

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Approval)

Elected members of the 1988-89 University-Wide Promotion and Tenure Committee will be:

Claron Hoskins Professor, Chemistry	College of Natural Sciences
Doug Kane Professor, Water Resources & Civil Engineering	School of Engineering
Tamara Lincoln Assoc. Professor, Library Science	Library
C. Peter McRoy Professor, Marine Science	School of Fisheries & Ocean Sciences
Nagabhushana M. S. Rao Professor, Sociology	Rural College
Michael Schuldiner Assoc. Professor, English	College of Liberal Arts
Sandra Seppamaki Assoc. Professor, Accounting	School of Career & Continuing Education
Ghanshyam Sharma Professor, Petroleum Engineering and Marine Science	School of Mineral Engineering
Jack Taylor Assoc. Professor, Business Admin.	School of Management
Wayne Vandre Assoc. Professor, Horticulture	Cooperative Extension Service
Frank Wooding Professor, Agronomy	School of Agriculture & Land Resources Management

EFFECTIVE: Immediately

Motion to Confirm University-Wide
Promotion/Tenure Committee Membership
Meeting 6, October 14, 1988
Page Two

RATIONALE: Each member is an elected faculty representative of a school or college at UAF. Two additional members are included for the 1988-89 year only. The member from the Library is a continuing member and is the representative of the previous Fairbanks Assembly Conglomerate Group. The second member is a member of the Cooperative Extension Service, which as of the date of the action does not have formal representation through a school or college. In 1989-90 when the new promotion and tenure guidelines are in effect, these two groups' representation will be through their school or college.

David R. Smith

President, UAF Faculty Senate

APPROVED

Latriek J. O'Rourke

Chancellor's Office

Date

11-14-88

DISAPPROVED

Chancellor's Office

Date

APPROVED WITH MODIFICATION(S) INDICATED

Date

senmin/21

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Approval)

AS MODIFIED (PDR)
The Faculty Senate endorses the principles and processes set forth in the October 14th document "Core Curriculum - Building the Essential Intellectual Experiences: A Process" and adopts the following process for selection of core curriculum component committees:

1. Nominations of appropriate faculty are requested for membership on each committee. Nominations should specify whether that person is being nominated as a specialist in the component of the core or an outside specialist. *will be solicited by the Senate AND (PDR)*
2. Nominations must be received by October 24, 1988. *Nov 30, 1988 (PDR)*
3. The Faculty Senate will elect *OR select (PDR)* seven (7) members (5 in core component area; 2 outside) to each committee from the lists of nominees submitted.
4. ~~The committee reports will be consistent with the Report of the Ad Hoc Committee on Core Curriculum, Ron Gatterdam, Chair, dated September 7, 1988.~~ *(PDR)*

EFFECTIVE: Upon Chancellor Approval

5. *The Senate may APPROVE ALTERNATE MEANS OF Election OR Selection To The Committees IF SUCH ARE OFFERED BY DEPARTMENTAL FACULTY. (PDR)*

Dan Smith

President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED *Pat O'Rourke* Date *11/8/88*

senmin/21

ATTACHED ARE SOME ~~REDACTED~~ ADDITIONAL
Thoughts AND SUGGESTIONS WHICH THE SENATE
MAY WISH TO CONSIDER.

CORE CURRICULUM

BUILDING THE ESSENTIAL INTELLECTUAL EXPERIENCES: A PROCESS

ASSUMPTIONS:

1. The core will consist of around 40 hours.
2. Advanced Literacy is sought in
 - a. English (written and reading)
 - b. Speech
 - c. Mathematics/Computing (although not explicit in the original philosophy, it is recommended by the Ad Hoc Committee, but not as a science)
3. The humanities and the study of culture, society, and history are desired/desirable
4. Science is desired/desirable
5. There is a desire that some depth in social/cultural/historical and humanities study be built into the core. Although there is some ambivalence about what particular goals are appropriate within this framework, the goals articulated in the philosophical statement have strong support.
6. Faculty with special expertise in the areas of study outlined in May of 1987 (which were basically endorsed by the Ad Hoc review) with collaborative advisement by faculty from disciplines and professions outside of these areas of study, will develop appropriate goals and criteria to be met by courses and/or series of courses.

PROCESS:

1. Creation of Faculty Committees

Committees concerned with the literacy areas and disciplines defined as components of the core will be established to define the learning objectives and goals to be met by students in the following areas:

- a. Literacy in English
Comprehension, Composition, and Speech - ~~9 credit hours~~ *100K*
- b. Computer Literacy - ~~2 credit hours~~ *100K*
- c. Mathematics Literacy - ~~3 credit hours~~ *100K*

- d. History, Culture, and Society Committee - Goals for courses and ~~2-course sequences~~ ~~9 credit hours~~ *for*
- e. Humanistics Expression Committee - Goals for courses and ~~2-course sequences~~ ~~9 credit hours~~ *for*
- f. Sciences Committee - ~~7 credit hours~~ *for*

2. Composition of Committees

Each of these committees will be composed of:

5 faculty with special expertise in the discipline or cluster of cognate disciplines or related subspecialties. (These will be primarily from CLA, CRA, CNS.)

2 faculty from areas which graduate specialized majors, including faculty from areas with specialized accreditation, such as education, business, social work, music, engineering, etc.

3. Charge to Committees:

Each of these committees will be charged with the following responsibilities:

- a. Apply the overarching theme in the introduction to and the aims within the Statement of Philosophy to the development of explicit purposes, definitions and criteria for the area of study.
- b. Inform themselves by studying core programs or components of programs at other colleges and universities.
- c. Inform themselves by consultation with experts in the field.
- d. Where appropriate, make recommendations of courses which are designed as foundations for majors or prerequisites to professional programs which are acceptable alternatives to the core course(s).
- e. Make recommendations as to the level of courses, sequencing, and whether students will be required to complete before entering the junior year.

- f. SUBMIT A STATEMENT OF GOALS AND CRITERIA FOR THE COMPONENT OF THE CORE TO THE SENATE FOR APPROVAL BY FEBRUARY 1, 1989.
- g. Solicit, encourage, and assist faculty interested in the development of new courses. Assist in creating a goodness of fit between particular course proposals and the goals, criteria, purpose, and definitions of the particular component of the core in statements submitted to the Senate by the committee.
- h. Encourage multidisciplinary course approaches to achieving the purposes developed by encouraging faculty to develop team-taught and other innovative approaches.

IMPLEMENTATION:

After the goal statements have been approved by the Senate, a core curriculum subcommittee which includes one person selected from each of the core component committees should be put in place as a permanent subcommittee of the Senate undergraduate curriculum committee.

MOTION:

THE FACULTY SENATE ENDORSES THE PRINCIPLES AND PROCESSES SET FORTH IN THE OCTOBER 14TH DOCUMENT "CORE CURRICULUM - BUILDING THE ESSENTIAL INTELLECTUAL EXPERIENCES: A PROCESS" AND ADOPTS THE FOLLOWING PROCESS FOR SELECTION OF CORE CURRICULUM COMPONENT COMMITTEES:

- 1. NOMINATIONS OF APPROPRIATE FACULTY ARE REQUESTED FOR MEMBERSHIP ON EACH COMMITTEE. NOMINATIONS SHOULD SPECIFY WHETHER THAT PERSON IS BEING NOMINATED AS A SPECIALIST IN THE COMPONENT OF THE CORE OR AN OUTSIDE SPECIALIST.
- 2. NOMINATIONS MUST BE RECEIVED BY _____.
- 3. THE FACULTY SENATE WILL ELECT SEVEN (7) MEMBERS (5 IN CORE COMPONENT AREA; 2 OUTSIDE) TO EACH COMMITTEE FROM THE LISTS OF NOMINEES SUBMITTED.

October 14, 1988



Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Smith, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor *PJO*
University of Alaska Fairbanks

DATE: November 10, 1988

RE: CORE CURRICULUM COMMITTEE PROCESS

I have approved with modifications the core curriculum committee process motion which you submitted to me following the October 14, 1988 meeting of the Faculty Senate. While the following are not part of my action, I offer them as points for the senate to consider.

1. I believe each committee needs to embrace the concepts which implement the philosophy prior to dealing with specific courses. Based on my prior conversations with you, you empathize with this approach. Once the concepts are in place, it becomes a matter of development of the core courses or packaging of the concepts into courses in a manner which students might achieve and accomplish their goals. It is possible that the content of the courses we already have in place may embrace the concepts which would implement the philosophy, but we should not presume this has to be the case throughout all facets of the core curriculum. It is possible that new course content may have to be developed to appropriately get at the intellectual experiences which we seek for our baccalaureate graduates.
2. I suggest the Committee on Literacy in English deal with the issue of library skills. As I mentioned in my action on the motion dealing with the ad hoc committee report, the range of possibilities is open. They may wish to incorporate some or all of the concepts of library usage into our existing or new courses or they may wish to indicate it is not desirable or necessary for accomplishing the philosophy. Additionally, I

David Smith, President, Faculty Senate
Core Curriculum Committee Process
Page 2

suggest the faculty representing the core on this committee have at least one representative from English composition, speech, and developmental English studies.

3. I suggest the combining of the computer literacy committee with the mathematics literacy committee. Again, referring to my action on the ad hoc committee proposal, I detect an ambivalence among the faculty regarding the issue of computer literacy. In my prior comments to you, it is possible to look at computer literacy as a separate credit requirement, to look at it as a required competency that one must demonstrate but not necessarily take courses in, or to look at it as a piece of another discipline. For instance, in the area of mathematics, would it be possible in the teaching of mathematics to have sufficient computer familiarization occur to accomplish this objective? In other words, by utilizing computers in initial mathematics courses students take, can we accomplish the objectives of quantitative literacy along with computer literacy?
4. I recommend the Committee on History, Culture, and Society assure at least one representative from psychology/sociology in the Rural College and one representative from economics in addition to other social science representatives from the College of Liberal Arts. This is with specific reference to the core faculty.
5. Regarding the Committee on the Nature and Use of Science, I suggest the core faculty on this committee assure representation to at least one faculty member from each of the four basic sciences: biology, physics, chemistry, and geology.
6. I suggest each of these curriculum committees include, in their final reports to the senate, the specific core content to be completed. In other words, regarding mathematics and English, is it necessary and desirable that these core requirements be completed prior to junior standing?

David Smith, President, Faculty Senate
Core Curriculum Committee Process
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Finally, I suggest the committees on mathematics and English literacy consider alternative processes for highly variable groups of students who will be pursuing the accomplishment of certain intellectual experiences in each of these cores. I am struck by the fact that students enter our institution with an extremely wide range of abilities in mathematics and English. Yet, other than remedial or developmental courses which we might offer to them, we assume they shall complete the same level of competency regardless of their starting level. This does not seem logical. Is it not possible to consider an approach whereby the expected concepts and competencies remain firm in the end, but we arrange our courses and meeting times to better help students succeed? For instance, can we and should we rearrange our meeting times for courses, such as introductory composition, to better assist students to achieve? Perhaps those who enter with a lesser degree of prior capability in this area would be subjected to a course that might meet six or more hours per week as opposed to the standard three. This allows a faculty member to work more intensively with students needing this type of assistance, yet still allows the faculty member to concentrate on achieving the desired outcomes. Would a similar approach be useful and beneficial in mathematics?

As previously stated, I offer the above only as suggestions.

PJO'R/clb

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate adopts the Report of the Ad Hoc Committee on Core Curriculum, Ron Gatterdam, Chair, dated September 7, 1988.

EFFECTIVE: Upon Chancellor Approval

David R. Saut
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED *Patrick J. O'Rourke* Date *11/1/88*
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

Please see attached for justification

senmin/21



Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Smith, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor *PJO*
University of Alaska Fairbanks

DATE: November 8, 1988

RE: AD HOC COMMITTEE ON CORE CURRICULUM

I regret that I must disapprove the action of the Faculty Senate at its meeting on October 14, 1988 regarding the report of the Ad Hoc Committee on Core Curriculum. I do so for a number of reasons:

1. In general, I believe the ad hoc committee proposal had far less faculty input into its development than did the original proposal which had been adopted by the Academic Council on April 29, 1987 and approved by Vice Chancellor Thomas on August 28, 1987. This former action established a framework for the distribution of credits within which successor groups were to deal.
2. Although the ad hoc committee report of 9/7/88 states that the real difference between its proposal and the one adopted by the Academic Council on April 29, 1987 is only two credits, closer review indicates there is a substantial altering of the proposal particularly as it pertains to the underlying statement of philosophy which was adopted on March 19, 1986. In my opinion, serious and major alterations occur in three of the intellectual experiences which we, as a University, ascribed to be essential for all baccalaureate graduates regardless of academic major or career aspirations. These three are science, history-culture-society, and humanistic expression.

Regarding science, in our philosophy we subscribed to the notion of "the nature and use of science." The ad hoc proposal reduces this to science (which could mean a substantially different concept) and reduces by one credit the requirement. This might look relatively minor, but that

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one credit represents in practicality either the inclusion or exclusion of two science lab requirements. Its removal forces a situation whereby in one semester a lab requirement would be included and in the second semester it would not. This precludes the coherent approach to a sequence of courses and is not advantageous to the institution and its students. It is my understanding that a number of the professional schools have found the possibility of two lab sciences to be particularly onerous. Given their numerical representation on the ad hoc committee, it appears they saw an opportunity to weaken a requirement to which this University and its faculty had previously subscribed.

With regard to history-culture-society, the ad hoc committee, by reducing this to a notion of social science and including it with humanities, has distorted the original intent of the philosophy to which we had previously committed ourselves. It is not possible to assure the objectives of our philosophy in the form presented by the ad hoc committee. This same dilemma faces us in the area of humanistic expressions. A coherent undergirding in both was sought by the original faculty committee and they tried to assure this by articulating the values that should be included in each intellectual experience. The ad hoc committee reduces these intellectual experiences and combines them in a way that does not assure that each can be accomplished. The ad hoc committee argues that the approach taken by the earlier committee reduces the distribution to one of everything at the elementary level. I do not believe this is necessarily the outcome nor the intent of the philosophy. The ad hoc committee further argues that the requirements are too restrictive and discourage a student from taking a foreign language. This is not necessarily the case.

3. The ad hoc committee reverses the earlier action on the basis that it was considered unworkable and inappropriate by the faculty involved in offering the Bachelor of Science degree and professional degrees. Unfortunately, the natural science faculty has communicated through their dean that the revised proposal is even more unworkable for a coherent experience. Some of the professional degree programs have argued throughout the process that they believe the strengthening of general requirements weakens their professional requirements. However, I don't believe this has been adequately proven by

any of the professional degree programs. As a matter of fact, both ABET (Accreditation Board for Engineering Technology) and AACSB (American Assembly of Collegiate Schools of Business) have expressed concern to us through their evaluation teams that we may not have been adequately meeting the general requirements they seek for engineering and business students. These evaluation teams have indirectly expressed a need for us to assure a strengthening of coursework in other areas for these professional school majors. We started three years ago to define that body of knowledge we believed every baccalaureate graduate of this University should achieve regardless of his/her major. At times, these may appear to be in conflict with the professional major areas, but I believe it is incumbent upon these professional areas to embrace a broad liberal education in addition to the specializations which they provide to their students.

4. I realize it had been argued during the October 14 meeting of the senate that the ad hoc committee had worked for an entire year and had their work disregarded. In reality, their time commitment on this project was substantially less than the ad hoc committee of the Academic Council which worked for two years to bring us to the proposal of April 29, 1987. I reiterate that all of the arguments proffered to the ad hoc committee were heard by the earlier committee and more carefully studied decisions were made. As you are aware, the senate did not have either the ad hoc committee report or the action of April 29, 1987 in front of them when they deliberated this issue. Subsequent to the meeting, senators indicated they did not know specifically what they were voting on. Thus, I question whether or not there was careful deliberation and debate of the proposal and I conclude there was not.
5. Finally, the ad hoc committee proposal closes off options before any of us have the opportunity to see the content and concepts which might be proposed to implement the philosophy. I do not believe this is in the best interests of the University.

I struggled with trying to find a way to approve the ad hoc committee report with modifications. However, as I got into it, I believe to do so would have been a dishonest action on my part. I believe both the ad hoc committee report and the original Academic Council action, which was approved by Vice Chancellor Thomas on August 28, 1987, merit adequate consideration in the next stage of our development. The ad hoc committee report appears to cut off options which may be useful toward implementing our statement of philosophy.

In order to keep our options open, I would like to propose the following:

1. That the faculty committees proceed with implementation of the philosophy statement "the baccalaureate experience at the University of Alaska Fairbanks."
2. That they use the credit hour distribution of the Academic Council proposal of April 29, 1987, as signed by Dr. Thomas on August 28, 1987, as the "framework" for the distribution of credits for implementation of this philosophy.
3. That they consider the ad hoc committee report of 9/7/88 as an alternative view which should be considered in the course of their deliberations. If the points are valid, they should then request modification of the original framework as they put forward the specific content which will fulfill the stated philosophies.
4. That the issues of computer literacy (3 cr) and library skills (1 cr) be addressed by the Committee on Literacy Requirements and a special recommendation be made to the senate for the need to include these as credit requirements or not. As a suggestion, such items could be considered required competencies for graduation at the baccalaureate level without credit attached. In other words, an evaluation would have to be devised whereby students could demonstrate whether or not they have the competencies. If they do not, then they would have to complete certain selected coursework. An alternative approach would be to build these competencies into the required math and English course offerings. This could result in a change of credit value for such courses.

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5. An early version of the proposed core suggested that English, math and speech (i.e. advanced literacy) requirements be completed prior to junior standing (i.e. 60 credits). This seemed to have merit to it, but did not appear in either the April 1987 version passed by the Academic Council or the ad hoc committee report of 9/7/88. I would like to suggest that the literacy committee address this recommendation separately in its report to the senate.

REPORT OF THE AD HOC COMMITTEE ON CORE CURRICULUMThe Committee

The Ad Hoc Committee on Core Curriculum consisted of the Chairs of the College/School Curriculum Councils (as mandated by action of the Academic Council) — Ray Barnhardt, Rural College; Peter Biesiot, SOM; John Fox, SALRM; Vincent Pelletier, CLA; Don Schell, SFOS; Lewis Shapiro, CNS; Frank Skudrzyk, SME/Engin; Kurt Torgerson, SCEE; three members of the Senate Curriculum and Instruction I Committee—Laura Milner; Don Lokken; and Ronald Gatterdam, and Debbie Vanasse representing Developmental Education. The Committee was chaired by Ronald W. Gatterdam and acted on the basis of consensus of the Curriculum Council Chairs.

Observations

It was clear from the onset that the document entitled "Baccalaureate Core Curriculum Proposal for UAF" dated April 3, 1987 was considered unworkable and inappropriate by the faculty involved in offering B.S. and professional degrees. The Ad Hoc Committee on Core Curriculum attempted to work within the credit hour guidelines accepted by the Academic Council:

Literacy	13
Science (including computer literacy	11
History, Culture, Society	9
Humanistic Expression	9

The recommendation of the Ad Hoc Committee on Core Curriculum differs by only two credits with some mild repackaging:

Literacy (includes computer literacy)	15
Science (excludes computer literacy)	7
Social Science and Humanities	18

The difference of two credits results from the deletion of LS 101 and the reduction of the science requirement (exclusive of computer literacy) from 8 to 7 credits.

The Ad Hoc Committee's view was that the main problem with the April 3, 1987 document concerned the items C, History, Culture and Society and D, Humanistic Expression. The first concern was that the 18 total credit hours should be replaced by 15 (or 16). With the removal of LS 101, the 18 credits was accepted. The more difficult issue was the internal distribution of credits in C and D. The "one of everything at the elementary level" was viewed as a weakening of the de facto curriculum for many degrees. In addition, these requirements were viewed as too restrictive for students for whom 18 credits may well be the total of humanities and social science taken (in particular the proposal would have discouraged taking a foreign language.) While the Ad

Report of the Ad Hoc Committee on Core Curriculum
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Hoc Committee on Core Curriculum was not opposed to some (but not total) structure for the 18 credits, no specifics were forthcoming from CLA so only guidelines are proposed here.

Models

There are four possible models for a common curriculum and all were implicitly discussed.

1. Degree specific requirements (i.e., BA, BS, BBA, etc.)
2. College/School specific requirements
3. Core plus specific degree requirements
4. Core plus specific College/School requirements.

The current situation is nominally of type 1 but is in fact type 3. The type 3 model would be retained. The core consists of specific course requirements and credit distribution requirements. The specific degree requirements may specify how the distribution requirements are to be met in addition to specifying additional specific courses or credit distribution.

Proposal

I.	Core		15
A.	Literacy		
	1. English 111 & 211/213	6	
	2. Speech	3	
	3. Any Math class at 100 level or above	3	
	4. Computer literacy new course CS 201, or ES 201 or equivalent	3	
B.	Science		7
	At least one 4 credit laboratory course		
C.	Society and Humanities to include		18
	1. At least 3 credits from Social Sciences		
	2. At least 3 credits from Humanities		
	3. At least 3 credits in same discipline		
			40
II.	Specific Requirements		
A.	B.A.		
	1. One course in Math, AS 301 or Econ. 226 in addition to I.A.3.	3	

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Sept. 7, 1988

- | | | |
|----|---|-------|
| 2. | Social Science in addition
to I.C. | 6 |
| 3. | Humanities in addition to I.C. | 6 |
| 4. | In addition to I.C., one of | 16-18 |
| | a) 16 credits of foreign or Alaska
Native language | |
| | b) 18 credits in culture courses
(as described in the report
of 4/3/87) | |
| | c) 18 credits in a combination of
culture and language | |

Note: Music will delete "free electives 14" from its
current music requirement for the BA.

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|----|--|------|
| B. | B.S. | |
| 1. | One year of Math or AS beyond I.A.3 | 6-8 |
| 2. | One year laboratory sequence in
Biology, Chemistry, Geology or
Physics in addition to I.B. | 8 |
| C. | B.B.A. | |
| 1. | Math 161 and 162 (satisfies I.A.E.) | 6 |
| 2. | Physics, Chemistry, or Biology lab
(partially satisfies I.B.) | 4 |
| 3. | Either PS 101 or 102 (partially
satisfies I.C.) | 3 |
| 4. | Either Psy 101 or Soc 101 (partially
satisfies I.C.) | 3 |
| 5. | Either | |
| | a) 10 credits of foreign language | 6-10 |
| | b) 6 credits in one of Fine Arts,
Literature or Thought (partially
satisfies I.C.) | |
| D. | B.Ed. | |
| 1. | LS 101 | 1 |
| 2. | Natural science laboratory courses
(satisfies I.B.) | 8 |
| 3. | Items C & D from the 4/3/87 document
(partially satisfies I.C.) | 18 |
| E. | B.T. (in Education)
Being considered by the Rural College. | |
| F. | B. Music
No additional requirements | |

Report of the Ad Hoc Committee on Core Curriculum
Page Four
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- Notes:
- 1) Double counting is permitted except as explicitly prohibited.
 - 2) Social Science, Humanities and Science are to be given a broad interpretation. In particular, courses in impact of technology, enhancement of the environment, etc. should be considered under Society.
 - 3) A foreign language partially satisfies I.C. and is to be encouraged.

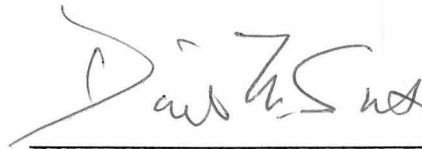
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The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Consent)

The UAF Faculty Senate adopts the amendments to the Constitution as included in Attachment 2 to the Agenda of Senate Meeting 6 dated October 7, 1988 and as further amended at Senate Meeting 6.

EFFECTIVE: Immediately



President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 2/1/89

senmin/21

*approved with modifications reviewed and
accepted by the Senate in revision dated 12/1/88.
JFOR*

CONSTITUTION
of the
UNIVERSITY OF ALASKA FAIRBANKS
FACULTY SENATE

Preamble

Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service.

ARTICLE I - Name

Sect. 1. The name of the organization shall be the University of Alaska Fairbanks Faculty Senate, hereinafter referred to as "Senate".

ARTICLE II - Rights, Responsibilities and Authority

Sect. 1 Faculty rights include the following:

- A. To exercise academic freedom.
- B. To form a representative body to develop legislation concerning the professional activities of the faculty.
- C. To have elected representatives to appropriate governance bodies.
- D. To have primary authority through the Senate to initiate, develop, review and approve academic criteria, regulation and policy with regard to the responsibilities outlined in Section 2.
- E. Other rights as may be defined under this constitution and bylaws.

Sect. 2 Faculty responsibilities include the formulation of policies and regulations guiding:

- A. Faculty appointment, re-appointment, termination, development, evaluation and workload.
- B. Tenure
- C. Promotion
- D. Teaching
- E. Research/creative activities

- F. Advising
- G. Service
- H. Sabbatical leave
- I. Honorary degree candidates
- J. Scholastic standards
 - 1. Degree requirements
 - 2. Curriculum review
 - 3. Admission standards
 - 4. Grading policy
 - 5. Academic probation
 - 6. Academic suspension
 - 7. Academic dismissal
 - 8. Class length and structure of the academic year
- K. Other responsibilities as may be defined by the faculty under this constitution and bylaws.

Sect. 3 Further Responsibilities

- A. To advise the administration of the University of Alaska Fairbanks on academic and faculty matters.
- B. To provide faculty representatives to the appropriate governance bodies.
- C. To support student and staff constituencies on matters of mutual concern.

Sect. 4 AUTHORITY

The Senate shall carry out its responsibilities and functions subject to the authority of the Board of Regents Policy. Senate actions will be binding, subject to review, veto, and override in accordance with ARTICLE XI (Veto Powers) of this constitution.

ARTICLE III - Membership

- Sect. 1 The Senate shall be constituted according to the provisions specified in the bylaws.

- Sect. 2 Voting members of the Senate must hold academic rank and must be full-time permanent employees of the University of Alaska, FAIRBANKS.
- Sect. 3 Senate members shall be elected from and by the faculty of their respective units, as set forth in the bylaws, to two-year terms which shall be staggered to ensure continuity.
- Sect. 4 The terms of the newly elected and appointed members shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.
- Sect. 5 Any voting member of the Senate may be recalled according to the provisions of the bylaws.
- Sect. 6. Non-voting members of the Senate shall have voting privileges on any Senate committee on which they serve.

ARTICLE IV - Officers

- Sect. 1 The two officers of the Senate shall be the President and the President-Elect.
- Sect. 2 The President and President-Elect shall be elected from and by the voting members of the Senate for one-year terms.
- Sect. 3 The President-Elect, after serving for one year in this position, subject to Sections 4 and 5, will automatically become President for one year.
- Sect. 4 The term of the President may be extended for one additional year by a two-thirds majority vote of the entire voting membership of the Senate. The vote will be by secret ballot and, if passed, the term of the President and the current President-Elect will be extended for no more than one additional year.
- Sect. 5 If for any reason the President should relinquish or be recalled from office, the President-Elect will automatically and immediately assume the Presidency. The Senate shall elect a Vice President to fill out the remainder of the year at which time a new election for President-Elect will be held as outlined in ARTICLE III, Section 6. The previously elevated President-Elect will complete the next academic year as President.
- Sect. 6 The terms of the newly elected President and President-Elect shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

ARTICLE V - Committees

- Sect. 1 The requirements for membership on standing, permanent, and ad hoc committees of the Faculty Senate will be specified in the bylaws.

ARTICLE VI - Relation to the University of Alaska Fairbanks Assembly and the University of Alaska General Assembly.

- Sect. 1 Senate members shall represent the faculty on the University of Alaska Fairbanks Assembly and the University of Alaska General Assembly.
- Sect. 2 The President and President-Elect will represent the Senate on the University of Alaska General Assembly and one will serve on the Executive Committee of the General Assembly.

ARTICLE VII - Meetings

There shall be a minimum of seven regular meetings each academic year. Other meetings may be held on special call of the Administrative Committee of the Senate.

ARTICLE VIII - Quorum

The presence of a majority of the membership shall constitute a quorum. Presence may be established by participation in an audioconference.

ARTICLE IX - Parliamentary Authority

The parliamentary authority shall be the most recent version of Robert's Rules of Order.

ARTICLE X - Amendments

- Sect. 1 Amendments to the constitution may be proposed only by members of the Senate and copies shall be sent to all members of the Senate. Amendments must be formally read and incorporated in the minutes of a Senate meeting.
- Sect. 2 Approval of amendments to the constitution requires a two-thirds vote and cannot occur sooner than 28 days from the date of the meeting at which the amendments were first read and discussed.

Sect. 3 Approval of amendments to the bylaws requires a majority vote.

ARTICLE XI - Veto Powers

Sect. 1 The Chancellor's Office shall have the right to veto actions taken by the Senate relating to academic, research, service and faculty affairs. A Senate action shall be considered approved unless written reasons for a veto are received in the Senate Office within 30 days of that action being received by the Chancellor's Office. The Administrative Committee upon request by the Chancellor may extend the 30 day requirement.

Sect. 2 Any action approved by the Senate and vetoed by the Chancellor's Office may be submitted to a reconciliation committee upon a two-thirds vote of the Senate. Up to three members appointed by the Senate and up to three members appointed by the Chancellor's Office shall constitute a reconciliation committee whose task it shall be to formulate recommendations to the Senate and the Chancellor's Office.

If the Senate and the Chancellor's Office are not able to resolve the impasse, then the Senate, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure as provided for under Regents' policy.

ARTICLE XII - Faculty Referendum

Sect. 1 A faculty referendum on any Senate action will be called when a petition containing the signatures of ten percent of the full-time, permanent faculty is filed with the Senate Office. The Administrative Committee of the Senate will call for a Senate convocation at which time any business of the Senate may be reconsidered if the majority of the faculty eligible to elect members to the Senate, as described in the bylaws, is present at the convocation.

Sect. 2 The convocation must take place within 21 working days after the petition is filed with the Senate Office.

Sect. 3 The Senate actions may be modified by a simple majority vote of the members at the convocation.

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Consent)

The UAF Faculty Senate adopts the Bylaws as included in Attachment 3 to the Agenda of Senate Meeting 6 dated October 7, 1988 and as further amended at Senate Meeting 6.

Effective: Immediately

David R. Smith

President, UAF Faculty Senate

APPROVED

Leif O. Rauske

Chancellor's Office

Date

2/9/89

DISAPPROVED

Chancellor's Office

Date

APPROVED WITH MODIFICATION(S) INDICATED

Date

senmin/21

Please note technical changes on p. 4.

Adopted 10/14/88

BYLAWS
of the
UNIVERSITY OF ALASKA FAIRBANKS
FACULTY SENATE

Sect. 1 (ART III: Membership)

- A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Six non-voting members will be selected by and from other university constituencies as follows: one non-graduate student and one graduate student selected by the ASUA, one professional school dean and one college dean selected by the Deans' Council, one staff representative from the registrar's office, and one additional staff member selected by the Staff Council. If the staff representative from the registrar's office is APT, the second staff member must come from the classified staff ranks. If the staff representative from the registrar's office is classified, the second staff member must be APT.

Terms shall be for two years and staggered, with approximately one-half of the Senate elected each year. The first year, each unit shall elect approximately half of its representatives for terms of two and one-half years, and half for one and one-half years. [EXCEPTION: Members from units having only one representative will be elected for terms of two and one-half years. This may necessitate an adjustment of length of initial terms of members from larger units.]

- B. Representation shall be by academic unit and based on the number of full-time faculty equivalent (FTE) in each unit as described below.
1. A unit is a single school or college or a collection of schools and/or colleges (see item 7).
 2. A faculty member is one who holds academic rank. (Currently includes lecturer, research or senior research associate, instructor, assistant professor, associate professor, or professor be they full-time, part-time, or visiting)
 3. Each faculty member whose annual academic appointment equals or exceeds 1560 hours will be considered 1 FTE.
 4. Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTE with the fraction being the number of hours of annual academic appointment divided by 1560.

5. Each unit will elect the number of representatives to the Senate equal to the number of FTFE in that unit divided by the total UAF FTFE, multiplied by 35 and rounded to the nearest integer.
6. A faculty member having appointment split between units shall be included in each unit in proportion to the respective appointment for the computation of item 5.
7. All schools or colleges whose representation under item 5 is zero shall be grouped into the conglomerate group and this group shall be treated as a single unit for purposes of the computation of item 5. If a unit which would have been grouped in the conglomerate group decides instead that the unit would be better served by joining with another school or college, it may do so upon the mutual agreement of those units.
8. Re-apportionment will be done for the elections held in even numbered years or upon two-thirds vote of the Senate.

C. Election Procedure

1. Election shall be held by the units to provide representatives to the Senate according to Article III of the Senate Constitution. Elections and election procedures are the responsibility of the units, subject to the following:
2. A faculty member may vote for Senate representatives in only one unit. That unit must be the unit of primary appointment or, in the case of evenly split appointment, the unit of the faculty member's choice.
3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based FTFE's.
4. Units with faculty who teach in associate, certificate, or non-credit programs should elect representatives in proportion to such faculty.
5. Units with senior faculty should elect associate and full professors as Senate representatives in a number that is at least equal to the proportion of such faculty.
6. Units with graduate programs should elect at least one graduate faculty member.
7. Each unit shall elect at least half as many alternate representatives as representatives.

Sect. 2 (ART IV: Officers)

The President of the Senate shall be an ex-officio, non-voting member of all elected and appointed committees of the Senate. The President-Elect of the Senate shall be chairperson of the Administrative Committee of the Senate and shall be an ex-officio, non-voting member of such elected and appointed committees of the Senate as the President of the Senate shall direct.

Sect. 3 (ART V: Committees)

- A. An Administrative Committee will be composed of the chairpersons of all standing and permanent Senate committees.
- B. Membership on standing and permanent committees will be for two years with the possibility of re-election and will be appointed by the Administrative Committee and endorsed by the full Senate.
- C. Standing committees will be constituted entirely of Senate members. Permanent committees can be constituted without Senate members.
- D. All permanent and standing committee chairs will be elected from and by the members of their respective committee and must be full-time faculty at UAF.
- E. The standing and permanent committees of the Senate are:

STANDING

- 1. The Curricular Affairs Committee will deal with curricular and academic policy changes on all levels except the graduate level.
- 2. The Scholarly Activities Committee will deal with policies concerning research and creative activity.
- 3. The Faculty Affairs Committee will deal with policies related to workload, appointment, termination, promotion, tenure, sabbatical leave, and academic freedom.

PERMANENT

- 1. The University-Wide Promotion and Tenure Committee will be one member from each school and college. Members of this committee must hold tenured senior level appointment at UAF. This committee will review candidate files for promotion and/or tenure and will recommend for or against the promotion and/or tenure of each candidate who presents a file for consideration by the committee.

2. The Service Committee will be 7 members who represent the academic community and the general public, with not less than two members being non-university employees. The chair must be a Senate member. Members' terms will be staggered to provide continuity. This committee will deal with policies relating to the service mission of the university and its faculty.
3. The Graduate Council shall deal with policies concerning graduate degree programs and instruction.
 - A. Graduate Council shall consist of:
 1. 5 graduate faculty members elected from and by the Senate with no more than two members from the same college or school.
 2. To the extent not already being represented by the 5 Senate members, 1 member elected from and by faculty in schools and colleges with active graduate programs, or 2 if the school or college has one or more active Ph.D. programs.
 3. 1 graduate student
 4. 4 ex-officio non-voting members: Dean of the Graduate School; Coordinator of Graduate Studies; Director of Admissions and Records; and Director of the Library.
 - B. Elections to fill vacancies on Graduate Council will take place as soon as practical following the last regular meeting of the Senate. The chairperson of Graduate Council will identify vacancies and notify the faculty of the affected schools and colleges with a request for nominations. Nominees must be full-time faculty members actively engaged in graduate teaching and research. The election will be administrated by the respective deans' offices. The duration of the terms shall be for two years with staggered terms.
 - C. Graduate Council may, by a majority vote and upon confirmation by the Senate, supplement its membership. Such extra appointments will be for a two-year term.
4. The Developmental Studies Committee will be one representative from each of the following units: Northwest *Campus* College, *Campus* Chukchi College, Kuskokwim College, Bristol Bay *Campus* Campus, the College of Natural Sciences, the Math, English, and Cross Cultural Communication Departments in the College of Liberal Arts, the School of Career and Continuing Education, the General and Developmental Studies Department in the Rural College, and the Rural Education Centers.

Additionally, there will be a non-voting representative from the Advising Center and a non-voting representative from Rural Student Services. This committee will function as a curriculum council review committee for all developmental studies courses. Discipline based developmental courses will first be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination.

5. The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and the Director of Faculty Development. This committee will deal with faculty and instructional development and evaluation.
 6. The Committee to Nominate Commencement Speaker and Honorary Degree Recipients will nominate commencement speakers and candidates for honorary degrees.
 7. The Legislative Affairs Committee will follow issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.
- F. Any standing or permanent committee may create subcommittees to assist the committee.
- G. The Senate President may create and appoint the members of any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate.
- H. Committees must forward any legislation which involves the setting or altering of policy to the full Senate for approval. Committees which are specifically charged with applying policy to make decisions may do so without having the Senate approve those decisions. A review by the full Senate may be requested by the reviewing Senate committee. A request to the Senate Administrative Committee for a further Senate review may also be submitted by individual Senators if the question has policy implications.