

MINUTES  
 UAF FACULTY SENATE MEETING #83  
 MONDAY, NOVEMBER 16, 1998  
 WOOD CENTER BALLROOM

I The meeting was called to order by President-Elect Ron Gatterdam at 1:30 p.m.

A. ROLL CALL

Members Present:

Bader, H.  
 Bandopadhyay, S.  
 Barnhardt, C.  
 Basham, C.  
 Bruder, J.  
 Conti, E. (L. Duffy)  
 Corti, L.  
 Curda, L.  
 Deal, S.  
 Dinstel, R.  
 Fitts, A.  
 Gatterdam, R.  
 Grigg, S.  
 Illingworth, R.  
 Lando, C.  
 Manfredi, R.  
 McBeath, G.  
 McLean-Nelson, D.  
 Mortensen, B.  
 Misgrave, D.  
 Nance, K.  
 Perkins, M.  
 Porter, D.  
 Reynolds, J.  
 Sankaran, H.  
 Sonwal kar, V.  
 Weber, J.  
 Whalen, M.  
 White, D.  
 Wilson, B.  
 Yarie, J.  
 Zilberkant, E.

Members Absent:

Johnson, T.  
 Luick, B.  
 Norcross, B.  
 Olson, J.  
 Schatz, M.

OTHERS PRESENT:

Ducharme, J.  
 Gabrielli, R.  
 Gregory, G.  
 Layral, S.  
 Martin, W.  
 Reichardt, P.  
 Thomas, D.

NON-VOTING MEMBERS PRESENT:

Richardson, J. - President, ASUAF  
 Leipzig, J. - Dean, CLA  
 Frey, B. (S. Christensen) - President-Elect, UAFSC  
 Tremarello, A - University Registrar

NON-VOTING MEMBERS ABSENT:

Fletcher, H. - GSO  
 Alexander, V. - Dean, SFOS

B. The minutes to Meeting #82 (October 12, 1998) were approved as distributed via e-mail.

C. The agenda was approved as distributed via e-mail.

II Status of Chancellor's Office Actions

A. Motions Approved:

1. Motion to delegate the authority to approve petitions.

B. Motions Pending:

1. Motion prohibiting faculty from



whole research end of things or is this just putting together an agenda of research projects that need to be looked at. Reichardt indicated that it was more of the latter. This is a different approach to Federal initiatives. In the past, each year, ideas have bubbled off about Federal initiatives but Hamilton's approach is to take a longer range look at where we are headed and try to identify what we already have in place to accomplish that, and then allow him to work with the congressional delegation to focus on the holes. UAA has received \$6.6 million in NOAA funds to study the Bering Sea. This puts us in a unique position.

Harry Bader asked if there is some kind of standardized mechanism so the president can be appraised of the statutory requirements of the research agenda priorities because we are both a sea grant and a land grant based institution. Reichardt indicated that the people responsible for those programs at the Deans/Directors level have

campus. They are organizing for their lobbying efforts in the spring. They are sending delegates down to the Board of Regents meeting this week.

Larry Duffy commented on the article in the newspaper about the Student Regent objection to the Coal demonstration project at the power plants. He asked if the student government had input into that issue with the student regent? Richardson indicated they had not talked about that issue at all. She indicated that they do, however, have communication with the student regent.

B. Staff Council - S. Christensen

Shannon Christensen report that Staff Council met with President Hamilton in a staff retreat. Discussions included tackling a new grievance policy. Statewide has proposed a new set of policies and regulations for the Board of Regents. Staff Council is taking that on as a major project this year. They are currently in the process of reviewing the new policies and regulations.

opportunity to become the leading voice in academic matters only if we 1) make good decisions, 2) take clear and explicit responsibility for those decisions, and 3) do so with alacrity.

This means a new way of doing business. Items can not languish in committee while some group somewhere decides to get its act together to be heard. Secondly, on statewide matters, committee heads are going to meet to converse with their counterparts at Anchorage and Juneau. I'll do what I can to facilitate this matter but the bottomline is it's up to all of us to do a good job and get things out of committee quickly. I'd hate to walk away from here a year and a half from now and say we had an opportunity but in fact we missed the boat.

#### V Public Comments/Questions -

Dana Thomas indicated that he wears two hats this year. One is in the area of faculty development which is focused in instructional technology and other is in student outcomes assessment.

In student outcomes assessment we have a large push going on to get assessment processes in place for each of the certificate and degree program. UAF has approximately 164 certificate and degree programs. We currently have 37 with outcomes assessment plans in place. The deadline for the initial plans is January 15th.

In the area of faculty development Dana Thomas is working closely with the Senate's Faculty Development Committee to identify speakers, pass information on satellite feed seminars in faculty development; and he has shared his budget. Since the main focus is on instructional technology this year he has hired two students in the Instructional Technology Developmental Center to assist faculty in transferring material into other technology such as PowerPoint, CD, and on the web. He encourages faculty to visit the Instructional Technology Development Center.

Harikumar Sankaran asked about financial support for faculty doing this kind of instructional technology. Kara Nance asked if department who have their assessment plan could have them on the web to motivate other departments. Dana Thomas indicated that the Provost would be delivering the annual outcomes assessment report to the Board of Regents this week.

#### VI Consent Agenda

A. Motion on Unit Criteria for Music, submitted by Ad Hoc Committee of Unit Criteria

The motion was passed when the agenda was adopted.

MOTION PASSED

The UAF Faculty Senate moves to approve the Unit Criteria for Music.

EFFECTIVE: Immediately  
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Music Department. With some minor changes, agreed upon by the department

representative, David Stech, the unit criteria were found to be consistent with UAF guidelines.

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VII New Business

A. Motion on Board of Regents Policy & Regulations 09.03 - Student Dispute Resolution, submitted by Curricular Affairs

Ron Gatterdam indicated that this recommendation would be to the policy only. Jerry McBeath indicated that the policy and regulations has been reviewed a number of times and last year the Senate sent

work to dissuade others from voting for it as well) the following motion to be taken up at the next Faculty Senate meeting on 11/16.

I do not believe that the reason for this motion is to save paper and thereby trees.

There is only one reason to even suggest such a motion - and that is to symbolically indicate that certificates and AA degrees are somehow lesser achievements than BA and graduate degrees. As we all know someone who comes from a culture or family where higher education is not a tradition achieves a great deal by completing the work for a certificate or AA degree and should be rewarded appropriately. In fact, one could argue that such an achievement is much greater than others' earning of BA and graduate degrees; so, in fact, the motion should be reversed.

Such a motion can only serve to denigrate further the work that CRA faculty and students are engaged in and create an even more divisive atmosphere than already exists. When will we be considered on an equal footing with the venerable and elite Fairbanks campus?

Please say NO.

Thanks, Jim Stricks

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2) From Ruth Lister

Thanks Jim I am glad, lots of times, that you are part of CRA.

Ruth Lister, TVC  
Phone: 474-1150 Fax: 474-1164

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3) From Anna MPoe

Hi, Jim

Your note sure struck home for me, and I agree with the points you made.

My father has an 8th grade education, my mother a 10th grade education. All 4 grandparents have little formal education, who are Native American and/or 1st generation descendents of immigrants. I'm the only one of my siblings and of nearly all my 1st degree cousins that has even attended a post-high school institution. In May 1998 I earned an AA degree and that diploma represents a great deal to me and to my family, including my children.

CRA and all the educators and support staff both in and outside of Fairbanks are to be commended for the encouragement to dream 'outside the box' to those of us who weren't guided toward education as a means to contribute to our communities. In my case, local faculty and staff provided me the encouragement to continue taking a course or two at a time until I finally knocked out the core curriculum to achieve the degree.

Why should the diplomas be of different sizes or colors? Seems an ivory tower idea to me.

Thanks for keeping us posted on developments, Jim! :-}

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4) From Patricia L Bixby

Jim - I second your vote even if I'm not a part of UAF



Again, thanks for looking out for the interest of rural Alaskans and other 'returning adults.'

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10) From George Guthridge

Dear Jim

I have to disagree with you about not supporting a differentiation in the size of the diplomas.

I think that, rather than only two differentiations, we should have several. Let's make the certificate 6 x 9, the AA 8 x 11, a bachelor's 15 x 30, a master's 30 x 45, and a Ph.D. 45 x 60. I mean, if we're going to strut like peacocks, let's do so proudly.

To save trees and to correlate with egos, the diplomas should be made of stone. A certificate holder's name will have simple engraving, an associate of arts name will be Indian-inked, a bachelor's will be gilt, a master's will be real silver, and a doctorate will have 14K gold.

We'll go to the pool. All will have the diplomas tied around their necks, and will jump in. Those who swim to the other side, graduate.

Or should we do that retroactively. Hmm. Let's see. I doubt there are data to verify this, but I would bet that those who have done the least since graduate school take greatest stock in their degrees. Therefore let them cast their first stone.

--George Guthridge  
Associate Professor

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FrE

11) From Jim Stricks  
To: "College of Rural AK Forum"

So far 7 people have responded in agreement with my comments about the size of diplomas (including one Senator). I hope we can convince others of our point of view. Thanks for the positive comments, Jim

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12) From WEBER JANE M

Hi Jim I also agree with you about the diploma size and will work towards that end in the Senate. Thanks for the j Jim

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14) From "Amel i a A. Savi nova"



important than another.

Perkins- Agree with Illingworth

Illingworth- There should be input from the AA degree programs before a decision is made.

Barnhardt- There are differences in degree effort. Perhaps each type of degree, AA, BA/BS, M&M&, and Ph. D. should all be different sizes.

Basham- Understands the reason for concern, but believes that inference of inferiority is not apparent.

Action: Motion to Amend so that AA, BA/BS, and Graduate degrees all differ in size. Motion Failed.

Motion to Table. Motion Failed.

Motion for different AA size. Passed.

TOPIC: Departmental Honors

Issue: Departmental Honors program designed by Geological Engineering proposing being listed at commencement program. Each department would establish its own criteria based upon professional standards and uniform minimum accomplishment.

Comments:

Murphy- Standards as proposed are too low

Basham- Agree with Murphy

Fitts- Supports idea of departmental honors, but proposal sets too low of standard.

Barnhardt- Supports idea in theory but believes more discussion needs to take place.

Action: Subcommittee created to develop policy on Departmental Honors. Committee composed of Barnhardt and Tremarello.

E. Curriculum Review - C. Basham





public school are making some of these partnerships very difficult. The University has different values and different hierarchies that cause significant problems. The culture of the universities doesn't always support the culture of schools of education.

President Hamilton is interested in how we respond to the needs of the students coming from the high schools--both the high achievers and the ones who are low achievers. Ron Gatterdam spoke on his interpretation of Hamilton's three groups of possible students coming out of high school. One track is those student who early in their career pass the high school exit exam. There is an opportunity for the university to offer college credit courses to those students. The second track is those students who don't pass the exam and give