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	

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, exuem

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.

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

m. PEER-REVIEWED EXHIBIT CURATION.

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 D/P MdSf20ATA FOR HE COL/ME M

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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 ACESS; 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 DEMONSTRATIAY MONSTRATIAY ECCICEFULIAYVEEFCERHIAYVEEFCERH
METHODS:

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

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.

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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.

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.

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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:
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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.

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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.

Proposed Catalog Layout:

GENERAL CATALOG LAYOUT

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

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

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

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

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.

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

Proposed Catalog Layout:

Minor

1. Students must take the following two courses (6 credits):
   FISH 101 Introduction to Fisheries or NRM 101 Natural Resources Conservation and Policy 3
   FISH 288 Marine and Freshwater Fishes of Alaska.....3

2. Students must take at least 6 credit hours from the following list of courses:
   FISH 261 Introduction to Fisheries Utilization… 3
   FISH 336 Introduction to Aquaculture.....3
   FISH 421 Fish Population Dynamics.....4
   FISH 425 Fish Ecology.....3
   FISH 436 Salmon Culture.....3
   FISH 487 Fisheries Management.....3

3. Students may take at least 3 credit hours from one of the following concentrations:

   Fisheries Science
   BIOL 305 Invertebrate Zoology.....5
   BIOL 310 Animal Physiology.....3
   BIOL 328 Biology of Marine Organisms.....3
   BIOL 441 Animal Behavior.....3
   BIOL 471 Population Ecology.....3
   BIOL 472W Community Ecology 3
   BIOL 473W Limnology.....4
   BIOL 476 Ecosystem Ecology.....3
   BIOL 483 Stream Ecology.....3
   NRM 370 Introduction to Watershed Management.....3

   Fisheries Business Administration and Economics
   BA 151 Introduction to Business 4
   BA 307 Introductory Human Resources Management 3
   BA 325 Financial Management.....3
   BA 343 Principles of Marketing 3
   BA 390 Organizational Theory and Management.....3
   ECON 200 Principles of Economics.....3
   ECON 235 Introduction to Natural Resources Economics 3
   ECON 335 Intermediate Natural Resource Economics 3
   ECON 434 Environmental Economics.....3
   ACCT 261 Accounting Concepts and Uses I.....3
   ACCT 262 Accounting Concepts and Uses II 3

   Fisheries Policy and Rural Development
   PS 101 Introduction to American Government and Politics 3
   PS 447 U.S. Environmental Politics.....3
   NRM 407 Environmental Law.....3
   NRM 430 Resource Management Planning.....3
   HIST 411 Environmental History 3
   ANTH 242 Native Cultures of Alaska 3
   ANTH 403W/O Political Anthropology 3
   ANTH 428 Ecological Anthropology and Regional Sustainability 3
   RD 200(Community Development in the North 3
   RD 245 Fisheries Development in Rural Alaska 3
   RD 256 Co-Management of Renewable Resources 3
   RD 265 Perspectives on Subsistence in Alaska 3
   RD 350O Indigenous Knowledge and Community Research.....3

   Minimum credits required.....15

RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM
Minor in Fisheries

Resources	**Existing**	**New**		**Total**
	College/School	College/School *	Others (Specify)	

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 form 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 supD 1model .Fur oth,of trSFOS faculty, staff, a.115 Td. Td[witell be hiree of ition, tteaed in supOceanam)8pl

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:
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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

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 18April 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.

ATTACHMENT 150/10
UAF FACULTY SENATE #150
APRIL 7, 2008
SUBMITTED BY FACULTY DEVELOPMENT, ASSESSMENT AND IMPROVEMENT

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 Ha

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.

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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.