

MINUTES
UAF FACULTY SENATE MEETING #68
MONDAY, DECEMBER 9, 1996
WOOD CENTER BALLROOM

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C. President's Report - D. Lynch

Don's summary of the November Board of Regents meeting was

committee feels it would be more productive if it answered directly to the Faculty Senate or to another administrator such as the Chancellor or Provost. Previously, until a couple of years ago, there had been some administrators on campus who the committee interacted with and they were able address a number of issues. The library has taken over much of the responsibilities and they have excellent relations with the staff. However, the committee feels that decisions are being m"

Transportation and Parking
 Rural Affairs Committee
 UAF Grievance Council
 ((Health Issues))

Sect. 3 Conference Committees Charges

((F. Health Issues Committee

The charge of the Health Issues committee shall be to:

1. address health issues which affect the work environment.
2. coordinate efforts with the Health Center, Fire Department, Risk Management, and Public Safety to find solutions to health issues.))

EFFECTIVE: Upon Faculty Senate, Staff Council, and ASUAF approval, prior to Chancellor's approval

RATIONALE: A Statewide committee has been formed to address possible changes to the health benefits program. The Health Issues Committee would only duplicate efforts by this committee and would not be a productive use of staff, faculty and student time.

C. Motion to adopt procedure for petitions to the Core, submitted by Core Review

Jin Brown, Chair of the Core Review Committee, indicated that there was no current procedure for dealing with petitions based on student disabilities. The problem is that the documentation is confidential medical records. The committee has tried to craft a way for the person in Diane Preston's position and the chair of the Core Review Committee can look at the documentation and make a decision on whether the documentation is grounds for giving the student a difference in terms of the Core. In the past three years there have only been two of these petitions. The petitions were for substitutions and were signed off by the department head and dean prior to coming to the Core Review Committee. This is intended to put a policy in place where there is none and make it a policy which would not open the student's medical records to more people than would be necessary. Jerry McBeath asked if the Chair of the Core Review Committee would see the medical records and would share that information with the dean. Jin Brown and Diane Preston felt that it would be appropriate to add the dean to the review committee. Kara Nance felt that the department head would be a more appropriate person. Ron Gatterdam spoke about academic responsibility being the purview of the faculty, not administration or Regents. That was the philosophy embodied in the creation of the Senate. The main task of the Senate was to represent the faculty in academic matters. What troubles him about this motion is that it takes the authority away from the faculty and gives it to the administration. There has never been a formal motion before the Senate concerning how petitions will be handled. Ron urged the Senate to do is first, reassert that it is the faculty, through the Senate, that has the authority to set academic policy and to make exception to academic policy. Second, he would like the Senate to come up with a formal procedure for petitions. Finally, having come up with a formal procedure, then the question can be asked if this particular circumstances warrants special attention. John Craven

catalog. Jerry McBeath indicated that Curricular Affairs talked about the issue briefly and because it involves a larger issue of the general petition process at the university, it would benefit from further consideration by the Curricular Affairs Committee and moved to refer it to that committee. The motion to refer this motion on a petition procedure for people with student disabilities to Curricular Affairs, with the purpose of placing it in the larger context of the overall general petition policy, passed with a vote of 20 ayes and 5 nays.

MOTION (referred to committee)

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The UAF Faculty Senate moves to adopt a procedure to be followed in petitions to the CORE based on documentation of student disability as recommended by the CORE Review Committee.

PETITION PROCEDURE

The student prepares a petition which is signed by the Coordinator for Students with Disabilities as advisor.

The petition is sent directly to the Registrar for routing.

Registrar logs the petition and sends it directly to the Chair of the CORE Review Committee.

The Chair of CORE Review and the Coordinator of Students with Disabilities jointly access the documentation of the student's disability in regard to the specifics of the petition.

The Chair of CORE Review, after viewing the documentation in regard to the specifics of the petition makes a recommendation directly to the Provost.

The Provost makes a final decision based on the recommendation and forwards the decision to Registrar.

EFFECTIVE: Immediately

RATIONALE: Diane Preston, Counselor/Coordinator for Students with Disabilities, has contacted Provost John Keating in regard to petitions to the CORE requirements from students with documented disabilities. Her concern regards students who, because of documented disabilities, may be incapable of accomplishing specific CORE coursework. Her example is a student with learning disabilities who petitions to waive the Math requirement because she or he will never be able to process the material required. If such a student petitions based on her or his documented disability, there is no procedure for adjudicating the petition specifically in regard to the student's documentation. The complication is that the documentation of disability is protected student information beyond the "Buckley" guidelines (often private medical information). What makes this problematic is the matter of who is given access to the documentation.

The Provost has asked that CORE Review suggest a solution that protects the privacy of the documentation

of students with disabilities and allows good decisions to be made in regard to the academic purposes of the CORE.

In that actual instances of such cases are quite small, the above procedure is recommended for implementation.

D. Motion to approve new programs in Health Technology, submitted by Curricular Affairs

Maynard indicated that Linda Curda was involved in the development of the program and would be able to answer any questions. The motion was approved unanimously.

MOTION PASSED (unanimous)

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The UAF Faculty Senate moves to approve a new program in Health Technology which includes an AAS in Medical Assistant and two certificates: Medical/Dental Reception and Phlebotomy & Laboratory Assisting.

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: See attached Executive Summary. Full program proposal #83 on file in the Governance Office, 312 Signers¹ Hall.

Executive Summary of Medical Assistant Certificate and Degree Program Request, Division of Health Technology, College of Rural Alaska

Request prepared by:

- Betsy Tozzi, Assistant Professor, Health Technology, CRA/TVC
- Linda Curda, Assistant Professor, Division Head, Health Technology, CRA/KUC
- Ruth Lister, Director, Tanana Valley Campus, College of Rural Alaska

The Medical Assistant Certificate and A.A.S. Programs prepare students for careers as health care paraprofessionals. Employers have indicated a need for workers that crossed functional borders within their organizations (i.e. identified the need for skilled, cross-trained individuals), and most frequently cited a need for administrative

After graduating with a certificate, a student may elect to complete the Medical Assistant A.A.S. degree requirements in order to enhance employability. As a direct result of their course work within the program, three students have been hired as phlebotomists in Fairbanks, and one of these three individuals has already sat for the ASCP national examination and received a passing score, thereby achieving national certification as a Phlebotomy Technician (PBT, ASCP).

These proposed programs have been developed to align with the UAF 2000 strategic plan. As accreditation of health care programs will be required for students to be eligible to sit for national certification examinations, curricula have been constructed to meet all necessary accreditation standards. Inasmuch as all required program components have been developed and are in place, no complications are foreseen in implementation of certificate and A.A.S. degree programs upon approval. Resources and equipment needs will not require allocation of any additional funds to Tanana Valley Campus or College of Rural Alaska. No new funding is required or requested to support the programs. Disposable medical supplies for classes are paid for with student material fees; donations of equipment and supplies from numerous sources have helped offset start-up costs and ongoing expenditures.

In conclusion, due to current and future needs for skilled health care workers and cost containment mandates in health care, the Medical Assistant Certificate and A.A.S. Degree programs in the College of Rural Alaska are well positioned to provide vocational-technical training for interested students. The implementation of these programs will benefit the university by generating increased student credit hours and improved ties with the community, employers, and government agencies. The Medical / Dental Reception Certificate, Phlebotomy and Lab Assisting Certificate, and the Medical Assistant A.A.S. degree programs will generate a cadre of well-qualified cross-trained health care paraprofessionals and allow employers to recruit from their local communities rather than hiring new staff from outside of Alaska.

October 28, 1996

E. Motion to approve new Certificate in Applied Business, submitted by Curricular Affairs

Tom Robinson expressed his concern that certificate and associate programs prepare students for entry into a four year degree program. Ruth Lister indicated that certificate and associate degrees are meant to be terminal degree to prepare people for work. There is some good articulation in some areas. However, in the applied business area there is not because the BBA has requirements that does not allow many of the certificate and associate level course to be recognized. What they try to do is find out what direction the student is going and funnel any students wanting a four year degree to the BBA program. This certificate is more for people in the community who are trying to get courses that will prepare them for management and middle management jobs within the business community. The motion was approved unanimously.

MOTION
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The UAF Faculty Senate moves to approve the Certificate in Applied

Business.

EFFECTIVE: Upon Board of Regents¹ Approval

RATIONALE: See attached Executive Summary. Full program proposal #48 on file in the Governance Office, 312 Signers¹ Hall.

CERTIFICATE OF APPLIED BUSINESS
UNIVERSITY OF ALASKA FAIRBANKS
COLLEGE OF RURAL ALASKA
TANANA VALLEY CAMPUS

Regents Executive Summary

The UAF College of Rural Alaska proposes an innovative vocational, technical education certificate in Applied Business. This certificate is intended to serve Alaskan businesses and organizations by providing a pool of graduates who have received comprehensive training (30 credits) in critical aspects of business management. The certificate will further act as a stepping stone for the Associates Degree in Applied Business and various Bachelor Degrees.

Currently, there are over 60 declared majors in the Applied Business program and credit hour production increased 30% in the fall of 1996 compared to fall of 1995. While subscription to the applied business courses are strong, the credit hours do not currently produce a corresponding number of graduates. Low numbers of graduates are a result of program demographics. Nearly all students are non-traditional and part-time (i.e. more mature, experienced, and working full or part-time, taking 6 credits). As a result of work and family demands completing all the academic requirements for an A.A.S. may take more than 5 years. This intermediate vocational education certificate is therefore vital to continued student motivation.

Many small to medium size business, non-profits, and agencies in Fairbanks promote employees into management positions without benefit of formal supervisory training. There is a strong need for a structured and credible management training certificate program in Fairbanks. The Northwest, Kuskokwim, and Tanana Valley Campuses already provide that management training through existing applied business courses as part of the A.A.S. degree. An intent of this certificate is to "bundle" those courses already offered in other programs into a meaningful management curriculum which will fulfill a current training need in both Rural Alaska and Fairbanks and provide a path for business people who have no college experience to earn degrees.

Faculty who teach the courses required in this certificate have significant credibility within their respective local business sectors. Once the certificate program is approved, the College of Rural Alaska Applied Business department will implement an image campaign to stimulate additional demand by business for employees awarded this certificate.

Implementation of the Certificate in Applied Business will support the University of Alaska's commitment to business development within the State of Alaska and the vocational education component of the university's mission. Credits from the certificate are readily transferred and accepted within the A.A.S. business degrees of UAA

and UAF. Implementation of the certificate will significantly benefit students who transfer between universities prior to award of their A.A.S. degree.

Finally, there is no additional cost to UAF or the University of Alaska System for this certificate. All faculty required to teach the certificate courses are currently employed and all courses required are currently offered through other degree programs.

9/30/96

F. Resolution on Union-Governance Relations, submitted by
Ad Hoc Committee on Union-Governance Relations

Norm Swazo indicated that United Academics will begin its ground

Affairs and the UAF Faculty Senate's Ad Hoc Committee on Union-Governance Relations have specific charge to evaluate and recommend on policy directly and substantially pertinent to mandatory items of collective bargaining; and

WHEREAS United Academics/AAUP-AFT is a duly recognized collective bargaining agent negotiating with the University of Alaska Administration on behalf of faculty concerns; and

WHEREAS United Academics/AAUP-AFT, notwithstanding its legally independent incorporation, is constituted inter alia explicitly to sustain and enhance faculty governance at the University of Alaska;

THEREFORE BE IT RESOLVED That the UAF Faculty Senate hereby requests the Executive Board of United Academics/AAUP-AFT:

(1) to reaffirm, by way of written communication to the President of the UAF Faculty Senate and to the President of the Faculty Alliance, UA/AAUP-AFT's commitment to sustain and enhance faculty governance at the University of Alaska;

(2) to make provision, by way of exchange of written and oral communications, for the UAF Senate's Ad Hoc Committee on Union-Governance Relations to review and recommend on the substance of UA/AAUP-AFT contract negotiations with the University of Alaska Administration;

(3) to include a member of the UAF Faculty Senate's Standing Committee on Faculty Affairs, who is also a member of United Academics, in UA/AAUP-AFT Executive Board deliberations on contract negotiations; and,

(4) to appoint, as representative of the UAF Faculty Senate, a member of the UAF Faculty Senate's Standing Committee on Faculty Affairs, who is also a member of United Academics, to the UA/AAUP-AFT Contract Negotiating Team, with all rights and privileges of participation thereto pertaining.

G. Motion on changes to the policies on "W", "I", and "NB", submitted by Curricular Affairs

Maynard introduced the motion and indicated that under the incomplete grade the word temporary should be deleted. The Curricular Affairs Committee took the assignment to come up with a negotiated agreement; no side is entirely satisfied. He also indicated that changes in the policies and the grade -indicmrope=s Commd

asked about faculty initiated withdrawal and notification of

(C or better) the majority of the work in a course, but for personal reasons beyond your control,)) YOU haven't been able to complete the course during the scheduled course time.

When the "I" grade is given, the instructor includes a statement of the work required of you to complete the course AND THE TIME LIMITS YOU HAVE TO COMPLETE THE WORK. THE MAXIMUM TIME TO BE ALLOWED IS ONE YEAR. AT THE END OF THE DEFINED TIME LIMITS THE INSTRUCTOR MAY ISSUE A GRADE BASED ON THE WORK TURNED IN. IF THE INSTRUCTOR DOES NOT CHANGE THE "I" GRADE IT BECOMES PERMANENT AT THE END OF ONE YEAR.

((You must make up an incomplete within one year or it will automatically be changed to an "F" grade.)) The "I" grade is not computed in your GPA. ((until it has been changed to a regular letter

interested in putting some time into a unified effort, they would be willing to support that, especially as it refers to deferred maintenance. There needs to be an outreach from the university to get supporters that live in the outlying districts. When you have single member districts, you can't forget that and need to have people that live in those districts say the university is important to them. Alaska has a governor that has a long range financial plan and the mayor doesn't see where the needs of the university and municipalities are being met. The Senate and the House have different views on long range financial plans for the state whereby the university's and municipality's needs are not being met. When you have both sides putting together long range financial plans that don't take in the needs of our university and the municipalities, we have a problem.

John Creed doesn't understand why this state can almost get away with not supporting education at the K-12 and university level when Alaska has such a young population and there is a massive national trend in favor of education. Sampson indicated that while all the legislators say they support education, when the borough went to the legislature there was no support from the House. It has become a funding issue and who really supports the funding is the local property taxpayer. There is a major shift in property tax from the big spenders to the little people. The biggest part of that increase, at least locally, is in education. The borough has continued to support education while at the same time the legislature has not. It doesn't matter which party the administration and leadership is from, their plan is to shift whatever they can from the state to local government. That way they can come home with a reduced budget. As long as you are viewed as a state agency or public institution or university or municipality or mMpI rovŸM"9it

a blanket statement added to the first page of the course description. The committee did not see major problems, but did acknowledge that some clarification and consistency in the catalog would be useful.

ACTION: Ann Tremarello was asked to draft a motion to address this issue by drafting a motion for the committee to consider at its January meeting.

6. TRANSFER OF CREDIT WITHIN THE UA SYSTEM AS APPLIED TO GRADE OF D.

DISCUSSION: At the current time a grade of D does not transfer to UAF even though Board of Regents Policy P10.04.06 A.3 indicates that UAF does not accept or transfer UA units courses. The faculty at UAF has reaffirmed its desire to not accept D grades from anywhere including other UA units. It is fairly standard policy throughout the U.S. to accept only grades of C or better. The BOR's intent is to make the three MAUs as similar as possible.

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1. Input to collective bargaining agreement: the chair will be co-chairing (with Steve Aufrecht, UAA) the committee that will write the grievance procedure for the collective bargaining agreement negotiations. Anyone interested in serving on this committee should contact her. You must be a union member (or join) to serve.

Other committees being formed include salary and compensation, faculty status (appointment, reappointment, promotion and tenure), reduction in force and financial exigency, workload, distance learning and technology, and intellectual property. Contact John French at ffjsf@aurora, 474-1875 (O), 455-8530 (H), to serve on any of these committees.

H. Faculty Development, Assessment & Improvement -
Rich Seifert

No report was submitted.

I. Graduate School Advisory Committee - Peggy Schumaker