

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION d

GOVERNANCE COORDINATING COMMITTEE.

ARTICLE I

Name

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Sect. 1.

Sect. ((1))2 The ((conference)) STANDING committees of the UAF Governance Coordinating Committee shall include:

((Academic Computer Users Committee))
Intercollegiate Athletics Committee
((Chancellor's Advisory Committee on Public Safety,
Transportation and Parking))
Rural Affairs Committee
UAF Grievance Council
Health Issues

Sect. ((2))1 A. ((Conference)) STANDING committees shall have at least one representative from each of the governance constituencies, exception will be made when agreed upon by all constituencies.

((C))A. Intercollegiate Athletics Committee

The charge of the Intercollegiate Athletic Committee shall be to:

1. exercise oversight of the direction of the Intercollegiate Athletics Program
2. investigate compliance with NCAA and conference regulations.
3. participate in the evaluation of intercollegiate programs

((D))B. Rqs

Sect. 1 The parliamentary authority shall be the latest edition of Robert's Rules of Order.

ARTICLE IX Amendments

Sect. 1 Amendments to the Procedures require a two-thirds vote from each of the three governing bodies.

Sect. 2 Amendments to the Procedures shall be forwarded to the Chancellor's office for approval.

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED AS AMENDED
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The UAF Faculty Senate moves to approve the establishment of a new degree, the Bachelor of Arts and Sciences (BAS).

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: The Board of Regents has directed campuses to eliminate the Bachelor of Education in Elementary Education. The Bachelor of Arts and Sciences is designed to replace this degree, by providing a content alternative for the preparation of teachers, which will lead up to the 5th year post-baccalaureate program for teacher educators. National study groups consistently have recommended that content preparation be emphasized in the education of teachers, which the new degree program does by preparing teachers for the breadth of knowledge that they must possess in order to teach elementary students.

FORMAT 3

NEW DEGREE PROGRAM REQUEST

I. COVER MEMORANDUM

A. Name of person preparing request: John Leipzig, Interim Dean College of Liberal Arts

B. Brief Statement of the proposed program its objectives and career opportunities:

1. A n]A

Fairbanks campus.

II. IDENTIFICATION OF THE PROGRAM

A. Description of the Program

1. Program Title: Bachelor of Arts and Sciences (BAS)
2. N/A
3. Admissions requirements and prerequisites. Standard entrance requirement for UAF. Entrance into the Post-Baccalaureate Teacher Education Program would follow School of Education policies and would be separate from admission to the BAS.
4. Course Descriptions: Except for the new interdisciplinaryA

sufficient resources are available to support the programs
state up denu zfsAAA

B. Facilities/space needs: Delightfully, I can report that no additional space will be required for the program

C. Credit hour production: Since the bulk of the courses are disciplinary driven the credit hours will stay with the disciplines offering the courses.

D. Faculty: Disciplinary faculty cover courses. A cross-disciplinary team will advise the director or the BAS on Academic, Advising and other issues.

E. Library Media materials: The structure of the degree being Th enr h egr d i s o i p h i h e e f r t r e a s ~ A A t O s p e c i a l i z e d l i b r a r y m e d i a a r e u n n e c e s s a r y .

VIII. RELATION OF PROGRAM TO OTHER PROGRAMS IN THE SYSTEM

A. Effects of enrollments elsewhere in the system We intend to coordinate with other programs to assist BLA at UAS. This coordination will allow us to maximize delivery and minimize cost. UAA doesn't have the extensive off campus delivery We ed e n a n d d u d i v e r s i f i b e l o o k i n g a t t h i s d e g r e e a s w e l l .

B. Does it duplicate/approximate programs anywhere in the system? If so, what is the justification for the duplication: Not really but if anything the BLA at UAS is the closest approximation. We will be working together to ensure rural access to degrees to prepare teachers. With this said still the BAS is a more depth intensive curriculum with a greater AAqAAA AA concentration in science and mathematics than the BLA.

C. How does the program relate to research and service activities? Service to teachers in the state is an advantage of this program The program will provide opportunities for students interested in elementary teaching to become involved in the classrooms early in the degree process which certainly enhances our service mission. In terms of scholarship this B. an ni ti etEE q ue pul i acul tei ni :

program will be a further indication of successful preparation of students in the program. Additional assessment will be patterned after the requirements for the NCATE self-study and will lead toward accreditation of the program.

F. Admission to the B. Ed. program will not be suspended until the B. A. S. is deliverable in rural Alaska.

X: REGENTS GUIDELINES

The proposed BAS will provide one of the strongest content bases for the preparation of elementary teachers currently available in the states. This degree meets or exceeds the Alaska Content Standards as well as the NCATE content standards. With the Regents directive of eliminating B. Ed. programs in favor of content driven preparation programs this is a strong response to that initiative. Two faculty committees and four deans at UAF have been involved in this process to date and the goal is to provide a credible interdisciplinary degree that meets the needs for elementary school teacher preparation. This degree meets intent and quality requirements for a general studies degree which will provide an excellent content preparation base for future teachers.

CATALOG COPY FOR THE B. A. S.

BACHELOR OF ARTS AND SCIENCES REQUIREMENTS

Requirements.....	Credits
Complete the baccalaureate core.....	38-39
(Must complete ART/MUS/THR 200X, HIST 100X, ANTH/SOC 100X, ENG/FL 200X, MATH 107X, COMM 131X and two different science discipline breadth-emphasis laboratory courses selected from (BIOLOGY, CHEMISTRY, PHYSICS, & GEOSCIENCE). Two years of a non-English Language highly recommended)	
Complete the following B. A. S. Arts and Sciences major requirements in addition to the core:	
Mathematics.....	6
(MATH 205 and MATH 206)	
Science.....	8
(Two additional breadth-emphasis laboratory courses in the two science disciplines not completed for the baccalaureate core)	
Social sciences.....	12
(GEOG 101, HIST 131 or HIST 132, HIST 461 and PS 101)	
Literature, grammar and writing.....	9
(ENGL 306 or ENGL 307; ENGL 317; and 3 credits from ENGL 271, ENGL 272, ENGL 313, ENGL 314, J/B 311)	
Psychological and language development.....	6
(PSY 240 and either LING 101 or LING 303)	
Creative Expression.....	3
(An applied course or courses in Music, Theatre, Photography, or Art)	
Understanding diversity and culture.....	6
(ANTH 242 and one other approved three credit course selected from a list to be developed by the appropriate review committee.)	
Interdisciplinary senior seminars.....	6
(LAS 410 and either LAS 420 or LAS 430 Each course will be written intensive and 1/2 oral intensive.)	

Minor Complex*.....	at least 15
Electives.....	at least 7
Minimum credits required for degree.....	120*

Of the above, at least 39 credits must be taken in upper division (300-level or higher) courses. Courses which are taken to fulfill the Arts and Sciences major can also be counted for content minors or second majors.

*Departmental requirements for minors may exceed the minimums indicated. Specific requirements are listed in the Degrees and Programs section.

Interdisciplinary senior seminars for the B.A.S. degree: A brief description

Three new courses were created (LAS 410, 420, 430) to provide a integrative experience across content areas tied to teaching practice. B.A.S. students will be required to take the Scientific Research (LAS 410) course and either the Social Science Inquiry and Research (LAS 420) or the Humanities: Creative Activities and Research (LAS 430) course.

LAS 410 covers the formulation and testing of scientific hypotheses using field observation and experimentation. Students will be required to complete two projects one of which would involve working within a local K-12 school.

LAS 420 and LAS 430 examine critical events which have shaped the modern world from the perspectives of different disciplines and differently situated actors. Both courses examine the processes in the social sciences or humanities that help us make sense of our world and how different people hold differing worldviews. LAS 420 and LAS 430 have project assignments that would have students working on K-8 teaching assignments. Both courses will involve School of Education Faculty working with College of Liberal Arts faculty.

All three LAS courses have been developed to be written intensive and 1/2 oral intensive. These three courses should clarify for the outside observer that the intent of the degree is to prepare K-8 teachers.

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED
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The UAF Faculty Senate moves to approve the following procedure regarding language credit for the Core Curriculum

CREDIT FOR TESTING: UAF will accept as language credit for the CORE curriculum the successful completion of accredited testing in languages not offered by UAF. ONLY tests that are equivalent to the first two semesters of specifically LANGUAGE STUDY (5+5 or 3+3+3 in ASL) will count toward CORE. Other language tests and transfer credit will continue to be accepted for humanities credit.

- d. 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.
- e.

May 3, 1999:

MOTION PASSED
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The UAF Faculty Senate moves to recommend that the Board of Regents change its policy 05.10.01, section I (Tuition and Student Fees) to enable foreign students to be exempt from the non-resident surcharge after their first year.

EFFECTIVE: Immediately

RATIONALE: Previously, foreign students at UAF were treated like out-of-state students: they paid resident tuition after their first year. The rules changed, however, and now

[[]] = Deletion
CAPS = Addition

The UAF Faculty Senate passed the following at its Meeting #88 on

is perceived to be fulfilling the institution's expectations by faculty, staff, students, alumni and the public.

Support other aspects of University performance review by focusing attention upon management and by using evaluation as a vehicle to analyze institutional assumptions and priorities.

EVALUATION COMPONENTS

A conscious intent to evaluate through foresight and planning.

Appoint an individual or committee to take charge of the evaluation review. The committee should consist of faculty, staff, students and alumni.

Any review of the Chancellor's performance should take into account the unique characteristics of the University and its governance structure.

Prior to an evaluation, criteria must be explicit, understood and agreed to by all concerned.

Consider beginning with a self-evaluation. This may be the most important component of the whole process.

The Chancellor should have an opportunity to review and respond to the committee's report.

The committee must be sensitive to the Chancellor's legitimate concerns and yet insist on having the final word.

After the review committee has considered the results of the evaluation, it should be made public by the Chancellor's supervisor.

Time is an important factor in conducting evaluations. An evaluation frequency of five years is recommended, with the evaluation process completed within a four month time period.

EVALUATION CRITERIA

Academic Management and Leadership:

Demonstrates exemplary leadership and management in educational matters including respect for professorial evaluation procedures and recognition of the value of the tripartite mission (teaching, research, and service) of the University of Alaska Fairbanks.

Demonstrates: respect for academic freedom, concern about curriculum, concern about recruitment and retention of faculty, staff, and students.

Relates in a positive manner to university faculty and school administrators.

Generates and sustains a vision of what the University should be.

Administrative Management and Leadership

Demonstrates exemplary administrative skills that enhances the University's mission and purpose. This would include: appropriate staffing, delegation of authority, supervision, long-range planning, etc.

Demonstrates good personnel policies; a willingness to consult others and to act decisively when action is needed.

Ability to relate in a positive manner with labor groups.

Budget and Finance

Demonstrates exemplary practices involving university finances to include understanding of the institution's finances through effective management of its resources.

Effectively communicates the institution's budget and financial decisions to internal and external clientele.

Provides leadership and direction to effective financial management policies and procedures. Is knowledgeable and equitable in resource allocation.

Fund Raising

Demonstrates effective leadership in securing public and private funding for the tripartite mission of the University.

External Relations

Represents the University in a knowledgeable and effective manner to the public.

Provides leadership and recognition of important external groups such as: alumni, local and state officials, and prospective students.

Provides leadership to the establishment of effective community relations with school boards, chambers of commerce, service clubs, advisory councils, and native organizations.

Internal Relations

Demonstrates impartial leadership across schools and departments.

Effectively articulates and gives direction to a vision for the campus.

Facilitates a positive morale.

Chancellor Self-Assessment Guidelines

A resume of expectations and objectives on assuming the office.

An assessment report that specifies the degree to which expectations and objectives were achieved.

Discussion of major factors which may have altered expectations and the manner in which these factors were addressed.

Description of mechanism used to redefine goals and objectives.

Outline and description of areas of major concern over next five years.

Description of possible institutional changes that might address areas of future concern.

Goals and objectives which the Chancellor might wish to achieve over the next evaluation period.

SUMMARY OF GUIDELINES FOR CHANCELLOR EVALUATION

Chancellor prepares statement of self-assessment, including the objectives defined upon assuming office and progress toward achieving those objectives.

Appointment of Chancellor evaluation committee. Faculty Senate will initiate the evaluation process by forwarding a list of recommendations for the membership of the evaluation committee to the University President.

Develop plan of evaluation by which the Chancellor will be appraised.

Review the quality of leadership with University constituencies: administrative officers, faculty, students, and leaders of the community.

Evaluation committee prepares its preliminary report and submits it to Chancellor for response.

The ~~UAF~~ Faculty Senate passed the following at its Meeting #88 on ~~May~~3, 1999:

MOTION
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The ~~UAF~~ Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of

1999- 2000 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs

Sukumar Bandopadhyay, CNRDM/SME (00), Chair, Curriculum

Review

Carol Barnhardt, SOEd. (00)

Charlotte Basham, CLA (00), Chair

Tom Clausen, CSEM(00)

Dolly Garza, SFOS (01)

Chris Hartman, CSEM(01)

Ron Illingworth, CRA (01)

Judy Shepherd, CRA (00)

Janice Reynolds, CLA (00)

Ex-Officio: ^Ann Tremarello, Registrar's Office

^Ed Murphy, CSEM

Wanda Martin, Advising Center

vacant, Student

Faculty & Scholarly Affairs

Alvin Arason, CLA (01)

Susan Grigg, CLA (00)

Bret Luick, ACE (00)

Barry Mortensen, CRA (00)

John Olson, CSEM(00)

Norm Swazo, CLA (01)

John Yarie, CNRDM/SALRM(01), Convener

Ex-Officio: ^Jim Sedinger, IAB

Graduate & Professional Curricular Affairs

Claudette Bradley-Kavagley, SOEd. (01)

James Gardner, CSEM(01), Chair

Renee Manfredi, CLA (00)

Hari Kumar Sankaran, SOM(00)

Vikas Sonwal kar, CSEM(00)

Ex-Officio: Joe Kan, Graduate Dean.

Dennis Stephens, Libraries

Ann Tremarello, Director, A&R

Graduate Student

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker
and Honorary Degree Recipients

Larry Duffy, CSEM(00)

John Gimbel, CSEM(01)

Jennifer McBeath, SALRM(00)

Trina Nimmon, CLA (01)

Claus-M Naske, CLA

Non-University: Phil Younker

Student:

Ex-Officio: Paul Reichardt, Provost

Core Review (Elected)

Jin Brown, Speech, CLA (00)

Suzanne Bordelon, English, CLA (01)

Jerry Harrington, CSEM Sciences (00)

Thomas Ricci o, Humanities, CLA (00)

Jordan Titus, Psy/Soc/SW CLA (01)

Jonathan Wens, Math, CSEM(00)

WHEREAS, Joan K. Wadlow has demonstrated a commitment to the students of UAF through these fundraising efforts; and

WHEREAS, Joan K. Wadlow has shared with UAF and the Fairbanks community her determined drive for excellence; and

WHEREAS, Joan K. Wadlow will now enjoy the fruits of her career through retirement with her husband Dick and her Newfoundland on the Oregon Coast; and

WHEREAS, The faculty of the University of Alaska Fairbanks, through its Faculty Senate, wish to acknowledge the outstanding contributions to higher education of Joan K. Wadlow the UAF Chancellor; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges and proclaims to all that Joan K. Wadlow has rendered outstanding service to the faculty, staff, students, alumni, and administration of UAF and to the citizens of Alaska, and hereby expresses its deep appreciation. AA

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

RESOLUTION OF APPRECIATION
FOR
MADÉLINE F. SCHATZ

WHEREAS, Madeline Schatz has served the UAF Faculty in a manner faculty; and

WHEREAS, Madeline Schatz has served as Senator to the UAF Faculty Senate from 1995-1997, as a member of the Curricular Affairs Committee from 1995-97; and

WHEREAS, Madeline Schatz has served as President Elect of the UAF Faculty Senate from 1997-1998, as a member of the UAF Governance Coordinating Committee from 1997-99 A

Whereas, Maynard Perkins served on the UAF Faculty Senate Developmental Studies Committee from 1989-1999, as co-chair from 1989-1994; and

Whereas, Maynard Perkins served on the UAF Faculty Senate Administrative Committee from 1989-1994 and again in 1996-1997; and

Whereas, Maynard Perkins haA