academic affairs of the individual academic major administrative units; now

THEREFORE BE IT RESOLVED, That the University of Alaska Board of Regents shall have included at all University of Alaska graduation and in all diplomas the phrase ". . . and upon the recommendation of the Faculty of the University of Alaska at . . ." with the insertion of the appropriate major academic unit's name.

ATTACHMENT 71/9
UAF FACULTY SENATE #71
APRIL 14, 1997
SUBMITTED BY ADMINISTRATIVE COMMITTEE

MOTION
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The Faculty Senate moves to approve the disbanding of the Academic Computer Users Committee and let this function be moved to the Provost's Office.

EFFECTIVE: Immediately

RATIONALE: The Academic Computer Users Committee

handles academic issues and should fall under the Faculty Senate or the Provost who is the chief academic officer. The Committee also feels that it would be more effective if it reported directly to the Provost.

The Governance Coordinating Committee approved the following at its meeting #34 on February 17, 1997:

MOTION PASSED (unanimous)

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The UAF Governance Coordinating Committee moves to have the Faculty Senate, Staff Council, and ASUAF approve disbanding the Academic Computer Users Committee and let this function be moved to the Provost's Office.

EFFECTIVE: Upon approval of the governing bodies and the Chancellor

RATIONALE: The Academic Computer Users Committee handles academic issues and should fall under the Faculty Senate or the Provost who is the chief academic officer. The Committee also feels that it would be more effective if it reported directly to the Provost.

ATTACHMENT 71/10
UAF FACULTY SENATE #71
APRIL 14, 1997
SUBMITTED BY LEGISLATIVE AND FISCAL AFFAIRS COMMITTEE

FIRST READING

MOTION
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The UAF Faculty Senate moves to amend the bylaws as follows:

Delete = (())

Sect. 3 (ART V: Committees)

PERMANENT

((7. The Legislative and Fiscal Affairs Committee will follow legislative and fiscal issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.))

EFFECTIVE: July 1, 1997

RATIONALE: The committee, as a source of information concerning the state of legislative actions and/or fiscal affairs of the University is redundant. Information is readily available via the Internet, the Legislative Information Office (LIO), as well as local news media. Information concerning the fiscal status of the University is available via the office of the Vice Chancellor for Finance, as well as internal and external institutional sources.

ATTACHMENT 71/11
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY CORE REVIEW COMMITTEE

MOTION
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The UAF Faculty Senate moves to approve "Junior Standing" as the only prerequisite for the core ethics courses in Perspectives on the Human Condition.

EFFECTIVE: Fall 1997

RATIONALE: Upon consensus among Political Science, Philosophy, Natural Resources Management, and Communication, Junior Standing will be the prerequisite for all the ethics courses. Requiring the same prerequisite will enable students to have equal access to all these courses.

ATTACHMENT 71/12
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY FACULTY & SCHOLARLY AFFAIRS

MOTION
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The UAF Faculty Senate moves to amend the Department Head Policy to clarify department affiliated faculty members eligible to vote for department head as follows:

A full-time faculty member currently holding academic rank is affiliated with a department if:

- 1) the head of that department evaluates the faculty member or;
- 2) the head of the department signs the faculty member's workload agreement.

EFFECTIVE: Immediately

RATIONALE: The motion to amend the policy defining the role and duties of the department head, which also establishes the procedures for the election of department heads at UAF (as passed by the UAF Faculty Senate at its Meeting #21 [October 15, 1990] and #23 [December 17, 1990] and modified by the Chancellor) is intended to clarify Section III. B. Eligibility to Vote.

ATTACHMENT 71/13
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY FACULTY & SCHOLARLY AFFAIRS

MOTION
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The UAF Faculty Senate will forward to the Faculty Alliance and Statewide Governance, UAF Faculty and Scholarly Affairs Committee's concerns and recommendations regarding proposed changes to Regents' Policies and Regulations on Discrimination, Harassment and Sexual Harassment as follow:

1) the proposed policies and regulations are poorly organized. The regulations for general harassment seem to have been simply inserted into the regulations on Sexual Harassment (R04.06.09 B). Given the organization of University Regulations, the regulations on general harassment and discrimination should be contained in R04.06.09 B; an existing section in University regulations which is titled Harassment and Discrimination. The blending of sexual harassment regulations and the regulations for general harassment and discrimination is contrary to the organization of University Regulations and adds confusion to the distinct issues.

2) The provisions regarding third party sexual harassment (R04.06.09 B.7) are redundant since harassment of an individual resulting from a relationship with a third party would already constitute harassment under P04.06.09 A. (Harassment and Discrimination). Also, in the current form, the third party sexual harassment provision as a special form of sexual harassment has the potential to violate an individual's freedom to association.

3) The language in the proposed regulations allowing anonymous complaints (R04.06.09 B. 7) on the surface seems to be benign in that a formal investigation of charges and possible disciplinary actions would only occur if anonymous complainant names his/her self. However, the regulation also states that the acceptability of anonymous complaints depends on the number of or persuasiveness of anonymous complaints. Hence, if enough "poison pen" complaints are made or if they are sufficiently well written, a formal investigation may occur. This is completely unacceptable. This clause simply opens the way for institutionalized character assassination. While this clause seems to afford protection from formal disciplinary action due simply to anonymous complaints, it does not prevent informal actions. For example, repeated or persuasive anonymous complaints may result in the perception on the part of peers or supervisors that an individual acts unprofessionally, thus affecting periodic evaluations or chances for tenure or promotion.

4) In R04.06.09 B. 2. h (Definition of Harassment Review) it appears that the review will typically be conducted by a single individual. This would give a single individual excessive power. An investigatory committee of three (or more) individuals should be constituted to investigate an alleged violation of harassment or discrimination policies.

5) Policy P04.04.09 A. 1. (a) through (d) (Examples of Harassment) outlines examples of harassment. Given these examples, policy seems to state that the situations, if they occur, are sufficient to constitute harassment. The policy should be reworded to state that the examples listed may be lead to harassment and that the determination that harassment has occurred is made by examining the total context of the situation. In addition, the many examples are vague and potentially open the door to limiting academic freedom. For example, examining supposedly "sexually charged literature" may restrict an English professor's academic freedom. Or, prohibiting supposedly "suggestive objects" may restrict an anthropology professor's academic freedom. Lastly in a separate issue, with respect to examples of discrimination, modifiers need to be added such as the "reasonable accommodation" language of the

American's with Disabilities Act.

6) Since it is frequently the case that an individual who violates this policy does so out of ignorance, policy and regulations should stress this. Hence, with respect to disciplinary actions, more emphasis needs to be placed upon the education role that the harassment policy can fulfill.

7) Throughout the proposed policy there is language which is prejudicial to the accused which seems to imply "guilty until proven innocent". For example in R04.06.09 B. 4., the accused is referred to as the "aggressor". In order to remove some of the prejudicial language when referring to an individual accused of harassment or discrimination, the definition of a "respondent" should be added to R04.06.09 B. 2. (Definitions) where "Respondent" should be defined as an individual accused of violating Regents' Policies and Regulations regarding harassment or discrimination.

EFFECTIVE: Immediately

RATIONALE: The motion responds to a formal request from Faculty Alliance to UAF Faculty Senate regarding input on the proposed changes in Board of Regents' Policies and Regulations on Discrimination, Harassment and Sexual Harassment. The poorly written document received from BOR was scrutinized by the UAF FASAC in response to that request.

ATTACHMENT 71/14
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY COMMITTEE CURRICULAR AFFAIRS

Curricular Affairs Meeting
 Minutes of Curricular Affairs Meeting
 March 23, 1997

Meeting Chaired by Maynard Perkins
 Minutes by Carol Barnhardt
 Submitted by Maynard Perkins, Chair of Curricular Affairs

Attending: Sukumar Bandopadhyay, Carol Barnhardt, John Creed,
 Gayle Gregory, Jerry McBeath, Wanda Martin, Maynard Perkins, Ann
 Tremarello, Jane Weber

AGENDA ITEMS

1. GENERAL INFORMATION AND MEMBER CONCERNS

Quorum established and meeting called to order at 2:00
 Questionnaire not yet sent forward regarding residency credits for distance-delivered courses

2. AD HOC COMMITTEE REVIEWING PETITION PROCESS

Committee expects to have a full motion to act on at the next meeting Concerns based on review of petition process flow chart from Ad Hoc Committee:

- Registrar's Office cannot handle all petitions; it cannot become the routing system for all petitions

- Recommendations from Curricular Affairs:

1. Do not route all petitions through registrar
2. Make the flow chart less complex
3. Maynard will notify Jin Brown that Curricular Affairs has identified some areas of concern on the flow chart. Ann will

relay these concerns and suggestions to Jin and will also suggest that the Ad Hoc Committee look over the petition process chart in the Advisor's Handbook

3. TRANSFER STUDENTS AND CORE COURSES: MOTION PREVIOUSLY PASSED

DISCUSSION: The following motion was passed on March 3, 1997 by the Curricular Affairs Committee, but because it was submitted without a full rationale it was returned by the Administrative Committee. Curricular Affairs discussed and prepared a full rationale and then voted unanimously to accept the motion with the revised rationale as stated below (i.e. a substitute motion).

MOTION

The UAF Faculty Senate moves to add the following to the list for Transfer of Credit on page 11 of the UAF catalog:

10. Any student who has completed a bachelor's degree from an accredited institution will be considered to have completed the equivalent of the baccalaureate core when officially accepted to an undergraduate degree program at UAF.

EFFECTIVE: Fall 1997

RATIONALE: This motion addresses baccalaureate CORE courses only. The motion accepts students' baccalaureate degrees as meeting the UAF baccalaureate core requirement. The students could be re-enrolling into the UAF system after having completed a baccalaureate degree at UAF in the past (when possibly the core requirement was different), or the students could be enrolling from another institution.

4. CATALOG LISTING OF COURSES: MOTION PREVIOUSLY PASSED

DISCUSSION: The following amended motion was passed on March 3, 1997 by the Curricular Affairs Committee, but because it was submitted without a full rationale it was returned by the Administrative Committee. Following discussion and the preparation of a revised rationale, Curricular Affairs voted to accept the substitute amended motion, with the addition of the revised rationale.

AMENDED MOTION PASSED

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Inclusion of courses, certificate and degree programs in the printed University catalog, or their deletion, fall under Faculty Senate business. ((The Senate curricular committees)) DEPARTMENTS OR PROGRAMS will review courses not offered in the previous five-year period and consider whether they should be deleted.

RATIONALE: This motion responds to the actions of the provost in deleting courses from the University catalog. The motion states that the listing of courses in the catalog is a prerogative of the faculty and is dealt with in normal faculty senate process which begins with action at the department faculty level.

5. MEETING ADJOURNED at 3:15.

ATTACHMENT 71/15

UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY FACULTY & SCHOLARLY AFFAIRS COMMITTEE

Minutes

Faculty & Scholarly Affairs Committee Meeting
 March 14, 1997 at Wood Center Conference Room B.

Attending: R. Gavlak (Chair), M. Pippenger, G. Burns-Cooper, M. Jennings, D. McLean-Nelson, P. Fast, H. Nielson, J. Craven, D. Lynch, S. Bandopadhyay, and Lucy Trent.

Materials regarding harassment policy, ethics policy and voter eligibility in department head elections were distributed.

Election eligibility for department head elections was discussed. After discussing the frequently surreal accounting procedures used by the university, the following motion (including friendly amendments) was made by M. Pippenger and seconded by M. Jennings.

MOTION

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A full-time faculty member holding academic rank is affiliated with a department if:

- 1) the head of that department evaluates the faculty member or;
- 2) the head of that department signs the faculty member's workload agreement.

The motion passed unanimously.

The proposed harassment policies were briefly discussed. Due to the pressing nature of this issue and exhaustion of time, the Faculty & Scholarly Affairs Committee will meet Wednesday, March 19 at 3:00 p.m.

Minutes of the Faculty & Scholarly Affairs Committee Meeting,
 March 19, 1997 at Wood Center Conference Room B.

Meeting began at 3:30 p.m.

Attending: R. Gavlak(Chair), M. Pippenger, G. Burns-Cooper, R. Boone, R. Barry, P. Fast, J. Walworth, and J. Craven

Materials regarding harassment policy, ethics policy and voter eligibility in department head elections were distributed. The agenda was established to include discussion of department head elections, harassment policy, ethics policy and a wellness program at UAF.

Among the areas of concern raised and recommendations suggested with respect to this proposed harassment policies were:

- 1) the proposed policies and regulations are poorly organized. The regulations for general harassment seem to have been simply inserted into the regulations on Sexual Harassment (R04.06.09 B). Given the organization of University Regulations, the regulations on general harassment and discrimination should be contained in R04.06.09 B; an existing section in University regulations which is titled Harassment and Discrimination. The blending of sexual harassment regulations and the regulations for general harassment and discrimination is contrary to the organization of University

Regulations and adds confusion to the distinct issues.

2) The provisions regarding third party sexual harassment (R04.06.09 B.7) are redundant since harassment of an individual resulting from a relationship with a third party would already constitute harassment under P04.06.09 A. (Harassment and Discrimination). Also, in the current form, the third party sexual harassment provision as a special form of sexual harassment has the potential to violate an individual's freedom to association.

3) The language in the proposed regulations allowing anonymous complaints (R04.06.09 B. 7) on the surface seems to be benign in that a formal investigation of charges and possible disciplinary actions would only occur if anonymous complainant names his/her self. However, the regulation also states that the acceptability of anonymous complaints depends on the number of or persuasiveness of anonymous complaints.

Hence, if enough "poison pen" complaints are made or if they are sufficiently well written, a formal investigation may occur. This is completely unacceptable. This clause simply opens the way for institutionalized character assassination. While this clause seems to afford protection from formal disciplinary action due simply to anonymous complaints, it does not prevent informal actions. For example, repeated or persuasive anonymous complaints may result in the perception on the part of peers or supervisors that an individual acts unprofessionally, thus affecting periodic evaluations or chances for tenure or promotion.

4) In R04.06.09 B. 2. h (Definition of Harassment Review) it appears that the review will typically be conducted by a single individual. This would give a single individual excessive power. An investigatory committee of three (or more) individuals should be constituted to investigate an alleged violation of harassment or discrimination policies.

5) Policy P04.04.09 A. 1. (a) through (d) (Examples of Harassment) outlines examples of harassment. Given these examples, policy seems to state that the situations, if they occur, are sufficient to constitute harassment. The policy should be reworded to state that the examples listed may lead to harassment and that the determination that harassment has occurred is made by examining the total context of the situation. In addition, the many examples are vague and potentially open the door to limiting academic freedom. For example, examining supposedly "sexually charged literature" may restrict an English professor's academic freedom. Or, prohibiting supposedly "suggestive objects" may restrict an anthropology professor's academic freedom. Lastly in a separate issue, with respect to examples of discrimination, modifiers need to be added such as the "reasonable accommodation" language of the American's with Disabilities Act.

6) Since it is frequently the case that an individual who violates this policy does so out of ignorance, policy and regulations should stress this. Hence, with respect to disciplinary actions, more emphasis needs to be placed upon the education role that the harassment policy can fulfill.

7) Throughout the proposed policy there is language which is prejudicial to the accused which seems to imply "guilty until proven innocent". For example in R04.06.09 B. 4., the accused is referred to as the "aggressor". In order to remove some of the prejudicial language when referring to an individual accused of harassment or discrimination, the definition of a "respondent" should be added to R04.06.09 B. 2. (Definitions) where "Respondent" should be defined as

an individual accused of violating Regents' Policies and Regulations regarding harassment or discrimination.

Meeting ended at 4:40 p.m., Michael Pippenger, Raymond Gavlak, Chair

ATTACHMENT 71/16
 UAF FACULTY SENATE #71
 APRIL 14, 1997
 SUBMITTED BY GRADUATE CURRICULAR AFFAIRS

Minutes of the Meeting of the
 Graduate Curricular Affairs Committee
 31 March, 1997

Members Present: James Beget, Mark Tumeo, Peter Schweitzer,
 John Kelly, ex-officio Dennis Stephens, ex-officio Gayle Gregory,
 ex-officio Marcus Ortelee, ex-officio for Joe Kan.

Members Absent: None

Members Excused: Kara Nance, , ex-officio John Craven

The meeting was called to order at 1:35 p.m. in the Chancellor's
 Conference Room.

Guests: Elke Richmond (Staff from Graduate School), Harikumar
 Sankaran (MBA Director)

Item 1: Draft Motion on Master's Degree Changes

The committee spend almost an hour discussing the proposed motion.
 The Committee has worked on this motion for almost the entire year.
 As a result of our work, the attached motion (Attachment already
 sent) was moved by John Kelly, seconded by Peter Schweitzer, and
 passed unanimously.

Item 2: Policy for "walk-through" for Graduation
 In February 1994, the UAF Faculty Senate passed a policy concerning
 exceptions for students to walk-through the graduation ceremony.
 However, the policy lacks clarity for graduate students. Dana
 Thomas has asked that we clarify this policy. After discussion and
 consultation with Dean Kan and Gayle Gregory, the attached motion
 (Attachment already sent) was moved by John Kelly, seconded by Jim
 Beget and passed unanimously.

Item 3: New "Open" Registration Policy (revisited)
 This issue seems to have been resolved.

Item 4: Topics for next meeting
 GRE Requirements
 TOEFL Requirements and Waiver Procedures
 Interdisciplinary Ph.D.s
 Requirement to earn a MS while working on a Ph.D.
 Admission Requirements for Teachers Certificates in School of
 Education

The next meeting is scheduled for April 28, at 12:30 p.m. in the
 Chancellor's Conference Room

The meeting adjourned at 2:45 p.m.

ATTACHMENT 71/17
UAF FACULTY SENATE #71
APRIL 14, 1997
SUBMITTED BY FACULTY DEVELOPMENT, ASSESSMENT, & IMPROVEMENT

Report to the Faculty Senate
and the Committee on Faculty Development, Assessment, &
Improvement and Provost Jack Keating

REPORT ON INAUGURAL FACULTY SEMINAR

The first Faculty Seminar, sponsored by the Faculty Senate with the assistance of the Provost's office, was held 11th March 1997 at the Wood Center Ballroom. It began approximately 4:35 p.m. and featured two faculty members, Dr. Ray Barnhardt and Dr. Oscar Kawagley. I, Rich Seifert, served as the Master of Ceremonies and introduced both Dr. Kawagley and Dr. Barnhardt. This seminar focused on "Terms of Engagement, Alaska Natives and Higher Education" describing the latest Alaska Rural Education Systematic Initiative called "Sharing Our Pathways".

Dr. Kawagley opened the event to an audience of approximately 60 people, half of which were students, and articulated a wonderful reflection on his world view as a result of his Yupik upbringing and experiences in the Bethel area. Dr. Kawagley, a graduate of UAF, is a wonderful articulate faculty member and is exemplary for participation in the seminar series. He expressed a deep and wide interest in all aspects of modern and traditional education, and inflected everything through the cultural experiences of a Yupik in Alaska, and what challenges he faced in the standard western liberal arts educational system at UAF.

Dr. Barnhardt played well off Dr. Kawagley's introduction and summary. He discussed the process of engaging fully in a parallel track, a systemic approach to Alaska's cross cultural educational development and initiatives. Particularly of interest was the history of the site of UAF as a place in Athabascan experience. Dr. Barnhardt related the description by Peter John, traditional chief of Minto, in describing the hill where the Fairbanks campus now sits as the "Indian Potato Ridge". Although he said this in Athabascan, I don't pretend to be able to translate it. Dr. Barnhardt said it was a special place, a place for meeting and discussing matters of interest to Athabascans in the pre-contact era. This added a depth to the geographical significance of the location of UAF, which I had never encountered before, and it was very well received by the audience.

Both of these professors provided a profound starting point for our Faculty Seminar Series. I'm personally going to write a letter of thanks and recognition for their inaugural efforts. The Faculty Seminar Series has consequently gotten off to a wonderful start, a precedent which we should easily be able to expand upon with better publicity and continuing support of the Faculty Senate and the students.

Following the seminar we had a wonderful reception in which many faculty members and students sat and chatted with the speakers. This was exactly the collegial atmosphere we intended to provide following the seminars. Although we didn't do justice to the amount of food which was supplied (anticipating 100 attendees), I think we'll do better next time.

I commend Professors Barnhardt and Kawagley for their participation and their willingness to be the first in the series. Their presentations were exemplary and compelling. I urge all faculty members to attend a seminar to get a flavor for what we are

trying to do and to understand the context we're trying to build in hopes that we can make this a permanent part of academic life at UAF.

I would also like to acknowledge and thank very much the support of Dr. Jack Keating for supplying the funds for the reception. Also thanks very much to staff members Kathy Kollodge and Roxanne Creamer of Alaska Cooperative Extension for seeing to it that audio tapes were made of the presentations, so that we can distribute them to radio stations around the state.

Submitted by Rich Seifert, Chair

ATTACHMENT 71/18
UAF FACULTY SENATE #71
APRIL 14, 1997
SUBMITTED BY STUDENT ACTIVITIES

April 4, 1997

Dear Members of the Faculty Senate:

Plans are already underway for an action packed Fall Orientation UAF! The program this year will be taking place from Sunday, August 31 through Wednesday, September 4. It has been widely documented in retention literature that strong faculty involvement in orientation programs plays a key role in college student success. I am writing to express my sincere enthusiasm for increased participation in the Orientation program throughout the campus.

There are a variety of ways in which UAF faculty can be involved in the Orientation UAF program:

Nominate student leaders in your department to serve as volunteer Orientation Leaders this fall

Be recognized by academic program in the Orientation UAF Welcoming Ceremony

Attend the Orientation Barbecue and socialize with students and their parents

Facilitate Student Success Workshops on various topics: study skills, time management, academic goals, interpersonal communication, diversity education

Meet with the students in your academic program in a scheduled small group session to "connect" informally with students new to campus

Participate in the Mini Orientation Trip offerings. Lead Orientation Students on a one to two night camping trip August 29-31.

If any of the above mentioned components of the Orientation UAF program are of interest, or you would like additional information, please contact me in the Student Activities office in Wood Center at 474-6025 or e-mail me at fncjd. More details will be forthcoming throughout the next few months.

Thank you very much for your time and continued support for new students at UAF!

Sincerely,

Carrie J. Dershin
Student Activities Coordinator