

FOR MORE INFORMATION, CONTACT:

Jayne Harvie
312 Signers' Hall
474-7964 fysenat@uaf.edu

For Audioconferencing:

Toll-free #: 1-800-893-8850
Participant PIN#: 1109306
Chair PIN#: 1109371

This meeting will be videoconferenced.

AGENDA

UAF FACULTY SENATE MEETING #150

Monday, April 7, 2008

1:00 p.m. – 3:35 p.m.

109 Butrovich Bldg. – BOR Conference Room

- | | | | |
|------|-------|---|---------|
| 1:00 | I | Call to Order – Jon Genetti | 5 Min. |
| | | A. Roll Call | |
| | | B. Approval of Minutes to Meeting #149 | |
| | | C. Adoption of Agenda | |
| 1:05 | II | Guest Speaker: | |
| | | A. President Mark Hamilton | 20 Min. |
| 1:25 | III | Status of Chancellor's Office Actions | 5 Min. |
| | A. | Motions Approved: | |
| | | 1. Motion to a Masters of Natural Resource Management and Geography | |
| | | 2. Motion to approve an Associate of Science degree program | |
| | B. | Motions Pending: none | |
| 1:30 | IV | Public Comments/Questions | 5 Min. |
| 1:35 | V | A. President's Comments - Jon Genetti | 10 Min. |
| | | B. President-elect's Report - Marsha Sousa | 5 Min. |
| 1:50 | VI | A. Remarks by Chancellor Steve Jones | 10 Min. |
| | | B. Remarks by Provost Susan Henrichs | 10 Min. |
| 2:10 | BREAK | | |
| 2:20 | VII | Governance Reports | 10 Min. |
| | A. | Staff Council - Kayt Sunwood | |
| | B. | ASUAF - Jake Hamburg | |
| | C. | ACCFT/UNAC | |

2:30	VIII	New Business	30 Min.
	A.	Motion to approve the Library Science Unit Criteria, submitted by the Unit Criteria Committee (Attachment 150/1)	
	B.	Motion to approve the Unit Criteria for the Departments of English, Philosophy, and Humanities, submitted by the Unit Criteria Committee (Attachment 150/2)	
	C.	Motion to approve a B.A. in Fisheries, submitted by Curricular Affairs (Attachment 150/3)	
	D.	Motion to approve a Minor in Fisheries, submitted by Curricular Affairs (Attachment 150/4)	
	E.	Motion to Confirm 2008 Outstanding Senator of the Year Award Nomination (Attachment 150/5)	
	F.	President-Elect Election (Attachment 150/6)	
3:00	IX	Discussion Item:	10 Min.
	A.	UAF Interim Chancellor	
3:10	X	Committee Reports	15 Min.
	A.	Curricular Affairs - Ilana Kingsley (Attachment 150/7)	
	B.	Faculty Affairs - Jon Dehn	
	C.	Unit Criteria - Brenda Konar (Attachment 150/8)	
	D.	Committee on the Status of Women - Jane Weber (Attachment 150/9)	
	E.	Core Review - Michael Harris	
	F.	Curriculum Review - Rainer Newberry	
	G.	Faculty Appeals & Oversight - Tom Clausen	
	H.	Faculty Development, Assessment & Improvement - Larry Roberts (Attachment 150/10)	
	I.	Graduate Academic & Advisory Committee - Paul McCarthy	
	J.	Student Academic Development & Achievement - Cindy Hardy (Attachment 150/11)	
3:25	XI	Members' Comments/Questions	10 Min.
3:35	XII	Adjournment	

ATTACHMENT 150/1
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

MOTION:

=====

The UAF Faculty Senate moves to approve the revised Unit Criteria for Library Science.

EFFECTIVE: Immediately
 Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by Library Science. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT,
ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE
AND LIBRARY SCIENCE UNIT CRITERIA STANDARDS AND INDICES

APRIL 2008

THE FOLLOWING IS AN AMPLICATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN LIBRARY SCIENCE. ITEMS IN BOLDFACE ARE THOSE ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO LIBRARY FACULTY, AND ARE CLARIFICATIONS OF UAF REGULATIONS.

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. **A MASTER’S DEGREE IN LIBRARY SCIENCE (MLS) OR EQUIVALENT FROM AN AMERICAN LIBRARY ASSOCIATION (ALA) ACCREDITED PROGRAM IS THE RECOGNIZED QUALIFICATION FOR ACADEMIC LIBRARIANS. IN SOME CIRCUMSTANCES, A MASTER’S OR PHD IN A SPECIFIED FIELD MAY SERVE AS AN ALTERNATIVE.** 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, AND LIBRARY SCIENCE UNIT CRITERIA AND INDICIES, 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.

A CANDIDATE NEED NOT DEMONSTRATE EQUAL PERFORMANCE IN ALL THREE AREAS BUT SHOULD ATTAIN AT LEAST A GOOD RATING IN TEACHING, RESEARCH AND 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.

A CUSTOMARY TEACHING WORKLOAD FOR LIBRARY SCIENCE FACULTY MAY RANGE FROM 1-2 UNITS PER YEAR; TEACHING IS A SMALL PORTION OF THE LIBRARY SCIENCE WORKLOAD.

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.

LIBRARY FACULTY MEMBERS ENGAGE IN REGULAR REVISION OF THE CURRICULUM TO REFLECT CHANGES IN LIBRARY AND INFORMATION RESEARCH METHODS AND ACCESS TECHNOLOGIES. IN ADDITION TO TEACHING CREDIT COURSES, LIBRARY FACULTY MAY ALSO PROVIDE LECTURES, WORKSHOPS, AND SEMINARS FOR DISCIPLINE-BASED COURSES AT ALL LEVELS OF UAF'S ACADEMIC PROGRAMS IN COOPERATION WITH COURSE INSTRUCTORS.

- 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.

A CUSTOMARY RESEARCH WORKLOAD FOR LIBRARY SCIENCE FACULTY IS 2-3 UNITS OF THEIR TOTAL WORKLOAD. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY ARE A SMALL PORTION OF THE NORMAL LIBRARY SCIENCE WORKLOAD.

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, **CASE STUDIES, PEER-REVIEWED TRANSLATIONS**, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
 - b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
 - c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
 - 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.
 - 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.
 - k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
 - l. 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. **DEVELOPMENT OF PEER-REVIEWED ADAPTATIONS OF NEW TECHNOLOGY**

INCLUDING SOFTWARE DEVELOPMENT TO SOLVE PROBLEMS RELEVANT TO INFORMATION ACCESS AND/OR DELIVERY OF LIBRARY SERVICES.

m. PEER-REVIEWED EXHIBIT CURATION.

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."

A CUSTOMARY SERVICE WORKLOAD FOR LIBRARY SCIENCE FACULTY MAY RANGE FROM 16 TO 37 UNITS. UNIVERSITY SERVICE IS THE LARGEST PORTION OF THE LIBRARY SCIENCE WORKLOAD.

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.
- 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.

ALONG WITH UNIVERSITY SERVICE, LIBRARIANS MUST ALSO PERFORM SERVICE IN THE UNIT. AS SUCH, LIBRARIANS MUST DEMONSTRATE COMPETENCE AND EVIDENCE OF DEVELOPING EXCELLENCE IN HIS/HER PRIMARY AREA(S) OF RESPONSIBILITY WHICH ARE DESCRIBED BELOW. LIBRARY FACULTY WORKLOADS MAY SHOW ACTIVITY AND/OR RESPONSIBILITY FOR SOME BUT NOT ALL OF THESE SERVICE ACTIVITIES AND MAY ALSO INCLUDE ACTIVITIES SPECIFIED IN INDIVIDUAL WORKLOAD REQUIREMENTS.

REFERENCE

REFERENCE SERVICES PROVIDE A LINK BETWEEN USERS SEEKING INFORMATION AND THE INFORMATION SOURCE. SERVICES INCLUDE PROVIDING ASSISTANCE IN LOCATING BASIC INFORMATION AND INSTRUCTION IN THE SELECTION AND USE OF LIBRARY RESOURCES AND RESEARCH TOOLS.

COLLECTION DEVELOPMENT

COLLECTION DEVELOPMENT IS THE PROCESS BY WHICH LIBRARIANS DETERMINE THE MATERIALS TO BE INCLUDED IN LIBRARY COLLECTIONS THROUGH: SELECTION OF MATERIALS CHOSEN TO SUPPORT THE CURRICULUM AND THE UNIVERSITY'S MISSION; DEVELOPMENT OF DEPARTMENTAL LIAISON RELATIONSHIPS; MANAGEMENT OF THE COLLECTION DEVELOPMENT INFRASTRUCTURE; COLLECTION AND MANAGEMENT OF DATA FOR COLLECTION ASSESSMENT AND ACCREDITATION/ASSESSMENT; AND DIRECTING LIBRARY PARTICIPATION IN CONSORTIAL OR OTHER JOINT PROJECTS SUCH AS COOPERATIVE PURCHASES AND SHARING OF ONLINE RESOURCES WITH OTHER INSTITUTIONS.

MANAGEMENT OR ADMINISTRATIVE ACTIVITIES

THIS AREA INCLUDES MANAGING BUDGETS; SUPERVISING AND EVALUATING LIBRARY STAFF; BROAD-BASED PLANNING; AND POLICY DEVELOPMENT, DATA ANALYSIS, AND REPORT WRITING RELATED TO THE FUNCTIONING OF THE LIBRARY.

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY INVOLVES ASSESSING AND USING CURRENT TECHNOLOGIES TO CREATE AND MAINTAIN SYSTEMS AND PUBLIC INTERFACES THAT DEVELOP OR IMPROVE ACCESS TO LIBRARY COLLECTIONS AND INFORMATION RESOURCES, INCLUDING: PLANNING, INSTALLATION AND MAINTENANCE OF SOFTWARE SYSTEMS; CREATION OF SOFTWARE AND DESIGN OF WEB SITE ARCHITECTURE; AND WRITING AND IMPLEMENTING POLICIES TO SUPPORT AND CARRY OUT LIBRARY SYSTEMS/TECHNOLOGY WORK.

ARCHIVES

ARCHIVAL ACTIVITIES INCLUDE FACILITATING DONOR RELATIONSHIPS AND DONATIONS, RESULTING IN NEW ACQUISITIONS AND/OR FUNDING FOR ARCHIVAL PROJECTS; APPRAISAL OF COLLECTIONS TO DETERMINE ADMINISTRATIVE OR HISTORICAL VALUE; ARRANGEMENT AND DESCRIPTION OF COLLECTIONS TO FACILITATE RESEARCHER ACCESS; PRESERVATION OF FRAGILE MATERIALS AND/OR OBSOLETE MEDIA; DEVELOPMENT OF OUTREACH PROGRAMS; AND PROVISION OF RESEARCH SERVICES TO ASSIST PUBLIC ACCESS TO HISTORICAL COLLECTIONS OF PAPERS, PHOTOGRAPHS, AND OTHER UNIQUE AND UNPUBLISHED MATERIALS.

- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
 - i. Mentoring **OF NEW FACULTY**.
 - j. Prizes and awards for excellence in university service.
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.

ALTHOUGH ALL FACULTY MEMBERS ARE INDIVIDUALLY RESPONSIBLE FOR PROFESSIONAL ACHIEVEMENT, SCHOLARSHIP AND OTHER RELEVANT EXPERIENCE, A HIGH PROPORTION OF COOPERATIVE WORK IS ESSENTIAL FOR PROGRESS IN THE FIELD OF LIBRARIANSHIP. THEREFORE, EVALUATION OF LIBRARY SCIENCE FACULTY IS BASED UPON INDIVIDUAL AND COLLECTIVE

ACCOMPLISHMENTS IN THE PRACTICE OF LIBRARIANSHIP, SCHOLARLY, RESEARCH OR CREATIVE ACTIVITY AND SERVICE.

EFFECTIVENESS IN SERVICE MAY BE EVALUATED BY ANY OF THE FOLLOWING METHODS:

- A. DOCUMENTATION DEMONSTRATING SUCCESSFUL DEVELOPMENT AND IMPLEMENTATION OF PROJECTS, POLICIES, PROCEDURES, AND STANDARDS.
- B. LETTERS SUPPLIED BY COLLEAGUES WITHIN AND OUTSIDE THE UNIVERSITY EVALUATING PERFORMANCE, CONTRIBUTIONS TO THE LIBRARY AND ASSISTANCE TO INDIVIDUALS AND/OR GROUPS.
- C. UNSOLICITED TESTIMONIALS DEMONSTRATING OUTCOMES AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES.
- D. HONORS AND AWARDS FOR PERFORMANCE EXCELLENCE WITHIN AND OUTSIDE THE UNIVERSITY, INCLUDING LIBRARY AND PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS.

ATTACHMENT 150/2
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

MOTION:

=====

The UAF Faculty Senate moves to approve the Unit Criteria for the Departments of English, Philosophy, and Humanities.

EFFECTIVE: Immediately
 Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted jointly by the departments of English, Philosophy, and Humanities. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT,
PROMOTION, AND TENURE
AND
DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES UNIT CRITERIA
STANDARDS AND INDICES

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.

ATTACHMENT 150/3
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY CURRICULAR AFFAIRS

MOTION:

=====

The UAF Faculty Senate moves to approve a Bachelor of Arts in Fisheries.

EFFECTIVE: Fall 2008 and/or
 Upon Board of Regents Approval

RATIONALE: See the full program proposal #54 from the Fall 2007 review cycle
 on file in the governance Office, 312 Signers' Hall.

Brief Statement of the Proposed BA in Fisheries Program

1. Overview:

Alaska's fisheries are entering a period of rapid change. Climate change influences the abundance and dynamics of fish stocks. Institutional changes (such as the rationalization of fisheries, federal imposition of subsistence priority, and the allocation of harvest to community development) continue to alter the structure and function of industry by promoting the emergence of 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 (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 America 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

<u>Resources</u>	<u>Existing</u>	<u>New</u>		<u>Total</u>
		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

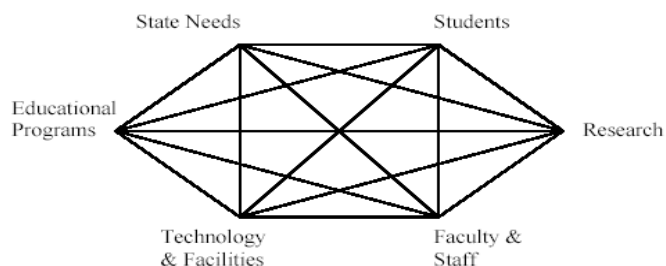
Program Approval Summary Form

Requirements:

MAU: UAF

Title: Bachelor of Arts 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. 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 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.

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 or have a primarily business, political science, social science, or anthropology degree out of a Bachelor of Arts program. Our proposed degree melds those two programs so that students receive both an adequate foundation in the sciences and a broad background in business and political science/policy.

The creation of a Bachelor of Arts in Fisheries does have the potential of impacting student enrollment in other degree programs with the UA system, particularly at UAF. We do not necessarily anticipate drawing students from other programs. Instead, we anticipate an increase in student enrollment which would have the positive benefit of increasing credit-hour production in fisheries courses as well as courses in degree programs intricately involved in this program (e.g., Business Administration, Political Science). It should be mentioned that this degree program does have the support of Interim Dean of the School of Management and the Department Head of Political Science.

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 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.

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.

ATTACHMENT 150/4
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY CURRICULAR AFFAIRS

MOTION:

=====

The UAF Faculty Senate moves to approve a Minor in Fisheries.

EFFECTIVE: Fall 2008 and/or
 Upon Board of Regents Approval

RATIONALE: See the full program proposal #55 from the Fall 2007 review cycle
 on file in the governance Office, 312 Signers' Hall.

Brief Statement of the Proposed Minor in Fisheries Program

1. Overview:

The Minor in Fisheries will be administered by the Fisheries Division in the SFOS. This minor will not be available for undergraduate students enrolled in the Bachelor of Science in Fisheries or Bachelor of Arts in Fisheries degree programs. Instead, the minor outlined in this proposal will only be available to students in non-fisheries degree programs. The minor, as outlined in this proposal will consist two core courses (6 credits) and two fisheries course requirements (6 credits). In addition, students will need to choose a minimum of one class (3 credits) from one of the following three concentration areas: fisheries science, fisheries business administration and economics, and fisheries policy and rural development. As a result, a total of 15 credits will be required for the Minor in Fisheries.

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 America 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 Policy3
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 Ecology3
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

<u>Resources</u>	<u>Existing</u>	<u>New</u>		<u>Total</u>
		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

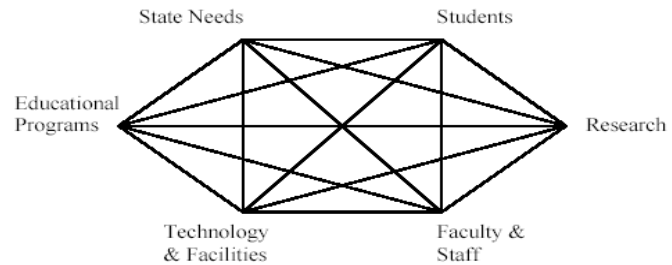
Program Approval Summary Form

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.

ATTACHMENT 150/5
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY THE OSYA SCREENING COMMITTEE

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.

ATTACHMENT 150/6
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

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
_____ Jonathan Dehn

PERSONAL STATEMENTS OF THE NOMINEES:

Sukumar Bandopadhyay, Professor of Mining Engineering

I am proud and honored to be nominated to serve the faculty of the University of Alaska Fairbanks as UAF Senate President-Elect. I have been an active member of the UAF senate, beginning with Fairbanks Assembly and then with faculty senate since 1983. During these years I have seen a considerable amount of change. The Senate has grown in stature and recognition around the university system. I was particularly impressed with the position faculty Senate took during difficult budget years when the university administration tried to restructure the academic programs (1994), and more recently on the status of women and minority.

My ten plus years of service on the faculty senate and leadership positions on various senate committees over the years has given me insight into the support the senate receives from the professional staff, senators, committee chairs and faculty members. They are as dedicated and committed as any group of members I have ever had the pleasure to be involved with. I deeply appreciated the support I received from all my colleagues.

If elected, I will serve for one year as President-elect, and another year as president. The actual time that I will have a direct impact in the leadership position is relatively short. Therefore, it is important to have a clear focus on my goals.

The priorities that I will have during my term of office include the following: Even though we have made great strides in increasing the status of women and minorities, more needs to be done.

We need to continue to improve the communication with the individual faculty members and assess their needs.

we need to improve the interaction, communication and cooperation between the faculty senate and the faculty unions.

I anticipate the faculty senate facing continuing challenges in the coming years on issues on faculty rights and responsibilities, promotion, tenure, academic freedom, as well as, perhaps larger challenges (such as university restructuring and budget reductions) with which all of us are concerned. We certainly need a strong leadership with experience and commitment to address the issues that will come before us.

I feel that my background of 26 years at UAF as faculty member, leadership position at UNAC, University Executive as the Dean of the School of Mineral Engineering, University-wide Promotion and Tenure Committee, University-wide Post-tenure Review Committee, Faculty Affairs Committee, Curriculum Review Committee, give me a diverse background that covers a broad area of the faculty senate activities. That, coupled with my service of ten plus years on the faculty senate affords me the insight and experience needed to lead the UAF faculty senate.

If elected, I will solicit your help and listen to your ideas. I look forward to working with you. Thank you for this honor.

Jonathan Dehn, Research Associate Professor of Geophysics

I am happy to accept the nomination for the position of President-Elect of the UAF Faculty Senate. As a research faculty member at UAF, I am honored to be nominated, including the voice of research faculty to our academic peers. Shared governance of the university requires the participation of all faculty in an equitable role.

I have been a research faculty member at UAF for 10 years and was elected to the Senate in 2006 as the first research faculty senator along with Marion Bret-Harte. Even though my focus has been research, I've taught every year while at UAF, so I am familiar with the issues facing all faculty at the university. Serving on the faculty affairs committee I have pushed for a positive environment for education and research at UAF. I was elected chair of that committee, and have made efforts to clarify many issues, including the automated annual activities reports, the role of adjunct faculty at the university, and helping to coordinate the needs of the faculty with the goals of the unions.

My background is varied, my BS and MS from Arizona State, and my Dr. rer. nat. from the University of Kiel in Germany. I was a three time Fulbright scholar to Germany, after that supporting my doctorate on grants from the Germany Research Society. I worked at the Smithsonian Institution, and for the Japanese Geological Survey. I've taught classes in Germany (University of Kiel) and Japan (Hokkaido University) in addition to the work at UAF. Currently I am part of the Alaska Volcano Observatory at the Geophysical Institute. I serve as affiliate faculty at the University of Hawai'i, and at the Open University in Milton Keynes, UK. I believe this allows me to approach the role of the Senate and the Presidency with a unique perspective.

ATTACHMENT 150/7
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

**Curricular Affairs Committee
Meeting Minutes for Feb. 28, 2008**

Present: Mary Anne, Deanna Dieringer, Linda Hapsmith, Rainer Newberry, Ilana Kingsley, Amber Thomas, Jane Allen, Carol Lewis, Falk Huettmann

Guests: Trent Sutton, Mike Castellini

Mike and Trent answered questions regarding the proposed BA Fisheries degree program.

- **Naming of the degree:** Fisheries Management, in the field of fisheries, is something specific. It's not management as the layperson thinks of management. The name needs to be kept broad.
- Students may take varying tracks within the program. For example they can focus on the history of fisheries, rural development, how to run a small business, poly sci, etc.
- Why not just have a minor in Fisheries and a major in one of the above tracks? The minor appeals to a somewhat different group of students.
- There aren't other similar programs out there....is this because it's a unique program or their isn't a demand for it.
 - The program may attract students from rural areas or outside to come to UAF.
 - The school has already received a few calls regarding the program.
- **Funding:** This is a Rasmuson Foundation Grant, matched by the university. It's a 6 year period. The hope is for continued funding from the state. The committee was interested in knowing the contingencies for funding if not going to base.
- **Faculty:** 5 new tenure track faculty will be hired with the money from the grant.

Committee concerns/discussions are below:

- Math requirements. Need to verify if calc is required. If so, it shouldn't be for a BA.
- What does industry think of a BA vs. BS degree? In the case of NRM, they want to hire folks with a BS.
- The proposal could be strengthened by:
 - Clarification of the math requirements
 - Industry support letters—documents in the proposal that indicate that industry is looking to hire people with this specific degree.
- There is a low enrollment rate—so where is the demand coming from?

Next meeting is March 24th, 9am, Rasmuson Library Joint Conference Room.

ATTACHMENT 150/8
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY THE UNIT CRITERIA COMMITTEE

**Unit Criteria Committee
Meeting Minutes for March 31 2008**

Attending:

Brenda Konar
Julie Cascio
Thomas Zhou
Gerri Brightwell
Lee Taylor
Mark Herrmann

Library Science has been approved and will be presented at the next Faculty Senate meeting for approval. Thomas and perhaps Lee and Gerri will be there to answer questions. Brenda will be out of town.

English and Philosophy and Humanities: The committee approves these criteria. They also will be presented at next Faculty Senate meeting for approval.

GPMSL:

Teaching:

Pg 4: Line 6: Change SFOS to GPMSL. The primary mission of GPMSL is graduate teaching; SFOS also has a big undergrad mission.

Pg 4: Line 11: starting with “when compared to undergrad...” This seems antagonistic.....” Eliminate this sentence.

Pg 4: 1. Effectiveness in Teaching: eliminate the bold section. It is redundant and adds confusion.

Pg 5: 2. Components of Evaluation: First sentence in bold is redundant to what is above. Please eliminate.

Pg 5: 2. Components of Evaluation: Middle of paragraph: Substantial is spelled wrong. Put periods into Ph.D.

Research:

Pg 7: Eliminate first two sentences of the paragraph after m. They are redundant and empty. They don’t add anything. The workload should be taken into account and this doesn’t need to be pointed out here.

Pg 7: The two sentences starting “The primary evidence of high research quality....” Should go under “a”.

Pg 8: Add post-doc to sentence that says first-authored by the candidate or graduate student

Pg 8: The end of the added-on paragraph.. “Secondary evidence of research substance..” should go under “b”. Last section should go under “a” (... and publications that are not peer-reviewed....).

Service:

Pg 8: 1. Please eliminate the first sentence. It is not needed. Eliminate “professional expertise” from second sentence. Expertise encompasses the university position. Also, add “public” before “service” in this same sentence to clarify.

Pg 8: 1. f. Everything should be in bold except “consulting”. Consulting is in the original criteria and as such should not be in bold.

Pg 9: 2. Eliminate e. Redundant to “a”

Pg 10: 2. j. Bold “Junior Faculty”

Pg 10: 4. Evaluation of Service: please eliminate first sentence. Not needed. The rest of the paragraph explains how to access service.

Pg 10: 4. Evaluation of Service: Re-word the part that states “since those who usually perform poorly are not sought as reviewers..” to “Evidence of strong performance is indicated by repeated requests. Make this sound more positive.

Pg 10: 4. Take out reasonable from the last line. This is not needed.

Pg 10: 4. Should there be something added about what is expected for the associate level (to follow format for full)?

ATTACHMENT 150/9
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY COMMITTEE ON THE STATUS OF WOMEN

**Committee on the Status of Women
Meeting Minutes for March 18, 2008**

Meeting began at 1PM 18 March 2008 in Kayak Room of Rasmussen Library

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

Minutes by Uma Bhatt

1) Promotion and Tenure workshop

- Will be on 18 April and fliers were handed out to all to publicize the event. The panel will be Paul Layer, Carol Gold, Diane Wagner and Roxy Dinstell. They will each speak 5-10 minutes on what they feel are key aspects of the process that would benefit the audience.
- There was a discussion on how to ensure that the campus wide committee be open. It was decided that since the decision is left up to each P&T committee, then once the committee is decided they should be lobbied to keep the meetings open unless requested otherwise by the applicant.
- There was some discussion/question on how one gets on the campus wide committee. It seemed that each college deals with it in a different way.
- Carol and other suggested that we encourage the campus wide to be split into several committees, each dealing with only part of the promotion/tenure applicants. Then it may be more appealing to serve to a wider number of faculty.

2) Childcare issue

- The GCC has proposed a task force on childcare. We as the CSW nominate Diane Wagner to represent CSW (as well as Bunnell house) on this task force. Having adequate day care is critical to retain and to hire new/young faculty, as Brenda mentioned since she has just been involved in several searches.
- Uma asked if Bunnell house can take over the newly to be vacant Play n Learn building? It is not campus, but it would help while the new building idea is moving forward.

3) Our next meeting will be April 29th 1-2. Each member of this committee should email Jane and Sine 1-2 ideas of what she would like the committee to address next year.

5) The 'Now You Know Project' will bring Martha West to UAF April 21-25. She is giving her talk at 7PM on Tuesday April 22 in Carol Brown Ballroom in the Union. The CSW would like to have dinner with her at 6PM on the 23rd at the Pumphouse. Sine will be confirming attendance by email before reservations are made. Each pays their own way.

ATTACHMENT 150/10

UAF FACULTY SENATE #150

APRIL 7, 2008

SUBMITTED BY FACULTY DEVELOPMENT, ASSESSMENT AND IMPROVEMENT

**Faculty Development, Assessment & Improvement Committee
Meeting Minutes for March 19, 2008**

Participants: Marji Illingworth, Julie Lurman, Michael Daku, Channon Price, Susan Herman, Dana Greci, Link Olson

1. Lily Conference

The conference was dynamic. The presenters were great. We plan to get a few more new presenters for next year. Local attendance was low. Partly that is because it's hard for people to get away for in-town conferences. But the committee hopes to do some work on how to get the word out better next year.

2. Faculty Forums

The forums are coming up on Wednesday, April 2nd and Friday April 4th. Both forums will be held from noon to 2 p.m. Wednesday's will be located at TVC room 442, and Friday's will be located at Copper Lane House. Ron Illingworth and Charlie Dexter will present on Wednesday at TVC; Marji Illingworth will moderate. Susan Herman, Dani Sheppard, and Beth Kersey will present on Friday at Copper Lane House; Mike Daku will moderate. Marji will set up the audio-conferencing for TVC; Joy will set it up for Copper Lane.

The committee decided to focus the forum discussions on the following two questions:

- 1) At the beginning of the course, what specifically do you do to engage students and get them inspired about learning?
- 2) Mid-semester, how do you keep them motivated, excited, encouraged, engaged?

Discussions can focus both on what works and what doesn't work.

It was decided, in a vote with 4 yeses, 1 no, and 2 abstains, that three students will be included in each forum discussion. Students who are not highly motivated will be included. Students who study with those hosting the forum will be excluded. Mike will get two students for Copper Lane; Link will get one. Marji will get students for TVC.

The committee will encourage the Provost and Deans to publicize the forums and encourage faculty to attend. Susan Herman will speak with Susan Henrichs. Marji will talk to Rick Caulfield, Dana to Bernice Joseph, Channon to Joan Braddock, Link to Denis Wiesenburg, Mike to Ron Davis, and Susan to Mark Herrmann. We will encourage faculty in our departments to attend. Mike will call Eric Madsen to encourage Education faculty to attend.

3. Upcoming Meetings

Special meeting with Susan Henrichs is Tuesday, April 8, at 8:30 a.m.

After that, we meet April 16, from 8:15-9:15 a.m.

Respectfully Submitted,
Dana Greci, Recorder

ATTACHMENT 150/11
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT

**SADA Committee Meeting
Meeting Minutes for February 15, 2008**

Present: Mark Box, John Creed, Cindy Hardy, Linda Hapsmith, Dana Greci, Marji Illingworth, Ron Illingworth, Joe Mason, Jane Weber, Sandra Wildfeuer

Committee membership elections—clarification of member terms: Because the question of who was up for reelection generated some confusion, we decided to revisit the definition of the committee, looking at how the membership is distributed. Cindy will talk to Jayne and get clarification, and then e-mail the committee. We also clarified whether someone who will be missing a number of meetings (such as those on a one-semester sabbatical) can appoint an alternate to attend the meeting.

Update on Mandatory Placement motion: The motion to amend the mandatory placement process in English was adopted by Senate as revised by our committee. This revision provides an option for students who have a high school GPA above 3.0 but test scores that place them in Developmental English: these students can appeal to the English department Composition Director or rural campus English faculty. We also agreed that reading needs to be part of mandatory placement. Not all members of the committee are comfortable with adjustments to mandatory placement going back to the Faculty Senate, but we will send a memo to curricular affairs clarifying the issues our committee will take on and opening the way to further cooperation and collaboration between our committees. We will continue to look for and discuss other refinements to the original motion as needed.

Mandatory placement comparison task force report: Linda Hapsmith reported on the task force comparing COMPASS and AccuPlacer as placement tools. They found that AccuPlacer is truly Internet-based and can be accessed from any computer while COMPASS is has to be downloaded to a server. Kuskokwim Campus is using AccuPlacer this year and have reported few problems. The task force is recommending adoption of AccuPlacer at UAF. This would mean that all three MAU's would be using the same assessment tool. We discussed the problems of administering Internet-based tests in some areas of the state with poor connectivity. Because of these difficulties, the task force is also recommending keeping ASSET or using Companion, the written version of AccuPlacer in addition to the Internet-based format. Linda reported that the task force did discuss specific concerns for students in rural areas taking computer-based placement tests, including finding proctors and students' familiarity with computers. We also agreed that a writing sample is an important component of a placement test, which can be addressed through ASSET or Companion. Ron noted that NADE recommends that teachers take a placement test to be familiar with what incoming students are being tested on.

ACT re-norming—Reading: Linda Hapsmith reported on the ACT re-norming report she has received in the Advising Center. The report shows the mean ACT test scores of students who have successfully passed various core classes. While the Math and Writing levels needed are in line with current placement levels, the reading levels needed to be successful in 100-level core classes vary widely. For example, for students to be successful in Perspectives on the Human

Condition, they need reading scores in the 17-19 range, but for History 100 and Econ 100, students need reading scores of 20. In the sciences, the reading level varies, as well, but, again students need higher levels of reading than are needed for 100-level English or Communication courses. This suggests that not all 100-level classes have the same prerequisites for reading and, further, that students would be better served to take English 111 before classes that demand higher levels of reading and writing skill. We discussed whether reading placement can be required as an admission to the core, or if each core department should add the reading score to class prerequisites. We also discussed the possibility that some core classes list English 111 as a prerequisite. We noted that it's clearly in the mandatory placement language that students must have reading placement.

We also noted that, while reading skills classes are taught on all campuses, they are under-enrolled. Even AAS faculty are reporting that their students have lower reading skills than needed to be successful in their courses. Students assume they can read adequately, but results indicate otherwise. We agreed to send a memo to the Core Committee about reading placement. Cindy and Marji will work on this.

Other committee and taskforce updates:

Cindy reported that the committee addressing the NSSE results has been meeting and is in the process of making recommendations.

GCC Student Success committee is starting to meet.

Cindy attended a meeting on HS/UAF alignment that included Fairbanks High School teachers, UAF faculty, and administrators. The English teachers she met with were very interested in knowing the standards expected of entering students in UAF courses. Ron and Joe reported that rural school districts have been talking to faculty at rural sites, as well, and that there seems to be a misalignment between what's taught in high schools and what's expected at UAF.

Department and program updates: Marji reported that the Developmental Education Department Curriculum committee is developing standards for teaching DEV courses, and also reviewing Developmental courses taught by correspondence.

Linda Hapsmith reported on upcoming events in the Academic Advising Center: Faculty advisor awards, Major Mania, a pre-orientation program for students after admission.

The next meeting will be March 21, 2-3:30.

Student Academic Development and Achievement Committee Meeting Minutes for March 21, 2008

Present: John Creed, Cindy Hardy, Joe Hickman, Joe Mason, Brian Rasley, Victor Zinger

The committee met and considered the following:

Committee Composition: We discussed a need for consistent representation of math and reading faculty on the committee. Currently the majority of developmental faculty on the

committee teach English, while the majority of developmental students are in Math classes. We also acknowledged a need for continuing reading skills faculty representation. These areas are not specified in the committee membership definition. We will discuss this further in the next meeting.

Brian raised the question of two-year term limits. Does this mean a representative can serve only two years—or does it mean that members are reelected every two years but can continue? If members can't be reelected, then continuity is affected. Members of the committee noted that many of us have served multiple terms. We will check with Jayne Harvie on this.

Update on Mandatory Placement: We discussed how mandatory placement is going to be implemented, and how it is going to impact the different departments/courses. Rural campuses generally have used a form of placement for years; the new placement will reinforce what they've been doing. As recommended by the mandatory placement review committee, Accuplacer will be phased in, first on the rural campuses, then on the Fairbanks Campus. It will take the place of COMPASS.

We discussed new rules for Financial Aid and how they might impact students taking developmental courses. Financial aid is changing the way they count “satisfactory progress toward a degree” to limit the number of credits over 130 they will fund. This can impact those in developmental classes, those in pre-major status, and those who withdraw from classes (Ws will be counted as attempted credits). We will check into whether this is set by Financial Aid here, or if it's a national requirement. Can we change policy so that the progress clock towards a degree starts after developmental courses are completed? Joe Mason reported that the rural campuses face no such restrictions since most of their financial aid comes from regional funding sources.

Cindy reported that at present there is no additional funding to hire new faculty in Developmental Education. Given the onset of mandatory placement, there is a need for more faculty lines. Developmental math, in particular, has difficulty finding faculty willing to teach as adjuncts. We discussed the need for more full-time positions in entry-level courses and agreed that having full-time faculty in those “first contact” classes enhances student success. John Creed reported a system-wide sloughing off of full-time faculty positions in a trend toward hiring adjunct and term faculty. We agreed to send a resolution from the committee to the Administrative Committee to forward to the Faculty Senate. John Creed e-mailed some suggestions to Cindy, who will e-mail it around to the committee, then bring a draft to the Administrative Committee.

We discussed crafting a reading resolution to bring to the Senate. While national and UAF data suggest the need for improved reading skills among students, enrollments in reading classes remain low, even on rural campuses, where placement is more direct. While reading is mentioned in the original mandatory placement motion, it's only mentioned in one place. The motion does not detail how to implement reading placement. We discussed waiting to flesh this out until after math and writing placement are implemented, but those in attendance feel that starting reading placement in tandem with math and writing placement would be better. However, we need to gather together empirical evidence from the ACT report and from studies done by Ian Olsen to look further at what impact reading scores have on grades for 100-level classes. We will take this up at the next meeting.

Department and program updates: Cindy reported that the Developmental Education Department curriculum committee has been meeting frequently, discussing CDE correspondence classes in developmental math and English. During this process, they have drafted a list of standards for teaching developmental classes. This has yet to be officially adopted by the department, but they are using these standards as a rubric to evaluate the effectiveness of CDE correspondence courses.

Next meeting(s):

Friday, April 11, 2-3:30

Possible meeting or lunch during CRCD face-to-face, May 15-16.