

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

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

A. ROLL CALL

Members Present:

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

Members Absent:

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

OTHERS PRESENT:

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

NON-VOTING MEMBERS PRESENT:

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

NON-VOTING MEMBERS ABSENT:

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

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

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

II Status of Chancellor's Office Actions

A. Motions Approved:

1. Motion to delegate the authority to approve petitions.

B. Motions Pending:

1. Motion prohibiting faculty from

receiving a graduate degree from UAF.

III A. Remarks by Chancellor Joan Wadlow -

Chancellor Wadlow was out of town and not available to give her remarks.

B. Remarks by Provost, Paul Reichardt -

Paul Reichardt indicated that he had three topics: sabbatical leave; five year research plan; and technology. There has been a recent revision to this year's sabbatical leave schedule. It changes the notification date for Deans/Directors to faculty about their recommendations from December 15 to January 15. The final decision by the Chancellor remains the same--January 20. The reason for this change is because deans/directors will not know which faculty will be participating in the RIP process.

The five year research plan - Patricia Anderson has been tasked with the responsibility to develop a five year research plan for President Hamilton. Reichardt would call this a research logistics and support plan. She is in the process of identifying between five and nine research themes. What the president would like for each of them is a five year projection--a one year status report and a four year projection of our funding for each of these major initiatives. Not all of UA research will be picked up in these themes. It would be five themes we intend to emphasize over the next five years and some sort of identification of block funding that is in place, block funding prospects, and prognosis about funding obtain by individual researchers. The due date to the President is January 1. To date there have been meetings of the research working group.

Reichardt has appointed a task force for one year with a report deadline of early December. It will be charged with developing a set of guideline for instructional technology. They will look at questions such as what position we should take in say, 1) encouraging faculty to develop web based courses for commercialization; 2) availability of electronic or otherwise distance delivered courses for incorporation in our curriculum; and 3) how we should address the issues of standardization of software and hardware. It will probability be the first step in a process (2 years) of defining what we have to offer in terms of programs that are not available in the other ways. What is the campus based experience worth? What is the added value? The guidelines the Task Force come up with will be used as a back drop for making decisions about allocations of money related to instructional technology. What has already happened is that the Technology Advisory Board has recommended to the Chancellor that we use a portion of this semester's fee money to lengthen library hours and the hours of the open computer labs that are housed within the library.

Jerry McBeath asked on what basis the research themes would be determined. Is Pat meeting with just the research working group or will there be an opportunity for people to look at the preliminary goals or objectives and comment on it? Reichardt indicated that it would be determined by Patricia Anderson and the president and that he didn't know at this point of any additional plans for comment. He also commented on the use of the technology fee money to pay personnel to extend the hours of the library and computer labs. Jean Richardson spoke on the need to have access to computer labs.

John Olson asked if the research plans included funding added to the

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

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

Clif Lando asked about extended hours for other computer labs.

C. Guest Speaker - Ralph Gabrielli, Executive Dean, CRA

Two weeks ago Ralph Gabrielli was invited to Staff Council and gave them an update on significant accomplishment of the College of Rural Alaska. During the recent campaign one of the candidates for the state House proposed closing the rural campuses which didn't produce a certain quota each year. Notwithstanding that the campuses brought funding with them in 1987 and the subsequent reduction to CRA has been as large as to the University as a whole, the past three years they have reduced their budget by 15%. Last year's degree and certificate production increased by nearly 13% and the 13,000 SCH produced each semester by TVC were at the lowest cost per credit hour rate of any unit in the university. Gabrielli would like to set the record straight and have an opportunity to talk about some of the work done by the rural campuses and Cooperative Extension.

When the University was restructured and the Cooperative Extension and the former community colleges merged with the MAUs, the University pledged to the people of the state that it would maintain the community college mission. More than academic courses this includes vocational education, and the kinds of learning contributions that university units make that are not reflected in the number of credit hours. Gabrielli highlighted some examples of the work being done at the various CRA units.

IV Governance Reports

A. ASUAF - J. Richardson

Jean Richardson was recently in Portland for a Student Leadership Conference where they delivered a lot of UAF paraphernalia to about 500 college students. They recently held an election on the sports pass. They have been watching the Technology Advisory Board and they are apprehensive about the Chancellor as chair. The ASUAF Senate passed a recommendation that the Tech Board be opened, that there be forums, that people be allowed to submit proposals and suggestions to the board. She spoke with the Chancellor about forming a set of bylaws and rules for the Board.

Another area of concern is the AWARE Program which will not be funded after May. It is the alcohol and drug awareness program on

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

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

B. Staff Council - S. Christensen

Shannon Christensen report that Staff Council met with President Hamilton in a staff retreat. Discussions included tackling a new grievance policy. Statewide has proposed a new set of policies and regulations for the Board of Regents. Staff Council is taking that on as a major project since staff are the only non bargaining unit left.

It is her understanding that Statewide Human Resources is also beginning a project to benchmark university positions to existing state positions based on a state study released in August 1998. They are going to try to match the job descriptions and ranges on a statewide basis.

Staff Council is concerned about the cuts to the AWARE Program. Many staff are concerned because it is a valuable tool for educating students on alcohol and substance abuse issues. They will be putting together an ad hoc committee to research some funding alternatives. They will be calling on faculty and students to join them in this effort.

Staff Council is looking forward to the Board of Regents meeting this week.

Maynard Perkins asked the concern about campus safety. Shannon Christensen indicated they were looking at identifying any unsafe situations. This includes rural campuses as well as Fairbanks. Linda Curda asked about the funding cut to the AWARE program.

C. President-Elect's Comments - R. Gatterdam

My impression is that over the last 15 years the primacy of the faculty in academic matters has steadily been eroded. By this I mean that the faculty has lost credibility with the Board of Regents and that the administrators bypass or subvert the faculty decision process. (I don't mean that as a criticism of the administration. It's what I would do. It makes life easy.) I'm also aware that the phenomena has many causes, not all in faculty control. But none of that matters.

I believe the window of opportunity to turn that around is now--for two reasons. First, the big advantage of the unions--and now there are three--is that they free the Senate from personnel issues. Let's not get bogged down in interpreting union contracts or griping about implementation issues. We pay union dues to have that done for us. There is an appropriate role for the Senate here and we will do it but let's not make it our focus.

We can concentrate on academic issues but the big deal is that we will be heard. I take President Hamilton at his word when he says the faculty will make academic decisions. That's the good news. But President Hamilton is not a patient man. We can seize the

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

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

V Public Comments/Questions -

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

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

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

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

VI Consent Agenda

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

The motion was passed when the agenda was adopted.

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

EFFECTIVE: Immediately
Upon Chancellor Approval

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

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

VII New Business

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

Ron Gatterdam indicated that this recommendation would be to the policy only. Jerry McBeath indicated that the policy and regulations has been review a number of times and last year the Senate sent forward a recommendation for inclusion of the AAUP guidelines. This was included in this draft. The committee agreed to the new draft. The motion passed unanimously.

MOTION PASSED

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The UAF Faculty Senate moves to recommend that the proposed Regents' Policy 09.03.00--Student Dispute Resolution as submitted by the Board of Regents to the Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee discussed the revised draft policies on Student Dispute Resolution, forwarded to the Faculty Senate for review and moves to forward them to the full Senate, with its recommendation that they be accepted.

B. Motion of Diploma size, submitted by Curricular Affairs

Jerry McBeath indicated this was brought to the Curricular Affairs Committee from Ann Tremarello. UAF now have the software to have two diploma sizes. This was discussed in committee and forward out of the committee with a vote of 5/4. Janice Reynolds asked about the history of different sizes. Ann Tremarello indicated the one size has been in use for about 3-4 years. Harikumar Sankaran said he felt that they should be both the same size. Barry Mortensen spoke with his colleagues and they felt it should be the same size. Larry Duffy asked if we should specify what size if only one size is passed. Ron Illingworth asked that the following email messages be entered into the minutes on this topic. There are 17 messages from students, both inside and outside the University. They unanimously opposed the two different sizes and reflected on the message this would sent to the students about the value of the degrees. Ron Illingworth further spoke in opposition to the motion. Kara Nance asked if we are the only institute that has only one size.

The motion failed by a vote 13 no and 12 yes, with 2 abstentions.

E-mail messages:

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

I would like to urge the CRA Senators to vote against (and actively

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

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

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

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

Please say NO.

Thanks, Jim Stricks

2) From: Ruth Lister

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

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

3) From: Anna M Poe

Hi, Jim:

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

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

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

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

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

4) From: Patricia L Bixby

Jim - I second your vote even if I'm not a part of UAF Faculty/Senate.

5) From: Allison Fields

Jim, I totally agree with you. This is a bogus idea and I think who ever put it into play was shortsighted at best, or has been in his ivory tower too long.

Allison

6) From: John Bruder

I will certainly vote against the ridiculous motion. Bruder

7) From: Ronald Illingworth

I second Jim's comments. I tried to stop this initiative in the Curricular Affairs committee but was out voted 5-4 with the chair casting the tie-breaking vote. No cogent reason was ever presented for this initiative other than we used to have a smaller certificate for AA/AAS/Cert degrees a few years ago and we can now do it again, so we will. It was suggested that, if size was important for distinction, then why not make the post-baccalaureate degree (MA, MED, PhD, etc) larger and have the others smaller. That was not acceptable. Other than Maynard Perkins and myself, all of the other members on the Curricular Affairs committee represented graduate degree programs as well as baccalaureate degree programs.

Ron

8) From: Anna M Poe

Jim, this really gave me cause for reflection, as did my feelings and beliefs about the AA degree. Further in support of not giving institutional support to the idea that certificate and degree opportunities offered at UA are 'less than'....

From a working class, Native/immigrant, undereducated family, I firmly believed that the only way to keep my head up was to work to support myself. Therefore, I chose to work and provide for my children rather than to go on welfare and take out loans(loans are not good, in my historical context), or ask for grant (grants are hand outs, and so are not good). Therefore, it took a quarter century from graduating as salutatorian from high school to May 1998, when I earned the AA degree.

I was embarrassed and ashamed that I'd taken so long to earn this degree. I was apologetic that it was "only" a 2-year degree. But, given the greater context, my achievement is as valuable and as great and as honorable as that from one who goes from pre-school to bachelor (master, doctorate) degree with no breaks in education.

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

10) From: George Guthridge

Dear Jim:

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

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

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

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

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

--George Guthridge
Associate Professor

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

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

12) From: WEBER JANE M

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

13) From: Delena Norris-Tull

Add me to the list of people opposed to differences in diplomas sizes.

Dr. Delena Norris-Tull
Assistant Professor of Education
Kuskokwim Campus, University of Alaska Fairbanks
PO Box 368, Bethel, AK 99559
(907)543-4579 (within Alaska 1-800-478-5822)
rfdit@uaf.edu

14) From: "Amelia A. Savinova"

Jim, what in the world began this discussion leading to a motion about the size of diplomas. We have no more important things to talk about than who has a bigger diploma? This is so laughable if I did not believe you I would think it was a big joke. It isn't a big joke, is it?

I do not support a difference in the size of diplomas.

Amelia A Savinova
Kuskokwim Campus/UAF
P.O. Box 368
Bethel, Alaska 99559

15) From: CHADWICK JERAH _
11-13

I also do not support the varied sized diplomas. There is no compelling, logical reason.

Jerah

16) From: "Donna M. Van Luchene"

Jim:
Add me to your list opposed to various sizes of diplomas determined by the degree. Definitely an "ivory tower" attitude! What's worse is that we are spending such precious university time on this subject - talk about a waste of resources!

Donna

17) From: Oscar Kawagley

I oppose the different diploma sizes. aok

MOTION FAILED
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The UAF Faculty Senate moves that diplomas be issued in two sizes: a 6" by 9" diploma for recipients of certificates and associate degrees, and an 8 1/2" by 11" diploma for recipients of baccalaureate and graduate degrees.

EFFECTIVE: Spring, 1999

RATIONALE: The UAF tradition has been to issue diplomas in two sizes, with certificate and associate degree diplomas smaller than those for baccalaureate and graduate degrees. When UAF began printing its own diplomas, the software then in use produced diplomas of one size only. Now, software allows differentiation in the size of diplomas, and it is possible to return to the

tradition of issuing diplomas in two sizes.

VIII Committee Reports

A. Curricular Affairs - G. McBeath

The following official minutes of the Curricular Affairs Committee meeting were distributed as a handout.

Date October 29, 1998

Attending: M. Perkins; E. Murphy; J. McBeath; R. Illingworth;
A. Fitts; C. Barnhardt; C. Basham; H. Bader; A. Tremarello;
Gregory; M. Schatz; R. Lister; and C. Dexter.

TOPIC: Rural College Course Offerings.

Issue: Coordination with departments concerning classes with departmental designators at off-campus locations.

Comments:

Schatz- Concern over coordinating class offerings so as not to detract from programs on campus. Specific concern with TVC.

Lister- TVC tries to coordinate and ensure that there is little competition with other programs.

Dexter- Problems with TVC and accounting are being worked out.

Illingworth- Rural College makes every attempt to ensure high quality instruction by maintaining interaction with UAF departments. Difficulty is when other departments do not respond in an appropriate time frame to RC requests.

Action: Sub-committee formed to address the following issues-

1. Faculty Accountability,
2. Departmental Coordination,
3. Course Quality,
4. Enrollment Competition. Committee to report back by January. Members are Fitts and Bader.

TOPIC: Announcement of Graduation Honors at Commencement

Issue: Registrar office would like to change procedure to announce potential recipients in program. Award of honors and degrees will follow graduation after verification. No formal change in policy is required. This will be an administrative procedure alteration.

Comments:

Tremarello- This change will improve grade and graduation process at end of semester.

Barnhardt-No objection, if it makes things easier on students, administration, and faculty.

Perkins- No objection.

Action: Procedural change approved.

TOPIC: Diploma Size

Issue: The practice for the past several years has been to issue all diplomas in the same size. However, official policy has been to award AA degrees in one size, and Bachelors and Graduate degrees in another. The "same size" practice of the past couple years has been due to a software problem. That problem has now been resolved. Proposal now is to return to original practice of different sizes.

Comments:

Illingworth- All diplomas should be a single size, otherwise there may be the impression that one degree is more

important than another.

Perkins- Agree with Illingworth

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

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

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

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

Motion to Table. Motion Failed.

Motion for different AA size. Passed.

TOPIC: Departmental Honors

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

Comments:

Murphy- Standards as proposed are too low.

Basham- Agree with Murphy

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

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

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

TOPIC: Student Grade Dispute Resolution Process

Issue: Reform policy to ensure that committee in charge of potential grade changes remain entirely in faculty hands. Previous process allowed for an administrative role in over-riding a particular faculty grade assignment. Problem is now reformed.

Comments:

Basham- Students are justified in fearing arbitrary grade assignments.

Barnhardt- It appears the initial problem for resolution has now been solved by the changes.

McBeath- This policy would, however, permit an unpopular faculty member to be over-ridden when assigning grades. Although the likelihood is rare, it is possible.

Action: Student Dispute Resolution Policy change is sent forward to Admin. Committee without objection for next Senate meeting.

Next Meeting: November 24. Conference Room B @ 10:00 AM

B. Faculty & Scholarly Affairs - J. Yarie

A report was attached to the agenda.

C. Graduate & Professional Curricular Affairs - M. Whalen

A report was attached to the agenda.

D. Core Review - J. Brown

No report was available.

E. Curriculum Review - C. Basham

The committee is working on the list of academic change requests.

F. Developmental Studies - J. Weber

A report was attached to the agenda.

G. Faculty Appeals & Oversight - J. Kelley

A report was attached to the agenda. Jerry McBeath asked about the evaluation of the Chancellor. Paul Reichardt indicated that he has talked about this issue with John Kelley. BOR policy indicates that the Chancellor's are appointed by and report to the President. Harry Bader said he had a report for the Senate committee responsible for evaluation of administrators. Ron Gatterdam will change the Faculty Appeals and Oversight Committee to return to the Senate with a report on their recommendations for chancellor evaluation.

H. Faculty Development, Assessment & Improvement -
D. Porter

The following report was distributed as a handout.

Meetings October 13 & 27, 1998

David Bantz, Linda Curda, Roxie Dinstel, Scott Huang, David Porter (chair) Channon Price, and Dan White attending.

The Statewide Academic Council (SAC) and a UA-Wide Faculty Development Committee were active through the summer setting policies relative to professional travel and faculty development focused on instructional innovations and technologies. The 1998-99 theme for faculty development, statewide, focuses on instructional technology. These two groups set policy on how faculty development will be handled at the system level and on each campus. Funds originating at system level will be allocated \$15,000 to each of the MAUs and \$20,000 to fund two meetings a year for the MAU coordinators, support travel for a faculty development workshop, fund external speakers as resources to support UA faculty development and support the preparation of grant applications aimed at mobilizing faculty development funds.

At UAF, Prof. Dana Thomas was appointed by the Provost to serve as coordinator of faculty development. He is working closely with the UAF Faculty Senate Committee on Faculty Development, Assessment and Improvement. Working with him, our Committee will make suggestions to the Faculty Senate on the UA theme for Faculty Development 1999-2000, suggest resource speakers in the area of faculty development and assist in identifying faculty preferences and needs in the areas of faculty development. A detailed report on the April 1998 survey of UAF faculty on development issues will serve as a first input on identifying faculty preferences.

I. Graduate School Advisory Committee - L. Duffy

A report was attached to the agenda.

J. Legislative & Fiscal Affairs - S. Deal

The following report was distributed as a handout.

Report: Legislative and Fiscal Affairs Committee - Scott Deal, Chair

The Legislative and Fiscal Affairs Committee co-sponsored a series of visits and discussions by candidates in the recent elections. Together with ASUAF, we brought Governor Tony Knowles to the campus for an open, informal question and answer session on October 6th. On October 9 Democratic Congressional Candidate Jim Duncan came to UAF for a similar meeting with students, faculty, and staff. On October 13,14, and 15 a series of forums for Interior candidates was held in the Wood Center Ballroom. This series was jointly organized and sponsored by UAF Faculty Senate, ASUAF, the Tanana Valley League of Women Voters, the Tanana Valley Chiefs Association, and the Arctic Alliance/Daycare Coalition. Each forum evening had a panel of guest interviewers that represented the sponsoring organizations. All of the Interior candidates attended the forums.

While the content of the forums was superb, the attendance was quite low. In order to advertise the event, we ran two ads in the News Miner, ran PSA's on television and radio, displayed posters around campus, and sent out UAF community-wide emails to students, staff, and faculty. In the future we will examine other means of attracting voters. One other problem was the sound system in the Wood Center Ballroom. On the first evening, it was feeding back enough to create a distraction. Complaints were made, and we thought the problem was rectified. However, minor sound problems persisted throughout the series. KUAC; who had taped the series, decided they could broadcast it the following week due to the poor sound reproduction. In the future, we will settle this issue in advance with the Wood center before hosting another series of forums.

K. Service Committee - K. Nance

The Committee had no report. Kara Nance asked that committee members contact her.

IX Discussion Items

A. AQSI (Alaska Quality Schools Initiative)--strategy for action - presentation by Carol Barnhardt & P. Andre' Layral, President, AASSP & ACSA

The following statement is from a recent article in the paper from Shirley Holloway, Commissioner of Education: "From both a sense of urgency and pride that I inform Alaskan everywhere about the big changes they are making to improve the quality of our public schools and the quality of children's education. The school accountability measure is known as the Quality Schools Initiative. Under the initiative each school will be required to do a number of things aimed at increasing the quality of schooling our children receive."

Carol Barnhardt gave an overview of the four components of the AQSI--High student academic standards and assessment; Quality professional standards; Family, school, business and community network; and School excellence standards.

This is a very large reform effort, it is a systemic, comprehensive effort that depends on collaboration and cooperation of the K-12 system throughout the state of Alaska with all of the Alaska institution of higher education. Two years ago the Legislature

decided that in addition to the standards they would mandate a new high school qualifying exam. In the year 2002 all students will have to demonstrate competency in reading, writing, and math in order to get a high school diploma. This year there will also be a mandatory test for teachers. A recommendation was also finalized by the state board that all the five school of education in Alaska will be required to pursue NCATE accreditation. This requires a lot of involvement from units throughout the university far beyond the School of Education.

Andre' Layral perspective is of someone in the schools as an administrator working with teachers, professional development, initial teacher preparation and from the perspective of someone very actively involved at a statewide level from the professional organizations. He spoke first on the impact for the local school district. The school district has now adopted the state content standards and is in the process of articulating them with the current curriculum. The current focus is on reading, writing and math. This spring they will be piloting the 3rd, 6th, and 8th grade benchmark standards. The school district has also adopted the professional standards for teacher and principal evaluation. Both these areas have enhanced the focus for staff development focusing on student learning and achievement, particularly in the area of assessment. On a statewide perspective a number of principals are behind on this because this has happened in a very short time frame. There is some concern about what this will mean for their continued funding. One concern principals statewide face is how they are going to restructure to provide remediation yet challenge the students to perform at a high level and give them a quality education at the same time using the same number of resources.

Carol Barnhardt then spoke on the responsibility at UAF. Much of what is happening comes from a national commission. In the field of education there is now a body of research that says what we need to do to prepare good teachers. It calls for new systems of preparation and professional development for teachers and administrators. It includes a continuum of learning opportunities for educators based on professional standards that guide teacher preparation, licensing induction, and advanced certification.

The University of Alaska is moving to a fifth year licensure and MAT programs for all new teachers and increased professional development for teachers. We need to develop new undergraduate degree and modify existing department degrees to provide alignment between UAF requirements and Alaska student standards. There is a new commitment to collaborate among units, across units, and across MAUs that will be necessary to meet the needs. We can't simply say--we're going to decide at the University what we think is best unless we do it in cooperation with what is happening in the schools. What that will require is more interdisciplinary course and programs.

The demands for services to K-12 schools and teachers are increasing here and schools of education alone can't do the job. We don't have the expertise, we don't the faculty--it must be a shared responsibility. Some immediate needs are some administrators and financial support for cross-units and cross-MAU efforts. We must recognize that the Schools of Education responsibilities have changed dramatically. We have to figure out how as a UA system we contribute to this effort.

At the Portland conference Carol Barnhardt recently attended there was a lot of discussion of how to work out partnership and arrangement between two organizational systems that have varying or conflicting interest, values, and reward systems. Some of the

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

President Hamilton is interested in how we respond to the needs of the students coming from the high schools--both the high achievers and the ones who are low achievers. Ron Gatterdam spoke on his interpretation of Hamilton's three groups of possible students coming out of high school. One track is those student who early in their career pass the high school exit exam. There is an opportunity for the university to offer college credit courses to those students. The second track is those students who don't pass the exam and give up on the exam and will need vocational-technical training. The third track is those students who don't pass the exam but want to pass it and need remediation. Gatterdam would add a fourth track of all the students not mentioned in the above. Hamilton see this as an important opportunity for the university and an important challenge for the university in the future.

Larry Duffy asked a question about the need for developmental courses. Carol Barnhardt indicated that this is a process and that hopefully it will be given the support it need to be implemented in a way that in the future we will see students coming out of high school that are prepared differently for universities. At this point in time there will be a transition period. We will need to figure out what role the university will play.

X Members' Comments/Questions - None

XI Adjournment

The meeting was adjourned at 4:05 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.