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AGENDA

UAF FACULTY SENATE MEETING #148

Monday, February 4, 2008

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

Wood Center Carol Brown Ballroom

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

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

Minimum Requirements for the Degree: 35 credits

Natural resources management is making and implementing decisions to develop, maintain or protect ecosystems to meet human needs and values. The core natural resources management

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

ii. Complete and successfully defend opus

6. Minimum credits required: 35

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

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

**RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM**

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

University of Alaska Board of Regents

Program Approval Summary Form

Requirements:

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

MAU: UAF

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

Target admission date: Fall 2008

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

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

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

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

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

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

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

Describe **Research** opportunities:

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

Describe Fiscal Plan for development and implementation:

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

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

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

Program objectives are:

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

Preliminary Catalog *Sample Course of Study*

Program in Natural Resources and Sustainability
School of Management, and
School of Natural Resources and Agricultural Sciences

Ph.D. Degree

Minimum requirement for Degree: 18 thesis credits

The joint Ph.D. Program in Natural Resources and Sustainability at the University of Alaska

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

Resources	Existing	New	Total
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Signature _____

Date

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Mark Herrmann, Interim Dean, SOM

Date

Signature

Notes on Resource Commitment

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

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

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

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

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

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

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

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

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

University of Alaska Board of Regents

Program Approval Summary Form

MAU: UAF

Title: Ph.D. Natural Resources and Sustainability

Target admission date: Fall 2008

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

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

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

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

Describe **Research** opportunities

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

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

CAPS = Addition

[[]] = Deletion

ENGLISH AND MATHEMATICS

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

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

It is best to consult with your advisor or faculty in the English or math department(s) if you have
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as a surprise. Many students who will not do well writing for an hour on a standardized test will do quite well, for example, on a research paper that requires extensive rewriting over a period of weeks or months. Adding the high school gpa as additional criteria by which students may enroll in 111 will help remedy the situation, although it will not completely solve the problem.

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

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

Jane passed out copies of the AAUP Faculty Gender Equity Indicators Report, of which she is co-author

Equal Pay Day is April 22; West's visit is April 20-23; she has agreed to meet with Provost and also the Deans Council

Meetings:

Tuesdays, 1:00-2:00

2-19; 3-18; 4-15; May TBA

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

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

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

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

Joy's Report:

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

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Meeting Minutes – January 23, 2008

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

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

Faculty Peer Assessment

The Faculty Peer Assessment subcommittee will meet next week.

Faculty Forums

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

Adult Learning Institute

Information about the institute is up on the website:

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

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

Generating Activity Reports

No further progress since the last meeting was reported.

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

Minutes respectfully submitted by Dana Greci, Recorder.

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

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

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

The committee met and addressed the following:

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

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

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

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

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

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

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

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

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

Marji reported that the biggest hole in the mandatory placement process is reading. Core classes don't currently have reading scores listed in their prerequisites. Though reading is mentioned in the original mandatory placement motion, it is not separated out in the placement guidelines in