

MINUTES  
UAF FACULTY SENATE MEETING #103  
MONDAY, SEPTEMBER 24, 2001  
BOARD OF REGENTS' CONFERENCE ROOM

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

A. ROLL CALL

MEMBERS PRESENT:

Barnhardt, C.  
Bond, S.  
Bristow, W.  
Bruder, J.  
Bueler, E.  
Bult, A.  
Chukwu, G.  
Curda, L.  
Davis, M.  
Eicken, H.  
Gladden, J.  
Hannigan, M.  
Holton, G.  
Illingworth, R.  
Leguard, J.  
Lincoln, T.  
Lindahl, M.  
Mason, J.  
McBeath, J.  
McLean-Nelson, D.  
McRoy, P.  
Pinney, P.  
Roth, M.  
Swazo, N.  
Weber, J.  
Whiteledge, T.  
Zilberkant, E.

MEMBERS ABSENT:

Kramer, D.  
Lin, C.  
Murray, M.

OTHERS PRESENT:

Duffy, L.  
Gatterdam, R.  
Gold, C.  
Ivey, P.  
Layral, S.  
Lind, M.  
Martin, W.  
Reichardt, P.  
Thomas, D.

NON-VOTING MEMBERS PRESENT:

Miller, D. - President, ASUAF  
McCrea, S. - President, UAFSC  
Leipzig, J. - Dean, CLA

NON-VOTING MEMBERS ABSENT:

Graduate Student, GSO  
Collins, J. - Dean, SOM  
Tremarello, A - Registrar

B. The minutes to Meeting #102 (May 7, 2001) were approved as distributed via e-mail.

C. The agenda was approved with the addition of item X. a discussion of the Accreditation Questions for the Faculty Senate.

## II Status of Chancellor's Office Actions

### A. Motions approved:

1. Motion to amend Article IV, Section 2 of the Constitution.
2. Motion to approve the Ph.D. degree program in Engineering.
3. Motion to approve the M.S. degree program in Computational Physics.
4. Motion to approve a policy on Graduate Advisory Committees.
5. Motion to approve the A.A.S. in Process Technology.
- 6.

Provost Reichardt spoke about the motion to adopt a policy statement on Principal Investigator eligibility. This was requested by Ted DeLaca, Director of Sponsored Programs. This request was consequent to a discussion at the Research Working Group and the Provost Council. The concern was voiced at the Dean/Director level that they were beginning to feel uneasy about certain commitments associated with proposals put forward by non-faculty principal investigators. The discussion among administrators focused on who has the responsibility to say the institution backs a proposal with the identified commitments. Although administrators sign off on the proposals, it really is the faculty at the program level who has to say "yes, this is an important project and that is why we are asking the university to commit to [space, funds, etc.]...." The proposal that was submitted for Senate consideration was that faculty are PI's and that Deans/Directors be given the authorization to make exceptions to that policy.

Provost Reichardt commended Ron Gatterdam and Dana Thomas on the excellent

Chancellor Lind did not have anything to add to what the Provost reported. Provost Reichardt indicated that in respect to this year's budget, those folks that are responsible for reporting will find it much simpler. One of the challenges is the fact that we put in a request for X amount addition to our operating budget and the Legislature funded at X - Y with no clear direction on where to make the reductions. There is a buffer that systemwide is using between the requested budget and the funded budget. The FY02 pool will be the buffer for the initiative funds.

Norm Swazo and Larry Duffy presented framed Certificates of Appreciation to Chancellor Lind and Provost Reichardt for their support of shared governance and the Faculty Senate.

#### IV Guest Speakers

##### A. Dana Thomas & Ron Gatterdam, Accreditation

Dana Thomas spoke about the visit of the Northwest accreditation team in October. Twelve evaluators will be on the team. The evaluatETBT1 0 0 1 /MCID 1T1 0 0 1 r.

A. ASUAF - D. Miller

Derek Miller, ASUAF President, stated that they have set goals for this coming year. The Senate had a retreat at the Hot Springs and did some brainstorming. The Senate came out of that meeting as a well cohesive unit. Five goals they hope to accomplish this year



Gary Holton, Curricular Affairs  
Joan Leguard, Faculty Affairs  
Debi McLean-Nelson, Faculty Development, Assessment &  
Improvement  
Julie Riley, Faculty Appeals & Oversight

EFFECTIVE: Immediately

\*\*\*\*\*

B. Motion to amend the Baccalaureate Core Curriculum including the  
Philosophy Statement, submitted by Core Review

Jin Brown was not available to speak on the motion. Norm Swazo introduced the motion  
and it passed unanimously without discussion.

MOTION:  
=====

The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum by adding  
a General Statement and updating the Philosophy Statement.

EFFECTIVE: Immediately

RATIONALE: The updated Philosophy statement has been  
open to comment on the CORE web site since January as a  
motion to replace the 1990 version.

The Committee was asked to create a basic CORE  
statement, which we have done and is also on the web site  
as well as in the CORE Notebook.

The Committee feels that replacing the outdated  
philosophy statement with this carefully updated  
statement is significant to the Accreditation process.

\*\*\*\*\*

PROPOSED GENERAL STATEMENT:  
=====

**The Baccalaureate Experience**  
**General Statement**





science, physics). Select one sequence from the following:

BIOL 105X-106X Fundamentals of Biology I and II (8)

BIOL 211X-212X Human Anatomy and Physiology I and II (8)

CHEM 103X-104X Basic General Chemistry/Beginnings in Biochemistry (8)

CHEM 105X-106X General Chemistry (8)

GEOS 101X and 112X The Dynamic Earth/History of Earth and Life (8)

PHYS 103X-104X College Physics (8)

PHYS 211X-212X General Physics (8)

PHYS 211X and 213X General Physics/Elementary Modern Physics (8)

PHYS 212X-213X General Physics/Elementary Modern Physics (8)

CURRENT PHILOSOPHY STATEMENT (1990):

=====

**The Baccalaureate Experience**

**The Philosophy**

The purs

Finally, the opportunity for synthesizing knowledge must be present. The ultimate form of knowing is the perception and articulation of the "pattern"—of the significant relationships among pieces of knowledge. The synthesizing exercise should stimulate creative work and, hopefully, the joy of intellectual discovery and accomplishment.

**Advanced Literacy in Language and Mathematics.** Functional literacy is not a goal of university education. Regardless of the skill levels in English and mathematics students bring to the university, they must experience an educational process that pushes them beyond the functional to advanced levels.

For language literacy this means multi-dimensional competency in the use of English: 1)

**Studies in History, Language, and Culture.** In one sense, we all are members of a "global village" because of almost instantaneous communication networks, speedy transportation systems, and interlocking world economies. But in another sense, we live in a highly uncertain and fragmented world comprising a multitude of differing historical and cultural traditions. We all have a history, which has shaped the way we define ourselves as cultural, linguistic and national groups.

For the American university, the study of western civilization, including the culturally pluralistic tradition of America, is an essential prerequisite to related studies of our contemporary cultural consciousness and major social institutions. However, we must go beyond this to the comparative study of non-Western history and culture since it ultimately has the chance of making more comprehensible international complexities and certain seemingly intractable conditions such as war, poverty, and oppression.

principles—and everybody has them and uses them constantly—reflect the core values and moral standards each of us believe we live by (or try to live by).

Enculturation, hence value formation, derives collectively from the ethos of those social institutions in which people spend good portions of their lives—the family, the church, peer groups, and schools, including the university. At a university, students should directly confront the nature of values.

The cultural values of society—of humankind—are for learning and for debating. The ultimate benefit of this exercise depends on the way we use it to reflect upon and refine our own personal codes of conduct.

**Content Concentration.** Intellectual concentration in a specific discipline serves as conceptual anchor to the baccalaureate experience and as the professional foundation of the student's post-baccalaureate career. The major field or area of specialization is where we expect the intellectual development of a solid grounding in a defined body of knowledge. Instruction in the advanced aspects of the field is an integral part of this undertaking; but full understanding is not gained without directed independent study and synthesizing activities. Also, each specialized field of study should examine the ethics and values associated with the application of its methods and knowledge.

PROPOSED PHILOSOPHY STATEMENT (2001):

=====

## **The UAF Baccalaureate Experience**

### **The Philosophy**

The pursuit of the baccalaureate degree in the twenty-first century is a formidable undertaking. Social change and the knowledge explosion create new disciplines and alter the conventions, content, methods, and the applications of existing disciplines. We in higher education have reacted to these phenomena by promoting an ever-growing curriculum of specialized majors, often at the expense of the basic liberal arts education concept of unity of knowledge as expressed by a common core of intellectual experiences.

As UAF students advance toward a degree goal they, too, encounter an array of general education and specialized curriculum offerings of the University. In order to assure that the baccalaureate experience of all University of Alaska Fairbanks students reflects the academic philosophy of a liberal education, the University has created a core curriculum. The core curriculum is designed to include the intellectual experiences considered essential for all UAF students, regardless of academic major or career aspirations.

The Core Curriculum will be sustained in quality through an on-going process of student learning outcomes assessment. The assessment will be conducted and reported by the Core Review Committee of the Faculty Senate, according to the plan approved by the Faculty Senate.

**On the Conduct of Intellectual Inquiry.** The development of the intellect is a basic aim of the baccalaureate degree. The university experience must demand more than the rote learning of material currently held to be "factual" and of the elemental "mechanics" of applied knowledge. What must be emphasized are intellectual activities which connect the mental processes of critical thinking and problem solving, and which explore certain metaphysical issues in knowledge creation.

Problem solving is a constant feature of human existence and we expect a learned demonstration of an intellectual ability to systematically design and conduct critical inquiry. To arrive at plausible answers or solutions requires first having plausible questions—an analysis task built on abstract conceptualization, logical reasoning, and on the exegesis of appropriate text material.

Finally, the opportunity for synthesizing knowledge must be present. The ultimate form of knowing is the perception and articulation of the "pattern"—of the significant relationships among

frameworks. Examples of such frameworks are Einstein's theory of relativity and evolutionary theory.

While particular emphasis is placed on scientific approaches, adequate attention should be given to other traditions of human inquiry, both empirical and non-empirical.

In contemporary times, technological developments have had an enormous impact on all facets of the world's ecosystems, raising philosophical and ethical questions critical to the making of humane public policy. These are questions that simply will not go away and should continue to be dealt with directly in the natural, social, and human science curriculums.

**Studies in History, Language, and Culture.** In one sense, we all are members of a "global village" because of almost instantaneous communication networks, speedy transportation systems, and interlocking world economies. But in another sense, we live in a highly uncertain and fragmented world comprising a multitude of differing historical and cultural traditions. We all have a history, which has shaped the way we define ourselves as cultural, linguistic, and national groups.

For the American university, the study of western civilization, including the culturally pluralistic tradition of America, is an essential prerequisite to related studies of our contemporary cultural consciousness and major social institutions. However, we must go beyond this to the comparative study of non-Western history and culture since it ultimately has the chance of making more comprehensible international complexities and certain seemingly intractable conditions such as war, poverty, and oppression.

The comparative study of history and culture also should include content that forces a critical examination of how the shared images, values, and convictions of a cultural group directly form the fundamental assumptions by which people make sense of everyday life and of the world around them. This kind of intellectual journey will raise many issues about values formation, the power of cultural identity, and the sources of ethnocentrism. The most sanguine presumption is that at journey's end, there will be more than mere tolerance for cultural differences. Rather, there will emerge a solid understanding and appreciation for different cultural traditions and the ways that exposure to cultural differences can add to and enhance our everyday lives.

Finally, there exists one other literacy pertinent to being an educated citizen of the contemporary world—the development of a basic competence in a foreign or non-English language. Together with the pure intellectual benefits of the learning exercise (and there are many), facility in a second language opens a very large window to real experiences in different cultural realities. UAF students should be encouraged to recognize both the personal and professional benefits of speaking and reading other languages.

**Humanistic Expressions.** It is the humanistic study of aesthetics, literature, and ideas, which reveal the full meaning of being human. Unfortunately, it is precisely the humanities, which the technocratic world view has most de-emphasized. Nowhere else in the curriculum are the human senses and emotions so completely engaged as in the study of literature, the visual and performing arts, and philosophic discourse.

Moreover, humanistic expressions are cultural products vividly portraying the salient realities of a particular people at a particular time. For example, the prose and poetry of a historical period can bring the human condition to life in ways the literal style of textbooks cannot. It is in this realm of learning that beauty, creativity, and the powers of the human imagination and intellect are most directly encountered and shared through time.

Within this domain, the question of values becomes significant. Much of everyday life is spent dealing with value ambiguity. People continually must make decisions within multiple environments loaded with conflicting moral possibilities. Then they must bear responsibility for the consequences of their decisions. Through enculturation people develop a set of principles to guide the making of these real-life choices. These principles—and everybody has them and

## VIII Committee Reports

### A. Curricular Affairs - R. Illingworth

A report was attached to the agenda.

### B. Faculty Affairs - P. McRoy

A report was attached to the agenda.

Faculty Affairs wanted to send forward a motion concerning the search process for the position of statewide VP for Research. One of the candidates has not appeared on the campus for an interview for this position. A motion will be formulated and forwarded at the next meeting.

### C. Graduate Academic & Advisory Committee – H. Eicken

The committee met September 13 and because of a lack of quorum they were not able to conduct business. Another meeting is scheduled for October 2.

### D. Core Review - J. Brown

No report was available.

### E. Curriculum Review - P. Pinney

The C3( t.e.2.024 305.93 Tm14>-5(e72.024 54Bcl 0 0 1 72.024.dcs. )-3( A)-4(n)-3(o)-3(th)so moirs

The Faculty Development, Assessment and Improvement Committee held its first meeting on September 11, 2001. It was a short meeting held at 12:20 after a luncheon with Joy Morrison and guest, Tom D'Angelo. Members present were E. Thomas Robinson (convener), C.P. Price, Abel Bult, George Charles, Rheba Dupras, and Ann Wilson. Absent: Linda Curda and Debi McLean.

Rural faculty members include Debi McLean, Dillingham and Linda Curda, Bethel therefore all meetings will be audioconferenced as necessary.

The first order of business resulted in Debi McLean being voted as chair. A meeting time was identified, with the next meeting to be held at 11:30-12:30, Tuesday, October 9, 2001 in the Library #341. A tentative agreement was made to meet on the second Tuesday of each month at 11:30-12:30.

Debi McLean volunteered to serve on the Ad Hoc Committee to review the School of Education Unit Criteria.