

MINUTES  
UAF FACULTY SENATE MEETING #103  
MONDAY, SEPTEMBER 24, 2001  
BOARD OF REGENTS' CONFERENCE ROOM

I The meeting was called to order by President Swazo at 1:35 p.m.

A. ROLL CALL

MEMBERS PRESENT:

Barnhardt, C.  
Bond, S.  
Bristow, W.  
Bruder, J.  
Bueler, E.  
Bult, A.  
Chukwu, G.  
Curda, L.  
Davis, M.  
Eicken, H.  
Gladden, J.  
Hannigan, M.  
Holton, G.  
Illingworth, R.  
Leguard, J.  
Lincoln, T.  
Lindahl, M.  
Mason, J.  
McBeath, J.  
McLean-Nelson, D.  
McRoy, P.  
Pinney, P.  
Roth, M.  
Swazo, N.  
Weber, J.  
Whiteledge, T.  
Zilberkant, E.

MEMBERS ABSENT:

Kramer, D.  
Lin, C.  
Murray, M.

OTHERS PRESENT:

Duffy, L.  
Gatterdam, R.  
Gold, C.  
Ivey, P.  
Layral, S.  
Lind, M.  
Martin, W.  
Reichardt, P.  
Thomas, D.

NON-VOTING MEMBERS PRESENT:

Miller, D. - President, ASUAF  
McCrea, S. - President, UAFSC  
Leipzig, J. - Dean, CLA

NON-VOTING MEMBERS ABSENT:

Graduate Student, GSO  
Collins, J. - Dean, SOM  
Tremarello, A - Registrar

B. The minutes to Meeting #102 (May 7, 2001) were approved as distributed via e-mail.

C. The agenda was approved with the addition of item X. a discussion of the Accreditation Questions for the Faculty Senate.

## II Status of Chancellor's Office Actions

### A. Motions approved:

1. Motion to amend Article IV, Section 2 of the Constitution.
2. Motion to approve the Ph.D. degree program in Engineering.
3. Motion to approve the M.S. degree program in Computational Physics.
4. Motion to approve a policy on Graduate Advisory Committees.
5. Motion to approve the A.A.S. in Process Technology.
6. Motion to establish a policy on academic program review and assessment.
7. Motion to amend the Section 3 (Article V: Committees) of the Bylaws by deleting E.4.
8. Motion to adopt a policy statement on Principal Investigator Eligibility.

### B. Motions pending: none

## III A. Remarks by Chancellor, Marshall Lind -

Chancellor Lind welcomed all the new faculty. He then spoke on the renovation of the Library. This past year the Duckering Building was renovated and it is now finished.

Members of the community are invited to participate in a discussion of the Master Plan. A meeting will be held at the Noel Wien Library Tuesday night. The University community is invited to participate Wednesday night at the Hess Commons cyber-cafe. There are plans for a new bioscience laboratory facility. Lind indicated that he hoped to reach a point where we can go forward to the Board and the Legislature with a request somewhere in the neighborhood of \$70 million for a new facility. That will not take care of all our needs, but will certainly help. It will be one of our biggest projects. Next year there will be another \$61 million of activity going on. It will include the Museum, Hutchison Career Center and other renovations.

As a result of some student interest, music students in particular, we will have in place very soon our very own UAF pep band. This will be very helpful at our various events, particularly the athletic events. It will be great.

Peter McRoy asked about the increase in enrollment. Chancellor Lind indicated that the increase in enrollment and scholars is directly related to the hard work of Admissions, University Relations, and the personal follow-up calls.

Tamara Lincoln encouraged faculty not to be discouraged about the changes taking place in the Library. Material in storage is available upon request, either the same day or the next day.

## B. Remarks by Provost, Paul Reichardt -

Provost Reichardt spoke about the motion to adopt a policy statement on Principal Investigator eligibility. This was requested by Ted DeLaca, Director of Sponsored Programs. This request was consequent to a discussion at the Research Working Group and the Provost Council. The concern was voiced at the Dean/Director level that they were beginning to feel uneasy about certain commitments associated with proposals put forward by non-faculty principal investigators. The discussion among administrators focused on who has the responsibility to say the institution backs a proposal with the identified commitments. Although administrators sign off on the proposals, it really is the faculty at the program level who has to say "yes, this is an important project and that is why we are asking the university to commit to [space, funds, etc.]...." The proposal that was submitted for Senate consideration was that faculty are PI's and that Deans/Directors be given the authorization to make exceptions to that policy.

Provost Reichardt commended Ron Gatterdam and Dana Thomas on the excellent leadership that they have provided for our self-study. Norm Swazo also joined in on that commendation and asked the Senate to give them a round of applause.

The Summary Report of 2000/2001 Faculty Review was included as an attachment to the agenda. It is similar to the report given last year. Norm Swazo drew attention to the second paragraph about the "early tenure" situation. Faculty Affairs Committee is asked to look at the issue.

Related to promotion and tenure is the ad that appeared in the Fairbanks Daily News-Miner (Sunday, September 23, B-5). It is an effort to publicly recognize faculty at that stage of achievement. Reichardt would like to hear any comments about this approach to publicizing faculty achievements.

The Academic Development Plan was discussed at the last Senate meeting. This plan was developed during December and January of last year and based largely on the state's budget initiative process. Reichardt's intent is to regularly revisit the plan and update it. In response to a promise he made when the plan was formulated, the Senate should do some kind of review of the plan in its present status and make recommendations about it. He would like recommendations on the order of: "we believe this plan is adequate for our purposes for the next couple of years and that there should be a formal evaluation, review, rewrite of the plan in \_\_\_\_ year".

Reichardt indicated that we are in the process of spending the FY02 budget; finalizing the FY03 request budget, which will go to the legislature in January; and within the last week or so, initiative proposals for the FY04 budget process are being requested. Proposals are being solicited through October. Reichardt said that at the Chancellor's summit he will make a proposal to the Deans and Directors about how we consider space implications of any proposals that go into the FY04 budget.

Peter McRoy asked if there were any guidelines for the proposals for the FY04 budget and if there are areas they are looking for. Reichardt indicated that the forms indicated areas that are identified by the systemwide process.

### C. Budget Report

Chancellor Lind did not have anything to add to what the Provost reported. Provost Reichardt indicated that in respect to this year's budget, those folks that are responsible for reporting will find it much simpler. One of the challenges is the fact that we put in a request for X amount addition to our operating budget and the Legislature funded at X - Y with no clear direction on where to make the reductions. There is a buffer that systemwide is using between the requested budget and the funded budget. The FY02 pool will be the buffer for the initiative funds.

Norm Swazo and Larry Duffy presented framed Certificates of Appreciation to Chancellor Lind and Provost Reichardt for their support of shared governance and the Faculty Senate.

#### IV Guest Speakers

##### A. Dana Thomas & Ron Gatterdam, Accreditation

Dana Thomas spoke about the visit of the Northwest accreditation team in October. Twelve evaluators will be on the team. The evaluation team will present their findings at a convocation scheduled for Wednesday, October 10th. A final report will be issued in December, which will include commendations and recommendations. The Commission will meet December 15 for discussion and a vote will be taken. Hopefully we will receive full accreditation without any conditions. Other possible outcomes may be a call for interim focused reports.

Dana encouraged faculty to assist visitors in obtaining information. If you don't know the answer, help the evaluators contact someone that should know. Know your assessment plan.

##### B. Carol Gold, Faculty Liaison

Carol Gold stated that she is the second person to hold this position of Academic Liaison. It's a relatively new position that is not clearly defined. She sees her role as that of a bridge--liaison, messenger, translator--between two very different cultures--the faculty and administration. Her office is located in 209B Butrovich. Carol Gold attends the President's staff meetings and various other meetings. If you have ideas, suggestion, concerns, issues or problems, her phone number is 474-6928 and her email is: carol.gold@alaska.edu. In addition to her office in Butrovich, she will have office hours in her office in the History Department, 606B Gruening, on Wednesday from 10:00 -12:00 p.m. Carol also encouraged faculty to submit FY04 budget initiative proposals. She will be visiting the rural campuses.

#### V Governance Reports

#### A. ASUAF - D. Miller

Derek Miller, ASUAF President, stated that they have set goals for this coming year. The Senate had a retreat at the Hot Springs and did some brainstorming. The Senate came out of that meeting as a well cohesive unit. Five goals they hope to accomplish this year include: improve child care; improving TVC relations with student governance; work on a full funding campaign; expand the student discount program; and get students on committees on campus. ASUAF supports the pep band. There will be glow sticks for starvation gulch. Another exciting activity is the Leadership conference on October 20th. Derek Miller indicated that ASUAF was going to work hard to kill student apathy on campus. He is excited about the goals set for this year.

#### B. Staff Council - S. McCrea

Scott McCrea said that looking ahead at the 2001-2002 year, Staff Council will be taking a proactive effort. Staff Council is looking at new ways to improve the working conditions for staff on campus. Three goals include looking at how to implement a volunteer leave program. This will be a statewide effort. This program would offer staff the opportunity to use up to 10 hours of leave per calendar year to volunteer time in the community. A second goal will be to look at how training is done on campus. Specifically, how new employees receive training during their first two weeks of work. To assist learning about UAF as a whole, a new orientation program will be offered this week. It is modeled after the new faculty orientation and will include a history of the university, what services are available (i.e., dining services, library, LIFE) and will end with a tour of campus. The third item is the problem of how staff is perceived on campus. Staff are the least romantic group on campus. One way to begin addressing this problem is to produce a brochure on staff similar to the student, faculty, and alumni brochures. Finally, Staff Council is looking at how we can better serve our staff at the rural campuses.

#### C. President's Comments - N. Swazo

The Provost and Norm have met and concluded on the assignment of committees charged with the formal performance evaluations of Deans Vera Alexander and Joseph Kan.

The Governance Coordinating Committee will meet on October 5th. Staff Council wishes to initiate discussion on the issue of adding the words "sexual orientation" to the University policy on non-discrimination.

Faculty Alliance has met once and will be meeting again September 26, followed by a full-day retreat with President Hamilton. One issue of substantial discussion includes the direct appointment to the executive staff at statewide. This issue was occasioned by the direct appointment of Karen Purdue to the position of Associate Vice President.

With the administrative committee's concurrence, Norm Swazo sent a letter to President Hamilton expressing faculty concerns about the direct appointment issue. The President has responded and a special meeting of the Administrative Committee will be convened on Wednesday, September 26, 2001, to discuss President Hamilton's statement and to

consider what response the UAF Faculty Senate may take. Swazo read Hamilton's letter to the Faculty Senate and noted that a copy of his letter to Hamilton is available to any senator.

#### D. President-Elect's Comments - G. Chukwu

Godwin Chukwu indicated that he would be launching a Senate Newsletter. The first will be distributed about the middle of the October. It will contain information on Senate activities and actions, and motions passed. Each newsletter will feature an article about a different college or school. The newsletter will be distributed in hard copy format. We think this is a way to reach the faculty and make them aware of faculty related matters in a timely manner. The Chancellor and Provost have agreed to write a message for the first newsletter.

#### VI Public Comments/Questions

Tanya Trabant from Career Services spoke about two up coming events: Engineering and Computer Science Week, October 1-5, and Accounting Week, October 8-12. There will be a job search panel on Wednesday, October 3rd. The most updated information is on their web site at: [www.uaf.edu/career/](http://www.uaf.edu/career/). It is cosponsored by CSEM and SME. The second event is Accounting Week, cosponsored by School of Management. It is the oldest event in Career Services and is typically how all accounting majors get their jobs. We have a very high rate of employment from this event.

There is a new Career Services Guide. It is published every year. It has a list of event.

Shannon Uzzell, the student employment coordinator, spoke about the student internship and jobs. They have an e-mail posting service. If you need help recruiting students or have questions, Career Services is available with information and strategies about student employment on campus.

#### VII New Business

A. Motion to confirm membership on the Ad Hoc Committee on Unit Criteria, submitted by Administrative Committee

Godwin Chukwu introduced the motion and indicated that the School of Education has submitted Unit Criteria for approval. The Ad Hoc Committee will look at the unit criteria and forward their findings to the Senate for approval. The motion passed unanimously.

MOTION:

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The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Curricular Affairs, Faculty Affairs; Faculty Development, Assessment, and Improvement; and Faculty Appeals & Oversight Committee.

Gary Holton, Curricular Affairs  
Joan Leguard, Faculty Affairs  
Debi McLean-Nelson, Faculty Development, Assessment &  
Improvement  
Julie Riley, Faculty Appeals & Oversight

EFFECTIVE: Immediately

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B. Motion to amend the Baccalaureate Core Curriculum including the  
Philosophy Statement, submitted by Core Review

Jin Brown was not available to speak on the motion. Norm Swazo introduced the motion  
and it passed unanimously without discussion.

MOTION:  
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The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum by adding  
a General Statement and updating the Philosophy Statement.

EFFECTIVE: Immediately

RATIONALE: The updated Philosophy statement has been  
open to comment on the CORE web site since January as a  
motion to replace the 1990 version.

The Committee was asked to create a basic CORE  
statement, which we have done and is also on the web site  
as well as in the CORE Notebook.

The Committee feels that replacing the outdated  
philosophy statement with this carefully updated  
statement is significant to the Accreditation process.

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PROPOSED GENERAL STATEMENT:  
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**The Baccalaureate Experience**

**General Statement**

## **UAF Core Curriculum Courses**

The University of Alaska Fairbanks Baccalaureate Core Curriculum provides students with a shared foundation of knowledge and skills. Required of all graduates, the Core introduces students to the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, mathematics, and the social sciences. These requirements help students develop the mental skills that will make them more effective participants, both in college and life in general.

Continually reviewed and enriched, the Core offers more than 80 courses to fulfill degree requirements. Not only does the Core provide students with a common learning experience, but it also enhances students' appreciation of cultural diversity and its implications on an individual and a social basis. Students must complete a minimum of 38 credits to satisfy the Core requirement:

### Communications (9 credits)

ENGL 111X Methods of Written Communication (3)  
ENGL 211X Intermediate Exposition, with Modes of Literature (3) OR  
ENGL 213X Intermediate Exposition (3)  
COMM 131X Fundamentals of Oral Communication: Group Context (3) OR  
COMM 141X Fundamentals of Oral Communication: Public Context (3).

### Library Information and Research (0-1 credits)

Successful completion of library skills competency test OR  
LS 100X or 101X prior to junior standing

### Writing- and Oral-Intensive Courses (0 additional credits)

Successful completion of two Writing-Intensive courses designated (W) and one Oral-Intensive course designated (O) or two oral-communication courses designated (O/2), at the upper-division level. Please consult the UAF Catalog to find out which courses are designated (W) and (O).

### Perspectives on the Human Condition (18 credits)

ANTH 100X OR SOC 100X Individual, Society, and Culture (3)  
ECON 100X (3) OR PS 100X Political Economy (3)  
HIST 100X Modern World History (3)  
ART/MUS/THR 200X Aesthetic Appreciation: Interrelationship of Art, Drama, and Music (3) OR  
HUM 201X Unity in the Arts (3)  
ANS 202X Aesthetic Appreciation of Alaska Native Performance (3)  
ENGL/FL 200X World Literatures (3)



COMM 300X Communicating Ethics (3) OR  
JUST 300X Ethics and Justice OR  
NRM 303X Environmental Ethics and Actions OR  
PS 300X Values and Choices OR  
PHIL 322X Ethics

OR complete 12 credits from the above courses plus two semester-length (10 credits) courses in a single Alaska Native language or other non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level.

### Mathematics (3 credits)

Math 107X Functions for Calculus (3) OR  
Math 131X Concepts and Contemporary Application of Mathematics (3) OR  
Math 200X, 201X, 202X, 262X, 272X (3), OR any math course having one of these as a prerequisite.

\*Math 161 is not an equivalent course to Math 107X.

### Natural Sciences (8 credits)

Complete two 4-credit courses, with labs, from approved natural science core courses with depth or breadth emphasis. Both courses must be from the same emphasis area, that is, either breadth or depth.

#### Breadth Emphasis

The two courses must be in different natural sciences or must be interdisciplinary in nature.

Select two courses from the following:

ATM 101X Weather and Climate of Alaska (4)  
BIOL 100X Human Biology (4) OR  
BIOL 103X Biology and Society (4) OR  
BIOL 104X Natural History of Alaska (4) OR  
CHEM 100X Chemistry and the Modern World (4)  
GEOG 205X Physical Geography (4)  
GEOS 100X Introduction to Earth Science (4) OR  
GEOS 125X Humans, Earth, and Environment (4) OR  
GEOS 120X Glaciers, Earthquakes, Volcanoes (4)  
MSL 111X The Oceans (4)  
PHYS 102X Energy and Society (4) OR  
PHYS 175X Astronomy (4)

#### Depth Emphasis

The two courses must be sequential courses or a two-semester survey in the basic natural sciences (biology, chemistry, earth

science, physics). Select one sequence from the following:

- BIOL 105X-106X Fundamentals of Biology I and II (8)
- BIOL 211X-212X Human Anatomy and Physiology I and II (8)
- CHEM 103X-104X Basic General Chemistry/Beginnings in Biochemistry (8)
- CHEM 105X-106X General Chemistry (8)
- GEOS 101X and 112X The Dynamic Earth/History of Earth and Life (8)
- PHYS 103X-104X College Physics (8)
- PHYS 211X-212X General Physics (8)
- PHYS 211X and 213X General Physics/Elementary Modern Physics (8)
- PHYS 212X-213X General Physics/Elementary Modern Physics (8)

CURRENT PHILOSOPHY STATEMENT (1990):

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## **The Baccalaureate Experience**

### **The Philosophy**

The pursuit of the baccalaureate degree in the late twentieth century is a formidable undertaking. Social change and the knowledge explosion create new disciplines and alter the conventions, content, methods, and the applications of existing disciplines. We in higher education have reacted to this phenomenon by promoting an ever-growing curriculum of specialized majors, often at the expense of the basic liberal arts education concept of unity of knowledge as expressed by a common core of intellectual experiences.

As UAF students advance toward a degree goal they, too, encounter an array of general education and specialized curriculum offerings of the university. If these encounters are to reflect a clear learning purpose, then the curriculum must reflect a clearly stated academic philosophy defining the meaning and purpose of the baccalaureate degree at the University of Alaska Fairbanks. Formulation of this philosophy starts directly with this question.

What intellectual experiences shall be deemed essential for all UAF students, regardless of academic major or career aspirations?

**On the Conduct of Intellectual Inquiry.** The development of the intellect is a basic aim of the baccalaureate degree. The university experience must demand more than "recipe knowledge," that is, the rote learning of material currently held to be "factual" and of the elemental "mechanics" of applied knowledge. What must be emphasized are intellectual activities which connect the mental processes of critical thinking and problem solving, and which explore certain metaphysical issues in knowledge creation.

Problem solving is a constant feature of human existence and we expect a learned demonstration of an intellectual ability to systematically design and conduct critical inquiry. To arrive at plausible answers or solutions requires first having plausible questions—an analysis task built on abstract conceptualization, logical reasoning, and on the exegesis of appropriate text material.

Finally, the opportunity for synthesizing knowledge must be present. The ultimate form of knowing is the perception and articulation of the "pattern"—of the significant relationships among pieces of knowledge. The synthesizing exercise should stimulate creative work and, hopefully, the joy of intellectual discovery and accomplishment.

**Advanced Literacy in Language and Mathematics.** Functional literacy is not a goal of university education. Regardless of the skill levels in English and mathematics students bring to the university, they must experience an educational process that pushes them beyond the functional to advanced levels.

For language literacy this means multi-dimensional competency in the use of English: 1) the critical comprehension of complex reading material; 2) the preparation of clear, organized and soundly reasoned statements in a variety of written forms; and 3) the capability and confidence to orally participate in public forums.

Advanced literacy in mathematics implies a solid grasp of quantitative reasoning and appreciation of mathematical applications. Most important is acquiring the knowledge necessary for informed judgement on the uses of mathematical and statistical interpretations confronting us in everyday life.

Inherent in these advanced literacies is an empowering process. Achievement of the range of competencies comprising these fields of study represents real personal power. It is a power, which keys success, satisfaction and greater self-determination throughout the total academic experience and in the modern world.

**The Nature and Use of Science.** At its heart, "science," represents a distinct approach to the study and explanation of both the natural and social world. College-level work in the sciences should foster an intellectual comfort with different aspects of the scientific method such as the quest for objectivity, hypothesis building and testing, and with the explanatory functions of theory. Facility with quantitative manipulations and measures associated with basic scientific enterprises is an important part of this academic process.

The student should also become closely acquainted with the larger intellectual frameworks which have nurtured the development of scientific thought, including the ways we have come to understand and articulate the basic concepts of these frameworks. No student, for example, should graduate without a fundamental understanding of evolutionary theory because its major assumptions and propositions have triggered substantial work in virtually every other discipline. Einstein's theory of relativity is another such framework.

While particular emphasis is placed on the scientific approach in its various forms, adequate attention should be given to other traditions of human inquiry, both empirical and non-empirical.

In modern times, technological developments have had an enormous impact on all facets of the world's ecosystems, raising philosophical and ethical questions critical to the making of humane public policy. These are questions that simply will not go away and should be directly dealt with in the natural and social science curriculums.

**Studies in History, Language, and Culture.** In one sense, we all are members of a "global village" because of almost instantaneous communication networks, speedy transportation systems, and interlocking world economies. But in another sense, we live in a highly uncertain and fragmented world comprising a multitude of differing historical and cultural traditions. We all have a history, which has shaped the way we define ourselves as cultural, linguistic and national groups.

For the American university, the study of western civilization, including the culturally pluralistic tradition of America, is an essential prerequisite to related studies of our contemporary cultural consciousness and major social institutions. However, we must go beyond this to the comparative study of non-Western history and culture since it ultimately has the chance of making more comprehensible international complexities and certain seemingly intractable conditions such as war, poverty, and oppression.

The comparative study of history and culture also should include content that forces a critical examination of how the shared images, values, and convictions of a cultural group directly form the fundamental assumptions by which people make sense of everyday life and of the world around them. This kind of intellectual journey will raise many issues about values formation, the power of cultural identity, and the sources of ethnocentrism. The most sanguine presumption is that at journey's end, there will be more than mere tolerance for cultural differences. Rather, there will emerge a solid understanding and appreciation for different cultural traditions, and the way history has mixed many of these traditions into multicultural societies.

Finally, there exists one other literacy pertinent to being an educated citizen of the modern world—the development of a basic competence in a foreign or non-English language. Together with the pure intellectual benefits of the learning exercise (and there are many), facility in a second language opens a very large window to real experiences in different cultural realities.

**Humanistic Expressions.** It is the humanistic study of aesthetics, literature, and ideas, which reveal the full meaning of being human. Unfortunately, it is precisely the humanities, which the modern technocratic world view has most de-emphasized. Nowhere else in the curriculum are the human senses and emotions so completely engaged as in the study of literature, the visual and performing arts, and philosophic discourse.

Moreover, humanistic expressions are cultural products vividly portraying the salient realities of a particular people at a particular time. For example, the prose and poetry of a historical period can bring the human condition to life in ways the literal style of textbooks cannot. It is in this realm of learning that beauty, creativity, and the powers of the human imagination and intellect are most directly encountered and shared through time and space.

Within this domain, the question of values becomes significant. Much of everyday life is spent dealing with value ambiguity. People continually must make decisions within multiple environments loaded with conflicting moral possibilities. Then they must bear responsibility for the consequences of their decisions. Through enculturation people develop a set of principles to guide the making of these real-life choices. These

principles—and everybody has them and uses them constantly—reflect the core values and moral standards each of us believe we live by (or try to live by).

Enculturation, hence value formation, derives collectively from the ethos of those social institutions in which people spend good portions of their lives—the family, the church, peer groups, and schools, including the university. At a university, students should directly confront the nature of values.

The cultural values of society—of humankind—are for learning and for debating. The ultimate benefit of this exercise depends on the way we use it to reflect upon and refine our own personal codes of conduct.

**Content Concentration.** Intellectual concentration in a specific discipline serves as conceptual anchor to the baccalaureate experience and as the professional foundation of the student's post-baccalaureate career. The major field or area of specialization is where we expect the intellectual development of a solid grounding in a defined body of knowledge. Instruction in the advanced aspects of the field is an integral part of this undertaking; but full understanding is not gained without directed independent study and synthesizing activities. Also, each specialized field of study should examine the ethics and values associated with the application of its methods and knowledge.

PROPOSED PHILOSOPHY STATEMENT (2001):

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## **The UAF Baccalaureate Experience**

### **The Philosophy**

The pursuit of the baccalaureate degree in the twenty-first century is a formidable undertaking. Social change and the knowledge explosion create new disciplines and alter the conventions, content, methods, and the applications of existing disciplines. We in higher education have reacted to these phenomena by promoting an ever-growing curriculum of specialized majors, often at the expense of the basic liberal arts education concept of unity of knowledge as expressed by a common core of intellectual experiences.

As UAF students advance toward a degree goal they, too, encounter an array of general education and specialized curriculum offerings of the University. In order to assure that the baccalaureate experience of all University of Alaska Fairbanks students reflects the academic philosophy of a liberal education, the University has created a core curriculum. The core curriculum is designed to include the intellectual experiences considered essential for all UAF students, regardless of academic major or career aspirations.

The Core Curriculum will be sustained in quality through an on-going process of student learning outcomes assessment. The assessment will be conducted and reported by the Core Review Committee of the Faculty Senate, according to the plan approved by the Faculty Senate.

**On the Conduct of Intellectual Inquiry.** The development of the intellect is a basic aim of the baccalaureate degree. The university experience must demand more than the rote learning of material currently held to be "factual" and of the elemental "mechanics" of applied knowledge. What must be emphasized are intellectual activities which connect the mental processes of critical thinking and problem solving, and which explore certain metaphysical issues in knowledge creation.

Problem solving is a constant feature of human existence and we expect a learned demonstration of an intellectual ability to systematically design and conduct critical inquiry. To arrive at plausible answers or solutions requires first having plausible questions—an analysis task built on abstract conceptualization, logical reasoning, and on the exegesis of appropriate text material.

Finally, the opportunity for synthesizing knowledge must be present. The ultimate form of knowing is the perception and articulation of the "pattern"—of the significant relationships among pieces of knowledge. The synthesizing exercise should stimulate creative work and, hopefully, the joy of intellectual discovery and accomplishment.

**Advanced Literacy in Language and Mathematics.** Functional literacy is not, in itself, a goal of university education. Regardless of the skill levels in English and Mathematics students bring to the university, they must experience an educational process that pushes them beyond the functional to advanced levels.

For language literacy this means multi-dimensional competency in the use of English: 1) the critical comprehension of complex reading material; 2) the preparation of clear, organized and soundly reasoned statements in a variety of written forms; and 3) the capability and confidence to competently participate orally and aurally in public forums.

Advanced literacy in mathematics implies a solid grasp of quantitative reasoning and appreciation of mathematical applications. Most important is acquiring the knowledge necessary for informed judgement on the uses of mathematical and statistical interpretations confronting us in everyday life.

Inherent in these advanced literacies is an empowering process. Achievement of the range of competencies comprising these fields of study represents real personal power. It is a power which keys success, satisfaction, and greater self-determination throughout the total academic experience and in the contemporary world.

**The Nature and Use of Science.** At its heart, "science," represents distinct approaches to the study, explanation, and understanding of both the natural and social worlds. College-level work in the sciences should foster an intellectual comfort with different scientific methods and with the scientific functions of theory. Facility with the quantitative manipulations and measures associated with basic natural and social scientific enterprises is an important part of this academic process as is recognition of the qualitative approaches of human science.

The student should also become closely acquainted with the larger intellectual frameworks which have nurtured the development of scientific thought, including the ways we have come to understand and articulate the basic concepts of these

frameworks. Examples of such frameworks are Einstein's theory of relativity and evolutionary theory.

While particular emphasis is placed on scientific approaches, adequate attention should be given to other traditions of human inquiry, both empirical and non-empirical.

In contemporary times, technological developments have had an enormous impact on all facets of the world's ecosystems, raising philosophical and ethical questions critical to the making of humane public policy. These are questions that simply will not go away and should continue to be dealt with directly in the natural, social, and human science curriculums.

**Studies in History, Language, and Culture.** In one sense, we all are members of a "global village" because of almost instantaneous communication networks, speedy transportation systems, and interlocking world economies. But in another sense, we live in a highly uncertain and fragmented world comprising a multitude of differing historical and cultural traditions. We all have a history, which has shaped the way we define ourselves as cultural, linguistic, and national groups.

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The comparative study of history and culture also should include content that forces a critical examination of how the shared images, values, and convictions of a cultural group directly form the fundamental assumptions by which people make sense of everyday life and of the world around them. This kind of intellectual journey will raise many issues about values formation, the power of cultural identity, and the sources of ethnocentrism. The most sanguine presumption is that at journey's end, there will be more than mere tolerance for cultural differences. Rather, there will emerge a solid understanding and appreciation for different cultural traditions and the ways that exposure to cultural differences can add to and enhance our everyday lives.

Finally, there exists one other literacy pertinent to being an educated citizen of the contemporary world—the development of a basic competence in a foreign or non-English language. Together with the pure intellectual benefits of the learning exercise (and there are many), facility in a second language opens a very large window to real experiences in different cultural realities. UAF students should be encouraged to recognize both the personal and professional benefits of speaking and reading other languages.

**Humanistic Expressions.** It is the humanistic study of aesthetics, literature, and ideas, which reveal the full meaning of being human. Unfortunately, it is precisely the humanities, which the technocratic world view has most de-emphasized. Nowhere else in the curriculum are the human senses and emotions so completely engaged as in the study of literature, the visual and performing arts, and philosophic discourse.

Moreover, humanistic expressions are cultural products vividly portraying the salient realities of a particular people at a particular time. For example, the prose and poetry of a historical period can bring the human condition to life in ways the literal style of textbooks cannot. It is in this realm of learning that beauty, creativity, and the powers of the human imagination and intellect are most directly encountered and shared through time.

Within this domain, the question of values becomes significant. Much of everyday life is spent dealing with value ambiguity. People continually must make decisions within multiple environments loaded with conflicting moral possibilities. Then they must bear responsibility for the consequences of their decisions. Through enculturation people develop a set of principles to guide the making of these real-life choices. These principles—and everybody has them and uses them constantly—reflect the core values and moral standards each of us believe we live by (or try to live by).

Enculturation, hence value formation, derives collectively from the ethos of those social institutions in which people spend good portions of their lives—the family, the church, peer groups, and schools, including the University. At UAF, students should directly confront the nature of values in their baccalaureate experience.

The cultural values of society—of humankind—are for learning and for debating. The ultimate benefit of this exercise depends on the way we use it to reflect upon and refine our own personal codes of conduct.

**Content Concentration.** Intellectual concentration in a specific discipline serves as conceptual anchor to the baccalaureate experience and as the professional foundation of the student's post-baccalaureate career. The major field or area of specialization is where we expect the intellectual development of a solid grounding in a defined body of knowledge. Instruction in the advanced aspects of the field is an integral part of this undertaking; but full understanding is not gained without directed independent study and synthesizing activities. Also, each specialized field of study should examine the ethics and values associated with the application of its methods and knowledge.

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## VIII Committee Reports

### A. Curricular Affairs - R. Illingworth

A report was attached to the agenda.

### B. Faculty Affairs - P. McRoy

A report was attached to the agenda.

Faculty Affairs wanted to send forward a motion concerning the search process for the position of statewide VP for Research. One of the candidates has not appeared on the campus for an interview for this position. A motion will be formulated and forwarded at the next meeting.

### C. Graduate Academic & Advisory Committee – H. Eicken

The committee met September 13 and because of a lack of quorum they were not able to conduct business. Another meeting is scheduled for October 2.

### D. Core Review - J. Brown

No report was available.

### E. Curriculum Review - P. Pinney

The Curriculum Review Committee will be meeting sometime after October 10 to review course proposals.

### F. Developmental Studies - J. Weber

A report was attached to the agenda.

### G. Faculty Appeals & Oversight - J. Moessner

A report was attached to the agenda.

### H. Faculty Development, Assessment & Improvement – D. McLean-Nelson

The following committee report was distributed as a handout.

The Faculty Development, Assessment and Improvement Committee held its first meeting on September 11, 2001. It was a short meeting held at 12:20 after a luncheon with Joy Morrison and guest, Tom D'Angelo. Members present were E. Thomas Robinson (convener), C.P. Price, Abel Bult, George Charles, Rheba Dupras, and Ann Wilson. Absent: Linda Curda and Debi McLean.

Rural faculty members include Debi McLean, Dillingham and Linda Curda, Bethel therefore all meetings will be audioconferenced as necessary.

The first order of business resulted in Debi McLean being voted as chair. A meeting time was identified, with the next meeting to be held at 11:30-12:30, Tuesday, October 9, 2001 in the Library #341. A tentative agreement was made to meet on the second Tuesday of each month at 11:30-12:30.

Debi McLean volunteered to serve on the Ad Hoc Committee to review the School of Education Unit Criteria.

Many thanks to E. Tom Robinson for stepping in on short notice as convener.

Submitted by Debi McLean, Chair

#### IX Members' Comments/Questions

Eduard Zilberkant asked for clarification on the Senate newsletter. John Leipzig commented about the timing of the report to the newsletter.

#### X Discussion on Accreditation

Ron Gatterdam led a discussion of the upcoming visit of the accreditation team. A list of ten discussion questions was presented. In the preparation of the accreditation report these questions have come up and these may be items of further discussion in the Senate.

#### XI Adjournment

The meeting was adjourned at 3:55 p.m.

Tapes of this Faculty Senate meeting are in the Governance Office, 312 Signers' Hall if anyone wishes to listen to the complete tapes.

Submitted by Sheri Layral, Faculty Senate Secretary.