

MEMORANDUM

TO: Joan Braddock, Dean, CNSM
Ron Davis, Dean, CLA
Doug Goering, Interim Dean, CEM
Mark Herrmann, Dean, SOM
James Huesmann, Dean, Libraries
Bernice Joseph, Vice Chancellor, CRCO
Carol Lewis, Dean, SNRAS
Eric Madsen, Dean, SOEd
Pete Pinney, Interim Director, CES
Denis Wiesenburg, Dean, SFOS

FROM: Jayne Harvie, Office Manager
Governance Office

DATE: April 8, 2008

SUBJECT: UAF Faculty Senate Actions – Meeting #150

Enclosed for your information are actions approved by the UAF Faculty Senate at their April 7, 2008 meeting.

1. Motion to approve the Library Science Unit Criteria -- Referred back to Committee
2. Motion to approve the Unit Criteria for the Departments of English, Philosophy, and Humanities
3. Motion to approve a B.A. in Fisheries
4. Motion to approve a Minor in Fisheries
5. Motion to Confirm the Nomination of Rainer Newberry for the 2008 Outstanding Senator of the Year Award
6. Resolution to Ratify the Election of Jonathan Dehn as FS President-Elect

If you have any questions, please contact me at 474-7964.

Attachments

cc: Steve Jones, Chancellor
Susan Henrichs, Provost
Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Graduate School
Tim Barnett, Student & Enrollment Services
Deanna Dieringer, University Registrar
Melissa McGinty, Graduation Office

Dana Thomas, Asst. Provost for General Studies
Linda Hapsmith, Academic Advising Center
Lael Oldmixon, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Services
Rick Caulfield, Tanana Valley Campus

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA MAY BE USED IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank

positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member’s professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university’s tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***SOME FACULTY SERVE ON A LARGE NUMBER OF GRADUATE COMMITTEES, AND SUCH WORK IS HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS.***

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***POSSIBLY INCLUDING THE DEVELOPMENT OF VALUED TEACHING RESOURCES SUCH AS IT-BASED EDUCATIONAL TOOLS;***
- g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings, i.e. student opinion of instruction summary forms,
and at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and/OR approval by peers in the discipline. **BOOKS AND SCHOLARLY ARTICLES ARE HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, INCLUDING BOOKS SELECTED BY EDITORS RATHER THAN BY EDITORIAL BOARDS OR THROUGH PEER REVIEW.**
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval. **GRANTS ARE VALUED, BUT THERE IS NO EXPECTATION THAT FACULTY WILL WRITE OR ADMINISTER GRANTS DUE TO THE SMALL NUMBER OF GRANTS AVAILABLE FOR FACULTY WORKING IN THESE DISCIPLINES.**
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers. **PRESENTATION OF RESEARCH PAPERS OR OTHER SCHOLARLY OR CREATIVE WORK IS VALUED. HOWEVER, TRAVEL FUNDS ARE, AT TIMES,**

DIFFICULT TO OBTAIN FOR FACULTY IN THIS UNIT. A LACK OF SUCH PRESENTATIONS SHOULD NOT COUNT AGAINST FACULTY.

- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications. ***CITATION INDEXES ARE NOT REGARDED AS RELIABLE INDICATORS OF STANDING IN THE HUMANITIES, AND ARE NOT COMMONLY USED. A HIGH LEVEL OF CITATION MIGHT INDICATE A HIGH STANDING IN A FACULTY MEMBER'S FIELD. HOWEVER, A LOW LEVEL OF CITATION SHOULD NOT BE TAKEN TO INDICATE A LACK OF STANDING.***
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
- n. ***READINGS OR OTHER PRESENTATIONS OF CREATIVE AND/OR SCHOLARLY WORK (OUTSIDE OF CONFERENCE PRESENTATIONS) ARE VALUED BY THESE DEPARTMENTS.***
- o. ***THE CREATIVE AND SCHOLARLY WORKS PRODUCED BY FACULTY ARE EXPECTED TO BE SUBJECT TO A RIGOROUS REVIEW PROCESS THROUGH PEER-REVIEW, REVIEW BY AN EDITORIAL BOARD, OR EDITOR. CREATIVE AND SCHOLARLY PRODUCTIONS ARE VALUED FOR ALL FACULTY, AND MAY INCLUDE (BUT ARE NOT LIMITED TO) POETRY, FICTION,***

CREATIVE NON-FICTION, FILMS, DRAMATIC WORKS, DRAMATIC PRODUCTIONS, WEBPAGES, AND SCHOLARLY EDITIONS AND TRANSLATIONS OF EXISTENT TEXTS. ALTHOUGH THE DEPARTMENTS VALUE CONVENTIONALLY PUBLISHED WORKS, THEY ALSO VALUE WORK RIGOROUSLY REVIEWED BUT DISSEMINATED BY OTHER MEANS, SUCH AS (BUT NOT LIMITED TO) WORK PRESENTED ELECTRONICALLY THROUGH WEBPAGES, OR THROUGH PUBLIC PERFORMANCES.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting.

- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies. ***SIGNIFICANT FACULTY PARTICIPATION IN DEPARTMENTAL COMMITTEES IS OFTEN EXPECTED IN ORDER TO RUN THE PROGRAMS OFFERED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, AND THIS WORK IS HIGHLY VALUED.***
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

- i. Mentoring *OF FACULTY*.
- j. Prizes and awards for excellence in university service.
- k. *SERVING AS AN OUTSIDE EXAMINER TO OTHER GRADUATE PROGRAMS IN THE UNIVERSITY.*

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

new ecosystem-based management plans are continuously changing Alaska's fisheries.

The fisheries curriculum offered by the University of Alaska Fairbanks (UAF) through the School of Fisheries and Ocean Sciences (SFOS) must meet the challenges. The health of Alaska's biologically and ecologically sustainable fisheries, the growth and development of Alaska's economy, and the persistence of traditional subsistence communities require that we train and educate scientists and managers with a wide range of knowledge and experience to confront these challenges.

Alaska's fisheries provides unique opportunities not available elsewhere. Students studying fisheries in Alaska will work with robust stocks, healthy ecosystems, effective management, and a highly diverse community of users and harvesters. Fisheries students at UAF will have direct experience with public agencies that play a vital role in fisheries science and management, a vibrant fishing industry, and nongovernmental organizations with a strong interest in a sustainable fishery. In developing curricula to meet the challenges of changing times, the SFOS faculty can take advantage of the opportunities available in fisheries science and management found only in Alaska.

Alaska's vision of sustainable development of its fishery resources requires that we offer a broad academic curriculum to our future fisheries managers and scientists. Currently, fisheries curricula at UAF and at other universities in North America focus primarily on the conservation of biological resources and the sustainable harvesting of stocks. While the need for these programs will continue, other academic disciplines must be included to address the unique characteristics of Alaska's fisheries.

We envision a new undergraduate curriculum within SFOS, a Bachelor of Arts in Fisheries. This degree will be offered by many of the same faculty that offer our Bachelor of Science in Fisheries degree, and the two curricula would share some courses. The Bachelor of Arts degree would still require students to complete coursework in the fundamentals of fishery biology but would expand that curriculum to include course requirements in one of several potential concentrations, including Business Management (Fisheries, Harvesting, and Processing), Food Science, Policy, or others.

An essential component of the new degree program is the integration of an experiential learning/internship experience into the curriculum. Successful applicants to this program will work as interns with SFOS partners, including private industry firms, public agencies, and nongovernmental organizations. The addition of an internship component to the B.A. curriculum will also strengthen our current Bachelor of Science in Fisheries by providing additional opportunities for experiential learning to all of our fisheries students.

As a Bachelor of Arts degree, our new fisheries degree will require students to complete a minor. Students must satisfactorily complete the requirements for a minor before a B.A. degree is awarded. A minor from UAF consists of a minimum of 15 credits, at least three (3) credits of which have to be earned at UAF. Students must earn a cumulative GPA of at least 2.00 (C) in the minor and follow minor requirements from the same academic catalog used for their baccalaureate program. An Associate of Applied Sciences degree earned at any regionally accredited college or university may also be used to meet requirements for a minor in B.A. degree programs. Appropriate minors for B.A. Fisheries students could include any offered at UAF, but most likely would focus on some aspect in business administration, political science, anthropology, or rural development.

2. Objectives:

The objective of this proposed Bachelor of Arts in Fisheries degree program is to provide students with the knowledge base, skill sets, and hands-on experience to be highly competitive in obtaining positions within the fishing and seafood processing industries in Alaska. To meet this need, the University of Alaska Fairbanks will be the university of choice for training and educating the fisheries and marine resource experts needed to sustain and grow Alaska's vital fishing and seafood industries. As one of the premier fisheries and ocean sciences programs in the nation, the UAF School of Fisheries and Ocean Sciences will educate the professionals necessary to guarantee the sustainability of Alaska's vast and healthy marine and freshwater resources. This proposed degree program will increase student recruitment and retention at UAF, with a particular emphasis on Alaska Native and rural Alaskan students. We also anticipate that this degree program will support the long-term sustainability of fisheries in Alaska.

3. Career Opportunities:

Undergraduates that completed the Bachelor of Arts in Fisheries degree program would be competitive for a wide variety of agency and organization positions, particularly within the state of Alaska. For example, graduates with a Bachelor of Arts in Fisheries would be qualified to work for traditional fisheries governmental agencies, such as the Alaska Department of Fish and Game, U.S. Fish and Wildlife Service, U.S. Forest Service, or Bureau of Land Management in the areas of business administration, policy development, fisheries education and outreach, or as social scientists. Alaska Native Organizations, such as the Association of Village Partnerships, Bristol Bay Native Association, Tanana Chiefs Conference, or Kuskokwim Native Association, would want to hire these students in the same capacity, as well as from the standpoint of rural community development. Fishing organizations, such as the six (6) CDQ (Community Development Quota) programs in Alaska, would also hire students in the aforementioned areas as well as in fisheries quota management. Relevant organizations include the Yukon Delta Fisheries Development Association, Norton Sound Economic Development Corporation, and Aleutian Pribilof Island Community Development Association.

Private non-profit salmon hatchery corporations, including the Prince William Sound Aquaculture Corporation, Cook Inlet Aquaculture Association, and Northern Southeast Regional Aquaculture Association, would be interested in hiring students to serve as hatchery managers and outreach specialists in their respective communities. Finally, the Alaskan seafood processing industry, the largest private-sector employer in the state, would want to hire students with a B.A. in Fisheries with expertise in accounting, finance, marketing, organizational management, and other areas of business administration to help run their organization. Peter Pan Seafoods, Ocean Beauty Seafoods, and Icicle Seafoods are businesses that have expressed interest in this program. Through the proposed Bachelor of Arts in Fisheries, we will prepare students for these job opportunities by providing valuable, practical experience, individualized instruction and on-the-job training, application of classroom theories in the real world, and networking with people in the chosen career field. These attributes will better prepare students for post-graduation employment and, consequently lead to a higher employability for our graduates. Not only will our students be prepared for the specific requirements associated with the agencies and organizations listed above, but they would also be well qualified for similar jobs throughout North American through the unique program that we propose to deliver.

Proposed Catalog Layout:

GENERAL CATALOG LAYOUT

1. Complete the general university requirements (page 116).
2. Complete the B.A. degree requirements (page 120).
3. Complete the following fisheries core requirements:
 - FISH 101--Introduction to Fisheries.....3
 - FISH 261--Introduction to Fisheries Utilization.....3
 - FISH 288--Marine and Freshwater Fishes of Alaska.....3
 - FISH 490--Experiential Learning Internship.....1
 - Upper Division Fisheries Elective.....3
 - MSL 111--The Oceans.....4
 - ENG 314 W,O--Technical Writing.....3
 - AIS 101--Effective Personal Computer Use.....3
 - BA 307--Introductory Human Resources Management.....3
 - BA 343--Principles in Marketing.....3
 - BA 390--Organizational Theory and Behavior (3)
 - or BA 330—The Legal Environment of Business (4).....3
 - ACCT 261--Accounting Concepts and Uses I.....3
 - ACCT 262--Accounting Concepts and Uses II.....3
 - ECON 200--Principles of Economics (4)
 - or ECON 235--Introduction to Natural Resources (3).....3-4
 - RD 300W Rural Development in a Global Perspective
 - or RD 350O--Indigenous Knowledge and Community Research
 - or RD 430 Indigenous Economic Development and Entrepreneurship.....3
 - NRM 407--Environmental Law (3)
 - or PS 447--U.S. Environmental Politics (3)
 - or HIST 411--Environmental History (3)..... 3
 - ANTH 403W/O--Political Anthropology
 - or ANTH 428--Ecological Anthropology and Regional Sustainability..3
4. Complete a minor complex.
5. Complete a minimum of 1 credit of electives.....1
6. Minimum credits required.....126

**RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM
Bachelor of Arts in Fisheries**

Resources	Existing	New		Total
	College/School	College/School *	Others (Specify)	
Regular Faculty (FTE's & dollars)	12 \$1,474,000	4 \$2,176,444		16 \$3,650,444
Adjunct Faculty (FTE's & dollars)	2 \$25,004			2 \$25,004
Teaching Assistants (Headcount)	4	4		8
Instructional Facilities (in dollars and/or sq. footage)	\$500,000 1310 sq. ft.		\$26.5 million under construction Lena Point	\$27 million
Office Space (Sq. footage)	700	300	3,092 (201 O'Neill Bldg.)	4,092
Lab Space (Sq. Footage)	2,250		2,920 (AHRB)	5,170
Computer & Networking (in dollars)		\$570,000		\$570,000
Research/ Instructional/ office Equipment (in dollars)		\$560,000		\$560,000
Support Staff (FTE's & dollars)		3 \$1,256,309		3 \$1,256,309
Supplies (in dollars)		\$90,000		\$90,000
Travel (in dollars)		\$220,000		\$220,000

Signature _____
Dean of College/School Proposing New Degree Program

____10/4/2007____
Date

* Rasmuson Foundation funding and UAF match over 5 years (funding began Jan. 1, 2007).

What are the **Student** opportunities and outcomes? **Enrollment** projections?

The proposed Bachelor of Arts on Fisheries degree program will offer enrolled undergraduates the unique ability to combine business administration, finance, accounting, marketing, organizational management, policy development, and rural community development skills with their technical knowledge of fisheries management issues within the context of the Alaskan fishing and seafood industries. Undergraduates that completed the Bachelor of Arts in Fisheries degree program would be competitive for a wide variety of agency and organization positions, particularly within the state of Alaska. Areas of focus would include business administration, policy development, fisheries education and outreach specialists, or social scientists.

The undergraduate enrollment in Fisheries is expected to increase to 50 students in the Academic Year (AY) 2009. As the program evolves and grows, it is anticipated that the combined student enrollment in the B.S. and B.A. in fisheries programs will increase to 100 in AY 2012. In addition, it is anticipated that the Alaska Native and rural Alaskan student enrollment will increase from its present level over the past five years (1 to 5 students) to 10 to 15 students in AY 2009. Based on this anticipated increase in enrollment, the number of graduates each year is expected to increase from 2 (current average) to 6 student per year in AY 2009, 20 per year in AY 2012, and then stabilize at 20 graduates per year for program years 5 to 20.

Describe **Research** opportunities:

Through internship experiences, students will be able to develop independent study and senior thesis research projects. Through these experiential learning initiatives, students will be paired with relevant faculty members and their graduate students who will provide mentoring through the process of project development, implementation, and sample and data analysis. Students will also have an opportunity to present their research findings at scientific meetings as posters or oral presentations and, potentially, publish these results in the peer-reviewed literature.

An additional step in our implementation of the new degree program that is critical will be the establishment of an effective internship program that represents a partnership between the student, the university, and the company or agency to provide both experience and education to the students in our program. An internship is a three-way cooperative venture among an employer, the university, and a student. Participating employers gain a high quality, enthusiastic employee and a cost-effective means of recruiting and training potential employees. The students gain real-world experience and the university receives credit for instruction. If matched properly, the internship is a win-win-win proposition.

Describe **Fiscal Plan** for development and implementation:

The SFOS has received a \$5 million grant from the Rasmuson Foundation with a \$5 million match from UA Statewide. These funds will be used over the next six (6) years to hire new faculty, renovate teaching classrooms and laboratories, purchase field and laboratory equipment, recruit and retain students through scholarships and other initiatives, and meet other teaching needs associated with the delivery of the fisheries program.

A total of \$500,000 has been allocated by UAF to SFOS to develop and refurbish teaching classrooms and laboratories. To date, both classrooms in the O'Neill Building (rooms 201 and 214) have been completed. Room 214 has been outfitted with video conference equipment and is a functional teaching room that can hold up to 20 students. Room 201 will be outfitted with its video conference equipment by the end of 2007. This room can hold up to 50 students and will

also serve in the capacity as a model “Smart” classroom. Offices for three of the new fisheries faculty in O’Neill Building have been completed and two of these offices are currently occupied. A five-room laboratory complex in the Arctic Health Research Building is slated to be refurbished during winter and spring of 2008 and available for use for the fall 2008 semester. The Lena Point facility, which houses SFOS faculty, staff, and students in Juneau, will be completed in fall 2008. This facility will have a number of teaching classrooms and laboratories, and teaching rooms will be outfitted with video-conference equipment. Finally, SFOS teaching facilities in Seward and Kodiak will also be outfitted with video-conference equipment for distance delivery.

Five new faculty members in Fisheries will be hired in SFOS prior to the start of the fall 2008 semester. In addition, two faculty members (Amanda Rosenberger and Trent Sutton) have already been hired in Fisheries in support of this program. Further, there will be three additional hires in Oceanography and these positions will serve to interface the Fisheries and Ocean Observing programs. One of our new faculty members (Trent Sutton) has been designated as the Undergraduate Fisheries Coordinator with the responsibility for overseeing the development and maintenance of this program. In several years, a distinguished visiting professor will be brought in to Fairbanks or Juneau to interact with our faculty and students to broaden the program.

In order to make this degree program accessible at other UAF facilities, UA campuses, and rural communities, distance-learning equipment has been or will be upgraded at all SFOS locations to allow faculty at any location to deliver instruction at any other location. A new high-definition distance learning system will be used to assure the best quality communication. Desktop computers will also be purchased for students at UAF campuses in Fairbanks and Juneau so that they have access to the computational capabilities needed for some of the classes. Instructional field and laboratory equipment will be upgraded to assure that students have access to the top-of-the-line equipment available at other institutions. Funds to cover these costs have been provided by the Rasmuson Foundation.

2. Objectives:

The objective of this proposed Minor in Fisheries degree program is to provide students with the knowledge base, skill sets, and hands-on experience which will augment their educational experience at the University of Alaska Fairbanks (UAF). This minor will strengthen the abilities of UAF graduates to lead and effectively contribute to the management, research, and administration of the fishing and seafood processing industries in Alaska.

3. Career Opportunities:

Undergraduates that have completed the Minor in Fisheries degree program would be competitive for a wide variety of agency and organization positions, particularly within the state of Alaska. For example, graduates would be qualified to work for traditional fisheries governmental agencies, such as the Alaska Department of Fish and Game, U.S. Fish and Wildlife Service, U.S. Forest Service, or Bureau of Land Management in the areas of fisheries research and management business administration, policy development, fisheries education and outreach, or as social scientists. Alaska Native Organizations, such as the Association of Village Partnerships, Bristol Bay Native Association, Tanana Chiefs Conference, or Kuskokwim Native Association, would want to hire these students in the same capacity, as well from the standpoint of rural community development. Fishing organizations, such as the six (6) CDQ (Community Development Quota) programs in Alaska, would also hire students in the aforementioned areas as well as in fisheries quota management. Relevant organizations include the Yukon Delta Fisheries Development Association, Norton Sound Economic Development Corporation, and Aleutian Pribilof Island Community Development Association. Private non-profit salmon hatchery corporations, including the Prince William Sound Aquaculture Corporation, Cook Inlet Aquaculture Association, and Kodiak Regional Aquaculture Association, would be interested in hiring students to serve as hatchery managers and outreach specialists in their respective communities. Finally, the Alaskan seafood processing industry, the largest private-sector employer in the state, would want to hire students with a Minor in Fisheries with expertise in accounting, finance, marketing, organizational management, and other areas of business administration to help run their organization. Peter Pan Seafoods, Ocean Beauty Seafoods, and Icicle Seafoods are businesses that have expressed interest in this program. Through the proposed Minor in Fisheries, we will prepare students for these job opportunities by providing valuable, practical experience, individualized instruction and on-the-job training, application of classroom theories in the real world, and networking with people in the chosen career field. These attributes will better prepare students for post-graduation employment and, consequently lead to a higher employability within the fisheries profession. Not only will our students be prepared for the specific requirements associated with the agencies and organizations listed above, but they would also be well qualified for similar jobs throughout North American through the unique program that we propose to deliver.

Proposed Catalog Layout:

Minor

1.	Students must take the following two courses (6 credits):	
	FISH 101 Introduction to Fisheries or NRM 101 Natural Resources Conservation and Policy.....	3
	FISH 288 Marine and Freshwater Fishes of Alaska.....	3
2.	Students must take at least 6 credit hours from the following list of courses:	
	FISH 261 Introduction to Fisheries Utilization.....	3
	FISH 336 Introduction to Aquaculture.....	3
	FISH 421 Fish Population Dynamics.....	4
	FISH 425 Fish Ecology.....	3
	FISH 436 Salmon Culture.....	3
	FISH 487 Fisheries Management.....	3
3.	Students may take at least 3 credit hours from one of the following concentrations:	
	Fisheries Science	
	BIOL 305 Invertebrate Zoology.....	5
	BIOL 310 Animal Physiology.....	3
	BIOL 328 Biology of Marine Organisms.....	3
	BIOL 441 Animal Behavior.....	3
	BIOL 471 Population Ecology.....	3
	BIOL 472W Community Ecology.....	3
	BIOL 473W Limnology.....	4
	BIOL 476 Ecosystem Ecology.....	3
	BIOL 483 Stream Ecology.....	3
	NRM 370 Introduction to Watershed Management.....	3
	Fisheries Business Administration and Economics	
	BA 151 Introduction to Business.....	4
	BA 307 Introductory Human Resources Management.....	3
	BA 325 Financial Management.....	3
	BA 343 Principles of Marketing.....	3
	BA 390 Organizational Theory and Management.....	3
	ECON 200 Principles of Economics.....	3
	ECON 235 Introduction to Natural Resources Economics.....	3
	ECON 335 Intermediate Natural Resource Economics.....	3
	ECON 434 Environmental Economics.....	3
	ACCT 261 Accounting Concepts and Uses I.....	3
	ACCT 262 Accounting Concepts and Uses II.....	3
	Fisheries Policy and Rural Development	
	PS 101 Introduction to American Government and Politics.....	3
	PS 447 U.S. Environmental Politics.....	3
	NRM 407 Environmental Law.....	3
	NRM 430 Resource Management Planning.....	3
	HIST 411 Environmental History.....	3
	ANTH 242 Native Cultures of Alaska.....	3
	ANTH 403W/O Political Anthropology.....	3
	ANTH 428 Ecological Anthropology and Regional Sustainability.....	3
	RD 200(Community Development in the North.....	3
	RD 245 Fisheries Development in Rural Alaska.....	3
	RD 256 Co-Management of Renewable Resources.....	3
	RD 265 Perspectives on Subsistence in Alaska.....	3
	RD 3500 Indigenous Knowledge and Community Research.....	3
	Minimum credits required.....	15

**RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM
Minor in Fisheries**

Resources	Existing	New		Total
	College/School	College/School *	Others (Specify)	
Regular Faculty (FTE's & dollars)	12 \$1,474,000	4 \$2,176,444		16 \$3,650,444
Adjunct Faculty (FTE's & dollars)	2 \$25,004			2 \$25,004
Teaching Assistants (Headcount)	4	4		8
Instructional Facilities (in dollars and/or sq. footage)	\$500,000 1310 sq. ft.		\$26.5 million under construction Lena Point	\$27 million
Office Space (Sq. footage)	700	300	3,092 (201 O'Neill Bldg.)	4,092
Lab Space (Sq. Footage)	2,250		2,920 (AHRB)	5,170
Computer & Networking (in dollars)		\$570,000		\$570,000
Research/ Instructional/ office Equipment (in dollars)		\$560,000		\$560,000
Support Staff (FTE's & dollars)		3 \$1,256,309		3 \$1,256,309
Supplies (in dollars)		\$90,000		\$90,000
Travel (in dollars)		\$220,000		\$220,000

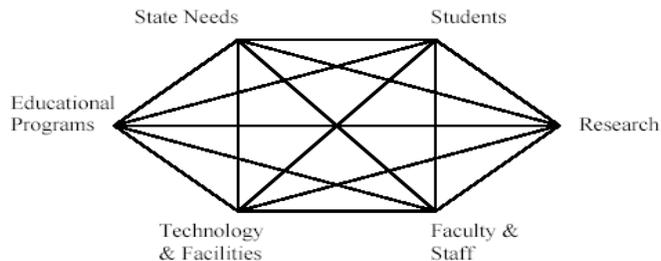
Signature _____
Dean of College/School Proposing New Degree Program

____10/4/2007_
Date

* Rasmuson Foundation funding and UAF match over 5 years (funding began Jan. 1, 2007).

University of Alaska Board of Regents
Program Approval Summary Form
Requirements:

MAU: UAF
Title: Minor in Fisheries
Target admission date: Fall 2008



How does the program relate to the Education mission of the University of Alaska and the MAU?:

Over the past two years, SFOS faculty members have surveyed the Alaskan fishing industry and its regulators to determine how our fisheries program can be broadened to serve a larger sector of Alaska's fishing community (see Appendix 3 for survey questionnaire). Faculty members in SFOS have visited fishing companies, seafood processors, and industry regulators to gather standardized information about industry needs and potential areas for growth. Our Marine Advisory Program faculty (in Unalaska, Anchorage, Bethel, Sitka, Homer, Cordova, Dillingham, Petersburg, Kodiak, and Ketchikan) has organized meetings to determine the specific needs of Alaska's coastal communities. We have also completed a written survey of 244 individuals and groups involved in Alaska's fishing industry. The information acquired from these meetings, visits, and surveys has been compiled and was used to formulate a new Minor in Fisheries curriculum.

Alaska Sea Grant, a unit within SFOS, conducted a similar survey of 1,000 Alaskans while formulating their strategic plan in 2006. Their assistance in the survey process has been beneficial. In addition, we have sought input from the UAA Institute for Social and Economic Research (ISER) on how to structure the survey document to be most effective. As a consequence, we feel that the survey results, which strongly guided development of the degree program presented in this proposal, accurately reflected the fishing and seafood industry needs in Alaska.

To date, there has been no formalized degree program that has been formulated to address the needs of a liberal arts degree in fisheries. As a result, fisheries industry professionals in Alaska have had a primarily science degree out of a Bachelors of Science program (such as the B.S degree in Fisheries offered by UAF SFOS) or have a primarily business, political science, social science, or anthropology degree out of a Bachelor of Arts program. Our proposed Minor in Fisheries allows students to choose among three tracks, all of which will provide a foundation in fisheries sciences. These three tracks will allow students to specialize in fisheries science, business administration, or policy as it relates to fisheries and aquatic sciences.

What State Needs are met by this program?:

Alaska's fisheries are entering a period of rapid change. Climate change influences the abundance and dynamics of fish stocks. Institutional changes continue to alter the structure and function of industry by promoting the emergence of powerful industrial firms and Alaska Native organizations as dominant sectors in the fishing industry. Legal protections for threatened and endangered species and essential habitats and the development of new ecosystem-based management plans are continuously changing Alaska's fisheries.

The fisheries curriculum offered by the University of Alaska Fairbanks through the School of Fisheries and Ocean Sciences must meet the challenges of these changes. The health of Alaska's biologically and ecologically sustainable fisheries, the growth and development of Alaska's economy, and the persistence of traditional subsistence communities require that we train and educate scientists and managers with the knowledge and experience to confront these challenges.

The objective of this proposed Minor in Fisheries degree program is to provide students with the knowledge base, skill sets, and hands-on experience which will augment their educational experience at

the University of Alaska Fairbanks (UAF). This minor will strengthen the abilities of UAF graduates to lead and effectively contribute to the management, research, and administration of the fishing and seafood processing industries in Alaska.

What are the **Student** opportunities and outcomes? **Enrollment projections**?:

Over the past 10 years, the annual undergraduate enrollment in the Bachelor of Science in Fisheries program has ranged from 18 to 29 students. However, over the past five years, student enrollment in this program has averaged 25 students. There has been recent interest expressed by students at UAF in Natural Resources Management, Biology and Wildlife, and Business Administration for a Minor in Fisheries degree program. Given the revision to the B.S. program and the new B.A. degree, the undergraduate enrollment in Fisheries is expected to increase which will help to attract students from other programs to this minor. Based on this anticipated increase in enrollment, the number of graduates each year is expected to increase from 5 to 8 student per year in AY 2009, 10 per year in AY 2012, and then stabilize at 10 graduates per year for program years 5 to 20.

The most important measure of success is the number of students who complete the minor. With the number of faculty and resources anticipated during the course of this program, we consider 10 students to complete the Minor in Fisheries each year at year ten to be the sustainable level of productivity for the next 20 years.

Describe **Research** opportunities:

There is no research component associated with the Minor in Fisheries. However, students would become exposed to research projects through fisheries classes that they might take in this degree program. In turn, this knowledge base may be used by them in the future if/when they develop research projects related to fisheries issues.

Describe **Fiscal Plan** for development and implementation:

The SFOS has received a \$5 million grant from the Rasmuson Foundation with a \$5 million match from UA Statewide. These funds will be used over the next six (6) years to hire new faculty, renovate teaching classrooms and laboratories, purchase field and laboratory equipment, recruit and retain students through scholarships and other initiatives, and meet other teaching needs associated with the delivery of the fisheries program.

A total of \$500,000 has been allocated by UAF to SFOS to develop and refurbish teaching classrooms and laboratories. To date, both classrooms in the O'Neill Building (rooms 201 and 214) have been completed. Room 214 has been outfitted with video conference equipment and is a functional teaching room that can hold up to 20 students. Room 201 will be outfitted with its video conference equipment by the end of 2007. This room can hold up to 50 students and will also serve in the capacity as a model "Smart" classroom. Offices for three of the new fisheries faculty in O'Neill Building have been completed and two of these offices are currently occupied. A five-room laboratory complex in the Arctic Health Research Building is slated to be refurbished during winter and spring of 2008 and available for use for the fall 2008 semester. The Lena Point facility, which houses SFOS faculty, staff, and students in Juneau, will be completed in fall 2008. This facility will have a number of teaching classrooms and laboratories, and teaching rooms will be outfitted with video-conference equipment. Finally, SFOS teaching facilities in Seward and Kodiak will also be outfitted with video-conference equipment for distance delivery.

Five new faculty members in Fisheries will be hired in SFOS prior to the start of the fall 2008 semester. In addition, two faculty members (Amanda Rosenberger and Trent Sutton) have already been hired in Fisheries in support of this program. Further, there will be three additional hires in Oceanography and these positions will serve to interface the Fisheries and Ocean Observing programs. One of our new faculty members (Trent Sutton) has been designated as the Undergraduate Fisheries Coordinator with the responsibility for overseeing the development and maintenance of this program. In several years, a distinguished visiting professor will be brought in to Fairbanks or Juneau to interact with our faculty and

students to broaden the program.

In order to make this degree program accessible at other UAF facilities, UA campuses, and rural communities, distance-learning equipment has been or will be upgraded at all SFOS locations to allow faculty at any location to deliver instruction at any other location. A new high-definition distance learning system will be used to assure the best quality communication. Desktop computers will also be purchased for students at UAF campuses in Fairbanks and Juneau so that they have access to the computational capabilities needed for some of the classes. Instructional field and laboratory equipment will be upgraded to assure that students have access to the top-of-the-line equipment available at other institutions. Funds to cover these costs have been provided by the Rasmuson Foundation.

The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Rainer Newberry for the 2008 Outstanding Senator of the Year Award.

EFFECTIVE: Immediately

RATIONALE: The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2008 nomination of Rainer Newberry. The committee has concluded that Professor Newberry is a well-deserving candidate for this award. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting of the Senate.

President, UAF Faculty Senate

Date

The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

RESOLUTION:

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-elect on the basis of the following ballot.

BALLOT
PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 2008-2009.

_____	Sukumar Bandopadhyay
<u> X </u>	Jonathan Dehn

President, UAF Faculty Senate

Date