

MINUTES

UAF FACULTY SENATE MEETING #60

MONDAY, DECEMBER 4, 1995

WOOD CENTER BALLROOM

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

A. ROLL CALL

MEMBERS PRESENT:

Alexander, B.
 Bandopadhyay, S.
 Bischak, D.
 Braddock, J.
 Carlson, R.
 Craven, J.
 Creed, J.
 Curda, L.
 Heyne, E.
 Illingworth, R.
 Jennings, M.
 Juday, G.
 Layer, P.
 Lynch, D.
 McBeath, G.
 McFadden, T.
 McLean-Nelson, D.
 Morgan, J.
 Perkins, M.
 Pippenger, M. (K. Abramowicz)
 Reynolds, J.
 Schatz, M.
 Seifert, R.
 Swazo, N.
 Thomas, D.
 Wade, C.
 Walworth, J. (S. Dofing)
 Weingartner, T.

MEMBERS ABSENT:

Beget, J.
 Biswas, N.
 Gerlach, C.
 Hallsten, D.
 He'bert, M.
 Kelley, J.
 Nance, K.
 RaLonde, R.
 Summerville, S.

OTHERS PRESENT:

Brown, J.
 Cole, S.
 Ducharme, J.
 Gregory, G.
 Jones, D.
 Kairaiuak, R.
 Keating, J.
 Layral, S.
 Lister, R.
 McHenry, S.
 Preston, D.

PUBLIC PRESENT:

Carey, M.
 Cooper, S.
 Corning, J.
 Dicel, L.
 Dolan, P.
 Hall, K.
 Hanson, L.
 Klein, L.
 Lombard, J.
 Martin, V.
 O'Connor, L.
 O'Connor, S.
 O'Donghue, B.
 Peter-Raboff, I.
 Shannon, C.

NON-VOTING MEMBERS PRESENT:

Hayes, J. - President, ASUAF
 Scholle, M. - President, UAFSC
 Alexander, V. - Dean, SFOS
 Hedahl, G. - Dean, CLA
 Tremarello, A - Director, A&R

NON-VOTING MEMBERS ABSENT:

1 graduate student

B. The minutes to Meeting #59 (November 13, 1995) were approved as distributed via e-mail.

New C. The agenda was approved with the addition of items, IX Business, D & E from Curricular Affairs.

II Status of Chancellor's Office Actions

A. Motions Approved:

1. Motion to modify the deadline schedule for add/drop, withdrawal, credit/audit, and freshman low grade reports
2. Motion to amend the policies on course compression and course approval
3. Motion to amend statement on

Interdisciplinary

Studies

B. Motions Pending: none

III GUEST SPEAKER - Patty Kastelic, Executive Director for Human Resources

Patty distributed a handout on the compensation package which was part of a Board of Regents presentation in October. Indirect compensation for faculty and staff is almost identical except for PERS and TRS. Indirect compensation for FY95 cost \$67 million statewide, it covers 3,500 employees, and including spouses and children covers approximately 9,000. Indirect compensation accounts for approximately 28% of a faculty members compensation. Changes have taken place in the indirect compensation package and will continue to take place. ACCFT have a separate negotiated benefits package. Anticipated changes include new adjunct faculty will be enrolled in the Social Security and Medicare programs, not the UA pension plan. Future changes to TRS include a new Tier 3 proposal. Indirect costs must operate within cost constraints and must meet the needs of a diverse employee population. Future benefits programs need to be cost effective, valued by employees and affordable to the University.

IV Comments from Provost Jack Keating

Keating indicated that a variety of Regents' Policies are now out for faculty review. The first packet related to organizational units within the University was reviewed by the Board of Regents at their October meeting. The Board will look at Policy 04.04 , Faculty Appointments, in February and comments are due January 24, 1996. Additional comments will be accepted and the Board will look at the final draft of the policy at their June meeting. A set of policies concerning research and creative activities will go out on Thursday. These are important documents because they set the Regents' policies for the future. The last revision of the policies was about ten years ago.

V Governance Reports

A. ASUAF - S. Cole for J. Hayes

Steve Cole reported on the Leadership Honors recognition policy developed by ASUAF. He urged Faculty Senate support for the program.

B. Staff Council - M. Scholle

Marie Scholle spoke on the recent Staff Council meeting in which Tom Moyer talked about the state budget and how the university fit within the budget. She indicated that we need to send a message to the Governor about what affects the budget cuts are having on the University. The University has raised tuition and is losing staff and students who can't afford to work or study here. The UAF Staff Council and the Systemwide Staff Alliance is working with Patty Kastelic on a combined sick and annual leave policy. Staff Council is looking at job evaluations and the new job evaluator that will be hired. They are also looking at wellness program through the Health Committee.

C. President's Report- E. Heyne

Eric's report was attached to the agenda. There is a petition to the Governor in the ASUAF Office concerning the University budget. Eric urged faculty to sign the petition. Eric indicated that the Governance Coordinating Committee needs faculty members on their Health Issues Committee. The academic calendar is currently being considered by the Governance Coordinating Committee. A copy is available in the Governance Office and comments are welcome.

VI Public Comments/Questions -

1) Dorothy Jones, Assistant to the Chancellor for Equal Opportunity, came to speak in support of the motion on consensual sexual relationships between faculty and students. On numerous occasions she has heard faculty members speak of their commitment to the students. She believes this includes professional ethics, the ethical responsibilities of faculty members to avoid any kind of exploitation of students. Dorothy supports the AAUP policy statement. AAUP has traditionally opposed every kind of practice that interferes with academic freedom, but the association has frequently spoken to the need for colleges and universities to provide appropriate ethical standards and provide suitable internal procedures to secure their observance. Amorous relationships between faculty and students violate the professional duties of even-handed treatment and maintenance of an atmosphere conducive to learning. In light of this, every faculty members should take care not to abuse their power in personal relationships. Dorothy Jones strongly recommended that the University adopt the policy before the Senate. Reasons to consider include conflict of interest. This has to do with outsiders and the perception that such relationships result in preferential treatment to others. It also has the problem of power differential. Due to the power difference, it may be difficult to avoid the appearance of favoritism. The individual in the relationship with the status of power advantage must bear the burden of accountability. Dorothy urged the Senate to adopt a policy that will aid the university in creating an atmosphere in which sexual relationships with students is discouraged.

2) John Corning, returning UAF student, indicated at UAF the Geophysical Institute and the space program show that the University of Alaska is a leader among university. Yet when it comes to the business of American Sign Language, which other universities have already adopted, the University is being a follower. There is research that shows that when hearing children are exposed to ASL along with their English grammar, their language skills increased at a much greater rate than their peers who were not

exposed to ASL. This is a new field of basic research. Sign language can do more than just communicate, it can be used as an educational tool. This is a whole new field that UAF should be entering and not just going along with the crowd.

3) Ruth Lister, Director of Tanana Valley Campus, indicated that TVC sponsors the ASL courses. Ruth Lister had five points she wished to make. 1) Resources--Tanana Campus has the funding commitment to American Sign Language. It sponsors five courses a semester. American Sign Language does not take away from the study of other languages. 2) Faculty qualification--instructors must have formal education in lesson planning, classroom management, and teaching techniques in ASL. While their preference is for a baccalaureate or masters degree, some of the instructors have a two year degree but they are native speakers. 3) Acceptance by other universities--there are many major universities who now have accepted American Sign Language as fulfilling the foreign language requirement or second language requirement. 4) Intellectual and economic value--others know more the issue of grammar, culture and literature, it is very well documented. It is important to give it this status. There are quite a lot of jobs in this area or it may be an asset for people in a number of other jobs. 5) UAF Strategic Plan--One goal is to support a multicultural society.

4) Candis Shannon, American Sign Language instructor at UAF, commented that she has studied German, French, and English. American Sign Language is more complex and difficult to learn, primarily because it is a visual language. She recommends that engineering and science students, people who deal with spatial reasoning, consider ASL to fulfill their non-English language requirement because of this emphasis on visual expression and thought. Regarding the qualifications of the ASL faculty, that issue is answered clearly in the background statement and in Ruth Lister's comments. She would like to see a full-time faculty member with a degree in teaching ASL. For now she will continue to help the program develop and grow in stature.

5) Diane Preston, Coordinator of the Services for Students with Disabilities. UAF does support ASL as a language in the sense that they hire interpreters. Her office pays up to \$40,000 a year to interpreters to use American Sign Language to interpret what is being said in class. They continually run up against concerns about having enough interpreters. The ASL program at UAF is not going to provide people with the skills to do adequate interpreting for college level classes. Nevertheless, it is very helpful to have classes in ASL and to promote ASL as a language. The regular oral languages that we have are not appropriate for some people with disabilities. For many student, particularly those who are in the process of losing their hearing, having ASL as a language is something that needs to be encouraged. Students with learning disabilities and those who do not process information well orally, may process language very well visually as in ASL. She see this as a helpful way for the University to include deaf people.

6) Lizanne Hanson has a M.Ed. from the University of Pennsylvania, and has taken ASL I, II, III, & IV at UAF. She is now a trainee in interpreting and every year the Fairbanks school district looks for interpreters. They have to go outside because Fairbanks does not have skilled interpreters. The instructors at UAF have been very skilled and have gotten her to the point where she is fluent in the language, however, she does not feel she is at a point where she can be an interpreter for a school district. She is working on it. The ASL courses that UAF has are very beneficial and that people who are willing to go the extra mile can gain competency in the language.

7) Laurie Klein, student at UAF, indicated that she has been waiting for this policy change. She is in her second semester of ASL. There is no other course that she has taken at UAF that has given her a broader perspective on another human condition than ASL.

VII Consent Agenda

The consent agenda was adopted without opposition.

A. Motion to delete Budget Committee of the Governance Coordinating Committee.

MOTION
=====

The UAF Faculty Senate moves to amend the UAF Governance Coordinating Procedures as indicated below.

EFFECTIVE: Immediately

RATIONALE: The actions of the Budget Council and the budget process have changed over the last few years. As a result, the committee has been inactive. The individual governing bodies all have some type of budget or fiscal committee to track information. This committee duplicates functions that are covered in other areas and this duplication is deemed unnecessary.

To delete the Budget Committee from the UAF Governance Coordinating Committee requires an amendment to the Procedures. The amendment requires a two-thirds vote from each of the three governing bodies, ASUAF, Faculty Senate, and Staff Council, and Chancellor's approval.

* * * * *

(()) = Delete

ARTICLE V Committees

Sect. 1 The conference committees of the UAF Governance Coordinating Committee shall include:

- Academic Computer Users Committee
- ((Budget Committee))
- Committee on Transportation and Campus Security
- Intercollegiate Athletics Committee
- Library and Information Technology Users Committee
- Rural Affairs Committee
- UAF Grievance Council
- Health Issues

Sect. 3 Conference Committees Charges

((B. Budget Committee

The charge for the UAF budget Committee shall be:

- 1. follow and study the annual budget development including methods of determining budget

allocations among and within the Major Administrative Units of the University of Alaska.

2. conduct hearings on the UAF budget as deemed appropriate or necessary.))

VIII Old Business

A. Motion on Amorous Relationships, submitted by Faculty Affairs

Norman Swazo spoke on the rationale for the motion. Jerry McBeath indicated that he had received a variety of comments from his faculty on the motion. He spoke against the motion because he was unclear how this statement advanced the university beyond what we know to be faculty members' professional and ethical responsibilities. Ron Illingworth moved to amend the motion to insert "...the faculty members will notify their Dean and take effective steps [[should be taken]] to ensure unbiased evaluation or supervision of the student." There was considerable debate on the issue. The amendment failed. After more discussion the motion passed with 15 yes and 11 nays.

MOTION PASSED

=====

The UAF Faculty Senate moves to adopt a policy statement on "Consensual Sexual (Amorous) Relations between Faculty and Students" as formulated by the AAUP Council.

The UAF Faculty Senate so moves with the understanding that adoption of the AAUP statement does not preclude amendments consistent with the Faculty Affairs Committee's "Report on Rationale and Options."

AAUP Policy Statement

on

Consensual Sexual Relations Between Faculty and Students

Sexual relations between students and faculty members with whom they also have an academic or evaluative relationship are fraught with the potential for exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties have initially consented, the development of a sexual relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty members and students.

In their relationships with students, members of the faculty are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias. When a sexual relationship exists, effective steps should be taken to ensure unbiased evaluation or supervision of the student.

EFFECTIVE: Upon Chancellor Approval

IX New Business

A. Motion on American Sign Language as fulfilling the non-English language option of the "Perspectives on the Human Condition" in the Core, submitted by Core Review

Jin Brown, chair of the Core Review Committee introduced the motion. The Core Review committee has looked at this issue in depth for the past two years in terms of how the courses are taught and what is taught in these courses. These fulfill exactly what is asked for in terms of the "Perspectives on the Human Condition." The Committee is asking that nine credit hours of American Sign Language will fulfill the non-English requirement of the Perspective on the Human Condition. Jerry McBeath indicated that this did not represent an enlargement of the Core curriculum, it adds an option to the Foreign & Alaska Native languages that already exists. Dana Thomas, chair of Curricular Affairs, spoke in favor of the motion. He indicated that his only reservation was that we don't have a permanent faculty position for the Core course and urged the Administration that if this passed, we seek a permanent faculty member in this area. The motion passed unanimously.

MOTION PASSED

=====

The UAF Faculty Senate recommends that American Sign Language be recognized as fulfilling the non-English language option of the "Perspectives on the Human Condition" as required by the Baccalaureate Core.

The UAF Faculty Senate further recommends that given the structure and depth of ASL courses, that three semesters of ASL (9 hours) be counted as we presently count two semesters (10 hours) of other languages.

EFFECTIVE: Fall 1996

RATIONALE: For an inordinately long time, voices of reason within the UAF academic community have urged that the University's Core Curriculum be extended in a way that offers students the opportunity of using American Sign Language (ASL) courses to meet Core Requirements in the same manner as other languages. At the same time, vocal resistance to this minor change has been forthcoming. The reasons offered for this resistance seem to emanate from a lack of awareness in an educated community.

In prefacing the motion from the Core Review Committee urging acceptance of ASL as Core Curriculum credit, we wish to address the specifics of the aforementioned objections and to offer supporting reasons for the Committee's recommendation.

1. It has been suggested that there is no "body of literature" associated with ASL that would stand as foundation for this language as a perspective on the human condition.

This objection is perhaps the most offensive to the culture at the very center of which ASL stands as core. First, the implication shows little understanding of the concept of culture. Many of us who actually teach the concept of culture refer definitionally to Geertz (1973) who says culture is a "design for living," or to Goodenough (1970) who claims it is "whatever one has to know or believe in order to operate in a manner acceptable to its members." However one chooses to define culture, all cultures share the objectives of adaptation and survival in a specific environment, and maintenance of group identity and unity over time. For Deaf Americans, their families, friends, and authentic associates, ASL, as the heart of

their culture, functions in exactly the same way.

As a language in and of itself, ASL is not a transformation of any oral language, but rather an evolution of the need to communicate among and with persons who have little or no access to sound. The language sets Deaf culture apart from others with similar sensory loss (e.g., the blind). ASL has its own unique phonological, syntactic, and semantic structure, with the flexibility required to develop new vocabulary and new grammatical structures (Friedman, 1977). It serves the same social and intellectual functions as spoken languages. It also has regional dialects and slang. All by way of explaining that ASL is a unique, evolving language and not some manual/digital code for English.

Note that identity comes not from being deaf per se, but from the cultural matter of ASL use. Further, cultural matters (such as marriage patterns, societal structure, and material artifacts) define ASL users, documentation of which is extensive and available on request from Deaf Community Services of Fairbanks or from the Chairperson of the Core Curriculum Review Committee.

In specifically addressing the matter of a "body of literature," we speculate that such an objection seems to be that there is no accumulation of written literature. We hope that it is recognized that no native language which is taught and accepted as Core Curriculum credit has written literature. Frishberg (1992) discusses Deaf traditions of oratory, folklore, and performance art, and notes that "...written forms of language are not required for a community to possess a well-formed aesthetic in poetry, narrative, humor, and rhetoric" (p. 45). Please become aware, however, that ASL culture has fostered an extensive wealth of materials across a variety of genres. There exists a body of ASL history, poetry, stories, plays, and novels. There are libraries of print, videotape, and film (Please see: Gannon, 1981; Lane, 1984; Groce, 1980; Miles, 1975; Klima & Bellugi, 1975, 1979; Eastman, 1974; Bragg & Bergman, 1981; Rutherford, 1983, 1984, 1985, 1987). The folkloristic tradition of Deaf America is over 175 years old, replete with legends, tall tales, jokes, folkspeech, games, sign play, folk poetry, customs, rituals, and celebrations (Rutherford, 1984, 1987; Carmel, 1980). The study of American Deaf Culture has shown distinct differences between that culture and the mainstream society in social attitude, patterns for daily living, world view, humor, and literature. Additionally, the deaf community in America has a long and extensive tradition in all forms of the visual arts (Rutherford, 1992, pp. 32-33).

There are Deaf publishers whose primary focus is the publication of Deaf literature and related materials in print and electronic media. Among them are T.J. Publishers, Inc.; Dawn Sign Press, Inc.; National Association of the Deaf; and Gallaudet University Press/ Linstok Press, Inc. focuses on scholarly publication. Mainstream publishers, including Harvard University Press, University of California Press, University of Illinois Press, Alfred A. Knopf, and Random House, among many others, have published major works on Deaf culture and literature and are becoming increasingly interested in the field. National publishers focusing primarily on videotape and film production of works in ASL include D.E.A.F. Media, Inc., Sign Media, Inc., and Beyond Sound, Inc. Other producers of ASL videotape materials include Gallaudet University, the National Technical Institute for the Deaf, and the San Francisco Public Library (Rutherford, 1992).

Persons with an interest to further their awareness of ASL culture, literature, and tradition will find useful bibliographic material attached to this background material. (See especially

Corwin and Wilcox, 1985).

2. It has been implied that ASL courses are taught without standard syllabi and are taught by persons who do not have "University-level credentials."

The Core Review committee has requested and received evidence that conclusively refutes the syllabus rumor. ASL courses are conceived, organized, and taught with as much or more care than many courses accepted by UAF.

The matter of who teaches ASL is significant but "university-level credentials" most certainly are not. Any University in which accredited courses in indigenous languages are available (University of New Mexico, University of Nebraska, University of Arizona, University of Oklahoma, University of Alaska Fairbanks,) sensibly recognizes that no better source of a language can exist than native speakers. Yet we know further that all ASL teachers in the UAF system are either degreed or are working to become so at this time. Further interest in the topic might be referred to ³Who is Qualified to Teach American Sign Language² (Kanda, J., and Fleischer, L., 1992).

As additional information, the Core Review Committee would like to offer the following:

- Modern Languages at UAF not only has no objections, but endorses ASL for use in the core.
- The State of Alaska recognizes ASL as a language.
- The State of Alaska mandates ASL as foreign language credit at the public school level.
- Major Universities throughout the Lower 48 allow students to satisfy foreign language requirements using ASL (e.g. Iowa State University).
- ASL is the fourth most commonly used language in the United States of America.

The Core Review Committee and others who endorse this minor alteration of the UAF core recognize that changes can be unsettling, particularly to persons comfortable with the status quo. We must understand, however, that standing still puts us behind in the broad movement towards better education as the central product of our institution. Lamb & Wilcox (1992), in discussing the establishment of ASL as a baccalaureate degree program at the University of New Mexico, say that "... we were aware of the rather cumbersome bureaucracy through which any request of this nature would have to move" (p. 165). But there, too, the faculty and administration came to understand the significance of Deaf culture to the American plurality and moved toward a supportive recognition of ASL as both language and as the central feature of an extensive American culture. Selover (1992) tells us that in establishing ASL as a language in the curriculum of higher education we will "... meet with opposition. This largely stems from basic misunderstanding of the language and culture of Deaf persons. Your job is to educate as you go - most people will listen" (p. 160).

As members of the Core Review Committee, we certainly hope so.

B. Motion on procedure for appeals during the Promotion/Tenure process, submitted by Faculty Affairs

Barbara Alexander indicated that this motion that resulted from the committee's current policy review. It became clear in their review that during the promotion/tenure process no provisions

are made for violations of the procedure. Therefore the committee recommends this motion. Norman Swazo indicated that the policy was currently under review and that this would put us on record as to what our particular sentiments on this issue of process is. Eric indicated that a copy of this motion would go to statewide administrators working on this policy, including SAC. Keating indicated that the Faculty Appeals Committee is empowered at the end of the review process. This could create a complicated situation if they have review at two levels. If at any time you push this into grievance, it may take a long time. This is a complication of a complex process. Rich Seifert spoke on the current process and how well it works. Eric indicated that this request was to put part of the tenure and promotion process under the dispute resolution policy. The Committee would only review files for procedural errors, not substance. The motion passed by a majority voice vote.

MOTION PASSED

=====

The UAF Faculty Senate moves to request that Regent's Policy 04.04.05 provide for inclusion of appropriate procedure in MAU rules and regulations for responding to any violation of the tenure and promotion process at any point prior to decision of either tenure or promotion.

At UAF the Faculty Appeals & Oversight Committee shall be empowered to adjudicated any grievance prior to such time that the candidate's file is forwarded to the next level of review.

EFFECTIVE: Immediately

RATIONALE: There is currently no procedure for remedy of a violation of policy and/or regulations during the process for tenure and promotion review, and such procedure is sorely needed.

C. Resolution of censure of Chancellor Wadlow's actions on the CRA Dean Search Committee, submitted by Faculty Affairs

Barbara stated that since this resolution was formulated the situation has changed and public announcement has been made that the Chancellor has chosen an Executive Dean. This necessitates putting this resolution in a different perspective. She also stated that the Committee was specifically concerned about procedures and not personnel. The resolution was amended by the committee to bring it up to date. The amended resolution passed with one nay.

RESOLUTION PASSED AS AMENDED

=====

Whereas, the Administrative Committee of the UAF Faculty Senate, in a memorandum dated October 18, 1995 disagreed with the Chancellor's action in setting aside "university policy for the search committees for Deans/Directors" and requested appointment of "a representative search committee"; and

Whereas, the CRA Faculty Council, in a memorandum dated October 26, 1995, supported the request of the UAF Faculty Senate Administrative Committee and additionally requested "that the search not be limited to the UAF community but at least be extended statewide"; and

Whereas, the UAF Faculty Senate, at its Meeting #59 held on

November 13, 1995, passed a resolution, viz., "The UAF Faculty Senate does not recognize the validity of the current selection process for the Executive Dean of the College of Rural Alaska and directs the Chancellor to follow the established procedure"; and

Whereas, President Heyne, in a letter to President Komisar dated November 14, 1995, expressed the Senate's position "that if procedures developed through shared governance are to have any credibility or validity at all, they must be followed by the Chancellor"; and

Whereas, the Chancellor has refused to follow existing procedure for the hiring of either a Vice-Chancellor or Dean;

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate moves to censure Chancellor Joan K. Wadlow,

BE IT FURTHER RESOLVED THAT, the UAF Faculty Senate move to direct Chancellor Joan K. Wadlow to follow both the spirit and the letter of the procedures and policies for all hiring of a Vice-Chancellor or Dean or any other positions with responsibilities that include supervision of faculty.

D. Motion to adopt a new class schedule, submitted by Curricular Affairs

Dana Thomas indicated that the primary purpose of the motion was to make it easier for students going to the Natural Science building from other parts of the campus in time for class. The Committee discussed the schedule trying to make sure the evening courses were not made later into the evening. That is the reason for the change back to 10 minutes between classes in mid-afternoon. Dana then moved to adopt the motion. John Craven proposed a substitute motion to eliminate the 1-2 o'clock hour for meetings. The substitute motion failed. The original motion passed with one nay.

MOTION PASSED

=====

The UAF Faculty Senate moves to adopt a new class schedule with 15 minutes between morning classes and Monday, Wednesday, and Friday early afternoon classes.

EFFECTIVE: Fall 1996

RATIONALE: Students are having difficulty making their classes on West Ridge and the Natural Science Facility. The use of the campus shuttle bus will be facilitated by this change. The change preserves the 1:00 - 2:00 pm Tuesday & Thursday³ class free³ time and the instructional day is not lengthened.

E. Motion to adopt a Student Leadership Honors recognition policy, submitted by Curricular Affairs

Dana Thomas moved to adopt the motion. Steve Cole addressed this motion in his remarks earlier and Dana had nothing new to add. Eric noted that at UAA there were 45-50 leadership honor students annually. Ron spoke in favor of the motion but expressed his concern

about the lack of designated rural representative on the committee. A number of amendments were proposed. An amendment to add under 2, A, f. "one student from a rural campus" passed. An amendment to remove all parenthetical material passed without opposition. An amendment to delete item 4, notation of receipt of honors placed on UAF transcript and diploma, under Awards, passed. Ann Tremarello indicated that the only awards noted on the transcripts were the academic honors. An amendment to raise the GPA requirement failed. The motion as amended passed by a majority voice vote.

MOTION PASSED AS AMENDED

=====

The UAF Faculty Senate moves to adopt the following Student Leadership Honors recognition policy developed by Steven Cole, ASUAF Director of Community Service. The recognition would be conferable at graduation.

EFFECTIVE: Upon Chancellor Approval.

RATIONALE: Much like academic graduation with honors this recognition program provides the campus the opportunity to recognize outstanding student leadership. Such recognition would be noted in the graduation program.

UNIVERSITY OF ALASKA FAIRBANKS
LEADERSHIP HONORS

Purpose:

Leadership Honors will be publicly awarded to individuals in order to recognize and honor student leadership contributions to the University of Alaska Fairbanks. The leadership activities must enhance the Mission Statement of UAF and promote student life through individual and collective growth, and enhance the communities in which UAF campuses are located.

Criteria:

1. Minimum 2.5 cumulative GPA.
2. Must have had leadership involvement for four semesters at UAF, this includes Rural Campuses, for a bachelor's degree or two semesters for an associate's or master's degree.
3. Involvement can be demonstrated by, but not limited to, the following:
 - A. Elected or appointed office.
 - B. Holding a leadership position, or a position of ultimate responsibility, i.e., Chairperson, President, Figurehead, Big Kahuna.
 - C. Participation in community events, club activities, student government for the improvement of student life, campus life, or university relations with the greater community.

The students' involvement must have contributed to the improvement of student and campus life, either at the main or rural campus. They saw a need and filled it! They didn't just watch from the sidelines. There was a significant difference made by their involvement.

Awarding:

1. Students must apply or be nominated for the award and show proof of leadership by submitting letters of recommendation. There must be at least two letters of recommendation along with the Leadership Honors Form. These are to be turned in to the Dean of Student Services by date XXXX, time XXXX. This date must be at least two months before graduation. Date to be set by Leadership Honors Committee.
2.
 - A. The Leadership Honors Committee will be composed of
 - a. one designee from Faculty Senate,
 - b. one designee from the Student Services Office,
 - c. one student designee from ASUAF,
 - d. one designee from the Student Activities Office,
 - e. one other student and one other faculty/staff respectively.
 - f. on student from a rural campus.
 - B. Students who sit on this committee cannot apply for Leadership Honors during the semester in question.
 - C. The Leadership Honors Committee is the final authority for all matters related to this award.
3. Students will receive a crimson Leadership Honors cord at graduation. An explanation about the purpose of the honor will be in the graduation program with the student's names highlighted.

X Committee Reports

A. CURRICULAR AFFAIRS - Dana Thomas

The following Curricular Affairs report was submitted as a handout at the Faculty Senate meeting by Dana Thomas.

The committee met on November 30 and passed the following two motions which are passed to the senate for consideration:

- 1) The UAF Faculty Senate moves to adopt a new class schedule with 15 minutes between morning classes and Monday, Wednesday, and Friday early afternoon classes. Effective Fall 1996.

Rationale: Students are having difficulty making their classes on West Ridge and the Natural Science Facility. The use of the campus shuttle bus will be facilitated by this change. The change preserves the 1:00 - 2:00 pm Tuesday & Thursday ³class free ³ time and the instructional day is not lengthened.

- 2) The UAF Faculty Senate moves to adopt a Student Leadership Honors recognition policy as described in the Leadership Honors document developed by Steven Cole, ASUAF Director of Community Service. The recognition would be conferable at graduation. Effective: Upon Chancellor Approval.

Rationale: Much like academic graduation with honors this recognition program provides the campus the opportunity to recognize outstanding student leadership. Such recognition would be placed on the graduate's transcript and diploma and noted in the graduation program. Details about the criteria and determination of recipients is given in the Leadership Honors document developed by Steven Cole.

In addition, the committee passed an advanced placement request for Welding I upon successful completion of Welding II.

The committee will consider the following items at future meetings (The next meeting is December 7, 11:30 - 1:00):

- a) A proposal for a BFA degree in Theatre. A copy of this degree program proposal is available at the Faculty Senate Office.
- b) Amendments to the grade appeals policy.
- c) Credit by exam policies.
- d) The use of Math 105 at UAA for the AA degree versus the prohibition of the use of the equivalent course Math 070 at UAF.

B. FACULTY AFFAIRS - Barbara Alexander

The following Faculty Affairs report was submitted as a handout at the Faculty Senate meeting by Barbara Alexander.

The Faculty Affairs Committee continued its debate of Draft #2 for Dispute Resolution 04.08 from Nov. 10. Previously submitted recommendations to the Alliance addressing Draft #1, Oct. 2 don't seem to be reflected in Draft #2. Also, considering the concurrent process for revision of policy 04.04.04-07 draft from Nov. 21 the Committee discussed the necessity to provide additional policies addressing procedures for grievance DURING the tenure and promotion process. (See attachment 60/5.) Strong concern was expressed that there be further faculty response and engagement in the drafting of new policies to facilitate and clarify process and procedures for conflict resolutions. Motion on Amorous Relationship (attachment 60/3) is on the agenda.

Guided by the sincere wish to strengthen the sense of trust in the relationship of faculty and administrators, the Committee discussed measures to insure the appropriate follow-up to motion re: CRA Dean Search, passed by the Senate on Nov. 13. The primary concern motivating the Committee's deliberations is to reaffirm the significance of shared governance and the importance of regard for due process and procedure, especially at this moment: i.e., during the process of program re-assessment, system wide restructuring, and revisions of Regent's policies.

Following the advice of the Administrative Committee the Faculty Affairs Committee reconvened to discuss the options for a vote of no-confidence versus censure for the motion submitted (see attachment 60/6).

The Committee received a request to consider the policies governing the Peer Review Process for Promotion and Tenure and identify possible problems (such as conflicts of interest and/or professional conduct) resulting from deliberations during the peer review process. The item will be included in the agenda for further debate and recommendations for remedies.

The Faculty Affairs Committee continues to be most seriously concerned with the Regent's agenda for policy revisions and the importance to keep the faculty fully informed and aware of all implications. (Up to 3 drafts to-date for policies 04.04.01-03 and 10.01-05.)

XI Discussion Items

A. UA Political Action Committees - Michael Jennings

Michael Jennings indicated that his committee had no formal action on this item, however, they will continue their discussion. Any input is welcomed.

XII Members' Comments/Questions

Rich Seifert indicated that his committee offered their best wishes to Joan Moessner who was recently in the hospital.

XIII Adjournment

The meeting was adjourned at 4:45 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.