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AGENDA

UAF FACULTY SENATE MEETING #149

Monday, March 3, 2008

1:00 p.m. - 3:20 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 #148 | |
| | C. | Adoption of Agenda | |
| 1:05 | II | Status of Chancellor's Office Actions | 5 Min. |
| | A. | Motions Approved: | |
| | | 1. Motion to amend the Mandatory Placement criteria for English and Mathematics. | |
| | | 2. Motion to revise the Fresh Start policy for returning students. | |
| | | 3. Motion to approve a Ph.D. in Natural Resources and Sustainability | |
| | B. | Motions Pending: none | |
| 1:10 | III | Public Comments/Questions | 5 Min. |
| 1:15 | IV | A. President's Comments - Jon Genetti | 10 Min. |
| | | 1. April 7 Faculty Senate Meeting will not be held at the Wood Center Carol Brown Ballroom. The Hess Rec Center (at the Moore-Barlett-Skarland residence hall complex) is reserved; however, another location with video conferencing is being looked into. | |
| | | 2. Nominations are now open for next-term's Senate President-Elect. President-Elect statements from nominees are due by March 27 to be included in the next agenda. | |
| | | 3. Nominations for the Outstanding Senator of the Year Award are due by March 18; and may be sent to Jayne at fysenat@uaf.edu, or call x7964. If you would like to be on the OSYA Selection Committee, see Jayne. | |
| | B. | President-elect's Report - Marsha Sousa | 5 Min. |
| 1:30 | V | A. Remarks by Provost Susan Henrichs | 10 Min. |

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|------|-------|--|---------|
| 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. | Scott McCrea, University Marketing & Communications | 15 Min. |
| 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 149/1) | |
| | B. | Motion to approve an Associate of Science degree program, submitted by the Curricular Affairs Committee. (Attachment 149/2) | |
| 2:45 | IX | Discussion Item: | 10 Min. |
| | A. | The MacTaggart Report - The report is posted online at the Faculty Senate web site (URL below). The link to the report is included with Meeting #149 info. | |
| | | http://www.uaf.edu/uafgov/faculty/fsfy08meetings/fsfy08meet.html | |
| 2:55 | X | Committee Reports | 15 Min. |
| | A. | Curricular Affairs - Ilana Kingsley (Attachment 149/3) | |
| | B. | Faculty Affairs - Jon Dehn (Attachment 149/4) | |
| | C. | Unit Criteria - Brenda Konar | |
| | D. | Committee on the Status of Women - Jane Weber (Attachment 149/5) | |
| | E. | Core Review - Michael Harris | |
| | F. | Curriculum Review - Rainer Newberry | |
| | G. | Faculty Appeals & Oversight - Tom Clausen | |
| | H. | Faculty Development, Assessment & Improvement - Larry Roberts (Attachment 149/) | |
| | I. | Graduate Academic & Advisory Committee - Paul McCarthy | |
| | J. | Student Academic Development & Achievement - Cindy Hardy (Attachment 149/6) | |
| 3:10 | XI | Members' Comments/Questions | 10 Min. |
| 3:20 | XII | Adjournment | |

ATTACHMENT 149/1
UAF FACULTY SENATE #149
MARCH 3, 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 149/2
UAF FACULTY SENATE #149
MARCH 3, 2008
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

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The UAF Faculty Senate moves to approve an Associate of Science degree program.

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

RATIONALE: See the full program proposal #100 from the Fall 2007 review
 cycle on file in the Governance Office, 312 Signers' Hall.

Brief Statement of the Proposed Program

Overview: An increasing number of students are seeking degrees in the sciences. Many of these students, however, have limited high school experience with and preparation for the rigor and investigation required by science courses. In addition, many of the potential students have been out of school for several years and their learning skills may be dormant. Finally, many students are interested in acquiring specific vocationally related science skills that they can immediately use while enroute to a baccalaureate degree. According to an October 2005 report entitled "A Profile of the American High School Senior in 2004: A First Look" released by the National Center for Educational Statistics (NCES) a third of the students who planned to get a four-year degree had not mastered "simple problem solving, requiring the understanding of low-level mathematics concepts." And almost one-half of those who anticipate getting a graduate or professional degree had only "an understanding of intermediate-level mathematical concepts" or "the ability to formulate multistep solutions to word problems."

(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006348>) This proposed AS degree provides the preparation needed to enter into a science-related baccalaureate while gaining the basic academic preparation and sought after vocationally related skills.

The Associate of Science degree will be offered through the Interior-Aleutians Campus of the College of Rural and Community Development (CRCD) and is designed to allow students to select a concentration area in a science related field.

Objectives:

- To prepare students for Baccalaureate of Science coursework.
- To provide an articulated pathway for science-related certificate students to progress to the Baccalaureate of Science.
- To prepare students for employment in science-related fields.

Proposed Catalog Description Associate of Science Requirements

The associate of science degree represents the completion of a broad-based course of study with an emphasis in the sciences. This degree may serve as a stepping-stone to a science-related baccalaureate program. You may earn only one AS degree.

All credits for the AS degree must be at the 100 or above with 20 credits at the 200 level or above. Variation in credits would depend on the number of credits brought in via the Area of Concentration.

1. Complete the general university requirements (page ____).
 2. Complete the following general AS requirements:

Communication	9
ENGL 111X -- Introduction to Academic Writing.....	3
ENGL 213X -.....	3
COMM 131X/141X --	3
Humanities and Social Sciences	15
ANTH/SOC 100X – Individual, Society and Culture	3
ECON or PS 100X – Political Economy	3
HIST 100X – Modern World History.....	3
ENGL/FL 200X – World Literature	3
Complete one of the following 3 courses:	
ART/MUS/THR 200X – Aesthetic Appreciation	3
HUM 201X – Unity in the Arts	3
ANS 202X – Aesthetic Appreciation of Alaskan Native Performance.....	3
Two semester length courses in a single Alaska Native language or other non-English language or three semester length courses (9 credits) in American Sign Language taken at the university level may substitute for two of the courses above.	
Mathematics	
Math 107X --	4 or
Math 200X or 272X.....	4
Natural Sciences	16
1) Complete any two 4 credit science courses from Baccalaureate core	
2) Complete a one year sequence in one natural science beyond the baccalaureate core.	
3) The total natural science courses used to satisfy this requirement shall represent at least two different natural sciences.	
Library and Information Research	0-1
Concentration Area	
Complete Concentration Area of at least 15 credits from a science-focused area such as Veterinary Science, General Science, and High Latitude Range Management, or other Bachelor of Science degree areas as determined in coordination with your advisor.	
 4. Minimum credits required60
- Note: Students intending on pursuing a Baccalaureate of Science degree should plan on completing a calculus course as part of the Math requirements.*

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/ School	Others(Specify)	
Regular Faculty (FTE's & dollars)	IAC: 10% Faculty time for development (\$10,747). In excess of 10 additional faculty per semester will be involved in providing courses which will be used by students in this program. The amount of effort will vary per instructor based on the number of AS students in their classes.		USDA Grant Faculty 50% (\$35,374)	\$46,121
Adjunct Faculty (FTE's & dollars)				
Teaching Assistants (Headcount)				
Instructional Facilities (in dollars and/or sq. footage)			Communities of Ft. Yukon, Galena, Tok, McGrath, and Kotzebue will donate classroom space @ a minimum of 144 sf each	
Office Space (Sq. footage)	100 sf + 80 sf			
Lab Space (Sq. Footage)				
Computer & Networking (in dollars)				
Research/instructional/office Equipment (in dollars)				
Support Staff (FTE's & dollars)			USDA Grant: 50% Program Assistant; 20% Media Technician; 2% Web Technician	\$31,9001
Supplies (in dollars)			USDA Grant: \$3750	\$3750
Travel (in dollars)			USDA Grant: \$20,310	\$20,310
Totals				\$102,082

Signature _____
Executive Dean of College Proposing the New Degree Program

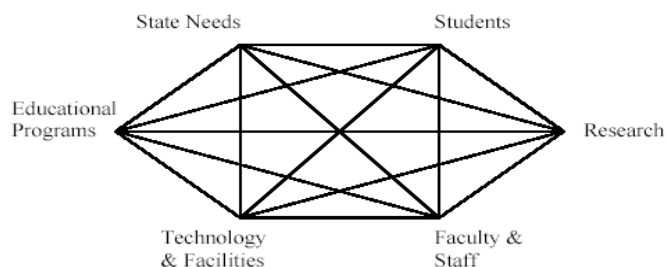
Date _____

University of Alaska Board of Regents
Program Approval Summary Form

MAU: UAF

Title: Associate of Science

Target admission date: Fall 2008



How does the program relate to the

Education Mission of the University of Alaska and the MAU?

The Associate of Science Program was created by the Interior-Aleutians Campus, in cooperation with employers and educators, and is focused on preparing students for entry into science-related employment and continued baccalaureate science-related education. This program is focused on preparing students for immediate jobs and for subsequent education.

The Associate of Science degree program provides students with quality academic instruction needed for baccalaureate and other advanced degrees in the sciences while providing an articulated pathway for certificate students to progress to the Baccalaureate of Science as well as to qualify program graduates for employment in science-related fields.

a) Objectives

- To contribute to an educated Alaskan workforce by providing coursework relevant to student science-focused degree goals.
- To reach out to and recruit prospective students and listen to rural and urban communities and employers, linking learning with real life.
- To prepare students for baccalaureate or other course work in the sciences.
-

This program relates to and supports the goals of the UAF 2005 Strategic Plan by:

- Serving as the premiere higher educational center for Alaska Natives by both increasing the number of Alaska Native students at UAF and by increasing the proportion of degrees awarded to Alaska native students
- Providing high quality undergraduate education for traditional and non-traditional students by increasing the numbers of students who enroll in and successfully complete their 100-level and above coursework and degrees
- Forming active collaborations with communities, organizations, businesses and government to meet identified state, national and global needs through increased numbers of students graduating with degrees in science related fields

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

Immediate employment market needs relate to those concentration areas which students choose. Responses to the Veterinarian Technicians Program survey, for example, show the potential for 36-42 jobs in the 39 villages surveyed. These jobs include veterinary technician, tribal resource management, wildlife disease inspection, fish and game personnel and public health. In addition, outside employment (non- village) is readily available for licensed veterinary technicians, medical illustrators, or public health workers.

State statistics

State statistics from the Department of Labor substantiate workforce and skill development needs in rural Alaska. Figures provided by the Department of Labor Website (<http://almis.labor.state.ak.us>) project, by 2012, a 12.1% increase in jobs in Professional,

Scientific, and Technical Services, a 50% increase in jobs in Waste Management and Remediation, a 32.2% increase in jobs in Health and Social Services, and a 57.1% increase in jobs in the Mining industry. The Associate of Science degree and its associated concentration area will either prepare the student to directly enter this work force or will prepare the student for the baccalaureate degree which will provide entry to these jobs.

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

The Associate of Science degree will provide the student the opportunity to develop the skills and training necessary either for immediate employment in a variety of science-related fields or for entry into a science-related baccalaureate discipline.

Enrollment Estimates University-wide:

Year	Headcount*
08-09	25
09-10	40
10-11	65
11-12	90
12-13	110

*Includes both full and part time

Describe **Research** opportunities:

While research is not a primary focus of this program, it is a unique model which will be documented and shared throughout the academic community. This program will produce a wealth of information in student outcomes assessments, changes in academic programs and teaching style, and other information relating to workforce and skill development in rural Alaska. This Associate of Science program will allow for increased scientific inquiry and research opportunities on a local basis. Stronger collaboration between the scientific community and local entities should result from this program.

Describe Fiscal Plan for development and implementation:

*Indirect costs to other units (e.g. GERs)

Program development is supported by the United States Department of Agriculture Alaska Native/Native Hawaiian (AN/NH) Serving Institutions Education Grants program. This project addresses the USDA goal of increasing the number of AN/NHs engaged in USDA careers. These careers include, among others, increasing the number of students entering Associates of Sciences programs that articulate into Bachelor and Masters of Science degrees.

Because USDA's interest is, ultimately, in bringing more AN/NHs into USDA careers at the bachelors and masters level, the grant will fund the current effort until at least 2010. USDA support currently stands at one half-time science faculty member plus funding for a total of 12 Alaska Native students to complete the Associate of Science program within approximately three years. One fund 1 faculty member developed the Associate of Science degree contributing a total of \$10,747 in fund 1 dollars. Another \$42,650 in salaries and benefits will come from the grant for support staff (program assistant, web technician and media technician).

While the Interior-Aleutians Campus has developed this new program, other fund 1 faculty and staff from all campuses, both urban and rural, will potentially be involved with this program. The program will generate \$62,700 per year with a minimum of 15 full-time students. As student participation increases, tuition income will increase, gradually replacing grant funding.

The primary faculty are already employees of the University, current faculty of the College of Rural and Community Development as well as Fairbanks-based UAF faculty. Fairbanks-based classes will show a slight increase in student registrations.

Office and classroom space will be provided by existing University urban and rural campuses throughout Alaska. Some of the rural communities with available facilities include Galena, Fort Yukon, Tok, Nenana, McGrath, Unalaska, Dillingham, Bethel, Nome, Kotzebue, Barrow, and Sitka. In villages without a University facility, training space can be found in the private sector and reasonably supported by tuition fees. No new facilities or space will be required.

**Curricular Affairs Committee
Meeting Minutes Jan. 28, 2007**

Present: Deanna Dieringer, Linda Hapsmith, Beth Leonard, Rainer Newberry, Ilana Kingsley, Lael Croteau, Libby Eddy, Anne Marie Nacke, Amber Thomas, Jane Allen, Dana Thomas
Guests: Michael Schuldiner

1. Approved Fresh Start motion. Discussion:
 - a. Need to advertise Fresh Start so students know about it.
 - b. Issue of part-time vs. full-time.
2. Approved Mandatory Placement Amendment motion. Discussion:
 - a. Writing samples: UAF doesn't require applicants to include an essay with their application—so placement into Eng. 111 couldn't be based on such an essay. The idea of Mandatory Placement was that students would be placed in an appropriate class and they would not have to deal with testing and placement on the first day of classes.
 - b. Standardized testing for English:
 - o Standardized tests scores for English aren't really a good placement indicator. Tests are timed, and thus a student who may have done well with a longer time span, as well as writing/rewriting drafts (e.g., the writing process), don't have an opportunity to perform well on time tests.
 - o Standardized tests are not good indicators for ESL students (due to the fact that they are timed tests).
 - o COMPASS is not a timed test. Accuplacer, which is not a timed test, is not used by UAF. ASSET, a timed test, is listed in the advisors manual and an equivalent test.
 - o Students who are placed in a developmental class may take the COMPASS test up until the first day of classes. If they do well on the COMPASS test, they can forgo the developmental class.
 - c. If standardized test score numbers are changed, does this have to go through Curr. Review and Faculty Senate? Probably not, but it would be nice to include pertinent faculty and Dana.
 - d. English 111 placement impacts placement into core science and perspectives on the human condition classes.
3. Discussed / Tabled (until next meeting) Associate of Science Degree. Discussion:
 - a. Scientists are generally not in favor of this degree, where as non-scientists are.
 - b. This motion has come up in the past, but was rejected by previous Provost.
 - c. Many other universities have such a degree.
 - d. This degree would be a stepping stone for a BS, whereas the AA isn't.
 - e. Courses offered are not available for rural students.
 - f. Need to change Math requirements to 200 or 272 (or higher) (remove 201).
4. Discussed BA in General Studies
 - a. This degree would be available for students who have most/all required credits, but can't graduate because they can't get through a required class in their major.

- b. Right now the students are using the Interdisciplinary Studies degree to get by.

Outstanding Issues:

- CLEP (Dana)
 - School of Management's Sports Management Minor in Business (Deana)
-

**Curricular Affairs Committee
Meeting Minutes Feb. 11, 2007**

Present: Deanna Dieringer, Linda Hapsmith, Beth Leonard, Rainer Newberry, Ilana Kingsley, Libby Eddy, Amber Thomas, Jane Allen, Dana Thomas, Carol Lewis, Falk Huettmann

- Discussed possible BA in General Studies: Dana said that instead of creating a new BA, UAF is considering revising the current BA.
- Discussed proposed Associate of Science degree:
 - It's not an essential degree; the goal behind it is to lead more students into the sciences, especially in the rural areas.
 - Will not cost additional faculty; there may be some admin costs associated with the degree. The major cost is having someone be responsible for administering the program.
 - Math requirements need to be reviewed by Math dept. Perhaps add a footnote that says, "If you plan to go on to a B.S., a calculus course is recommended, since such a course is a B.S. requirement." Dana will talk to Ron Illingworth regarding the math requirement.
 - **Motion to approve the proposed degree** and send it on to FS, noting a slight modification to Math if necessary.
- Discussed proposed BA & Minor in Fisheries degrees:
 - There is seed money to set up the BA degree in fisheries; in the long run it could cost UAF money.
 - Would require hiring faculty.
 - There are more courses from School of Management than Fisheries; isn't this really a BA in Fisheries Management?
 - Fall of 2007 there were 16 admitted into the Fisheries program; 11 enrolled.
 - Ilana will contact Trent Sutton and Mike Castellini to attend the next Curr. Affairs committee meeting.
- Discussed Individual Study problems:
 - a. Faculty don't include Indiv. Study in their workloads. They aren't getting credit for it.
 - b. In some instances "Special Topics" be used instead of "Individual Study."
 - Is this a FS issue? A union issue?
 - Carol will bring the issue of workload to Dean's Council.

Next meeting is Feb. 25th, 9am, Rasmuson Library Joint Conference Room.

ATTACHMENT 149/4
UAF FACULTY SENATE #149
MARCH 3, 2008
SUBMITTED BY THE FACULTY AFFAIRS COMMITTEE

**Faculty Affairs Committee Meeting
15 Feb 2008 14:00-15:30 WRRB 101**

Present: Barrick, Bret-Harte, Christie, Dehn, Fowell, Hogan, Reynolds, Rosenberg, Wiesenburg

Update from committee chair, comments on statements given in the last administrative committee meeting and Senate.

Pending Items:

- Annual Activities Reports
 - Vigorous discussion on all points
 - Target to have reports and motions by end of Senate term
 - Current comments from test group focus on ease of use. Faculty Affairs Committee sees a need for examination of larger issues.
 - The report is a measure of faculty performance, hence sensitive, and raises concerns about confidentiality and academic freedom.
 - The need for metrics on faculty performance and the purpose of Annual Activities Reports are two separate things.
 - The system appears *ad hoc*, with full ramifications not considered.
 - Data-mining is a serious issue of concern.
 - Approach from this committee
 - Prepare a report outlining the issues and comparing the current system and the proposed system.
 - Four options discussed
 - Accept the current system with changes to remove sensitive and irrelevant fields, ensure confidentiality and security.
 - Recommend killing the initiative from the committee, and voting on this in the Senate.
 - Bring the initiative to the Unions to be negotiated as part of the CBA given the concerns over workload, confidentiality and academic freedom.
 - Separate the two functions of Annual Activities Reports and Faculty metrics, help the administration design a less onerous reporting system that meets the guidelines laid out to the Faculty Alliance almost 5 years ago. Leave the current Annual Activities Report as is for now, perhaps use the software support funds for a data entry person instead to create a useful database of faculty performance based on the fields that fall in the public domain.
- Adjunct Professor “exploitation”
 - Limited to a few schools/departments
 - Create report for Senate by end of term

- Need for data gathering, subcommittee to be led by Barrick
 - Determine scope of problem, is there data in Banner we can request
 - Suggest standards for adjunct faculty to assure students/university of instructor's qualifications (no authority to do more than this at this level)
 - Suggest standards for departments (provide office, phone, means to complete the course)
 - Current system lacks accountability
 - Currently no advocate due to the diversity of the adjunct professor group (4 types noted previously)
 - Many do not need or want health care
 - Some are truly overworked and underpaid, etc.
- Bylaws change for Faculty Affairs Committee to represent new role with Unions
 - Suggested text passed out for review
 - Some edits made on the fly, will have a draft for a motion next committee meeting
- Role of Faculty Affairs Committee with legislature
 - Discussion on the wording in the current bylaws, "legislative and fiscal issues that may impact faculty concerns at the university."
 - There is a lot happening at this level, outside of the knowledge of the committee.
 - Suggestion that it be policy for the committee to be informed, so that those looking to approach the legislature could check here to make sure they are not re-inventing the wheel or working at cross-purposes to another group.
 - Suggested that Ann Ringstad would be a good contact person for advice here.
 - Idea of bringing legislators here to UAF, however the local legislators are already good advocates, and bringing in legislators from other districts is problematic.
 - Perhaps a better outreach to constituents in other districts the best approach.

New Items:

- Research Faculty not permitted to recommend Emeriti
 - A letter nominating a retired academic faculty member for emeritus status from a research faculty member was declined by the Provost's office on the basis of the research faculty member's status.
 - More research here to discover whether research faculty are truly restricted in this fashion and whether they may become emeriti themselves.
 - Note that the rules for Emeriti nomination do pass through this committee, and we have the ability to amend them.
- Bult-Ito request to investigate appointment to Chancellor's Committee on Diversity
 - Letter entered into Senate minutes and email exchanges were discussed.
 - Bult-Ito brings up three points in the letter, he feels:
 - Senate misled into changing the appointee
 - Bult-Ito denied appointment on the basis of race and gender
 - Bult-Ito academic freedom curtailed
 - Committee finds insufficient grounds to censure the Chancellor at this time.
 - Nomination does not necessarily equal appointment
 - Serving on such a committee is not a right

- Where was the nomination changed, did it in fact reach the Chancellor? It appears not based on the email traffic.
 - It is unclear whether the three year appointment to this committee can be renewed with a new appointment. There does not appear to be language prohibiting this, so there may in fact be a difference in the interpretation of the rules. Regardless, the denial appears based on interpretation of this rule rather than gender and race, which was first broached by Bult-Ito.
 - Bult-Ito's academic freedom remains intact, as evidenced by his ability to raise this inquiry.
- More research is required into the chain of events.
 - The committee feels that a request for a statement on why the Chancellor's office requested the alternate nomination would be appropriate.
 - Alter the nature of the agreement for nominations in the future such that when the nomination is declined the Chancellor's office must give cause. The purpose here is to avoid such contention in the future, and to better understand the needs of the Chancellor's office for these committees.

ATTACHMENT 149/5
UAF FACULTY SENATE #149
MARCH 3, 2008
SUBMITTED BY COMMITTEE ON THE STATUS OF WOMEN

**Committee on the Status of Women
Meeting Minutes February 19, 2008**

Present: Kayt Sunwood, Alex Fitts, Jane Weber, Sine Anahita, Carol Gold.
Several members had emailed to say they would not be present because they had another important meeting. Due to this, we decided to table a couple of issues until the next meeting.

Minutes by Sine Anahita

Women Faculty Luncheon 2008

- Fran Ulmer tentatively accepted our invitation to be the keynote speaker
- she will know for sure in May, and will let Carol know
- thanks to Carol Gold for taking the lead on arranging with Fran Ulmer
- discussed how to fund her airfare; possible to share funding with student activities or other sources

Flyer for P&T Workshop 2008

- some suggested changes to shift to positive focus
- wording agreed upon: Strategically Planning for Promotion & Tenure?
- Kayt says rural faculty have already contacted her regarding web-streaming

Bunnell House update:

- Chancellor committed \$24K towards keeping Bunnell House open Summer 08
- shortfall may be covered through additional fees for users, other sources
- Advisory Board, Chancellor, and others are still working on the issue
- concern about continuing child care needs; we will discuss this in future meeting(s)
- thanks to Diane Wagner for taking the lead on this issue

Election process timeline

- nominations solicited from all faculty during the next couple of weeks
- university-wide elections will follow, ending about the 3rd week of March
- nominees will be asked to write brief statement explaining why they wish to serve on the CSW
- we will follow the same process as in years past, and will discuss possible procedural changes at a future meeting

T&P decision-making process study

- is still in process

Reminder of future meetings:

- 3-18; 4-15; May TBA
- 1:00-2:00 PM

ATTACHMENT 149/6
UAF FACULTY SENATE #149
MARCH 3, 2008
SUBMITTED BY STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT

**SADA Committee Meeting
Meeting Minutes February 2, 2008**

Attending: Linda Hapsmith, Bernice Joseph, Mark Box, Cindy Hardy, Joe Mason, Dana Greci, Brian Rasley

The main focus of our meeting was a discussion of a motion to amend mandatory placement brought to the Curricular Affairs Committee by Michael Schuldiner, English Department Chair. We discussed whether or not to support the motion.

Cindy reported that PAIR data in the new motion includes a small sample size (the cohort is only 51 students) and considers a grade of D to be a successful outcome. She also said this motion amends the catalogue, not the original motion and referred us to paragraphs 1 and 3 in the original motion for information about testing and placement.

Linda reported that Curricular Affairs supported using the motion to change policy because these changes affect more than just CLA. The hard part, she thought, will be checking all the high school GPAs as it's not possible to do it yet through BANNER.

We discussed who should be responsible for placing students into ENGL F111x and how accurate an indicator of English placement a GPA is. Our committee felt that graduate student teaching assistants should not be responsible for placement decisions. We discussed the in-class writing sample and suggested that students who don't meet the minimum requirements using placement tests could have the option of taking COMPASS or using a writing sample. We had forwarded a recommendation on placement to the English Department last semester, but the English Department's Composition Committee hasn't met yet this semester because the English Department has been busy interviewing candidates for the Composition Director position.

We discussed various options regarding the motion: table it, send it forward with our comments, hold it to make changes, amend the original motion. We decided to bring the motion to the Senate meeting on Monday with amended language. The new language will substitute "Composition Director or appropriate rural campus director," instead of "instructor," thus taking placement decisions out of the hands of graduate level Teaching Assistants. We will go back to the original motion at our next meeting to review the language that's written there about what assessment methods are used.

The next meeting will be February 15, 2:00-3:30pm.