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FOR MORE INFORMATION, CONTACT:

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A G E N D A

UAF FACULTY SENATE MEETING #61

Monday, February 5, 1996

1:30 p.m. - 4:00 p.m.

Wood Center Ballroom

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|------|----|--|--------|
| 1:30 | I | Call to Order - Eric Heyne | 5 Min. |
| | | A. Roll Call | |
| | | B. Approval of Minutes to Meeting #60 | |
| | | C. Adoption of Agenda | |
| | | | |
| 1:35 | II | Status of Chancellor's Office Actions | 5 Min. |
| E | | A. Motions Approved: | |
| | | 1. Motion to adopt a policy statement on
"Consensual Sexual (Amorous) Relations
between Faculty and Students." | |
| nF | | 2. Motion on American Sign Language | |

	D.	Graduate Curricular Affairs - Robert Carlson	
	E.	Developmental Studies - Ron Illingworth	
	F.	Faculty Appeals & Oversight - Diane Bischak	
	G.	Faculty Development, Assessment & Improvement - Rich Seifert	
	H.	Legislative & Fiscal Affairs - Michael Jennings	
3: 25	VIII	Discussion Items	
	A.	Board of Regents Policy Revisions	30 Mn.
3: 55	IX	Members' Comments/Questions	5 Mn.
4: 00	X	Adjournment	

ATTACHMENT 61/1
UAF FACULTY SENATE MEETING #61
FEBRUARY 5, 1996

PRESIDENT'S REPORT - Eric Heyne

Over the next year or so we will determine the professional expectations for and working conditions of University of Alaska faculty for many years to come. We will do this either through union negotiation or through joint work on Regents' policies and UAF procedures, depending on how the union vote goes, but we will do it either way. In order to do a good job, we need to be aware of the political climate, the situation in academia nationwide, and the range of choices we have available. Educating ourselves on these issues is the most important task we face as Faculty Senators for the remainder of this year.

All over the country public higher education is being challenged. Our situation in Alaska is typical, with fiscally conservative legislators asking for more accountability and reluctant to fund anything better than a "generic university," as one representative described it--though at the recent American Association of Higher Education Conference on Faculty Roles and Rewards I could find no other system whose budget had been nearly as constricted as ours over the last ten years. We are in the position of trying to save the university despite the efforts of the state government. It's nice to imagine future students and other citizens thanking us for our efforts ten or twenty years down the line, assuming we are able to accomplish something, but in the short term we're fighting a lonely battle.

Higher education is not alone, of course, as all manner of social goods funded by government find themselves under siege. The case of universities might be best compared to that of health care. As faculty we are being asked to put ourselves in a profit-accountability mode, to be more productive, to treat students as consumers for whom we must compete. This is much like the situation of doctors today, finding themselves working for HMOs and asked to treat patients as consumers. In the process many doctors find themselves forbidden to provide the kind of care they believe necessary, as their professional judgment and relationships with their patients are undercut by the profit requirements of the HMO. As educators and researchers we are increasingly finding our professional judgment and relationships with our students undercut by the profit requirements of the public university. Many believe that health care in this country is degenerating, and some of us are beginning to see how higher education may likewise degenerate.

This isn't the case everywhere, thank goodness. In Georgia, for

and service support each other, and how they are made up of a wide variety of classroom advising, field, outreach, publication, dissemination, and other activities.

The Bachelor of Fine Arts is a professionally oriented degree designed to prepare students for careers in theatrical design. This degree is also the usual prerequisite for graduate studies in theatre. The B.F.A. in Theatrical Design's main objective is to give a more thorough and concentrated focus into the various methods, bases, and applications of all theatrical design.

Theatre UAF has unique opportunities open for our design students. Our audience counts/house records are steadily growing; interest is rising and our program is expanding. Through a portfolio/interview enrollment, the B.F.A. program presented here will aid in drawing in new students as well as in retaining those we have due to the larger demand of graduate schools requiring a B.F.A. of their applicants.

Resources and equipment needs will barely be effected; in fact, in the long run, design faculty will be able to take on a more supervisory role in the design process; thereby allowing them more time to teach more classes.

This program will aid the department's productions better, will supply a more qualified "labor force" for the mounting of departmental productions, and will aid the community by offering them (Fairbanks Drama Association, Fairbanks Light Opera Theatre, etc.) a variety of better-trained designers willing to work in exchange for resume credits.

In conclusion, I feel that because all the pieces are already in place for the B.F.A. program in Theatre, we should take advantage of it and add the program to attract more students into our already growing program

ATTACHMENT 61/3
 UAF FACULTY SENATE MEETING #61
 FEBRUARY 5, 1996
 SUBMITTED BY GRADUATE CURRICULAR AFFAIRS

NOTION
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The UAF Faculty Senate moves to approve the deletion of the MEd. in College Student Personnel Administration.

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: See full program proposal on file in the Governance Office, 312 Signers' Hall.

EXECUTIVE SUMMARY FOR THE BOARD OF REGENTS

Program/Degree:

MEd. - College Student Personnel Administration

Identification of Program

This program is designed to train educators to be able to function in student service positions in higher education. This

training would include specifically: history, philosophy, and contemporary issues in higher education; management concepts; principles of educational psychology, measurement, and research, and supervised laboratory experience

[[]] = Deletions

CAPS = Additions

GRADE APPEALS POLICY

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review as provided below and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. A "grade" refers to FINAL letter grades A, B, C, D, F, NB and Pass. The [[NB (no basis) and]] I (incomplete) [[designators are not grades and, therefore, are]] DESIGNATES A TEMPORARY GRADE, NOT A FINAL GRADE, SO IT IS not subject to appeal.

B. For the purpose of this procedure, "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course, or
2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or
3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

C. "Grading errors" denotes errors in the calculation of grades rather than errors in judgment.

D. All references to duration in "days" refers to university working days, which exclude weekends, holidays and days in which the university is officially closed.

E. "Department head" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department).

III. Procedures

A. Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention

following the normal change of grade procedure.

1. It is a student's obligation to notify the instructor of any possible error immediately by the most direct means available. If this is through an oral conversation and/or the issue is not immediately resolved, it is the student's responsibility to provide the instructor with a signed, written request for review of the grade, with a copy to the unit department head and the dean of the college or school in which the course was offered.

2. Notification must be received by the instructor and/or department head within 20 days from the first day of instruction of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).

3. The instructor is responsible for notifying the student in writing of his or her final judgment concerning the grade in question within 10 days of receipt of the request, and for promptly submitting the appropriate change of grade form to the Director of Admissions and Records if an error occurred.

4. If the student does not receive a response from the instructor or the unit department head by the required deadline, the student must seek the assistance of the dean of the college or school in which the course was offered.

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student must bring the matter to the attention of the unit department head who will make every effort to contact the instructor.

a. If the instructor can not be contacted but course records are available, the department head may correct a grading error through the regular change of grade process on behalf of the instructor.

b. If the instructor can not be contacted and course records are either unavailable or indecisive, the student may request a review following the procedure outlined below

C. IF THE INSTRUCTOR CAN BE CONTACTED AND ELECTS TO PARTICIPATE, THEN A CONSTRUCTIVE PARTICIPATION IS TO BE WELCOMED BY THE REVIEW COMMITTEE. THE PROCEDURES OF PARAGRAPH III. A. 5. a OR PARAGRAPH III. A. 5. b WILL BE INSTITUTED IF THE INSTRUCTOR WITHDRAWS FROM PARTICIPATION.

6. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the dean of students, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. An extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

B. If no such error occurred, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and satisfaction is not forthcoming from the appropriate department head.

1. This review is initiated by the student through a signed, written request to the department head with a copy to the dean of the college or school in which the course was offered.

a. The student's request for review may be submitted using university forms specifically designed for this purpose and available at the Admissions and Records Office.

b. 0

3) direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.

c. A formal, written report of the decision must be forwarded to the student, instructor, department head, dean and Director of Admissions and Records within five days of the meeting.

d. The decision of the committee is final.

ATTACHMENT 61/6
UAF FACULTY SENATE MEETING #61
FEBRUARY 5, 1996
SUBMITTED BY FACULTY APPEALS & OVERSIGHT

MOTION:

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The UAF Faculty Senate moves to amend the UAF Grade Appeals Policy III. B. 3. as indicated below

EFFECTIVE: Immediately

school in which the course was offered, TO BE SELECTED FROM THE MEMBERS OF THE UAF FACULTY APPEALS AND OVERSIGHT COMMITTEE.

d. At the option of the student whose grade is being reviewed, the fifth member to be appointed by the dean will be a student or another tenure track faculty member outside the college or school in which the course was offered. IF THE FIFTH MEMBER IS A FACULTY MEMBER, THIS MEMBER WILL BE SELECTED FROM THE MEMBERS OF THE UAF FACULTY APPEALS AND OVERSIGHT COMMITTEE.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

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ATTACHMENT 61/7
UAF FACULTY SENATE MEETING #61
FEBRUARY 5, 1996
SUBMITTED BY CURRICULAR AFFAIRS

CURRICULAR AFFAIRS COMMITTEE REPORT - Dana Thomas, Chair

Since the last senate meeting the Curricular Affairs Committee has met twice; December 7, 1995 and January 25, 1996. We prepared the