

FOR MORE INFORMATION, CONTACT:

Jayne Harvie  
312 Signers' Hall  
474-7964 FYSENAT

For Audioconferencing:

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

**AGENDA**

UAF FACULTY SENATE MEETING #147

Monday, December 10, 2007

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

Wood Center Carol Brown Ballroom

- |      |     |   |         |
|------|-----|---|---------|
| 1:00 | I   | Call to Order – Jon Genetti   | 5 Min.  |
|      |     | A. Roll Call  |         |
|      |     | B. Approval of Minutes to Meeting #146  |         |
|      |     | C. Adoption of Agenda   |         |
| 1:05 | II  | Status of Chancellor's Office Actions   | 5 Min.  |
|      | A.  | Motions Approved:   |         |
|      |     | 1. Motion to amend the policy on Course Prerequisites to clarify that a grade of C means a 2.0 C and not a 1.7 C-.  |         |
|      |     | 2. Motion to amend the policy on probation to increase the number of credits a student can enroll in each semester. |         |
|      |     | 3. Motion to amend the English Proficiency Requirements for international student admissions.                       |         |
|      | B.  | Motions Pending: none   |         |
| 1:10 | III | Public Comments/Questions   | 5 Min.  |
| 1:15 | IV  | A. President's Comments - Jon Genetti   | 10 Min. |
|      |     | B. President-elect's Report - Marsha Sousa  | 5 Min.  |
| 1:30 | V   | A. Remarks by Chancellor Steve Jones  | 10 Min. |
|      |     | B. Remarks by Provost Susan Henrichs  | 5 Min.  |
| 1:45 | VI  | Governance Reports  | 10 Min. |
|      | A.  | Staff Council - Kayt Sunwood  |         |
|      | B.  | ASUAF - Jake Hamburg  |         |
|      | C.  | ACCFT/UNAC  |         |
| 1:55 |     | BREAK   |         |
| 2:05 | VII | Guest Speaker   | 15 Min. |
|      | A.  | Dana Thomas, Assistant Provost for General Studies  |         |

- |      |      |   |         |
|------|------|---|---------|
| 2:20 | VIII | New Business  | 30 Min. |
|      | A.   | Motion to approve a Masters of Natural Resource Management and Geography, submitted by the Graduate Academic & Advisory Committee. (Attachment 147/1)   |         |
|      | B.   | Motion to approve the A.A.S. in Dental Hygiene degree program, submitted by Curricular Affairs. (Attachment 147/2)  |         |
|      | C.   | Motion to adopt a new High School Entrance Credit Requirements for All Bachelor's Degree Programs table, replacing Table 1 at Page 27 of the Catalog 2007-2008 with the new simplified table, submitted by Curricular Affairs. (Attachment 147/3)                             |         |
|      | D.   | Motion to clarify that any references to previous Academic Standards that include a grade of "C" in the printed and online versions of the UAF Catalog are meant to be equivalent to 2.0; and each case is to be updated, submitted by Curricular Affairs. (Attachment 147/4) |         |
|      | E.   | Motion to amend the BA degree requirements under the Foreign / Alaska Native language option to include American Sign Language, submitted by Curricular Affairs. (Attachment 147/5)   |         |
|      | F.   | Resolution on Athletics Department Achievement of Title IX Status, submitted by the Committee on the Status of Women (Attachment 147/6)   |         |
|      | G.   | Resolution on Bunnell House, submitted by the Committee on the Status of Women (Attachment 147/7)   |         |
| 2:50 | IX   | Committee Reports   | 15 Min. |
|      | A.   | Curricular Affairs - Ilana Kingsley (Attachment 147/8)  |         |
|      | B.   | Faculty Affairs - Jon Dehn (Attachment 147/9)   |         |
|      | C.   | Unit Criteria - Brenda Konar  |         |
|      | D.   | Committee on the Status of Women - Jane Weber (Attachment 147/10)   |         |
|      | E.   | Core Review - Michael Harris  |         |
|      | F.   | Curriculum Review - Rainer Newberry   |         |
|      | G.   | Faculty Appeals & Oversight - Tom Clausen   |         |
|      | H.   | Faculty Development, Assessment & Improvement - Larry Roberts (Attachment 147/11)   |         |
|      | I.   | Graduate Academic & Advisory Committee - Paul McCarthy  |         |
|      | J.   | Student Academic Development & Achievement - Cindy Hardy (Attachment 147/12)  |         |
| 3:05 | X    | Members' Comments/Questions   | 10 Min. |
| 3:15 | XI   | Adjournment   |         |

ATTACHMENT 147/1  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY THE GRADUATE ACADEMIC AND ADVISORY COMMITTEE

MOTION:

=====

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

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

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

\*\*\*\*\*

Masters of Natural Resource Management and Geography Program Goals:

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

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

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

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

Minimum Requirements for the Degree: 35 credits

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

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

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

**Graduate Program – MNRMG Degree**

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

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

NRM 692--Graduate Seminar--3 credits

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

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

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

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

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

ii. Complete and successfully defend opus

6. Minimum credits required: 35

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

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

**RESOURCE COMMITMENT TO THE  
PROPOSED DEGREE PROGRAM**

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

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

**University of Alaska Board of Regents**

Program Approval Summary Form

Requirements:

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

MAU: UAF

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

Target admission date: Fall 2008

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

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

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

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

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

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

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

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

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

Describe **Research** opportunities:

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

Describe Fiscal Plan for development and implementation:

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

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



ATTACHMENT 147/2  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

=====

The UAF Faculty Senate moves to approve an Associate of Applied Science degree program in Dental Hygiene.

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

RATIONALE:           See the full program proposal #123 and courses #106 - 122 from  
                             the Fall 2007 review cycle on file in the Governance Office, 312  
                             Signers' Hall.

\*\*\*\*\*

Dental Hygiene Program, Objectives, and Career Opportunities

The primary goal of the Dental Hygiene program is provide students with the knowledge and clinical skills required for entry-level positions as dental hygienists. The program goals are achieved by meeting or exceeding the requirements established by the Commission of Dental Accreditation. A successful graduate of the University of Alaska Fairbanks/ Tanana Valley Campus dental hygiene program will take and pass the required exams for licensure in the State of Alaska as established by the State of Alaska Board Dental Examiners. Those exams consist of the Dental Hygiene National Written Board, and the clinical and local anesthetic boards administered by the Western Regional Examining Board (WREB).

Career opportunities are strong as cited by the State of Alaska Department of Labor and Workforce Development (DOLWD) 2002-2012 study. An article based on this study in the October, 2004 *Alaska Economic Trends* predicts an increase of over 40% in the need for dental hygienists, one of the highest rates of anticipated need among the occupations tracked by the state. A related DOLWD report projects 22 annual openings for dental hygienists statewide. The site specifies an average entry-level wage of \$38,960 and a mean salary of \$63, 810.

The UAF/TVC dental hygiene program will consist of a two-year academic schedule. Students will be selected for admission to the AAS in Dental Hygiene following successful completion of the prerequisite course work and other qualifications outlined in the application packet. The UAF/TVC dental hygiene program was directly modeled after the successful dental hygiene program at the University of Alaska Anchorage (UAA). The UAA dental hygiene program has been established for over 20 years and is accredited by CODA. UAF/TVC has the full support and cooperation of UAA in this endeavor. Further, the Allied Health Alliance and Karen Purdue, Vice President for Health Programs, are in agreement that it is in the best interest of the University and the State that UAF align its program with UAA.

The proposed dental hygiene program at the University of Alaska Fairbanks/ Tanana Valley Campus received initial accreditation from the Commission on Dental Accreditation (CODA) in August of 2007, following the site visit on May 3-4 of 2007. CODA is the governing division of the American Dental Association that sets the standards and requirements for curriculum and facilities, conducts site visits which review curriculum (existing and proposed) and school facilities, and grants accreditation for dental and dental hygiene programs and schools. CODA will conduct another site visit prior to the graduation of the first cohort of six students to review standards and compliance to curriculum and goals of the school.

## **Proposed general catalog layout:**

### **Dental Hygiene**

Tanana Valley Campus  
College of Rural and Community Development  
(907) 455-2834 or (907) 455-2822  
fydh@uaf.edu  
[www.tvc.uaf.edu/programs/health/dh](http://www.tvc.uaf.edu/programs/health/dh)

### **A.A.S. Degree**

Minimum Requirements for the AAS: 69

The registered dental hygienist is a licensed oral health educator and clinical operator who uses preventive, educational, and therapeutic methods which aid individuals and groups to attain and maintain optimum oral health. Dental hygienists can work as clinicians, educators, researchers, administrators, managers, preventive program developers, consumer advocates, sales and marketing managers, editors, and consultants. Clinical dental hygienists may work in a variety of health care settings such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, or nursing homes.

The Dental Hygiene Associate of Applied Science degree is a three-year endeavor comprising one year of science prerequisite courses and general education courses and two years of course work in dental hygiene. The program prepares graduates clinically and academically to take the National and Western Regional Examining Boards for licensure.

Application for obtaining an Alaska dental hygiene license requires information concerning illegal activity, crimes, hospitalization history regarding emotional or mental illness, drug addiction, alcoholism and contagious diseases. If these are issues for the applicant it is highly recommended the applicant contact the Alaska Department of Occupational Licensing or a similar government agency in any state in which the applicant wants to practice.

Some expenses beyond tuition generally include individual course lab fees, instruments, uniforms, student organization membership, graduation pin, immunizations, cost of Basic Life Support class, licensure fees, student health insurance and malpractice insurance for the Western Regional Examining Boards and professional liability insurance. Once enrolled as a dental hygiene student, the student can anticipate a four semester, 40-hour-per-week intensive endeavor. Some evening classes and clinics are scheduled.

The Dental Hygiene program has received initial accreditation from the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education.

### **ADMISSION REQUIREMENTS**

Admission to the dental hygiene program is competitive. Six students per year are accepted. Acceptance is based on the following criteria:

- a. Completion of a UAF application
- b. Completion of a Dental Hygiene Program application

- c. Proof of immunity to rubella, rubeola, varicella, hepatitis A, hepatitis B, tetanus, diphtheria, and pertussis
- d. Evidence of freedom from tuberculosis by PPD or chest x-ray within the previous 6 months
- e. Current CPR certification for health care providers
- f. Completion of the required prerequisite and AAS requirement courses with a C (2.0) or better in each course, and an overall GPA of at least 2.5. GPA is considered in the admission criteria.
- g. Scores on the Health Occupational Basic Entrance Test (HOBET)
- h. Personal interview for top tier candidates

**Prerequisite courses: (26 credits)**

BIOL F111X	Human Anatomy and Physiology I	4
BIOL F 112X	Human Anatomy and Physiology II	4
BIOL F 240	Beginnings in Microbiology	4
CHEM F 103X	Basic General Chemistry and lab	4
CHEM F 104X	Beginning in Biochemistry:	
	A survey of organic chemistry and biochemistry	4
PSY 101	Introduction to Psychology	3
HLTH 203	Science of Nutrition	3

Courses with equivalent content transferred from another University may be substituted for the above UAF courses.

**A.A.S. required courses in communication, computation and human relations: (15 Credits)**

ENGL 111X	Introduction to Academic Writing	3
ENGL 211 X or	Academic Writing about Literature or	3
ENG 213X	Academic Writing about Social or Natural Sciences	
COMM 131X or	Fundamentals of Oral Communications: Group Context	3
COMM 141X	Fundamentals of Oral Communications: Public Context	
DEVM 105 or	Intermediate algebra	3
MATH	at the 100-level	
SOC 100X	Individual, Society and Culture	3

Additional information and a complete application packet is available at (907) 455-2834 or (907) 455-2822, fyd@uaf.edu, or [www.tvc.uaf.edu/programs/health/dh](http://www.tvc.uaf.edu/programs/health/dh). It is strongly recommended that interested students work with the Dental Hygiene advisor while preparing to apply to the program.

**Major—A.A.S. Degree**

1. Complete the general university requirements (see page 83).
2. Complete the A.A.S. requirements (see page 87).  
Students should take SOC 100X to meet the human relations requirement for the AAS.
3. Complete the following program (major requirements)\*

HLTH 150	Dental Radiography and lab	4
DH 111	Dental Anatomy Embryology & Histology	2

DH 112	Techniques for Dental Hygienists.....	7
DH 114	Anatomy of the Orofacial Structures.....	2
DH 121	Periodontics I .....	2
DH 122	Techniques II for Dental Hygienists.....	4
DH 165	Introduction to Dental Pharmacology.....	2
DH 181	Clinical Practicum I.....	4
DH 182	Clinical Seminar I.....	1
DH 211	Periodontics II.....	2
DH 212	Techniques III for Dental Hygienists.....	3
DH 214	Pathology for Oral Tissues.....	2
DH 224	Principles of Dental Health.....	3
DH 283	Clinical Practicum II.....	5
DH 284	Clinical Seminar II.....	1
DH 285	Clinical Practicum III.....	6
DH 286	Clinical Seminar III.....	1
DH 310	Oral Pain Control.....	3

\*Students must earn a minimum of 75% in each class.

RESOURCE COMMITMENT TO THE  
PROPOSED DEGREE PROGRAM

<b><u>Resources</u></b>	<b><u>Existing</u></b>	<b><u>New</u></b>		<b><u>Total</u></b>
	College/School	College/School	Others	
Regular Faculty (FTE's & dollars)	1.0 FTE \$112,506	1.0 FTE \$2494		1.0 FTE \$115,000
Adjunct Faculty (FTE's & dollars)	\$17,600	\$12,400		\$30,000
Teaching Assistants (Headcount)	None	None		0
Instructional Facilities (in dollars and/or sq. footage)	4600 sq ft (total)			4600 sq ft (total)
Office Space (Sq. footage)	110 sq ft			110 sq ft
Lab Space (Sq. Footage)	3200 sq ft			3200 sq ft
Computer & Networking (in dollars)	\$10,000			\$10,000
Research/ Instructional/ office Equipment (in dollars)	\$10,000			\$10,000
Support Staff (FTE's & dollars)	0.25 FTE \$10,000	1.25 FTE \$50,000		1.25 FTE \$60,000
Supplies (in dollars)	\$10,000			\$10,000
Travel (in dollars)	\$5000			\$5000

### **Regents Guidelines Summary form:**

**MAU:** University of Alaska Fairbanks  
Tanana Valley Campus  
College of Rural and Community Development

**Title:** AAS, Dental Hygiene

**Target admission date:** Spring 2008

The Tanana Valley Campus, College of Rural and Community development, University of Alaska Fairbanks, requests approval of an Associate of Applied Science in Dental Hygiene to be implemented in the Spring Semester, 2008.

The dental hygiene program is an intensive, science-based and competency-based degree program. Courses proposed for the degree prepare the graduate with the knowledge, skills, attitude, and values to take and pass national and regional dental hygiene written and clinical exams and be licensed in the State of Alaska. The program received initial accreditation through the Commission on Dental Accreditation in August of 2007.

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

TVC's mission is to provide community-driven education. For more than 20 years, the Fairbanks dental community has been asking UAF to establish a dental hygiene program here in Fairbanks to increase the number of dental hygienists who will remain in the community and serve the dental needs of Fairbanks and Interior Alaska. The proposed AAS in Dental Hygiene would do that. Further, we plan to engage our rural campuses in providing the AAS requirements and the prerequisite courses that will allow rural Alaskan students to compete effectively for admission to the Dental Hygiene program. This science-based, competency-based program provides high quality vocational and technical skills that meets the national standards of the Commission on Dental Accreditation, and will allow graduates to sit for the national and western region exams to become licensed Dental Hygienists.

The decision to initiate a dental hygiene program at the University of Alaska Fairbanks was made after gaining input and advice from the local Fairbanks dental community, the Allied Health Alliance, the administrators of the University of Alaska Fairbanks, and Statewide Administration. An external needs survey of professionals, including dental hygienists and dentists, was conducted by Crosby and Associates in Fall of 2005. That survey confirmed the results of a previous survey (early 1990's), and demonstrated a continuing need for additional dental hygienists in the Fairbanks area. A 1999 white paper produced by the southeast Alaska Regional Health Consortium documented the magnitude of the dental disease crisis experienced by Alaska Natives. Data from 1990-1999 Indian Health Services surveys revealed that Alaska Native children experience caries at a rate twice the national rate, and that at least a portion of that problem is attributable to a lack of dental professionals, including hygienists, in rural Alaska. Finally, a group of dental professionals serves as a Dental Hygiene Advisory Committee to the TVC Dental Hygiene Program.

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

An article based on Alaska Department of Labor and Workforce Development (DOLWD) statistics in the October, 2004 *Alaska Economic Trends* predicts an increase of over 40% in the need for dental hygienists, one of the highest rates of anticipated need among the occupations tracked by the state. A related DOLWD report projects 22 annual openings for dental hygienists statewide. The site specifies an average entry-level wage of \$38,960 and a mean salary of \$63,810.

Despite the documented need for hygienists and hygiene services around the state, there is currently only one dental hygiene program at UAA, which has 12 graduates per year. It is not possible to increase the cohort at UAA due to limited operator capacity. In addition, increasing the capacity of the UAA dental hygiene program does not meet the need for the Interior Alaska and Fairbanks as Anchorage has its own unmet need for dental hygienists and Anchorage may well recruit all the graduates from their own program which would leave the most underserved areas still in need of care.

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

The proposed program would admit 6 students per cohort, and by fall of 2010 will have both a first year and second year cohort studying at the same time. Keeping the cohort at 6 students will meet several needs: 1) one student per operator is required by CODA, and we have only 6 operatories; 2) a faculty:student ratio of 1:6 for all lab and clinical experiences; and 3) we estimate that 6 graduates per years will come close to meeting the needs of Fairbanks and Interior Alaska for dental hygienists.

Vacancy surveys conducted by the UAA Alaska Center for Rural Health indicate that in August 2007 there were approximately 14 vacancies in urban communities and 17 vacancies in rural Alaska. We anticipate that all graduates will be able to obtain employment.

### **Describe *Research* opportunities:**

We do not anticipate establishing research programs in association with this AAS degree program.

### **Describe *Fiscal Plan* for development and implementation:**

Funding to support the needs surveys, the development of the application for initial accreditation through the Commission on Dental Accreditation, and the hiring of a program director was provided by a combination of funds from TVC, CRCD, and the office of the Vice President for Health Programs. A funding request to continue support of the program was placed in the FY 08 budget, however, SB 137 rather than general fund money was provided for FY08. Support for the continuation of the program was submitted on the cross-MAU request for Allied Health Program funding for FY09. It was ranked highest of the 4 proposals submitted by UAF. We have received assurances from the Chancellor's Cabinet, and from Karen Perdue, the Vice-President for Health Programs, that this program is a high priority and that funding (\$240K) is assured for the FY09 budget.

Funding for lab supplies and equipment will be borne by the students via lab fees. We anticipate that members of the local dental community will continue to support the program by volunteering their time to train students, provided some equipment and supplies, and developing scholarship



support for the students. Further, the Alaska Dental Society is generating an endowment fund for all dental programs within the state.

ATTACHMENT 147/3  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

=====

The UAF Faculty Senate moves to adopt a new “High School Entrance Credit Requirements for All Bachelor’s Degree Programs” table, replacing Table 1 at page 27 of the UAF Catalog with the new simplified table (see next page).

EFFECTIVE:            Fall 2008

RATIONALE:            Moving from eight separate High School Core Requirements to two. This is easier to understand for potential students and their parents and simplifies the work for Admissions. This proposed change was passed to each Dean and their respective Curriculum Council and it was approved by all Deans.

# ATTACHMENT #3 CONTINUED

Proposed simplified High School Entrance Requirements for All Bachelor's Degree Programs  
prepared by Dana Thomas and Lael M. Croteau.

	English	Math	Social Sciences	Natural/Physical Sciences
High School Core Curriculum-- Required for all freshmen; 2.50 GPA in core; 16 cr total, which must include:	4 cr	3 cr in college preparatory mathematics (selected from Algebra I, II, geometry, trigonometry, elementary functions, precalculus or calculus)	3 cr	3 cr (includes 1 credit lab science course in biology, chemistry or physics)
CEM CNSM SFOS SNRAS	4 cr	Algebra-2 cr; Geometry-1 cr; Trigonometry-1/2 cr; At least an additional 1/2 cr of advanced math is recommended for computer science, mathematics, physics, statistics, and engineering.	3 cr	Physics or Chemistry-1 cr; Natural Sciences-1 cr; Elective-1cr <u>Both physics and chemistry are strongly recommended for engineering.</u>
CLA SOE SOM CRCD Undecided = General Studies at UAF	4 cr	Same as high school core SOM students should be well prepared in mathematics with at least algebra II but precalculus or higher preferred.	3 cr	Same as high school core

ATTACHMENT 147/4  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

=====

The UAF Faculty Senate moves to clarify that any references to previous Academic Standards that include a grade of “C” in the printed and online versions of the UAF Catalog are meant to be equivalent to 2.0; and each case is to be updated.

EFFECTIVE:           Immediately.

RATIONALE:           Making a blanket statement of “C” = 2.0 will eliminate the need for the Curricular Affairs Committee to bring motions to Faculty Senate on a case-by-case basis.

ATTACHMENT 147/5  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY THE CURRICULAR AFFAIRS COMMITTEE

MOTION:

=====

The UAF Faculty Senate moves to amend the Bachelor of Arts degree requirements under the Foreign / Alaska Native language option to include American Sign Language (p. 120, 2007-2008 UAF Catalog).

**CAPS** = Additions

**[[ ]]** = Deletions

Bachelor of Arts  
Requirements

Complete the baccalaureate core 38–39

Complete the following B.A. requirements in addition to the core:

Humanities and social sciences (18 credits)

Any combination of courses at the 100-level or above, with a minimum of 6 credits from the humanities and a minimum of 6 credits in the social sciences **OR** up to 12 credits in a single non-English language taken at the university level and a minimum of 6 credits in social science.

Mathematics (3 credits)

One course at the 100-level or above in mathematical sciences (math, computer science, statistics)

Complete one of the following:

Minor complex\* at least 15 credits

Foreign/Alaska Native language/**AMERICAN SIGN LANGUAGE** option 12–18 credits

Two years study of one foreign or Alaska Native language **OR AMERICAN SIGN LANGUAGE** at the university level (high school language credits or native language proficiency may allow students to begin at the intermediate or advanced level)

Major complex\* at least 30 credits

Electives (12–19 credits)

Minimum credits required for degree 120\*

EFFECTIVE: Immediately.

RATIONALE: As there are now a sufficient number of American Sign Language credits available, it is reasonable to include them as part of the Foreign / Alaska Native language option in the Bachelor of Arts degree requirements. American Sign Language courses have been allowed for over a decade as a non-English language option for the Baccalaureate Core's Perspectives on the Human Condition.

ATTACHMENT 147/6  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY THE COMMITTEE ON THE STATUS OF WOMEN

RESOLUTION:

=====

**WHEREAS**, the UAF Department of Athletics has recently achieved compliance with Title IX;  
and

**WHEREAS**, the UAF administration has demonstrated its commitment to gender equity in  
sports by its increased funding of women's sports and athletics scholarships; and

**WHEREAS**, the Faculty Senate applauds efforts to achieve gender equity at UAF; now

**THEREFORE BE IT RESOLVED**, that the Faculty Senate congratulates the Department of  
Athletics for achieving this important milestone.

ATTACHMENT 147/7  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY THE COMMITTEE ON THE STATUS OF WOMEN

RESOLUTION:

=====

**WHEREAS**, it was announced that the Tanana Valley Campus (TVC) is no longer able to sustain the operating costs of the Bunnell House Early Childhood Lab School during the summer months and that it will close during summer, starting in May 2008; and

**WHEREAS**, the provision of adequate childcare is a critical issue affecting all members of the university community, including faculty, staff, students, and administrators who depend on Bunnell House year-round; and

**WHEREAS**, with approximately 70 families on the Bunnell House wait list, there is a demonstrated need for expanded childcare on the UAF campus; and

**WHEREAS**, the loss of year-round childcare would have a disproportionate and negative impact on women, especially their recruitment, professional development, and retention; and

**WHEREAS**, childcare in Fairbanks is in critically short supply and the closing of Bunnell House during summer months will add to the growing crisis; and

**WHEREAS**, Bunnell House has an experienced and knowledgeable permanent staff who will be unlikely to be retained if Bunnell House is closed during summer months; and

**WHEREAS**, Faculty Senate affirms that providing on-campus childcare is critical to recruiting and retaining excellent faculty, staff, students, and administrators; and

**WHEREAS**, Faculty Senate believes the University should provide a family-friendly environment, including family-friendly policies; now

**THEREFORE BE IT RESOLVED**, That the Faculty Senate urges the UAF administration to provide the additional funds necessary to keep Bunnell House open year-round.



ATTACHMENT 147/8  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY CURRICULAR AFFAIRS

**Curricular Affairs Committee  
Meeting Minutes Nov. 5, 2007**

**Present:** Jane Allen, Linda Hapsmith, Ilana Kingsley, Beth Leonard, Diane McEachern, Rainer Newberry, Amber Thomas, Dana Thomas

**Absent:** Carol Lewis, Mae Delcastillo, Deanna Dieringer, Falk Huettmann

1. Approved minutes from last meeting
2. CLEP is still tabled until Dana talks with the appropriate curricular councils (Natural Sciences & College of Liberal Arts) regarding the academic integrity of the CLEP exams.
3. Discussed FreshStart:
  - a. Current documentation says that "Admission on this basis requires that at least two years have elapsed since the end of the last semester the applicant attended UAF full time." The "END of the last semester" implies 2.5 years and this is confusing to students.
  - b. Should students have to take time off before being admitted into the program or can they enroll in school part time and get credit for the courses?
  - c. Should the FreshStart program be available to both full-time and part-time students?
  - d. FreshStart's original purpose was to help the student who has made changes.
  - e. Should FreshStart be liberated from admissions and put under advising?

**Action Item:** Dana will draft a motion and present it to the committee.

4. Discussed H.S. Entrance Requirements and passed a motion to bring the changes proposed by Dana to F.S.

**Action Item:** Write a draft motion.

5. Discussed Credit/No Credit Form
  - a. Form needs to clarify that a C is equivalent to a 2.0
6. Motion to clarify a grade of C
  - a. The committee passed a motion that all instances of "C" in the catalog (in print and online) are equivalent to a 2.0.

**Action Item:** Write a draft motion.

Tabled Business:

- CLEP
- FreshStart

New/Unfinished Business:

- Curriculum Cycle
- Plagiarism (do we even want to take this on?)

ATTACHMENT 147/9  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY FACULTY AFFAIRS

**Faculty Affairs Committee – Meeting Minutes**

**Friday Nov 16: Rasmussen 341 14:00 to 15:30**

Attending: Barrick, Bret-Harte, Christie, Dehn, Fowell, Hogan, Lowder, Reynolds, Roseneberg, Wiesenburg,

Ordered the agenda from quick topics to longer ones.

\* Travel system, still being tested but first impressions are better than anticipated. Concerns come up about frugality of flights chosen, and potential air-miles and rewards. We'll follow up here.

\* Budget, chancellor's budget committee meeting on November 26th. Dehn attending. Requested to check on factoid, Statewide went from \$16M to \$30M in less than 5 years? Denis emailed good budget links, Jeff has since looked fairly carefully, see relevant emails.

<http://www.alaska.edu/swbudget/> - SW budget page

<http://www.alaska.edu/swbudget/publications/redbook/redindex.xml> - budget requests back to 2000

A diagram showing the SW budget from FY03 to FY07. The increase is easy to see and you can see the source of funds for the increases. This page can be found within the link below under statewide

[http://www.alaska.edu/swbudget/budget\\_planning/documents/reviews/fy08/SWProgramsReview.pdf/](http://www.alaska.edu/swbudget/budget_planning/documents/reviews/fy08/SWProgramsReview.pdf)

\* Bylaws editing to represent role of faculty affairs to provide a conduit of communication between the senate and the unions. No progress there, will make an effort to get a draft soon.

\* Union representatives at meetings. None present this time, they are always welcome, we'll make extra efforts to extend invitations.

\* Health care, seems to be a focus of the negotiations, yet it is unclear what progress has been made. We'd like to open communications, and perhaps have a presentation at the next meeting of the status of the health care plans.

\*The "exploitation" of adjunct faculty. More information gathering is needed.

- Check the AAUP website for data, a graph was presented showing national trends in faculty status. It is unclear how this may relate to Fairbanks or Alaska, or if it is even relevant considering the unique nature of this university and system.
- What is the intended goal for this issue, and its link to faculty affairs? Clarification needed from Admin Comm.
- Adjunct faculty do not serve on the senate
- They are represented by a union, does faculty affairs have any authority or business in this matter?

Faculty Affairs Committee - Continued

November 16, 2007

#### Potential points

- What is the pay-scale, and is it as bad as anecdotally reported?
- Could we offset this by low or deferred cost benefits, such as the reduction in parking sticker rates already given
- Who are the adjunct faculty members and is there really a problem?
- Are there some making this a career path?

#### Archetypes suggested are:

- Employed professionals, teaching a class in their specialty. In this case, exploitation is non-existent.
- Retirees, teaching a class in their field. Here again, exploitation does not seem to be the case.
- Startup faculty, getting a class or two on their cv in order to be more competitive for future positions, there is potential for exploitation here.
- Those teaching many classes to get by, career adjunct. Great exploitation here, but how many are there?

#### \*Automated Annual Activities Reporting.

-quite a charged issue, we attempted to table the mechanics, but never the less got bogged down here.

- primary goals seem to be:

-Role of the system. No longer faculty oriented, but administrative. It isn't really an annual activities report as we know it, perhaps a name change is best. What roles can this system have to actually help faculty (e.g., prepare reference lists, cv's, tenure/promotion packets, workload forms, etc...) This is truly a faculty database.

-What should and should not be in the report. The current version is a mish-mash containing far too many sensitive areas, not appropriate for wider dispersal

\_ Guidelines. Guidelines are needed to restrict usage, it appears recommendations from Faculty Affairs were not taken seriously last year. Note the Provost emphasizes that the intent of the system is for aggregate usage, not to track individuals. This is assuring, but rules should be put in place discourage misuse of the data beyond good intentions.

\_ Link to pre-existing systems (banner and unique systems across campus). Much of this may be re-inventing the wheel. It seems an evaluation of campus wide faculty databases is needed. Multiple systems create many sources of error. If we really want to track our outreach, publications, performances, grants, etc., it behooves us to make sure the data is accurate and complete.

ATTACHMENT 147/10  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY COMMITTEE ON THE STATUS OF WOMEN

**CSW Minutes**  
**November 20, 2007**

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

Minutes by Sine Anahita

Jane: adjunct faculty issue referred to Faculty Affairs in Admin Comm meeting; Cindy will go to a FA meeting. 70% of profs at colleges are non-TT per NYTimes article today. What would resolution say? Focus on women as disproportionately affected. Contingent faculty—use this word instead of adjunct, b/c it's more inclusive (adjunct, term). AFT has sample resolution. Cindy has not yet been to Faculty Affairs—will get herself invited. Joint resolution with FA and CSW to get on Faculty Senate's radar and give heads up to administration. Refer to one of the national statements. Cindy will draft sample resolution for our consideration.

Diane: Bunnell House has firm plans to close in summers starting 08. Disproportionate effect on women faculty (and staff). In summer it is mostly faculty who use the services. TVC no longer able to operate in summer. Resolution from faculty senate to urge administration to fully fund. SA: will get the resolution to Admin and get on Faculty Senate agenda for 12/10/08. Will try to pack audience at Faculty Senate, and Diane will attend Faculty Senate to talk about the issue if necessary. \$80-90K needed for summer. Bunnell House is filled to capacity in summer. Kayt will talk the issue up at Statewide; Staff Council will have a parallel resolution. Kayt says Staff Council is working on many levels because the child care issue is critical in AK.

Alex: appointed to CCDAC and Jane will continue. Kayt and Juella Sparks are also on it.

Meeting with Provost: Jane and Sine met with Provost about a study of tenure and promotion decision-making process. She approved purchase of SurveyMonkey to do our study. We plan to launch in January. Provost's office is also doing a study of denial of tenure by gender; Provost must run by Chancellor before she releases info to us, but noted no gender differences. We expected none.

Carol: congrats to administration re: our athletic department achieving compliance with Title IX. Resolution to Faculty Senate congratulating? SA & JW: will write resolution for Faculty Senate, float to others. SA to tell Jayne to put on Fac Senate agenda.

Carol: suggested that UAF appoint an Associate Vice Chancellor for Women Faculty Affairs to recruit, retain, monitor situation for women. Lively discussion about the possibilities. We will talk more, plan, get on radar screen.

Sine: Joy Morrison and she are writing an NSF ADVANCE Institutional Transformation (IT) Start grant, a planning grant, to provide institutional data re: women STEM faculty. Provost is

CSW Minutes - continued  
November 20, 2007

supportive. If the grant is funded, next step will be an institutional transformation grant project, 3-5 years.

Kayt: AAUW grant Campus Action Grant proposal—Behind the Pay Gap is their project theme this year. Sine and Kayt writing this proposal. Idea: Equity Players: classroom role plays about negotiating first job to be performed by UAF students in senior seminar classes this spring And/or Now You Know education project to educate UAF community about gendered pay inequities, here and elsewhere. Banner in Wood Center, placards on commuter buses, pins re: pay inequities. e.g. “Did you know women faculty at UAF earn 83% of what men earn? Now you know.”

Carol: suggested that the president’s special project fund may fund Women’s History Month events for the Women’s Center.

Sine: SW Academic Affairs grant: discussion of CSW work to bring Martha West to UAF. West is a law professor at UC—Davis, wrote AAUP report on gender equity, widely publishes on women faculty issues, especially discrimination and pay equity. CSW members present liked the idea. Jane and Sine will write the proposal.

Jane: Joy Morrison is offering a one course buy-out for two faculty to work with the Office of Faculty Development on mentoring, teaching evaluations, observing faculty, instructional design. Is anyone here interested? Jane is interested but can’t. Diane says she has already been swamped, and Joy needs justification for why.

Jane: next meeting? January 22, 1:00-2:00. SA will change meeting date with Jayne.

Carol Gold: proposed a Vice Chancellor for Women Faculty Affairs; concern about increasing the number of administrators.

ATTACHMENT 147/11

UAF FACULTY SENATE #147

DECEMBER 10, 2007

SUBMITTED BY FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT  
COMMITTEE

**Faculty Development, Assessment, and Improvement Committee  
Meeting Minutes – November 6, 2007**

Meeting was called to order at 8:00am

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

- Agenda items:
1. Roll-call.
  2. Consideration of minutes from last meeting.
  3. Joy's report.
  4. Old business.
  5. New business.
  6. Additional Items.
  7. Adjournment.

1. The meeting opened with a roll-call.

2. The October 9 meeting minutes were approved with a few changes. Dana agreed to update them and send them to the Faculty Senate.

3. Joy's Report:

Joy attended the Professional & Organizational Development (POD) Network in Education Conference last week. It was very good. She invited us to join her next year in October/November in Reno; Dana and Susan expressed interest. The conference covered training for doing teaching evaluations and how to develop faculty development programs, among other topics. Joy hopes to be on the POD Core Committee and was asked to run.

Todd Zakrajsek, from Central Michigan University, who has done workshops at the Adult Learning Conference, is coming next year for the conference and wants to come one day early to give a two-hour faculty workshop on dealing with apathy in the classroom.

Joy is applying to Institutional Transformation Start, a National Science Foundation program, for a grant to study the status of female faculty advancement in the sciences at UAF. She would like to pursue a larger grant in the future, for making institutional transformation in this area.

Joy has been observing several (approximately six) faculty who want evaluations for their tenure files. As part of this evaluation, she is surveying students to give their feedback to their professors.

Joy has shared the rubrics that she has with the deans but is not sure whether they have gotten to faculty. She wants to get a top-notch trainer, for example from the Air Force Academy, to do

FDAI Minutes continued  
November 6, 2007

a half-day training on peer teaching evaluation, open to all faculty. Jeff Johnston of Sitka and Barb Millis were suggested.

The mentoring luncheon is today. Joy will be going over the mentoring guidelines and encouraging mentoring. Twenty-two new faculty members and their mentors are planning to be there.

She is putting together the Spring workshop series. Terrence Cole will be doing a lecture presentation on excellent teaching. Joy will invite Usibelli winners to do so too. The series will be videotaped.

She is encouraging faculty to use mid-term formative evaluations, such as a description of the “muddiest point,” i.e. the idea they feel least sure about in class.

The committee had questions about Turn-It-In, such as “Do we have access?” and “Is it effective?” Joy spoke with Scotty after the meeting and found that the university isn’t using it any more but is looking into a new program

#### 4. Old Business:

Susan Heinrichs couldn’t make it to this meeting due to a meeting conflict, but Larry will work on seeing if she can come to the December meeting.

The working group membership was updated as follows:

1. Faculty Peer Assessment: Christie, Dana, Julie, Channon.
2. Provost Faculty Forums: Larry, Michael, Marji.
3. Adult Learning Institute: Larry, Susan.
4. Generating Activity Reports: Link, Julie, Channon.

There was some question as to whether our committee should work on generating activity reports since statewide is mandating certain changes. But we decided that this work does fall within our purview and that we can continue to work with the Faculty Senate on changes that statewide is not mandating.

The committee to provide input to the Strategic Visioning Task Force was declared defunct because there is no need to give input to the SVTF any more.

The Adult Learning Institute is supported by Allied Health and CRCDD, but is *faculty-wide*. We have been working on making this more clear since the first conference. We want more Alaskan presenters (e.g. UAF faculty!) involved, to keep the conference relevant to our students’ needs. The conference will be held March 5-7, 2008, probably at the Princess Hotel. Joy offered to do a presentation at a breakout session on Classroom Assessment Techniques (CAT). Susan volunteered to do a debriefing/reflection workshop.

Larry talked with Marsha Sousa and others about the Provost Faculty Forums. The general reception (informal) from the Faculty Senate was good. The Senate seems willing to take a

lead and support the idea.  
FDAI Minutes continued  
November 6, 2007

5. New Business:

The committee changed its policy with a formal vote, and an outcome of 9-0, concerning the approval of meeting minutes. From now on, minutes will be posted on-line with a reply request, and barring corrections will go from draft to official within four days, unless corrections are asked for.

Bob Lucas is interested in doing workshops on scholarly and grant writing in the Spring. Joy will have him if there is enough money in the budget.

6. Additional Items:

Thanks for the fruit, Mike!

7. The meeting was adjourned at 9:00 a.m.

**Next Meeting: Wednesday, December 5, 2007 @ 8:15 a.m.**

Minutes respectfully submitted by Dana Greci, Recorder, 12/3/07.



ATTACHMENT 147/12  
UAF FACULTY SENATE #147  
DECEMBER 10, 2007  
SUBMITTED BY STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT

**SADA Committee Meeting  
11/16/07 Minutes**

**Present:** Marji Illingworth, Ron Illingworth, Cindy Hardy, Brian Rasley, Joe Mason, John Creed, Jill Faudree, Linda Hapsmith, Joe Hickman

**Motions** co-sponsored with Curricular Affairs were passed by Faculty Senate.

**NSSE:** A working group to review UAF responses to the National Survey of Student Engagement has begun to meet. Linda will forward us data from the survey to post to Blackboard for our information. Cindy is serving on the committee and will keep us updated.

**GCC Student Success Committee:** We submitted names from our committee to be on this committee, but it has not yet been formed or started meeting.

**Academic Affairs Proposals**—Several groups represented on the SADA committee have submitted or plan to submit proposals for the Vice President's Academic Affairs RFP. Among the proposals are a proposal from SSSP in collaboration with Upward Bound and Summer Sessions, from Academic Advising for a statewide advising conference and for advisor development offerings, from Developmental Education for Math Fast Track. Ron reported that Interior Aleutians will also be sending out proposals.

**Institute of Innovation and Excellence in Teaching**—This is a conference in March, sponsored by the Faculty Development committee. Developmental Education has been invited to hold a session and to meet with Janet Zadina, brain researcher. Ron and Marji reported that they are also discussing holding a statewide Developmental Ed conference in conjunction with the Institute as a start to forming a statewide NADE organization.

**Update on Mandatory Placement:** A working group appointed by Dana Thomas and chaired by Linda Hapsmith is comparing AccuPlacer (AP) and Compass and making a recommendation. They've reviewed the material, and their recommendation is to go with AccuPlacer. It can be accessed strictly from the web; no downloads are required. There are privacy issues; it requires proctors from an educational institution of some kind. Kuskokwim is using it on a trial basis this semester. It also has a paper/pencil companion test and has a free regression analysis report system. The electronic essay portion of the test is not being used presently; however the working group has discussed using the writing sample for students who are challenging their placement score or are on the cutoff for English 111. Ron noted that the policy of the CRCDD Humanities Division is that no placements will be made into English without a writing sample. Our committee will continue to consider issues about implementing AccuPlacer system-wide. Ron agreed to forward a list of questions about implementing AccuPlacer to Linda to attach to her report.

SADA Committee Meeting

11/16/07 Minutes (continued)

Dana Thomas has reported that the bugs on Banner have been worked out. We could flip the switch on Banner and filter students for placement now, if we choose. Dana is considering starting Mandatory Placement for fall for Developmental courses. Cindy and Jane have recommended that this trial run needs to include 100-level English and Math to be effective. Math won't be negatively impacted by placement; however, the English department is worried about the impact it will have on their courses. We agreed to ask Dana for information on the number of students who will be placed into developmental classes if Mandatory placement starts in the fall.

**Reading placement/best measure of reading levels:** We discussed how reading scores will affect placement. While we agreed that reading levels impact student success in all courses, there has not been a focus on this—mostly on Math and English (writing). We brainstormed a list of core courses that are heavily impacted by reading placement: English 111, Econ 100, all social sciences, and sciences. We don't know if these departments have set reading placement levels for their courses. While we had language on this in the original Mandatory Placement motion, some of it was dropped as the motion was crafted. We need to revisit this. Marji will look at reading placement scores in the advising manual and craft a motion on reading placement.

**Other support for DEVS/Student Success classes and programs:**

**Reduced tuition/tuition waivers?**

**Coordinated Student Success classes?**

**Coordinated advising across departments?** We discussed what we can do as a committee to support ideas such as these. We agreed to pass on to Curricular Review a list of student success courses that we know exists, and ask that any similar courses that are proposed be passed on to us for review.

**Other?** A question came up about who was notified by e-mail of the meeting. Cindy will check with Jayne and Sheri to ensure that Faculty Senate has complete, current list of committee members for forwarding information.

Next meeting: December 14, 2-3:30pm.