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AGENDA

UAF FACULTY SENATE MEETING #148

Monday, February 4, 2008

1:00 p.m. - 3:00 p.m.

Wood Center Carol Brown Ballroom

- | | | | |
|------|-----|--|---------|
| 1:00 | I | Call to Order – Jon Genetti | 5 Min. |
| | | A. Roll Call | |
| | | B. Approval of Minutes to Meeting #147 | |
| | | C. Adoption of Agenda | |
| 1:05 | II | Status of Chancellor's Office Actions | 5 Min. |
| | A. | Motions Approved: | |
| | | 1. Motion to approve an A.A.S. degree in Dental Hygiene. | |
| | | 2. Motion to clarify that Catalog references to a grade of “C” are equivalent to 2.0. | |
| | | 3. Motion to amend the B.A. degree requirements to include American Sign Language as a language option. | |
| | | 4. Motion to adopt a simplified High School Entrance Credit Requirements table in the Catalog (page 27). | |
| | B. | Motions Pending: none | |
| 1:10 | III | Public Comments/Questions | 5 Min. |
| 1:15 | IV | A. President's Comments - Jon Genetti | 10 Min. |
| | | B. President-elect's Report - Marsha Sousa | 5 Min. |
| 1:30 | V | A. Remarks by Provost Susan Henrichs | 10 Min. |
| 1:40 | VI | Governance Reports | 10 Min. |
| | A. | Staff Council - Kayt Sunwood | |
| | B. | ASUAF - Jake Hamburg | |
| | C. | ACCFT/UNAC | |
| 1:50 | | BREAK | |
| 2:00 | VII | Guest Speakers | |
| | A. | Dani’ Sheppard, Community-Based Learning at UAF | 10 Min. |
| | B. | Linda Hapsmith, Advising Center’s Spring Activities | 5 Min. |

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|------|------|---|---------|
| 2:15 | VIII | New Business | 30 Min. |
| | A. | Motion to approve a Masters of Natural Resource Management and Geography, submitted by the Graduate Academic & Advisory Committee. (Attachment 148/1) | |
| | B. | Motion to approve a Ph.D. in Natural Resources and Sustainability, submitted by the Graduate Academic & Advisory Committee. (Attachment 148/2) | |
| | C. | Motion to amend the Mandatory Placement criteria for English and Mathematics, submitted by Curricular Affairs (Attachment 148/3) | |
| | D. | Motion to revise the Fresh Start policy for returning students, submitted by Curricular Affairs (Attachment 148/4) | |
| | | | |
| 2:45 | IX | Committee Reports | 15 Min. |
| | A. | Curricular Affairs - Ilana Kingsley | |
| | B. | Faculty Affairs - Jon Dehn | |
| | C. | Unit Criteria - Brenda Konar | |
| | D. | Committee on the Status of Women - Jane Weber (Attachment 148/5) | |
| | E. | Core Review - Michael Harris | |
| | F. | Curriculum Review - Rainer Newberry | |
| | G. | Faculty Appeals & Oversight - Tom Clausen | |
| | H. | Faculty Development, Assessment & Improvement - Larry Roberts (Attachment 148/6) | |
| | I. | Graduate Academic & Advisory Committee - Paul McCarthy | |
| | J. | Student Academic Development & Achievement - Cindy Hardy (Attachment 148/7) | |
| | | | |
| 3:00 | X | Members' Comments/Questions | 10 Min. |
| | | | |
| 3:10 | XI | Adjournment | |

ATTACHMENT 148/1
UAF FACULTY SENATE #148
FEBRUARY 4, 2008
SUBMITTED BY THE GRADUATE ACADEMIC AND ADVISORY COMMITTEE

MOTION:
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The UAF Faculty Senate moves to approve a Masters of Natural Resource Management and Geography.

EFFECTIVE: Fall 2008 and/or
 Upon Board of Regents approval.

RATIONALE: See the full program proposal #29 from the Fall 2007 review cycle
 on file in the Governance Office, 312 Signers' Hall.

Masters of Natural Resource Management and Geography Program Goals:

The goals of the MNRMG degree are to provide coursework and training for (1) students who are currently working in or wish to work in the NRM/Geography (NRM/G) fields in a professional capacity, but who lack specific training or an appropriate undergraduate degree; (2) students seeking additional skills or advanced training in NRM/G in order to enhance their professional effectiveness and/or advance in their professional careers; and (3) students who wish to pursue the NRM/Peace Corp Masters program and focus on applying existing NRM/G technologies and knowledge in the context of the developing world and in conjunction with their Peace Corps assignment.

Because of the diversity and broad scope of the Natural Resources Management and Geography fields, the objectives of this degree will be tailored to each individual student in a manner similar to our current MS degree. The graduate committee will be the main body that assesses the student's background, individual deficiencies, and specific coursework needs. There will, however, be a minimal number of common courses that all will take, plus a requirement for an individual academic project addressing some existing NRM/G problem or issue. While not requiring scientific experimentation or sampling or the gathering of primary data, the work is expected to involve critical reflection, empirical inquiry, and intellectual honesty. A written product (opus) and an oral presentation demonstrating sound scholarship will be required. Final acceptance of the opus will be by the student's committee and the Associate Dean of SNRAS. It will not require review by the graduate school.

Natural Resources Management and Geography
School of Natural Resources and Agricultural Sciences

Master's of Natural Resources Management and Geography (MNRMG)

Minimum Requirements for the Degree: 35 credits

Natural resources management is making and implementing decisions to develop, maintain or protect ecosystems to meet human needs and values. The core natural resources management curriculum provides students with a broad education in the various natural resources and their related applied fields. Programs can be tailored to enhance a student's depth or breadth in a given field of interest.

The Master's Natural Resources Management and Geography is designed for those planning a management career involving largely non-research responsibilities such as general planning and administration, communication and public information, and impact assessment.

Because of the diversity and broad scope of the Natural Resources Management and Geography fields, the objectives of this degree will be tailored to each individual student. The graduate committee will be the main body that assesses the student's background, individual deficiencies, and specific coursework needs. There will, however, be a minimal number of common courses that all will take, plus a requirement for an individual academic project addressing some existing NRM/G problem or issue. While not requiring scientific experimentation or sampling or the gathering of primary data, the work is expected to involve critical reflection, empirical inquiry, and intellectual honesty. A written product (opus) and an oral presentation demonstrating sound scholarship will be required. Final acceptance of the opus will be by the student's committee and the Associate Dean of SNRAS.

Graduate Program – MNRMG Degree

1. Complete the general university requirements
2. Complete the master's degree requirements
3. Complete or have prior general familiarity with the major resource fields through prior coursework or experience. Deficiencies will be identified by the student's committee. Course requirements in any one field will depend on the needs of the candidate and the capabilities of the university.
4. Complete or have prior course work within the program in computer science, statistical methods and basic economics. The student's committee will decide how any identified deficiencies in these areas will be met.
5. Complete the following requirements
 - i. Courses (All of the required courses are currently distance delivered).

NRM 601--Research Methods in Natural Resources--2 credits
or an approved research methods course*

NRM 692--Graduate Seminar--3 credits

NRM 698—Non-thesis research/project--6 credits

Statistics course at the 400-level or above**--3 credits

Additional approved courses as needed to sum to a total of 35 credits (these courses will be approved by the student's committee and SNRAS dean). Up to 9 of these credits may be 400 level courses.

Students who have deficiencies in natural resources, geography, natural sciences, economics, or related fields, as determined by the student's committee, may be required to take courses

to fulfill these deficiencies. These credits will not count towards the 35 credits required for the degree.

ii. Complete and successfully defend opus

6. Minimum credits required: 35

**Requirements may be met with a research methods course in a discipline related to natural resources management or geography*

***Requirements may be met with a statistics course in mathematical sciences or in a discipline related to natural resources management or geography*

**RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM**

Resources*	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	8 FTE \$800,000	None	None	8 FTE \$800,000
Adjunct Faculty (FTE's & dollars)	0.3 FTE \$9,000	None	None	0.3 FTE \$9,000
Teaching Assistants (Headcount)	3	None	None	3
Instructional Facilities (in dollars and/or sq. footage)	2500 sq ft	None	None	2500 sq ft
Office Space (Sq. footage)	2400 sq ft	None	None	2400 sq ft
Lab Space (Sq. Footage)	5800 sq ft	None	None	5800 sq ft
Computer & Networking (in dollars)	\$250,000 (this includes value of existing computers used for instruction or by students)	None	None	\$250,000
Research/ Instructional/ office Equipment (in dollars)	\$500,00	None	None	\$500,00
Support Staff (FTE's & dollars)	4.5 FTE \$450,000	None	None	4.5 FTE \$450,000
Supplies (in dollars)	\$25,000	None	None	\$25,000
Travel (in dollars)	\$5,000	None	None	\$5,000

*Note: These data include only resources which are used directly or indirectly in instructional programs.

University of Alaska Board of Regents

Program Approval Summary Form

Requirements:

1. 2 pages or less
2. Must be a stand-alone document

MAU: UAF

Title: Master's Degree in Natural Resources Management and Geography

Target admission date: Fall 2008

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

The development of this program was suggested and promoted by the faculty of the School of Natural Resources and Agricultural Sciences in response to a growing recognition of the inadequacies of the non-thesis option of the natural resources management M.S. program. Thus, a committee was formed to develop the program, but with input from all faculty in the school. An external survey was administered to assess need for the program.

This program is fully compatible with UAA's and UAF's missions as it is designed to enrich Alaska through teaching and research as it relates to development and conservation of Alaska's natural resources and it advances and disseminates knowledge in Alaska and the Circumpolar North by enhancing student's knowledge to in the management of Alaska's natural resources. This in turn will result in more opportunities for career advancement and will improve management of Alaska's natural resources.

What **State Needs** met by this program.

Many of the practitioners in natural resource public agencies and private firms in Alaska were trained outside of Alaska and many have degrees not closely related to natural resources or geography. Because of this, their knowledge of Alaska and its resources is often limited and their opportunities for advancement in their careers are limited. This degree option will allow students to become well versed in the latest knowledge and in cutting edge techniques for managing Alaska's resources and will enhance opportunities for career advancement. Thus, it will enhance work-force development in Alaska.

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

This degree program will target students who are currently working in or wish to work in natural resources/geography fields but who lack specific training or an appropriate undergraduate degree and students seeking advanced training in order to advance their professional effectiveness or advance their professional careers. It will replace the current non-thesis option of the NRM M.S. degree. A recent web survey indicated more than 50 people currently employed in natural

resources and geography fields in Alaska are likely to pursue this degree, with most indicating they would use it to advance their current career and to increase and update their technical skills.

We anticipate 5 – 10 students enrolled in the program each year.

Describe **Research** opportunities:

While students in this program will not be expected to conduct primary research requiring scientific sampling or experimentation, each student will be required to complete a project in which the student addresses some existing natural resources management or geography issue or problem and will therefore require background research and problem solving by the student. It will also enhance students' abilities to evaluate and conduct research in their profession.

Describe Fiscal Plan for development and implementation:

*Identify funding requirement, sources and plan to generate revenue and meet identified costs to include:

The degree program will replace a current degree program (non-thesis option of M.S. in NRM) and will use existing courses and thus will not require any new resources. Thus, the only anticipated change will be an increase in enrollment, and may require some changes in faculty workloads to allow for increased demands for graduate student advising.

ATTACHMENT 148/2
UAF FACULTY SENATE #148
FEBRUARY 4, 2008
SUBMITTED BY THE GRADUATE ACADEMIC AND ADVISORY COMMITTEE

MOTION:
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The UAF Faculty Senate moves to approve a Ph.D. Program in Natural Resources and Sustainability.

EFFECTIVE: Fall 2008 and/or
 Upon Board of Regents approval.

RATIONALE: See the full program proposal #30 from the Fall 2007 review cycle
 on file in the Governance Office, 312 Signers' Hall.

Brief Statement of the Proposed Program
Ph.D., Natural Resources and Sustainability

Alaska and the Circumpolar North face increasingly complex challenges in use and management of natural resources. These challenges require the education and training of high-level professionals with skills for considering the interaction of social and natural systems and informing the development and implementation of practices and policies that enhance natural resource management. The proposed Ph.D. in Natural Resources and Sustainability (NRS) at the University of Alaska Fairbanks would prepare future leaders as academic researchers, educators, agency and industry professionals and analysts of non-governmental organizations and communities for careers at the frontiers of science in the management of natural resources and environment. The program objectives and its curriculum center around three thematic areas of study, i) resource economics, ii) resource policy and sustainability science, iii) forest and agricultural sciences. In the proposed Ph.D. program, each student draws on a common set of core courses, and with his/her graduate committee, develops a program of coursework and research that produces a unique intellectual contribution to the applied field of Natural Resource and Sustainability. Students elect to focus on one of the three thematic areas or they choose to integrate themes to develop their areas of knowledge and dissertation research.

The proposed Ph.D. program builds on existing resources at UAF and directly complements and supports the mission of several funded university and national initiatives. The Ph.D. program would require the addition of only one new course and no new faculty. It would complement the Resilience and Adaptation Program at UAF, which is funded by NSF -IGERT and focused on Ph.D. education and training in the integration of social and natural science to address questions of sustainability in the North. Students of the program would be eligible for support through the newly funded EPSCoR (Phase 3) "Resilience and Vulnerability of a Rapidly Changing North," which is now being launched and for the next three years will fund approximately 22 graduate students per year. The EPSCoR program emphasis is on building the research capacity at UA to integrate social, biological, and physical sciences. Other initiatives and current research projects

relevant to this Ph.D. program include The Alaska Center for Climate Assessment and Policy, part of NOAA's national Regional Integrated Science Assessment program; the newly funded Scenarios Network for Alaska Planning project at UAF, which is funded by UA and part of a circumpolar IPY program, and the Center for Global Change at IARC, which funds graduate student research on global change. Our research indicates that at least 37 current UAF undergraduates would consider applying for this program if it were offered and, at least 30 current UAF graduate students, most in the UAF Interdisciplinary Ph.D. Studies program, would consider transferring into this program if it were available. Likewise 46 current UAF graduate students indicated that they would have considered applying had the program been available at the time of their application. The program therefore builds on the existing strengths of the university to fill a needed niche in Ph.D. studies.

Program objectives are:

1. Educate and train scholars at the Ph.D. level with in-depth and integrated knowledge in research and management of natural resources.
2. Develop leaders who will direct the use and management of natural resources in Alaska and other northern latitude settings.
3. Create a nationally recognized program in the natural resources and sustainability that will contribute to science and inform public decisions.
4. Contribute to the sustainable development of Alaska's rural and urban environments.

Preliminary Catalog *Sample Course of Study*

Program in Natural Resources and Sustainability

School of Management, and
School of Natural Resources and Agricultural Sciences

Ph.D. Degree

Minimum requirement for Degree: 18 thesis credits

The joint Ph.D. Program in Natural Resources and Sustainability at the University of Alaska Fairbanks prepares future leaders as academic researchers, agency professionals and analysts of non-governmental organizations and communities for careers at the frontiers of science in the management of natural resources and environment.

Those who seek to explore and understand natural resource management systems need both a well defined skill set and a clear understanding of how specific problems are linked to broader cultural, ecological, and geopolitical contexts. Thus, the study of Natural Resources and Sustainability encompasses a spectrum of topics. In the UAF Ph.D. in NRS, we build on the existing strengths of SNRAS and SOM faculty members to educate students in specific areas, while training them to be conversant in the broader range of relevant topic areas.

The program objectives and its curriculum center around three thematic areas of study, i) resource economics, ii) resource policy and sustainability science, iii) forest and agricultural sciences. In the proposed Ph.D. program, each student draws on a common set of core courses, and with his/her graduate committee, develops a program of coursework and research that produces a unique intellectual contribution to the applied field of Natural Resource and Sustainability. Students elect to focus on one of the three thematic areas or they choose to integrate foci to develop their areas of knowledge and dissertation research.

Graduate Program—Ph.D.

Complete the admission process including the following:

1. Complete the general university requirements as listed in the UAF catalog
2. Complete the Ph.D. degree requirements as listed in the UAF catalog
3. Complete coursework in thematic area(s) as determined by the advisory committee.
4. Required and Elective Elements of the Plan of Study
 - a. Coursework: Students must complete the following core course requirements: NRM 647, NRM 649, and two semesters NRM 697.
 - b. Outreach activity of one annual public presentation.
 - c. Advancement to Candidacy occurs when the student demonstrates mastery in understanding of the problems and theories of natural resource management and sustainability and in-depth knowledge of the student's dissertation research topic area. Requirements for advancement to candidacy are determined by the academic committee of the student, and shall be consistent with the candidacy requirements for Ph.D. studies at UAF. The basis of the evaluation will be written and oral comprehensive exams.
 - d. Dissertation Defense Seminar
 - e. Dissertation Defense Examination
 - f. Doctoral Dissertation

**RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM**
(please see budget notes on next page)

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	\$13,325	\$0	\$0	\$13,325
Adjunct Faculty (FTE's & dollars)	\$0	\$0	\$0	\$0
Teaching Assistants (Headcount)	\$0	\$0	\$0	\$0
Instructional Facilities (in dollars and/or sq. footage)	800 sq ft.	\$0	\$0	800 sq ft.
Office Space (Sq. footage)	1,392 sq. feet	\$0	\$0	1,392 sq. feet
Lab Space (Sq. footage)	none	\$0	\$0	none
Computer & Networking (in dollars) ^f	none	\$0	\$0	none
Research/ Instructional/ Office Equipment (in dollars)	none	\$0	\$0	none
Support Staff (FTE's & dollars)	\$25,295	\$0	\$0	\$25,295
Supplies (in dollars)	negligible	\$0	\$0	negligible
Travel (in dollars)	none	\$0	\$0	none

Signature _____
Carol Lewis, Dean of SNRAS

_____ Date

Signature _____
Mark Herrmann, Interim Dean, SOM

_____ Date

Notes on Resource Commitment

The School of Natural Resources and Agricultural Sciences and the School of Management are committed to delivering the proposed doctorate program in Natural Resources and Sustainability at zero additional cost to the two schools. This will be accomplished by reallocating existing resources within the Schools, including resources that are already committed through our graduate programs, and by utilizing externally sponsored research projects to fund additional requirements associated with student graduate work. Below are specific notes on the Resource Commitment form categories.

Regular Faculty: The School of Management will be offering one additional 3-unit course that is currently on the books but has never been taught (Econ 602 – Economic Modeling). The Economics Program will reallocate existing faculties time to teach this course. Thus, the 1/10 time to teach this course (\$9,926 salary and benefits) will be a workload reallocation.

The School of Natural Resources and Agricultural Sciences and the School of Management will jointly teach one additional 1-unit course (NRM/Econ 697 – SNRES Seminar). The Natural Resources Management and Economics programs will reallocate existing faculties' time to teach this course. Thus, the 1/30 time to teach this course (\$3,309 salary and benefits) will be a workload reallocation.

Instructional Facilities: For the two new courses there will be a need for approximately a 400 sq ft. classroom per course. The classroom used may replace one in another course or be offered during a non-peak time, such as evenings. Classroom requirements should not be a burden to UAF and most likely will be a reallocation of space.

Office Space: We estimated 1,392 sq ft. for students based on an assumption of a sustainable 12 students in the program using 116 sq ft. of office space. This space will be reallocated from existing uses.

Computers: As both schools upgrade their faculty computers the replaced computers will be made available for the new students. Other computer equipment will come from sponsored research.

Support Staff: The main support staff will be housed in the School of Natural Resources and Agricultural Sciences. The Administrative Assistant for the Natural Resource Management program and the Administrative Assistant for UA Geography program will have 1/10th of their annual time reallocated to provide administrative services to the NRS Ph.D. program (e.g., monitor and track student applications, coordinate academic paperwork, etc...). The Student Coordinator for SNRAS will have 1/10th of their time reallocated to provided student recruitment and support services. The expense listed, \$25,295, is calculated as the sum total of this 1/10th annual time reallocation for each of the current support staff based on their current salary and benefits.

Supplies: Supplies for students will be negligible. Any large supply needs will come from sponsored research.

Travel: Student travel will come from sponsored research or UAF travel grants.

University of Alaska Board of Regents

Program Approval Summary Form

MAU: UAF

Title: Ph.D. Natural Resources and Sustainability

Target admission date: Fall 2008

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

The Ph.D. Program in Natural Resources and Sustainability (NRS) directly services the educational mission of the University of Alaska Fairbanks. The UAF Vision Statement (Strategic Plan 2010) states that UAF will “Offer undergraduate and graduate education that takes advantage of our location in the Far North.” This Ph.D. program focuses on the education of high-level professionals with skills for considering the interaction of social and natural systems and informing the development and implementation of practices and policies that enhance natural resource management with emphasis on Alaska and the Circumpolar North.

The University of Alaska Fairbanks is currently involved in several funded national initiatives that are relevant to the educational goals and objectives of the NRS Ph.D. program. The *Resilience and Adaptation Program* at UAF is focused on Ph.D. education and training in the integration of social and natural science to address questions of sustainability in the North. The NRS Ph.D. program would provide an important educational complement to the emphasis of the newly funded *EPSCoR* (Phase 3) on building the research capacity at UA to integrate social, biological, and physical sciences; The NRS Ph.D. program would also provide a key educational linkage to several other UAF initiatives and research projects including The Alaska Center for Climate Assessment and Policy, the newly funded Scenarios Network for Alaska Planning project at UAF, which is part of a circumpolar IPY program and the Center for Global Change at IARC, which funds graduate student research on global change.

What **State Needs** met by this program.

Alaska and the Circumpolar North face increasingly complex challenges in use and management of natural resources. These challenges require the education and training of high-level professionals with skills for considering the interaction of social and natural systems and informing the development and implementation of practices and policies that enhance natural resource management. The Ph.D. in Natural Resources and Sustainability at the University of Alaska Fairbanks would prepare future leaders as academic researchers, educators, agency and industry professionals and analysts of non-governmental organizations and communities for careers at the frontiers of science in the management of natural resources and environment.

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

Graduates electing a career in academics will find a range of faculty positions in schools of natural resource, political sciences, resource economics, and environmental studies and sciences. These Ph.D.'s will also find an increasingly expanding number of research funding opportunities related to integrated or interdisciplinary programs that explicitly link social, economic, and ecological dimensions. Several examples of this type of research currently exist through the National Science Foundation, and graduates of the program will be well positioned to serve as grant PIs. Those electing to pursue professional careers with government agencies, such as the National Park Service or the Alaska Department of Environmental Conservation, will find that

their skills as applied resource management researchers will be in high demand as agencies address societal-ecological problems, such as the economic implications of climate change. Other professional tracks are available as well. There is currently a trend among nongovernmental organizations (i.e. non-profits) of Alaska and the US as a whole to build the organizational research capacity with internally hired Ph.D.'s. The Nature Conservancy, the Wilderness Society, and Audubon Society are examples of such organizations that currently employ research staff with Ph.D. training. These Ph.D.'s will also have ample opportunities to work as private consultants, especially given the need for rigorous analysis by private consultant firms that are hired to conduct environmental impact assessments. As well, the recent stated objective of the Alaska Federation of Natives board of directors to train more Alaskan Native Ph.D.'s reflects to the need for well-trained researchers to be staff organizations like the First Peoples Institute and Native profit and not-for-profit organizations. We anticipate that the demand for Ph.D.'s in the area of natural resources and sustainability will grow significantly as Alaska addresses future questions of sustainable development.

Targeted enrollment is five students per year. Total enrollment is seen as twenty students by year four of the program.

Describe **Research** opportunities:

The NRS Ph.D. Program is centered on training students in original research. The NRS Program will distinguish itself from other programs by emphasizing research focused on both disciplinary (e.g., forest ecology, resource economics) and interdisciplinary (e.g., reaching ecological and economic objectives via adaptive management) natural resource issues at high latitudes, focused primarily on Alaska. In so doing, the NRS Program will contribute directly to the research mission of the University of Alaska, particularly with respect to the following elements of the Vision Statement in the 2006 Strategic Plan:

- Spearhead integrated research, emphasizing our complex high latitude physical, biological and social systems
- Link research discoveries with teaching, service and community engagement
- Create innovative collaborations with communities, businesses and governments that meet state, national and global needs

Describe Fiscal Plan for development and implementation:

There are no new funds being sought for the program. Courses included in the program are currently being offered. Existing faculty and administrative staff will deliver and administrate the program. Students will be located in existing student office facilities at SOM and SNRAS.

ATTACHMENT 148/3
UAF FACULTY SENATE #148
FEBRUARY 4, 2008
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

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The UAF Faculty Senate moves to amend the Mandatory Placement criteria for English and Mathematics (page 33 of the 2007-2008 UAF Catalog).

CAPS = Addition

[[]] = Deletion

ENGLISH AND MATHEMATICS

On the basis of test scores, you may be required to take developmental English and/or mathematics. These courses are designed to help you achieve competencies necessary to succeed in college-level courses. [[Generally,]] **You will be placed in [[developmental]] English F111X if your ACT English score is [[below]] 17 OR ABOVE (or YOUR SAT verbal score is [[below]] 430 OR ABOVE, OR YOUR SCORE ON ANOTHER UNIVERSITY-APPROVED PLACEMENT TEST IS EQUIVALENT). HOWEVER, IF YOUR STANDARDIZED TEST SCORES ARE BELOW THESE MINIMUMS AND IF YOUR HIGH SCHOOL CUMULATIVE GPA IS 3.0 OR HIGHER, YOU MAY ENROLL IN ENGLISH F111X USING THE INSTRUCTOR PERMISSION PROCESS.**

Mathematics course placement will vary according to the type of degree you are planning to pursue and the corresponding math course(s) needed (see the requirements for your degree program for more detail). ACT, SAT, COMPASS or ASSET test scores and your previous mathematical background are used to determine your math placement. Minimum test scores for placement into math courses are listed in Table 2 on the following page.

It is best to consult with your advisor or faculty in the English or math department(s) if you have questions regarding the appropriate course placement.

EFFECTIVE: Fall 2008

RATIONALE: If mandatory placement is implemented using current criteria, a significant number of students will be mistakenly sent to developmental English. Standardized test scores alone are not an indicator of how well a student will perform in the freshman level English course (English 111) at UAF. UAF PAIR data shows that in Fall, 2006, students with standardized test scores of 17 or below on the ACT and 430 or below on the SAT received the following grades: F = 28%, D = 6 %, C = 13%, B = 20%, and A = 33%. Seventy-two percent of students with scores that would require developmental English according to current standardized test criteria passed English 111. This data should not come

as a surprise. Many students who will not do well writing for an hour on a standardized test will do quite well, for example, on a research paper that requires extensive rewriting over a period of weeks or months. Adding the high school gpa as additional criteria by which students may enroll in 111 will help remedy the situation, although it will not completely solve the problem.

Implementation: It is understood that the Assistant Provost will work toward instituting a mechanism by which students with standardized test scores below the minimum required for placement in English 111 can be screened for high school gpa. In the interim, the Assistant Provost will inform all advisors to advise all students with test scores below the minimum and a gpa of 3.0 or higher that they may use permission forms to enter English 111.

ATTACHMENT 148/4
UAF FACULTY SENATE #148
FEBRUARY 4, 2008
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

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The UAF Faculty Senate moves to revise the Fresh Start policy (pages 25 and 28 of the 2007-08 UAF catalog) for returning students.

CAPS = Addition

[[]] = Deletion

Fresh Start for Returning Students

Fresh Start can offer a new beginning for students who performed poorly at UAF when enrolled at least two years ago. Those who withdrew from school or were dismissed for academic reasons may apply for readmission [[by disregarding]] **AND REQUEST TO DISREGARD** their entire prior academic record. Those who apply on this basis begin their college study anew with no credits attempted or earned, and no quality points reflected in future GPA calculations. Fresh Start may be used only once.

Fresh Start application forms are available at the Office of Admissions. Admission on this basis requires that at least two years have elapsed since the [[end]] **BEGINNING** of the last semester the applicant attended UAF [[full time]].

[[Prior academic records]] **ALL PRIOR COURSEWORK WILL** remain part of [[a]] **THE** student's overall academic record and appear on transcripts, but none of the previously earned credits can be used in a new program. These credits will be included only in GPA computations for graduation with honors (see Graduation with Honors, page 118). A student admitted under Fresh Start may be allowed advanced standing or a waiver of requirements just as any other student, but will not be allowed credit by exam for courses lost in Fresh Start.

EFFECTIVE: Fall 2008

RATIONALE: There are two issues that both appear in the following sentence: "At least two years must have elapsed since the **END** of the semester in which the applicant was last in **FULL-TIME** attendance." Institutional memory suggests the original intent of this policy was to accommodate students who got a rocky start at college, went away for a few years, then returned more mature and motivated to do well. As written now we commonly get requests from students who were disqualified two years ago but attended part time each semester since. We also get a lot of students who come in and say "My gpa is too low, I need to use Fresh Start to raise it so I can get financial aid." Thus, the "full-time" attendance issue is questioned. In addition, the "end" of the semester is typically confusing to students because this implies about 2 and 1/2 years must pass before they can reapply using Fresh Start. A complete break from

classes is supported by the registrar, admissions, RSS, and the Academic Advising Center.

ATTACHMENT 148/5
UAF FACULTY SENATE #148
FEBRUARY 4, 2008
SUBMITTED BY COMMITTEE ON THE STATUS OF WOMEN

CSW Minutes
January 22, 2008

Present: Kayt Sunwood, Alex Fitts, Jane Weber, Sine Anahita, Uma Bhatt, Carol Gold, Diane Wagner, Renate Wackerbauer, Cindy Hardy.

Minutes by Sine Anahita

Bunnell House update:

- Diane is hopeful that Bunnell House will be kept open this summer after all
- has attended many meetings, including one with two V-chancellors (Ro Bailey and Bernice Joseph) and parents where concern ran high
- still no decision about summer 08, though Chancellor Jones is due to make his decision by the end of January
- the committee needs indication of need among faculty for childcare; another survey? rely on data already accumulated, with emphasis that this would be an undercount
- childcare is important issue for retention/recruitment, critical need for infant care, school-age kids, dangers of unlicensed facilities

T&P Workshop:

- third annual workshop scheduled for April 18, 1:00-3:00
- E-Live offered; Kayt will coordinate
- suggested panelists: Carol Gold, Alex Fitts, Diane Wagner, Rich Collins; Roxie Dinstell; Kara Nance

Women Faculty Luncheon

- fourth annual luncheon scheduled for October 7
- keynote speaker idea: Fran Ulmer; Carol will invite her

Tenure Decision-Making Process study

- SA collected comments from committee members who test-drove the survey, will revise accordingly
- expected launch: February 4, close February 25, with reminders
- discussion about how to interpret the data; crosstabs will be the most complex so as to ensure lay understanding of the results

Promotion to full professor

- need for this issue to be addressed; women, especially, tend to get stuck at associate level
- workshop? panel? included in survey? included in T&P workshop?
- Kayt: NWSA Journal has special issue on this topic; will send to committee members

Martha West visit

- Kayt and Sine wrote AAUW proposal that was funded; Martha West will be a keynote speaker for the campus project on gender equity in employment

- Jane passed out copies of the AAUP Faculty Gender Equity Indicators Report, of which she is co-author
- Equal Pay Day is April 22; West's visit is April 20-23; she has agreed to meet with Provost and also the Deans Council

Meetings:

- Tuesdays, 1:00-2:00
- 2-19; 3-18; 4-15; May TBA

ATTACHMENT 148/6
UAF FACULTY SENATE #148
FEBRUARY 4, 2008
SUBMITTED BY FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT
COMMITTEE

**Faculty Development, Assessment, and Improvement Committee
Meeting Minutes – December 5, 2007**

The meeting was called to order at 8:00 a.m. and opened with a roll-call.

Attending: Michael Daku, Marjorie Illingworth, Link Olson, Channon Price, Larry Roberts, Dana Greci, Joy Morrison, Julie Lurman, Susan Herman, Christie Cooper

Joy's Report:

1. Joy participated in an audio conference with Anne Sukamoto, Statewide Staff and Faculty Development Coordinator, and the faculty development folks from UAA and UAS. They discussed ways of cooperating, sharing speakers, and web/video/audioconferencing. Anne will be meeting with Statewide Academic VP Dan Julius and will report back to us on that meeting.
2. Joy and Sine Anahita wrote a NSF grant proposal to improve the situation of women STEM faculty. Joy sent in a request for speaker funds to Statewide Academic VP Dan Julius.
3. Ken Bains is scheduled to talk on teaching on September 12, 2008.
4. Jordan Titus and Jerry McBeath are the new United Academics reps for the Travel Committee.
5. Joy is seeking volunteers to assist with the faculty travel proposals. Channon Price, Dana Greci and Julie Lurman volunteered to assist on January 18, 2008.
6. Joy has found someone to assist her in the Office of Faculty Development for Fall 2009 with teaching observations.

Committee Reports:

1. Dana offered to be the point person on the Faculty Peer Assessment working group.
2. The Faculty Forum working group came up with two themes which they'd like the forums to work around: (1) academic rights and responsibilities and (2) specific tools we can use in our work. They would like to propose to the Faculty Senate that it sponsor a forum in late March (3/25 & 3/26) on student retention and engagement. This forum would be audio accessible, with a.m. and p.m. sessions, and maybe offered twice. There is still some question as to whether this will be a Faculty or a Provost forum.
3. The group reviewed a working agenda draft of the Lilly Institute on Teaching/Learning.
4. Link talked with Ann Christie, whose committee is reviewing the new electronic activity report forms. FDAI and her group will interface to look together at that method of generating activity reports.

Other Business and Updates:

Dani Sheppard, Coordinator of the Community-based Learning Initiative, is bringing Nancy Anders up on 2/12/08 to talk about what the UAA Center for Community Engagement is doing with community-based learning in Anchorage.

The meeting was adjourned at 9:00 a.m. **We will meet again in January 2008. Members agreed to send Larry our schedules for next semester.**

Minutes respectfully submitted by Dana Greci, Recorder.

Faculty Development, Assessment, and Improvement Committee

Meeting Minutes – January 23, 2008

The meeting was called to order at 8:00 a.m. and opened with a roll-call.

Attending: Michael Daku, Channon Price, Larry Roberts, Dana Greci, Julie Lurman, Susan Herman, Christie Cooper, Eric Madsen

Faculty Peer Assessment

The Faculty Peer Assessment subcommittee will meet next week.

Faculty Forums

The Faculty Forums subcommittee presented ideas to the committee and we worked together on further development of a pilot faculty forum, to bring to the faculty senate administrative committee for approval. Tentative dates are 3/26 at TVCC and 3/28 on main campus, both noon to 2:00 pm and including audio-conferencing for rural participation. We will ask Jake Poole's office for assistance with advertising and lunch and aim for about 35 people per forum. There was discussion as to whether some students should be included; people seemed mostly in favor of some, limited student participation, perhaps only in the form of a survey distributed before the forum. The group agreed the forums should be focused on providing a safe environment to explore ideas about education and/or on advancing in one's career. A tentative title for the first one is "Hook 'em, Hold 'em, Educate 'em: What's Your Bait?" Another title suggested was "Raising Your SOI Scores without Dumbing Down Your Course." The group discussed the idea of rotating themes for faculty forums, among the themes of teaching, research and service.

Adult Learning Institute

Information about the institute is up on the website:

www.uaf.edu/crcdhealth/conference/2008/Agenda.htm

The institute will be held March 5-7, 2008, and includes three full days of workshops, etc.

Generating Activity Reports

No further progress since the last meeting was reported.

The meeting was adjourned at 9:00 a.m. **We will meet again in February 2008.**

Minutes respectfully submitted by Dana Greci, Recorder.

ATTACHMENT 148/7
UAF FACULTY SENATE #148
FEBRUARY 4, 2008
SUBMITTED BY STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT

**SADA Committee Meeting
Meeting Minutes -- December 14, 2007**

Attending: Mark Box, Dana Greci, Linda Hapsmith, Cindy Hardy, Joe Hickman, Marji Illingworth, Ron Illingworth, Joe Mason, Carol Murphrey, Victor Zinger

The committee met and addressed the following:

Updates from represented departments and programs—Carol Murphrey from RSS reported that they have instituted a Friday night Healthy Connections program to provide students with positive activities on weekends. They are hiring two peer advisors for the spring 08 semester.

Mark Box reported that the English department is in the midst of a composition director search. He was asked about a “Virtual Writing Center” and he will check to see if this is something different from the Telefax Tutoring, which is very successful with rural students.

Dana Greci reported the new DEVE class, DEVE 193, is going well and will be offered in the Spring. This is a bridge class for students who need an additional semester between DEVE 070 and English 111 or students who have low English 111 placement or who have been unsuccessful in English 111 and need additional writing instruction.

SSSP reports that there are only 15-20 slots open and they anticipate a waitlist. Their tutoring center is swamped now that ASUAF is no longer offering tutors.

Linda reports that the Advising Center will hold its peer advising training course in the Spring and is looking for students to apply. They also have Skills Tutor up and running—a tutorial brush-up for students, especially those needing COMPASS test scores.

Ron reports that Interior Aleutians is running some linked reading and discipline courses for their students. They are also running a bridge program with a local high school, teaching English 111.

Joe Mason reports that Nome has new DEVM faculty this semester, Mike Rutledge. He may be joining our meetings next semester.

Mandatory Placement—According to a memo from Dana Thomas, this will begin in the fall semester for DEVM, DEVE, 100-level core Math, and English 111. We discussed the implementation of this, including the reservations of some in the English Department. All concerned are in agreement that a writing sample should be an important piece of this process, but there is disagreement on how this should be done. Linda is chairing a task force comparing COMPASS and Accuplacer to see which would be best at UAF. She reports that ACT has sent a new analysis on the ACT cut scores for English 111 and she and Dana Thomas and Mike Schuldiner are trying to arrange a meeting to go over this. Ron reminded the committee that for years TVC did English 111 placement through the ASSET writing sample, which is scored using a rubric. We discussed the possibility of using a similar system to evaluate students who had no

test scores or who fell below a determined cutoff. This could be scored by graduate students in the Writing Center over the summer as they come in. Mark agreed to forward this recommendation to the English Department Composition Committee.

Marji reported that the biggest hole in the mandatory placement process is reading. Core classes don't currently have reading scores listed in their prerequisites. Though reading is mentioned in the original mandatory placement motion, it is not separated out in the placement guidelines in the Advising Manual, except for COMPASS scores. We discussed the need for instruction in reading at the college level—including the ACT report that, nationally, 51% of HS grads taking ACT fell below college reading levels. We discussed the possibility of Banner enforcing reading placement if it's not separated out in the ACT and SAT scores. One suggestion to explore is to require those with DEVE 070 placement to take a reading class as well. Marji wrote a memo for the Core review committee suggesting placement cutoffs in reading, writing, and math for core offerings.

NSSE—Cindy reported on the meetings of the NSSE (National Survey of Student Engagement) committee. There are some concerns with the data on the survey, particularly with how the data was gathered. Ron asked if rural students were included in the survey. Cindy suggested that some of the information was useful in thinking of student success, especially the number of students who reported working more than half-time and the number caring for dependents. The committee will be drafting recommendations and have a report by mid-February.

Next meeting: TBD, Next semester!