I. Call to Order
II. Roll- (P= Present; A= Absent; E= Excused; T= Telephonic Participation)

2016-2017 Officers:

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2016-2017 Senators

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III. Agenda Approval (pg. 1-4)

IV. Meeting Summary Approval (pg. 5-7)

V. Officer’s Reports
   A. President’s Report (pg.8)
      i. Staff Morale Survey (pg. 9)
      ii. All Committee Chairs meeting agenda (pg. 10)

   B. First Vice President’s Report

   C. Second Vice President’s Report (pg. 11)

   D. Past President’s Report (pg. 12-18)
VI. Old Business
   A. Faculty Handbook, Ch. IV: Research Travel Grants Revisions (pg. 19-30)
   B. Mentoring Institute Proposal (pg. 31-36)

VII. Consent Agenda
   A. Faculty Senate Committee Assignments
      i. Faculty Grants & Leaves: John Bean, CoENG
      ii. Faculty Senate: Eric Andrews, CAS Math & Natural Sciences
      iii. UFEC: Marny Rivera (Tripartite), Toby Widdicombe (Tripartite) and Peter Snow (Bipartite)
      iv. UAB: Jackie Cason, CAS Written Communication
      v. Community Campus: Deborah Bannan

   B. Because of the continuing discussions around general education at multiple levels (Statewide alignment, UAA assessment, budgetary constraints, NWCCU accreditation standard compliance, AA degree revision), each with potential to impact GERs, the GERC and UAB recommend we continue the GER new course moratorium. This moratorium was enacted last year for the remainder of AY16 and this motion would continue it through AY17, and would apply only new courses, not revision of existing courses with GER designation.
   **MOTION:** UAA will continue the moratorium on new GER course approvals through AY17.

VIII. Boards and Committees Reports
   A. Graduate Academic Board (pg. 37)
   B. Undergraduate Academic Board (pg. 38-39)
   C. General Education Review Committee (pg. 40)
   D. University-wide Faculty Evaluation Committee
   E. Academic Assessment Committee (pg. 41)
   F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 42-43)
   G. Budget, Planning, and Facilities Advisory Committee
   H. Diversity Committee (pg. 44-46)
   I. Faculty Grants and Leaves Committee
   J. Institutional and Unit Leadership Review Committee (pg. 47)
K. Library Advisory Committee (pg. 48)

L. Student Academic Support and Success Committee (pg. 49-50)

M. Community Campus Committee

N. Academic Honesty and Integrity Committee

O. Research and Creative Activity Committee (pg. 51-52)

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty

R. Joint Ad Hoc Committee on Student Evaluation

IX. New Business

A. Motion on ad hoc committee for Internationalization (see Observations on Internationalization Efforts at UAA, pg. 53-57) with the following goals:
   i. Conduct a feasibility study regarding an International Summer Business Institute for high school/students and/or professionals.
   ii. Have meetings with international faculty/department chairs to discuss any issues pertinent to international faculty.
   iii. Identify issues concerning international students and find consensus to address them.
   iv. Study the feasibility of organizing a “Festival of Nations” on campus in the spring to bring together campus community as well as external constituency.

*Additional Agenda Items:*

X. Administrative Reports

A. Chancellor, Tom Case

B. Provost of Academic Affairs, Sam Gingerich

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson (pg. 58-60)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 61-65)

F. Vice Provost for Academic Affairs, Susan Kalina
G. CIO, Patrick Shier

H. Union Representatives
   i. UAFT
   ii. United Academics

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 66-71)

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 72-73)

XI. President Johnsen Q & A

XII. Informational Items & Adjournment
   A.
I. Call to Order

II. Roll- (P= Present; A= Absent; E= Excused; T= Telephonic Participation)

2016-2017 Officers:

| P | Fitzgerald, Dave – President | P | King, Carrie - Chair, UAB |
| P | Chamard, Sharon - 1st Vice President | P | Paris, Anthony - Chair, GAB |
| P | Downing, Scott - 2nd Vice President | P | Smith, Tara - Past President |

2016-2017 Senators

| T | Bannan, Deborah | P | Hicks, Nathaniel | P | Orley, Soren |
| P | Bartels, Jonathan | P | Hinterberger, Tim | T | Partridge, Brian |
| P | Bennett, Brian | P | Hoanca, Bogdan | E | Pence, Sandra |
| P | Bhattacharyya, Nalinaksha | P | Hollingsworth, Jeffrey | E | Piccard, LuAnn |
| P | Boeckmann, Robert | T | Horn, Steve | T | Schreiter, Mark |
| P | Bowie, David | P | Ippolito, Mari | P | Shamburger, Carri |
| P | Bridges, Anne | P | Karahan, Gokhan | P | Sieja, Gwen |
| T | Brown, Barbara | E | Kelley, Colleen | P | Smith, Cheryl |
| P | Cook, Sam | P | Kirk, Sarah | | Strobach, Cynthia |
| P | Dutta, Utpal | P | Kopacz, Eva | T | Stuive, Christina |
| P | Flanders Crosby, Jill | P | Kuden, Jodee | P | Thiru, Sam |
| P | Folias, Stefanos | T | Laube, Jeffrey | P | Trotter, Clayton |
| P | Fortson, Ryan | P | McCoy, Robert | P | Venema, Rieken |
| P | Foster, Larry | P | Metzger, Colleen | | Wang, Steve |
| P | Garcia, Gabe | P | Nabors, Forrest | P | Ward, Jervette |
| E | Graham, Rachel | P | Ohle, Kathryn | P | Widdicombe, Toby |
| T | Harville, Barbara | | | | |

II. Agenda Approval (pg. 1-3)

i. Add P. Joint Ad Hoc Committee on Mentoring Institute Proposal

ii. Add Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty

III. Meeting Summary Approval (pg. 4-8)

IV. Officer’s Reports

A. President’s Report (pg. 9-10)

i. IT Governance Planning Report (pg. 11-31)

ii. Fall 2016 Faculty Senate Retreat (pg. 32)

B. First Vice President’s Report

i. Faculty Morale Survey Results (pg. 33-49)

C. Second Vice President’s Report (pg. 50)
D. Past President’s Report (pg. 51-52)

Faculty Alliance Updates:
  i. Important Dates (pg. 53-55)
  ii. Request for a faculty member on the Summit Team (pg. 56)
  iii. BOR Request for GER Comparison Table and Update (pg. 57-83)
  iv. Constitution and Bylaws Proposed Amendments Fall 2016 (pg. 84-92)
  v. Resolution 2017-01 Concerning Student Placement into Required Composition Courses (pg. 93)

V. Old Business
  A. Faculty Handbook, Ch IV: Research Travel Grants Revisions
     Second Reading

VI. Consent Agenda
  A. Election of Kenai Peninsula Campus Senator, Brian Partridge
     Unanimously Approved

VII. Boards and Committees Reports
  A. Graduate Academic Board
  B. Undergraduate Academic Board
  C. General Education Review Committee
  D. University-wide Faculty Evaluation Committee
  E. Academic Assessment Committee (pg. 94)
  F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
  G. Budget, Planning, and Facilities Advisory Committee
  H. Diversity Committee
  I. Faculty Grants and Leaves Committee
  J. Institutional and Unit Leadership Review Committee (pg. 95)
  K. Library Advisory Committee
  L. Student Academic Support and Success Committee (pg. 96)
  M. Community Campus Committee
  N. Academic Honesty and Integrity Committee
  O. Research and Creative Activity Committee
P. Joint Ad Hoc Committee on Student Evaluation

Q. Joint Ad Hoc Committee on Mentoring Program

VIII. New Business

A. Resolved: The UAA Faculty Senate recommends that the Faculty Alliance develop and submit recommendations on the common calendar to the Statewide Summit Team through the Statewide Academic Council (SAC).

B. Re-enabling Outlook Exchange servers
   i. Motion to go into executive session regarding exchange server
      a. 9 for, 22 opposed
      *Motion does not pass*
   ii. Motion to re-enable Outlook Exchange servers until Gmail is ‘debugged’
      a. 28 for, 7 opposed.
      *Motion Passes*

II. Administrative Reports

A. Chancellor, Tom Case

B. Provost of Academic Affairs, Sam Gingerich

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson (pg. 97-101)
   i. Green and Gold Gala, October 1st. Cocktail attire and tickets are $100

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 102-105)

F. Vice Provost for Academic Affairs, Susan Kalina (pg. 106-107)
   i. Institutional Self-Study Kick Off, September 9th

G. CIO, Patrick Shier

H. Union Representatives
   i. UAFT
   ii. United Academics

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 108-113)

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig

VIX. Informational Items & Adjournment

A. 
Events that have occurred since the September Faculty Senate include:

- Ongoing meetings with Chancellor Case, Provost Gingerich and Vice Chancellor Spindle
- In response to a letter to President Johnsen regarding the multitude of Gmail problems, he ordered an After Activity Review (AAR). The review is being conducted by an independent Certified Information Systems Auditor (CISA) who will conduct interviews and collect artifacts and data from stakeholders
- In response to status of Single Instance of Blackboard (SIBL) report, reaffirmed Faculty Senate resolution of last spring recommending summer 2017 implementation
- Selected as member of the Student Affairs Team of Strategic Pathways Phase 2 http://www.alaska.edu/pathways/
- Conducted All-Chairs meeting with recommendations to be discussed at next E-Board meeting (see All-Chairs meeting agenda)
- Continued work with I.T.S. to solve the problem of meetings communication, particularly with community campuses
- Discussions regarding Title IX training
- Discussions regarding Curriculum Handbook rewrite
- As an informational item, UAA Staff conducted a morale survey similar to ours, with results similar to ours (see Staff Morale Survey Summary).

Board of Regents
See the Faculty Alliance report for his year’s BOR scheduled meeting dates. Also, note the new procedures for open forums.
http://www.alaska.edu/bor/

Faculty Alliance
The Faculty Alliance meets on the second and fourth Fridays of each month from 2:30 to 4:30 p.m. via Google Hangouts. Visit http://www.alaska.edu/governance/faculty-alliance/ for additional information.

Faculty Senate Executive Board
Your ‘Eboard’ meets every Thursday from 11:30 a.m. to 1:30 p.m. to discuss issues relevant to faculty. We welcome your input on all issues of concern to you. At most meetings, we have a guest to discuss matters of particular importance to them, so please contact me, or any other board member if there concerns of specific importance to you.

Dave Fitzgerald
dafitzgerald.alaska.edu
RH 207; 786-4482
How has your morale changed in the past 2 years?

- Declined a great deal: 212
- Declined somewhat: 205
- Not changed: 72
- Improved somewhat: 29
- Improved a great deal: 10

How does morale compare now to the past?

- Lowest I have seen it: 292
- Slightly lower: 182
- Has not changed: 31
- Slightly higher: 14
- Highest I have seen it: 7

I feel positive about my job security

- Strongly disagree: 134
- Somewhat disagree: 141
- Neither agree nor disagree: 100
- Somewhat agree: 110
- Strongly agree: 42

How can we improve morale?

Open, honest, timely, and transparent communications from UAA and UA leadership and among the campuses.

Recognition for staff (respect, value, appreciation, recognition of hard workers & longevity, staff involvement in decisions, flex schedules).

Improvement for position stability/job security, improve leadership at all levels, improve trainings, improve and remove processes and improve implementation of processes, improve health benefits.

Presented on September 28, 2016 - Admin 204
Faculty Senate All Chairs Meeting Agenda

Friday, September 30, 2016
1:00 to 3:00 p.m.
Lew Haines Conference Room - LIB 307

1. Introductions

2. Purpose of meeting
   A. Not much change over the years
   B. Proliferation of ad hoc committees
   C. Ad hoc vs. standing
   D. Difficult to fill vacant positions
   E. Difficult to make quorum

3. Committee chairs’ commentaries
   A. Is your committee effective? If not, what could make it that way?
   B. Are all colleges represented on your committee? Should they be?
   C. Do the committee members communicate their committee’s activities with their colleges?
   D. Is your committee adapting to the changing environment? If not, what changes need to occur?
   E. Are there other committees, F.S. or other, that are pursuing the same goals and objectives? If so, is there collaboration?
   F. What administrative/staff units are pursuing the same goals and objectives? If any, is there collaboration?
   G. Any other committee-related topics.

4. Next steps

5. Adjourn
Faculty Senate, Board, and Committee Vacancies

Faculty Senate

CAS Humanities (two vacancies)
CBPP (one vacancy)

Board and Committee Vacancies

Undergraduate Academic Board (UAB)
Faculty Senate At Large (two vacancies)
CAS (two vacancies)
CBPP (one vacancy)
COE (one vacancy)
PWSC (one vacancy)
Adjunct (one vacancy)

General Education Review Committee (GERC)
CAS/Natural Sciences (one vacancy)

Graduate Academic Board (GAB)
Faculty Senate At Large (two vacancies)
GSA (one vacancy)

Academic Assessment Committee (AAC)
Faculty Senate At Large (one vacancy)
COE (one vacancy)

University-wide Faculty Evaluation Committee (UFEC)
Bipartite (two vacancies)
Tripartite (one vacancy)
DATE: September 30, 2016
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate
FROM: Tara Smith, Chair, Faculty Alliance
RE: Summer & August Report of Activities

The Faculty Alliance consists of the president-elect (First Vice President at UAA), president, and past president of each Faculty Senate in the University of Alaska System. The chair of this body rotates amongst the past presidents of each university. AY17 is UAA’s year to chair, and this is why I am writing to you on behalf of the Faculty Alliance members.

The Faculty Alliance exists primarily to promote communication amongst the Faculty Senates and to/from Statewide leadership. We are an advisory body to the President and we have members serving on the Statewide Academic Council and the chair is an ex-officio member of the Board of Regents Academic & Student Affairs (ASA) committee. We meet via Google Hangouts and anyone is welcome to attend our meetings. Both the ASA and BOR meetings are livestreamed if you are interested in watching. Please note that public testimony is no longer conducted during the regular BOR meetings. It occurs in advance via audio.

Following this overview are documents related to the work of Faculty Alliance from August and September. During that time, we sent two memos to President Johnsen. The first was a request for including a faculty member on the Summit Team. We requested this of President Gamble and he declined. President Johnsen’s response is included here, and he has also declined. During my monthly meeting with him in September, he did discuss a possible quarterly meeting that would include a Faculty Alliance member. The second memo is our compiled feedback on the Strategic Pathways Phase 1 process and our nominations for the Phase 2 teams. The final team membership is now posted. Please note that my October meeting with President Johnsen has been moved to October 7th if you would like to contact me with any information or questions.

The GER Coordinating Task Force continues to fulfill its charge from the Faculty Alliance. Disciplinary teams have been formed and are beginning their work. The English faculty have initiated curriculum changes to align all required composition courses from the 0-level through the 200-level. You should see these revisions in your Senates this semester. Additionally, the GER Coordinating Task Force was charged to make recommendations on an instituting Alaska Native Studies GER at all three institutions. The Alaska Native Studies Council has continued their work on identifying student learning outcomes and existing courses so that the proposals you will receive are thorough, thoughtful, and worthy of your consideration.
We have begun discussions of a request for comparable budget information for FY16/17 from all three universities and Statewide in order to help all of us better understand how cuts and allocations have been distributed across our system. Please feel free to send your ideas to any faculty alliance member. We also received a report from a UAF faculty member last May that faculty benefit rates were prohibitively costly to departments. This was causing them to choose adjunct faculty over fulltime faculty for overload or summer assignments. We are looking into this, as well.

We are also still compiling feedback on the accreditation study compiled by Chancellor Dana Thomas. The final versions of our comments will be sent to all three Faculty Senates. We continue to hear from faculty that the additional teaching days in the fall, the lopsided number of teaching days between fall and spring, and the final exam week starting on a Tuesday in the spring are areas of concern with the new common calendar. We welcome further feedback and will make recommendations to ameliorate as many issues as possible.

Please do not hesitate to contact your respective Faculty Alliance members with any comments or questions on these items or to make suggestions of items we should address. I can be reached best at tmsmith@alaska.edu if you would like to contact me.
Date: August 23, 2016  
To: James R. Johnson, President, University of Alaska  
From: Tara Smith, Chair, UA Faculty Alliance  
Re: Request for a faculty member on the Summit Team

The Faculty Alliance is requesting that a representative of the Alliance be added to the University of Alaska Summit Team. We think this is an important action to improve the effectiveness and efficiency of the shared governance structure at UA and to strengthen communication between the administration and faculty.

The Summit Team, since its formation, has generated and sent to Faculty Alliance a number of proposals to review, some of which have raised faculty concerns that might have been avoided had a faculty member been in the room when the proposal was initially discussed. We firmly believe that occasional meetings between the Summit Team and Faculty Alliance are not sufficient to ensure faculty voices inform proposals and discussions, and that a faculty representative needs to be in the room with the Summit Team unless we cannot legally be a part of the discussion.

In fall 2014, former Vice President of Academic Affairs and Research Dana Thomas shared an article titled “Shared or Divided Governance?” from Inside Higher Ed. There are two recommendations in this article that support our request:

1. Be sure that there is at least one body on campus whose members include both administrative leaders and elected faculty representatives and whose charge is to consider, in confidence, matters of strategic importance that cut across all areas of operations; and
2. Include an elected faculty representative on the president’s senior staff.

While these recommendations are aimed at university and not system-level administration, we believe they hold true also for decision-making at the statewide level. Furthermore, the Summit Team membership has expanded to include Vice Chancellors for Administrative Services at all three universities, and the UA Vice President of University Relations. We believe this increase in membership underscores the necessity of ensuring that the appropriate individuals be included in discussion of issues that cross university boundaries.

We are supportive of the ongoing efforts to improve communication and collaboration across our system, and believe the Summit Team is one step in that direction. However, it will only succeed if faculty members have representation on this team, to make sure that proposals moving forward reflect the understandings and perspectives not only of administration but also faculty.

Thank you for your consideration. We look forward to your response.
MEMORANDUM

Date: August 30, 2016
To: Tara Smith, Chair, UA Faculty Alliance
From: James Johnsen, UA President
Re: Response to memo dated August 23, 2016 regarding request for a faculty member on the Summit Team

Thank you for your service to UA governance and commitment to the shared governance model of the University. The Summit Team is composed of a subset of my direct employees (Chancellors, Vice Presidents) and a subset of theirs (Provosts, VCAS). This group serves as an advisory group to me and I need them to speak candidly about issues that affect them and their roles in leading and managing University functions.

I value governance a great deal and have enlisted faculty governance in a variety of advisory capacities. For example, faculty, staff, and student governance members were on every strategic pathways phase 1 team. No other internal group received de facto membership on every team; not provosts, deans, or community members. I also meet personally with you on a monthly basis and participate in Faculty Alliance retreats, regular meetings, and events. The Faculty Alliance is represented by 3 people on one of the University’s most important councils, the Statewide Academic Council (SAC), as well as on the Academic and Student Affairs Committee of the BoR. At the same time that I think it is important for me to seek and receive Faculty Alliance input separate from the Provosts or Chancellors, I believe I need the same from them.

It is very important in my mind that the Faculty Alliance chair be in a position to gain knowledge and distribute information to faculty about decisions being made by me and other members of University leadership. I also believe that it is critical that University decision-making is informed and advised by Faculty Alliance. I believe that both of these objectives are met using the existing meeting formats while still allowing the Summit Team to advise me on issues important to them.

Thank you.

JRU

c: Morgan Duf Seth, Executive Officer System Governance Office
Date: September 9, 2016
To: James R. Johnson, President, University of Alaska
From: Tara Smith, Chair, UA Faculty Alliance
Re: Strategic Pathways Recommendations

Thank you for including a Faculty Alliance member on each of the Phase 1 Strategic Pathways review teams. We have discussed the experiences of all our participating members and would like to offer our feedback on Phase 1 process and give recommendations for future phases. We hope our contributions will help ensure the best results possible of this effort. We have three general areas of recommendations:

Participants
- Consider engaging outside faculty experts from peer institutions for membership on teams. Outside experts would bring valuable knowledge and experience as well as new eyes to our teams.
- Increase the number of faculty members on the Administrative Services teams. Changes to these services have significant impacts across the institutions and system and directly affect faculty work and working conditions. However, many discussions in these teams lacked a full examination of the academic implications of the proposed administrative service options.

The Faculty Alliance offers the following nominations for Phase 2 team membership. We would be happy to assist in nominating further faculty for all the Strategic Pathways teams.

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<th>Phase 2 Strategic Pathways Team</th>
<th>AY17 Faculty Alliance Member</th>
<th>Faculty At-large Nominees</th>
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<td>Community Colleges</td>
<td>Tara Smith, UAA</td>
<td>Scott Downing, UAA</td>
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<td>Bill Urquhart, UAS</td>
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<td>Andy Anger, UAF</td>
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<td>Health</td>
<td>Chris Fallen, UAF</td>
<td>Cecilie Lardon, UAF</td>
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<td>Leslie Gordon, UAS</td>
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<td>Tim Hinterberger, UAA</td>
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**Strategic Pathways Recommendations**  
**Faculty Alliance**  
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<td>Reid Brewer, UAS</td>
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<td>Shannon Atkinson, UAF</td>
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<td>E-learning</td>
<td>Maren Haavig, UAS</td>
<td>Carrie King, UAA</td>
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<td>Richard Collins, UAF</td>
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<td>Alberta Jones, UAS</td>
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<td>Sharon Chamard, UAA</td>
<td>Charla Brown, UAS</td>
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<td>Soren Orley, UAA</td>
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<td>Ken Abramowicz, UAF</td>
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<td>Institutional Research</td>
<td>Orion Lawlor, UAF</td>
<td>Diane Hirshberg, UAA</td>
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<td>Megan Buzby, UAS</td>
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<td>University Relations</td>
<td>Chris Fallen, UAF</td>
<td>Kathryn Ohle, UAA</td>
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<td>Robin Walz, UAS</td>
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<td>Student Affairs</td>
<td>Dave Fitzgerald, UAA</td>
<td>Andrea Dewees, UAS</td>
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<td></td>
<td>Debu Misra, UAF</td>
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</tbody>
</table>

The summer contracts for the Phase 1 faculty team members were critical for full faculty participation. As AY17 workloads have already been filled and approved, we understand faculty willing to serve in Phases 2 and 3 will need to have overload assignments or other workload adjustments.

**Process**

- Allow team members to consult broadly with stakeholders outside of the team. This would uphold the integrity of a shared governance process and enhance the ability of teams to address stakeholder concerns more efficiently.
- Allow teams to rank options. Teams should be encouraged to give the full benefit of their analysis to the Summit Team.
- Provide time for structured inter-team crosstalk during face-to-face sessions. Teams could benefit from the lessons learned in other teams and increase the overall quality of outcomes.
- Craft team charges and goals that promote creative thinking rather than limiting team response. Some teams were stymied by charge or goal statements that were highly directive. Such quantitative goals were unattainable without the required quantitative data.
Facilitation

- Ensure that facilitators have deep and broad experience with higher education institutions. Some teams were hampered by the facilitator's limited knowledge of the topic area.
- Use survey results from Phase 1 to select Phase 2 facilitators. Quality of facilitation was uneven.
- Allow teams to adapt/modify consulting templates. Some teams were allowed to modify templates while others were unable to explore alternative approaches to the options.
- Omit the “stakeholder percentages activity” completed on the first day, but retain the enumeration of stakeholder groups. All groups reported the percentage activity as a purposeless use of our meeting time.

Thank you very much for your continued support of faculty contributions to the Strategic Pathways teams. We would be happy to discuss our feedback and recommendations with you at your convenience.
FACULTY DEVELOPMENT GRANTS

Faculty Development Fund Guidelines
The Faculty Development Fund exists to aid the growth and development of individual faculty members at this institution. Project proposals may involve creative activity, research, writing, training and study, and program development. Projects are ranked and funded on the basis of their merit.

Historically, the Awards Committee has given low scores to applicants for equipment or supplies not directly related to the specific development project. The Faculty Development Fund is not designed to recognize or compensate teaching activities.

In addition to the institutionally-sponsored Faculty Development Fund and Faculty Research Travel Grants, there may be faculty funding through the Center for Advancing Faculty Excellence (CAFÉ) (www.uaa.alaska.edu/cafe), and there are opportunities for research and development support external to the university. The Vice Provost for Research (www.uaa.alaska.edu/research) has information regarding these possibilities, as does the Consortium Library (consortiumlibrary.org).

Eligibility and Fund Limitations

A. All proposals must be submitted by a full-time faculty member(s). Term faculty are eligible to apply but must have a contract for the period of the grant. Administrative faculty, adjunct faculty and staff are not eligible to apply.

B. The total amount awarded for any one faculty member may not exceed $4,500 per fiscal year. No more than $3,000 will be awarded for monies spent for account codes 1000 and 3000 combined, and no more than $2,000 spent for account codes 2000 and 4000 combined.

B. Account Codes

- 1000 Personal Services (salary/benefits)
- 2000 Travel (direct transportation only)
- 3000 Contractual Services (e.g., printing, mailing, conference registration)
- 4000 Commodities (e.g., supplies)

$4,500 Limit per fiscal year

Using the above account codes, please indicate on the application form how funding is to be distributed.

Funding Notes:
1. Travel expenses are limited to direct transportation expenses. Per diem expenses for food and lodging are not allowed.
2. There should be no exclusive equipment purchases (limited to the use of the individual) in the proposals. Candidates should indicate how equipment could be of further use to the institution after project completion.
3. Salaries must include benefits. This means that if the award in the personal services category is $3,000, a portion of it must be deducted to cover benefits. To compute benefits, use the current faculty/staff benefit rates. Please confirm benefit rate with the Human Resources office when calculating benefits for faculty and students receiving salary support from this grant fund.
4. When a project proposal is contingent on the candidate's acceptance into an institute or seminar, a letter of support from the sponsoring organization is required before funds will be released.

C. A faculty member may apply for more than one award in a fiscal year as long as the totals for each object code do not exceed the limitations noted above in item B and the $3,000 limit is not exceeded.

D. Joint proposals of up to three faculty may be submitted. Proposals should clearly indicate the role of each faculty member in the project, however, all funds must be charged against the limits of a faculty member. Joint proposals should be presented as a complete...
unit. For example, a joint proposal could charge $2,500 in personal services to faculty member A and $3,000 to faculty member B. A joint proposal could not pay $1,500 in salary to faculty member A and $4,000 in salary to faculty member B, although it could pay $5,500 to one research assistant to help both faculty members.

E. Faculty members may apply for funding in both the research travel and faculty development categories but can be funded for the same purpose from only one funding source. Anyone receiving travel money under this program may not receive travel money from the Research Travel Fund to meet the goals of the same proposal.

F. Faculty are not eligible to personally receive salary money from the Faculty Development Fund during the time they are on sabbatical leave. However, a faculty member may receive funds from account code 1000, for example, to hire research assistants.

Evaluation Committee
A. The Faculty Grants and Leave Committee will serve as the evaluation committee.
B. The evaluation committee is seated from September 1 through August 31, with the expectation that members would serve for one full year, but never less than six (6) months (i.e., from September 1 to February 1, or from February 1 to August 31).

Committee members who refuse to serve for at least six months should be considered ineligible for an award for at least one full year.

C. No evaluator may serve on a committee deciding the granting of funds during the funding period in which the evaluator or a member of the evaluator's immediate family has a funding proposal under consideration. No evaluator may serve on a committee deciding the granting of funds during the funding period a proposal is submitted by a faculty member with whom the evaluator is doing collaborative work directly related to the said proposal. Prior to the first meeting of each academic year, a representative pool of past FGLC members will be compiled by the Office of Academic Affairs. The pool will be used to select appropriate substitutes to replace FGLC members who are unable to attend scheduled meetings due to a conflict of interest or for other reasons. The committee chair will select representative substitute(s) from the pool.

Process for Committee Considerations of Faculty Development Fund Proposals.
A. Proposals for Faculty Development Fund grants will stand on their own merit. Questions will not be addressed to applicants nor will applicants be invited to make presentations.
B. Faculty Development proposals will be considered at a public meeting specifically called for that purpose. A quorum for the meeting(s) shall consist of two-thirds of the members of the whole committee.
C. All committee members will review the proposals prior to the meeting(s).
D. Each member will fill out the rating sheet and then rank the proposals from the highest raw score to the lowest.
E. The initial member rankings will be submitted to Faculty Services in the Office of Academic Affairs two days prior to the meeting. The individual member's rankings will be combined to produce the initial committee ranking.
F. The committee members will examine the ranked list of Faculty Development proposals at the public meeting called for that purpose.
G. The committee, by a two-thirds vote of members present, may identify a proposal as unacceptable and, therefore, to be withdrawn from further consideration. In this case, the reasons for this view will be conveyed to the author of the rejected proposal.
H. The committee, by a two-thirds vote of members present, may decide to accept the initial ranking as final. If this occurs, steps I to J will be omitted. Failing by a two-thirds vote, the committee will proceed to step I.
I. The committee will discuss each proposal, and discussion will be limited to ten minutes each.
J. Rankings will be modified based on committee discussion.
K. Upon the completion of the ranking, the committee chairperson will transmit the committee ranking and a list of unacceptable proposals to the Provost for final award of funds. That list of reviewed proposals shall be transmitted to the Faculty Senate as part of the record of committee action.

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L. The committee shall maintain a record of its proceedings and shall keep all records of rankings.

Application and Funding Process
A. Applications should be submitted to the Office of Academic Affairs by the deadlines below.
B. Two grant rounds shall be established in each fiscal year, from July 1 through December 31 (Round I), and from January 1 through June 30 (Round II). Not more than fifty percent of the available funds shall be awarded during the first granting round.

NOTE: For Round I funds, all expenditures must be complete and processed during the July 1 – December 31 funding period, including travel. Any Round I funds remaining on December 31 will be redistributed with the Round II funds. Round II funds must be encumbered and travel completed by June 30, or funds will lapse.

C. Deadlines shall be set to allow timely consideration of proposals and, once set, they should be met. Deadlines are October 15 and March 15. Announcements are made no later than four weeks after the submission deadline. Application deadlines are set to allow for timely consideration of proposals and are as follows:
   - Round I: Funding: July 1 – December 31
   - Application Deadline is March 15
   - Round II: Funding: January 1 – June 30
   - Application Deadline is October 15
   - Award announcements are made no later than one month after the submission deadline.

D. Grant recipients are required to submit a report on the results of work within three months of the completion of this work. Final reports should include not only the results of the work undertaken and expenditure of funds, but also the impact of the results on the conduct of courses or organized research in the school, college or department, and any showings, performance or publications which resulted by the time of the report.

E. Applications must include the following information:
   1. Cover sheet
   2. Vitae of all project members
   3. Proposals should be submitted following the template [see the end of this chapter], reflecting the categories and evaluation criteria as indicated. Proposals should be no more than five (5) pages in length in a 12 point font, excluding the cover sheet, vitae, and supplementary attachments. Proposals should be written in “lay language” so that they are easily understood by colleagues from a wide variety of disciplines. Applicants will prepare an abstract of no more than 100 words. The abstract will conform to an exact format provided with the cover sheet. Its purpose is twofold: it assists the reviewers by providing a synopsis of the proposed project, and is copied into a file of "Faculty Development Grants Recently Funded." This file will be made available by the Office of Academic Affairs to any interested faculty.
   4. Not including items 1-3 will make the proposal invalid.

Successful applicants' grants will be administered by the Office of Academic Affairs/Faculty Services. Grantees should forward requests for expenditures and budget approval to the Faculty Services Office. Project reports should also be forwarded to Faculty Services in Academic Affairs upon completion of each grant.
COVER SHEET FOR FACULTY DEVELOPMENT GRANT PROPOSAL

Application Round: Round I—July 1 – December 31 [ ]  Round II—January 1 – June 30 [ ]

Please submit completed form as top page of grant proposal through your Dean/Director to the Office of Academic Affairs. If you have any questions, call 786-1462.

Name(s) ___________________________ Department ___________________________

Rank ___________________________ School/College ___________________________

E-mail ___________________________ Bipartite/Tripartite: ___________________________

Title of Project ___________________________

Objectives to be accomplished during this grant request round ___________________________

Duration of Project ___/___/___ - ___/___/___  Duration of Salary Support ___/___/___ - ___/___/___

Continuation of previous grant activity? Yes [ ]  No [ ]

If yes, please describe project name and portion/stage of work already completed ___________________________

Identify other financial support for this activity from your school, department, or other sources ___________________________

List the titles of past UAA proposals and the amount funded by Research Travel Grants, Faculty Development, and/or sabbatical leave ___________________________

Was a report submitted to Academic Affairs? Yes [ ]  No [ ]

Vita Attached? Yes [ ]  No [ ]

If “No”, the report for previous funding must be submitted to Academic Affairs before one is eligible for additional funding.

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<th>Faculty Member No. 3</th>
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</table>

Revised spring 2013092816 4
Revised  spring  2013092816

ABSTRACT (no more than 100 words, minimum 10 pt font)

Please provide an abstract and other information as indicated in the space below. This abstract will become public information, disseminated by the Office of Academic Affairs, if the proposal is funded. Do not type outside the boxed space. [Note: an ideal abstract or summary will contain about one sentence each: overall rationale, specific purpose, method, anticipated outcome, implications.]

Project Title:
Funding period:  / / to / / ; Amount: $
Principal investigator:
Location: Phone: Fax:
Collaborators:
Summary:
OUTLINE AND RATING SHEET FOR FACULTY DEVELOPMENT FUND PROPOSALS

In order to provide for the fair and equitable selection of the most meritorious professional development grants for support, the University of Alaska Anchorage has established criteria for their review and evaluation. These criteria are intended to be applied to all proposals in a balanced and judicious manner, in accordance with the objectives and content of each proposal.

Minimum Requirements:
- Cover sheet with abstract of no more than 100 words
- Vitae for all project members
- Proposal body of no more than five (5) pages not counting supplemental material

1. **Intrinsic Merit of the Proposal** (40 possible points)
   
a. (15 pts.) **Proposal Presentation and Description.** The proposal follows correct format; information is complete (each item in the outline is addressed); appropriate length; includes documentation, cover sheet, and vitae; uses correct grammar and spelling. The description of the project is clear and understandable in “lay” language and clearly identifies the goal(s).

   (0-15)

b. (10 pts.) **Significance of the project.** The proposal makes a compelling case for the importance of the project.

   (0-10)

c. (5 pts.) **Knowledge of similar projects.** Applicant shows knowledge of similar projects in the field and demonstrates the distinct contribution this project will make.

   (0-5)
d. (10 pts.) **Impact.** Project demonstrates likelihood that it will have a substantial benefit for the faculty member’s professional development.

   (0-10)

2. **Viability of the Proposal** (25 possible points)
   
a. (10 pts.) **Methodology/Plan/Objectives.** Applicant sets out a realistic approach and reasonable plan for timely accomplishment of the stated goals. Objectives that are likely to meet the identified goals are set out.

   (0-10)

b. (10 pts.) **Budget.** Detailed budget is presented with justification for expenses including salary requests. The budget details an appropriate use of funds. Identifies all other sources of funding in support of this project.

   (0-10)

c. (5 pts.) **Performance Competence.** Applicant demonstrates capability and likelihood of accomplishing stated goals. Briefly describe results of other funding received if relevant.

   (0-5)

3. **Other** (10 possible points)
   
a. (10 pts.) **“Seed” Money.** For newly appointed faculty in their first five years at UAA (—Indicate month and year of initial faculty appointment). May also be awarded for a new direction in the research of an established faculty member. Proposal should explicitly state if this is the case.

   (0-10)
b. (15 pts.) Presentation of Proposal. Follows correct format; information is complete (each item in the outline is addressed); appropriate length; includes documentation, cover sheet, and vitae; written in clear, understandable, "lay" language for individuals in any discipline to understand; uses correct grammar and spelling. (0-15) Total Score (0-75) 90

RESEARCH TRAVEL GRANTS

Research Travel Grants
The Faculty Research Travel Grants exist to provide funding to faculty to pay a portion of travel costs related to the presentation of research and/or creative activities (Category 1) or the acquisition or processing of data or developing proposals for research and/or creative activities (Category 2). Category 1 proposals are awarded to all faculty who meet the criteria to receive funds in a given round, while Category 2 proposals are reviewed and ranked by the Grants and Leaves Committee. Faculty Research Travel Grants can only be used to pay for travel expenses, not for per diem or lodging.

Eligibility and Fund Limitations
A. All research travel proposals must be submitted by a full-time faculty member, although a faculty member may request funds for travel of a student or research assistant. All student research travel must be shown to clearly support the research effort of the faculty member submitting the proposal. Term faculty are eligible to apply but must have a contract for the period of the grant. Administrative faculty, adjunct faculty and staff are not eligible to apply.

B. Research Travel funds have been divided into two distinct categories for disbursement.

1. Category 1 -- Funds for travel to meetings for the purpose of presenting papers or actively participating in workshops, etc., for the PRESENTATION of research and/or creative activities. The Office of Academic Affairs will review all Category 1 applications and compile separate lists of those which do and do not meet established Research Travel guidelines and may submit those lists to the committee within one week of the deadline.

2. Category 2 -- Funds for travel for the ACQUISITION OR PROCESSING of quantitative or qualitative data or samples (e.g., college samples, computer facilities, electron microscope, collection of socio-cultural information, etc.), and funds for travel for the purpose of developing proposals for creative activities and/or research. Category 2 applications are reviewed and voted on by the Faculty Grants and Leaves Committee.

C. Funds will be disbursed from the available pool of funds on a pro rata basis, up to a maximum of $750 per travel grant. Applications for more than the maximum are reduced to the maximum $750 before the pro rata share is calculated. Funds will be disbursed from the available pool of funds on a pro rata share of a maximum of $750 per travel grant. This disbursement will be handled by the Office of Academic Affairs/Faculty Services.

D. No applicant may receive funds more than one time from any one category each fiscal year.

E. 1. Travel funds are for reimbursement of transportation expenses only. Such transportation expenses may include (when fully justified) the cost of rental cars. Submissions for airline travel should reflect super-saver fares whenever possible, but coach will be used when that is the only fare available. The maximum airfare that will be reimbursed will be coach class airfare. The Faculty Services Office will be responsible for reviewing airfares for reasonableness prior to assigning pro rata shares. Expenses for lodging,
conference registration fees, meals, purchases of papers, telephone calls, and similar travel-related expenses are specifically excluded.

2. Travel funds will be disbursed in advance of the travel only for the purchase of transportation tickets. Otherwise, the funds will be distributed on a travel reimbursement basis at the conclusion of the planned travel. Reimbursement requests for travel funds are to include receipts verifying the actual expenses.

3. Travelers must submit a Travel Authorization in advance of travel for pre-approval by Faculty Services, and a Travel Expense Report after travel.

F. Faculty members may apply for funding in both the research travel and faculty development categories but can be funded for the same purpose from only one funding source. Anyone receiving travel money under this program may not receive travel money from Faculty Development Funds to meet the goals of the same proposal.

Evaluation Committee
A. The Faculty Grants and Leave Committee shall be the evaluation committee for Research Travel Grants.
B. No evaluator may serve on a committee deciding the granting of funds during the funding period in which the evaluator or a member of the evaluator's immediate family has a funding proposal under consideration. No evaluator may serve on the committee deciding the granting of funds during the funding period a proposal is submitted by a faculty member with whom the evaluator is doing collaborative work directly related to said proposal.
C. Prior to the first meeting of each academic year, a representative pool of past FGLC members will be compiled by the Office of Academic Affairs. The pool will be used to select appropriate substitutes to replace FGLC members who are unable to attend scheduled meetings due to a conflict of interest or for other reasons. The committee chair will select representative substitute(s) from the pool.

Application and Funding Process
A. Applications should be submitted to the Office of Academic Affairs.
B. 1. The research travel funds for each category are to be distributed in two time intervals as shown below.

   Round I: July 1-December 31.
   Deadline dates for submission of proposals will be March 15.
   Announcements will be made by April 15.

   Round II: January 1-June 30.
   Deadline dates for submission of proposals will be October 15.
   Announcements will be made by November 15.

2. Funds not awarded during any granting round shall carry over to the Round II round. Funds not awarded by April 15 may be transferred to other faculty development accounts by the Provost for Academic Affairs.

3. If by a three-fourths majority the Awards Committee feels that the split between categories or rounds should be changed, it shall have the authority to do so without further review by the Faculty Senate. Such a change requires an affirmative vote of three-fourths of the committee, not three-fourths of those present at a meeting.

C. Retroactive Category 1 Funding
1. Applicants who did not apply for Category 1 travel funding who did not apply for funds during either Round may apply for retroactive funding during Round II. Any funds available at the end of Round II (May-June) may be used to fund these retroactive applications.

2. Faculty may apply for retroactive travel funds provided the travel occurred during the fiscal year in which application is made AND provided the intention to apply retroactively for funding is conveyed to the Faculty Services office in writing.

3. Applications for retroactive travel funds must be submitted to the Office of
Academic Affairs no later than June 1st for determination of whether there is retroactive funding available.
Applicants will be notified after June 15th about the status of retroactive funds. Applications should include receipts for airfare and ground transportation.

D. Successful applicants are required to submit a report on the results of their travel within three months of the end of the round in which travel was funded. For those presenting a paper, the report shall include a copy of the paper presented and an estimate of the audience size.

E. If your applicant’s application for Category 1 Research Travel is funded and the applicant does not present the paper or the paper is not accepted, the funds may not be used.

F. Application Formats
1. Category 1 (use cover sheet)
   a. Name, rank, department, and school or college.
   b. Identification of the meeting which is to be attended (or which was attended), including date and location.
   c. Confirmation that the applicant did or will present a paper at or actively participate in workshops, symposia, colloquia, etc., for the presentation of research and/or creative activities. A program from the meeting or a letter from the meeting organizers may be considered adequate confirmation.
   d. Detailed cost estimate of the transportation (i.e., airfare, ground transportation) expenses involved for the meeting.
2. Category 2 (use cover sheet):
   a. Name, rank, department, and school or college.
   b. Identification of the research and/or creative activity to be conducted, proposal to be prepared or funds to be solicited.
   c. If applicable, confirmation from colleagues with whom the research and/or creative activity is to be conducted.
   d. Duration of the proposed research and/or creative activity.
   e. Detailed cost estimate of the transportation expenses involved for the meeting.
   f. Identification as to whether the research is for continuation of existing research programs.
   g. Identification of financial support for the research from the applicant’s school or department and/or from other sources.
   h. Description of the results of past proposals funded by UAA in the areas of summer research, research travel, and/or sabbatical.
COVER SHEET FOR RESEARCH TRAVEL GRANT

Application Round I—July 1—December 31 [ ] II—January 1—June 30 [ ]

Please submit completed form through your dean/director to the Office of Academic Affairs. If you have any questions, call 786-1462.

Name(s) __________________________________________ Department __________________________
Rank ____________________________________________ School/College __________________________
E-mail __________________________________________ Telephone __________________________

Bipartite/Tripartite Previous Research Travel Grant? Yes [ ] No [ ]
Previous Sabbatical Leave? Yes [ ] No [ ]

Please indicate Research Travel category for which you are applying:

_______ Category 1 Funds for travel for the purpose of presenting papers or actively participating in workshops, symposia, etc.
_______ Category 2 Funds for travel for the acquisition of and/or processing of quantitative or qualitative data or samples and funds for travel for the purpose of developing proposals for creative activities and/or research.

Check if Retroactive Funding Request: [ ]

CATEGORY 1 APPLICANTS
Meeting to be attended (title, date, location) __________________________________________

Paper to be presented or presentation of research/creative activity Title of paper or presentation __________________________________________

Confirmation of meeting (please attach) __________________________________________

Detailed cost estimates of direct transportation expenses __________________________________________

CATEGORY 2 APPLICANTS
Research/activity conducted, proposal prepared, or funds solicited __________________________________________

Colleagues participating in research/activity __________________________________________

Duration of research/activity Does this research continue existing programs? Yes [ ] No [ ]
If yes, please describe __________________________________________

Detailed cost estimates of direct transportation expenses __________________________________________

ALL APPLICANTS
Identify any other financial support for the research for this project from your school, department, or other sources __________________________________________

Briefly describe the results of past UAA proposals funded by research travel grants, faculty development grants, and/or sabbatical leaves __________________________________________

Was a report submitted to Academic Affairs? Yes [ ] No [ ]
If “No”, a report must be submitted to Academic Affairs before one is eligible for additional funding.

________________________________________

Revised spring 2013092816
10
MENTORING INSTITUTE PROPOSAL

INTRODUCTION

The Mentoring Institute Proposal presented here came out of a recommendation from the Faculty Senate Diversity Committee (FSDC) to the Chancellor at last year’s joint FSDC/DAC meeting. Following the meeting, FSDC sent the Chancellor a list of action items (one of which concerned mentoring). The Chancellor then asked Dr. Jeane Breinig, Interim Associate Vice Chancellor for Alaska Natives and Diversity, to take up the mentoring initiative. That initiative was to set up a campus-wide mentoring program at UAA to encourage diversity and to improve faculty retention. Dr. Toby Widdicombe (who is on FSDC) and Dr. Sudarsan Rangarajan went to the 8th Annual Mentoring Conference (“New Perspectives in Mentoring”) held at the University of New Mexico Albuquerque from October 20-23, 2015. There, they attended three full days of presentations, workshops, and plenary sessions by academics, business people, and entrepreneurs. From these beginnings, a Mentoring Committee within FSDC was created, and Rangarajan and Widdicombe produced two PowerPoint presentations (“Mentoring” and “Outline of a Mentoring Program”). These presentations and the thinking behind them were shared at the Annual Faculty Forum and the Diversity Summit as well as in meetings with FSDC, DAC, Chancellor Case, Provost Gingerich, CAFÉ, and—most recently—Faculty Senate. At the May 2, 2016 Faculty Senate meeting, the
Mentoring Committee became an ad hoc committee of the Faculty Senate (with Widdicombe and Rangarajan as co-chairs). At the same Faculty Senate meeting, this proposal passed first reading unanimously and was accepted for second reading at the first Faculty Senate meeting this Fall.

The response has been unanimously supportive for creating a campus-wide mentoring program, and this proposal has itself been very well received. The program outlined below is, then, the result of much thought, planning, and feedback. It has been created by two faculty members with the institutional wisdom to know that now is the time for such an idea and that we need to overcome any latent institutional inertia.

**Timeline**

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<th>Year 1 16/17</th>
<th>Year 2 17/18</th>
<th>Year 3 18/19</th>
<th>Year 4 19/20</th>
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<td><strong>Groundwork</strong></td>
<td><strong>Pilot</strong></td>
<td><strong>Program</strong></td>
<td><strong>Institute &amp; Conference</strong></td>
<td><strong>Viability &amp; Export</strong></td>
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**The Mentoring Program**

This proposal seeks the creation of a Mentoring Institute at UAA to offer a vibrant faculty-mentoring program. Like any new program of this scale, the mentoring program will be created and developed in phases. The program is expected to evolve, and mature over a period of five years.
From the more than twenty presentations and keynote-speaker sessions the authors of this proposal attended at the Mentoring Institute conference in Albuquerque, New Mexico (October 2015), the following points emerged:

► faculty mentoring is an integral part of institutions of higher learning.

► mentoring programs evolve and mature over a period of time, just like the mentoring process itself.

► while there are many basic elements common to all mentoring programs, there is no “one-size-fits-all” paradigm that can be replicated. Each institution should examine and address its specific needs.

► institutional support is key to the success of mentoring programs.

This proposal is based on these ideas, and the feedback received from the different forums where the ideas were presented. Recruiting qualified and diverse faculty, and retaining them are the two most important needs at UAA. The Mentoring Institute will aim to address them by providing support to new and continuing faculty.

In the short term, we envisage a pilot program beginning Fall 2017 that will run through the academic year 2017-18. Once the proposal is approved, the Mentoring Committee will work on the preparatory steps beginning Fall 2016 and leading up to the launch of the pilot program:

► Create brochures and a website dedicated to the Mentoring Institute

► Create a comprehensive database of available resources at UAA

► Establish a library of reference books on mentoring

► Liaise with programs and departments that already have formal and informal mentoring
► Select and train mentors

► Recruit protégés for the pilot study.

Matching mentors with protégés is one of the most important aspects of any mentoring program. Therefore, the time spent on selecting and training mentors is critical to the success of the program.

The pilot program (as mentioned earlier) will be offered in the academic year 2017-18.

Besides one-on-one, face-to-face mentoring, the following formats are planned:

► Group mentoring—workshops conducted by a panel of mentors

► Web-based anonymous mentoring: In this format, faculty are can post questions anonymously, and mentors can answer them in the same way. The questions and answers will be beneficial to others.

► E(lectronic) and V(ideo) mentoring: Using e-mail and Skype as vehicles, these formats combine flexible scheduling and effective interaction between mentors and protégés.

The results of the pilot study will be extensively reviewed through feedback, and based on the review changes will be made where necessary.

In the medium term, the Mentoring Program is expected to take shape, and the Mentoring Institute will be established. The following phases are planned:

2018-19

► Secure office space for the Mentoring Program

► Appoint in-house director(s) of the Mentoring Program

► Begin Mentoring Program.
2019-20

► Create Mentoring Institute
► Organize UAA Mentoring Conference.

In the long term (2020-21), mentoring using a combination of the above formats will be offered based on the feedback received during the short- and medium term. The long-term viability of the Mentoring Institute will be secured, and the Mentoring Institute model will be offered to businesses as a worthwhile strategy for ensuring employee satisfaction and longevity in the workplace.

Unlike new faculty orientation, mentoring will be available throughout the academic year, and cover the gamut of academic life: faculty development (teaching, research and service); tenure and promotion; and faculty get-togethers. The program will be periodically evaluated using surveys for both mentors and protégés. As the program evolves, revisions based on the feedback and the needs will be implemented.

The authors of the proposal plan to present periodically the model developed and progress made at the UNM Albuquerque Mentoring Conference. The feedback received from the conference will help anticipate and, so, avoid pitfalls.

The Mentoring Institute will be managed by Dr. Toby Widdicombe and Dr. Sudarsan Rangarajan as co-directors, and a committee of diverse faculty under the supervision of the interim Associate Vice Chancellor for Alaska Natives and Diversity, Dr. Jeane Breinig.

As part of the long-term goals, it is proposed that a Mentoring Conference be organized every two years. The conference will attract paper and poster presenters from other UA campuses,
major universities on the West Coast, and beyond. Keynote speakers from different areas will provide insights into the current best practices in mentoring. We believe that such a conference will not only benefit the UAA Mentoring Institute, but enhance UAA’s image nationally and internationally. Additionally, we propose to explore the possibility of exporting the mentoring model to medium and large Alaska businesses as a source of income for UAA.

Dr. Toby Widdicombe
Professor of English

Dr. Sudarsan Ranganjan
Professor of French

April 2016
Revised May 5, 2016
Graduate Academic Board  
October 2016 Report

**GAB AY 2016-17 Goals:**
The AY 2016/2017 GAB goals are to, in service to the Faculty Senate, expeditiously and collegially provide institutional-level, University Mission-reflecting, reviews and recommendations on graduate academic policies and curriculum, and provide support to the institutional self-study team as needed and support revising the curriculum handbook.

**Courses**
Add  **BIOL A655**  Experiential Learning: Advanced Bioinformatics

**Programs & Certificates**
Del  **G.C. e-Learning**

**Information Items:**
1. **PM A694S** – Lean Six Sigma Green Belt
UAB AY 2016-17 Goals:
1. Improve the efficiency and maintain the quality of curriculum review by adopting new procedures and by promoting the use of new technologies.
2. Work with the Office of Academic Affairs and the Office of the Registrar on academic policies and procedures.
3. Participate in the UAA institutional self-study process as required.
4. Coordinate curriculum update plans with the Vice Provost for Academic Affairs, the Graduate Academic Board Chair, and the Academic Assessment Chair.
5. Continue the coordination of curricular affairs with college/school committee chairs, department chairs, and faculty initiators.

Courses
Chg  ATA A492  __ Air Transportation System Seminar
Chg  ATP A351  __ Flight Dispatcher Operations
Del  ATP A401  __ ATP Flying
Chg  BA A395  __ Property Management and Real Estate Internship
Chg  BIOL A455  __ Experiential Learning: Bioinformatics
Chg  CEL A292  __ Introduction to Civic Engagement
Add  GEOL A448  __ Structural Geology and Geomechanics
Chg  GEOL A480  __ Geologic Field Methods
Chg  JPC A213  __ Digital Imaging
Chg  JPC A462  __ Corporate Communications
Add  PM A430  __ Systems Engineering Fundamentals

Programs & Certifications
Del  ENGP- OECERT: Occupational Endorsement Certificate in Automotive Engine Performance
Del  POTR- OECERT: Occupational Endorsement Certificate in Automotive Power Trains
Chg  MLAB-AAS  __ Associate of Applied Science in Medical Laboratory Technology
Chg  MLSC-BS  __ Bachelor of Science in Medical Laboratory Science
Del  CBCN-OECERT  __ O.E.C. in CAD for Building Construction
Del  O.E.C. School-Age Care: Administration
Del  O.E.C. School-Age Care: Practitioner
Del  U.C. Massage Therapy
Del  U.C. Pharmacy Technology
Del  O.E.C. in Bookkeeping Support
Del  A.A.S in Computer Systems Technology
Del  U.C. Construction Technology
Del  U.C. Industrial Safety Program Support
Del  U.C. Mechanical Technology
Del  O.E.C. in Computer Information and Office Systems
Del  U.C. Industrial Technology
Information Items: 9/9/16
1. Critical Care Paramedic Non-credit Course
2. Bridge to Independence through Career Readiness Workforce Credential
3. PM A494S – Lean Six Sigma Green Belt
4. COHI A590 - Selected Topics for Healthcare Professionals
5. COH A049 - Leadership Education in Neurodevelopmental and Related Disorders LEND
6. Motion to extend moratorium on new general education courses through AY17
Outdated curriculum (NURS A411, BIOL A452): Departments have been notified and plan to bring updates this year.

Curriculum approvals:
- CEL A292 Introduction to Civic Engagement, Social Sciences
- ATA A492 Air Transportation System Seminar, Integrative Capstone

Motion approved September 16, 2016 and sent to UAB: 
*Continue moratorium of new GER courses this academic year.*
- Unanimously Approved

Adopted goals for AY17.

2016-2017 General Education Review Committee Goals:

1. Review general education curriculum and assist faculty developing general education curriculum.
2. Participate in reaffirmation of accreditation self-study as needed.
3. Check course review dates to see if any are due or past due; notify units to update curriculum where needed.
4. Support the General Education Requirements Advisory Committee in any way possible.
5. Support the UA Faculty Alliance work in UA system general education alignment.
6. Review Faculty Senate Bylaws on GERC and update as needed.
7. Review Curriculum Handbook section on GERs and update as needed.
Academic Assessment Committee October Report to UAA Faculty Senate

Committee Membership
Scott Downing - KPC, Cynthia Falcone - KOD, Holly Bell - MSC, Deborah Mole - LIB, Bill Myers - CAS, Christina McDowell - CBPP, Jennifer McFerran Brock - CoEng, Rachel Graham - Faculty Senate, Jeffrey Hollingsworth - Faculty Senate, Thomas Harman – CTC, Kathi Trawver – COH (co-chair), Brian Bennett - Faculty Senate (co-chair), Susan Kalina (Ex-officio) - OAA

Guest(s) and Public Attendee(s)

Committee discussion(s)
Accreditation Update
Self Study Kick off with Core themes and GER open Forums
Academic Program Assessment Survey Results
Common assessment plans and process for programs at more than one campus

Motions

Informational Items
The committee plans to study using the CIM system review assessment plans
Programs with minor assessment plans and PSLO changes

Programs whose assessment plans were reviewed during the period

OEC in Pharmacy Tech. represented by Robin Wahto
OEC in Medical Coding represented by Robin Wahto

Submitted by: Brian Bennett  Date: 30 September, 2016
Committee Members:

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<thead>
<tr>
<th>Name</th>
<th>Position, College</th>
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<tr>
<td>Jo Ann Bartley</td>
<td>Barbara Harville (CAS)</td>
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<td>Dennis Drinka (CBPP)</td>
<td>Veronica Howard</td>
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<td>Naomi Everett (CTC)</td>
<td>Matt Kupilik (CoENG)</td>
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<tr>
<td>Getu Hailu (CoENG)</td>
<td>Lorelei Sterling (LIB)</td>
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(Highlighted in Blue above Present at Meeting)

Approval of agenda

1. Introductions of committee members –Elect/select Chair(s): New members introduced:
   a. Barb. Harville, Lynn Paterna & Lorelei Sterling Elected 3 Co-Chair (will confirm at Oct. 14th meeting)
   b. Ammie Tremblay elected: Secretary

2. Guests CIO Pat Shier and AI&e Director Dave Dannenberg – Updates:
   b. G-Mail Problems:
      1. Change Business cards
      2. Health sciences having difficulty because of HIPPA and FERPA compliance, community partners are screening out Google Emails as Spam, causing difficulties in the Nursing, WAMMI, and other allied health and health programs. F.S. Motioned: Turn on Exchange.
      3. What is the process for these major Changes? Who is accountable for these changes?

3. Reports/Discussions
   a. Goals for year
      1. Maintain ACDLIte’s presence in all UAA committees and initiatives that address instructional technology issues to ensure that UAA faculty need and concerns are considered. ACDLIiTE needs to have a representative at the University Technology Committee, collaborate with group to meet common goals for the University.
      2. Revise the process for decision making in the use of technology for faculty in the University.
3. Improve communication with all technology committees. (Create a mission statement or values statement that is uniform for all university technology and innovation committees)

4. Host Luncheon for UAA’s eLearning Community. (Possible Topics: e-Portfolio, Accessibility, Legal issues with technology)

5. Maintain a direct dialog with CIO and Director of AI&E

6. Social media Policy development for control and access to department, college and university, social media accounts.

b. Website maintenance – Matt
c. Blackboard maintenance – Matt
d. Blackboard policy evaluation – Oct. 14th will discuss and assign
e. ELearning workgroup – Oct. 14th will discuss and assign
f. ELearning luncheon – Oct. 14th will discuss and assign
g. Listservs (dynamic) Ai&c Dave Dannenberg Will request
h. Other

i. Calendar for the Year: SSB 120B (Dave Dannenberg pledged to Bring Krispy Kreme’s)

Friday of each month, which I show as:
1. Oct 14
2. Nov 11
3. Dec 9
4. Jan 13
5. Feb 10
6. Mar 10
7. Apr 14

4. Other Items

AI&E Report:

1. Single Clicker: investigating the use of one single clicker device for all university on campus, currently there are 4 to 5 different clickers professors are using in their courses, would like to make one standard for the University.
2. Single Hardware: Device: Set
3. Core Tool Set: New faculty orientation to get a list of the core technology tools used on campus, and list of software and hardware that our IT and AI&E support.
4. eLearning work Group: Title Grant: Possible Merge the Two committees to one in the University
5. ACDLiTE: Needs FS representation’
6. Heather Nash: Next Meeting: Share Faculty Survey Results for Grant with the Committee
# 2016-2017 FSDC Meeting Minutes

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>P</td>
<td>Robert Boeckmann</td>
<td>Psychology</td>
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<td></td>
<td>Jervette Ward</td>
<td>English Co-Chair</td>
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<td>E</td>
<td>Christie Ericson</td>
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<td>Toby Widdicombe</td>
<td>English</td>
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<td>P</td>
<td>Gabe Garcia</td>
<td>Health Sciences, Co-Chair</td>
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<td></td>
<td>Maria Williams</td>
<td>Alaska Native Studies</td>
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<td>P</td>
<td>Erin Hicks</td>
<td>Astronomy</td>
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<td>P</td>
<td>Wei-Ying Hsiao</td>
<td>Education</td>
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<td>P</td>
<td>Song Ho Ha</td>
<td>History</td>
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<tr>
<td>P</td>
<td>Sean Licka</td>
<td>Art History</td>
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</tbody>
</table>
MEETING MINUTES

I. Roll call and welcome

Eight of the 10 FSDC members are present at the meeting; therefore, quorum was achieved. The meeting began at 3:35 PM.

II. Approval of agenda

The members approved the agenda.

III. FSDC leadership and election

a. Election for FSDC Co-Chairs

The members voted Drs. Gabe Garcia and Jervette Ward as FSDC co-chairs for Academic Year 2016-2017.

b. Addition of co-chair elect

For a smoother transition of FSDC leadership, FSDC members decided to have a co-chair elect. Dr. Erin Hicks volunteered to be the co-chair elect for FSDC.

IV. FSDC AY 2016-2017 Goals

FSDC members agreed to pursue the following goals for Academic Year 2016-2017:

a. Lead two Diversity Dialogues: One in Fall Semester (October 21) about issues related to political correctness, police shootings, and Black Lives Matter; the other in Spring Semester (February 10) on Inclusive Classroom/Bias in Classroom

b. Support Interim Vice Chancellor of Alaska Natives & Diversity with initiatives, such as:
   i. Faculty mentoring
   ii. Diversity Action and Inclusion Plan
   iii. Increasing visibility of diversity among faculty
   iv. Multicultural Post-Doc Program
   v. Standardized practices for search committees to create diverse faculty hiring pools

V. Updates from the Diversity Action and Inclusion Plan

Drs. Maria Williams and Robert Boechmann (two of the DAIP tri-chairs) provided updates regarding the DAIP. Specifically, the leadership plans to conduct various focus group discussions with students, faculty, and staff. They shared the various dates when the focus group discussions will take place. They encouraged FSDC members to get
involved in the DAIP efforts—especially in participating in the discussions and helping lead subcommittees.

VI. Updates from Alaska Natives & Indigenous Faculty Subcommittee

Dr. Maria Williams moved that the Alaska Natives Indigenous Faculty Subcommittee be absorbed by FSDC.

Dr. Robert Boeckmann seconded.

All FSDC members voted “YES” to the motion.

VII. Announcements

Dr. Garcia announced the celebration of Filipino American History Month on September 27 with a book talk scheduled at the UAA Bookstore with an award-winning Filipina-American author, Marivi Soliven.

Meeting was adjourned at 4:30 PM.
The Committee’s tasks for this academic year include:

1. Conferring with the Deans of CAS and the College of Education on the survey process, as administered last year.
2. Conferring with the Provost on the survey process for this academic year. Topics will include a review of last year’s survey process, the utility of the data collected, cost estimates, and the selection of colleges to be surveyed this year.
3. Consulting with the deans of colleges to be surveyed.
4. Assisting the staff in developing an analogous survey.
5. Formatting and testing the survey(s).
6. Assembling the necessary listservs.
7. Promoting the survey(s).
8. Implementing the survey(s).
9. Completing post-survey dialogues with the Office of Academic Affairs and applicable deans.

Since its August report, the Committee has conferred with the Dean of CAS and has requested from the Provost his selection of college(s) to be surveyed this academic year; these constitute, in part, Tasks 1 and 2 above. The Committee also contacted staff leadership concerning the development of an analogous survey for staff (Item 4 above). Committee co-chairs conferred with the Senate’s Executive Board on September 30th.

The Committee’s next meeting is at 1:30 PM, Friday, October 7th; the location will be announced.

_____________________________
Prepared by Larry Morris Foster (Committee Co-chair)
Library Advisory Committee
Report to Faculty Senate
October 3, 2016

• Attendance: Sherri LaRue, Erik Carlson, Anna Bjartmarsdottir, Sean Licka, Ian Hartman, Regina Boisclair, Steve Rollins, Sam Cook (chair).

• Goals for Year:
  – Library as Place Subcommittee: Schedules for art galleries, signage issues, community fundraising effort
  – Services Subcommittee: Campus community fundraising effort, continue working on improving Library Services
  – Resources Subcommittee: Continue implementation efforts for UAA Open Access Policy

Next Meeting: LIB 307, Friday October 7, 2016, 11:30 am-1:00 pm
STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

REPORT FOR SEPTEMBER 2016 TO UAA FACULTY SENATE

Membership

The members of the 2016-2017 SASS Committee are Connie Fuess, Jo Gottschalk, Keith Hackett, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer (Co-chair), Sara Rufner, Ruth Terry, and Christina Stuive (Co-chair). The first meeting of the 2016-2017 academic year was held 9/16/16.

2016 – 2017 SASS Committee Goals

1. Explore intervention strategies for at-risk students. Status: ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.

2. Continue review of latest requirements for AA degrees. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.


4. Continue promoting committee participation to include students, parents of students, and alumni. Status: ongoing. The first SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and was done again this year during the March 25, 2016 meeting. It will be tentatively scheduled again during the coming academic year for March 24, 2017.

5. Review process of supporting students enrolled in discontinued programs. Status: ongoing.


8. Explore system fixes for problems in student services and particularly advising: incorrect information, extensive wait times “on hold,” confusing and time consuming voice mail menus, etc. Status: ongoing.

9. Review current rules and processes related to financial aid that effect advising, program sequencing, grading, etc. Status: new/ongoing.

Co-chair Summary: The SASS Committee met for the first time of the 2016-2017 academic year on September 16, 2016. Two new member have joined SASS: Christine Stuive (Senator and Co-chair) and Sara Rufner. Goals for the coming year are noted above.
Student Academic Support and Success (SASS)
Friday, September 16, 2016
ADM 101A, 2:30-4:00 PM
Meeting Minutes

Present: Connie Fuess, Keith Hackett, Trish Jenkins, Kamal Narang (excused), Irasema Ortega (excused), Galina Peck, Karl Pfeiffer (Co-chair), Sara Rufner, Ruth Terry, and Christina Stuive (Co-chair, excused).

I. Old Business
   a. Reviewed and approved minutes from 4/15/16 SASS meeting.

II. New Business
   a. Membership issues – While SASS is a standing subcommittee of the UAA Faculty Senate, only one current member is a Senator. Christine Stuive will serve as Co-chair, as required by Senate Bylaws. During the coming year, SASS will engage in more active recruiting.
   b. Goals for 2016-2017 academic year were reviewed and approved.

III. Strategies for at-risk students.
   a. New intervention strategies may need to be developed for online students as well as ones in traditional F2F classes. General discussion followed.

IV. Open Agenda
   a. SASS discussed the problem of required introductory classes that had low caps and consequently narrow enrollment opportunities for students majoring or minoring in these disciplines.

V. Adjourn: 4:00 PM
Faculty Senate Research and Creative Activity Committee
October 2016 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee met on September 8, 2016. Travis Hedwig, Nathaniel Hicks, and Jill Flanders-Crosby were selected as committee co-chairs. The committee laid out goals for the year, which are below. Our next meeting is October 14, 1:00 pm, in CPISB 201S.

Goals for 2016-2017

1. Continue the committee’s role as the voice of the faculty around research and creative activity policy.
   a. Act as a liaison between the university and faculty engaged in research and creative activity; advise the university and make recommendations related to its research and creative activity policies as needed.
   b. Strengthen communication between the committee and faculty to ensure that faculty concerns and ideas about research and creative activity receive due attention; continue to promote and expand committee membership representing all colleges and disciplines.

2. Make research visible at the University:
   a. Explore ways to make the annual spring faculty showcase more impactful by working with University Advancement to increase engagement with the university and with the community at large; explore opportunities for statewide visibility and participation.
   b. Follow on last year’s work with the Vice Provost for Research and Graduate Studies (VPRGS) to continue the effort to develop a comprehensive database of faculty expertise in research and creative activity and make this publicly available.
   c. Invite external research constituencies to the research week, and explore statewide participation; work with University Advancement toward this goal.
   d. Explore the possibility of a donor event/dinner at the end of the research week by collaborating with the VPRGS and University Advancement.

3. Continue to strengthen connections between the committee, the VPRGS, and the Office of Undergraduate Research and Scholarship (OURS).
   a. Continue participation by committee members on the Vice Provost’s research council
   b. Work with OURS to identify ways to cooperatively promote both faculty research & creative activity and undergraduate student research at UAA.

4. Work to strengthen the infrastructure supporting research and creative activity at the university, from research administration to obtaining funds for creative and research activities and travel for scholarly presentations; review research ethics and safety compliance processes to identify issues of concern to faculty and student researchers.
   a. Take an active role in “troubleshooting” constraints on funding opportunities: identify bottlenecks and barriers to accessing funding; work to improve timely advertising of opportunities and notices of awards.
b. Continue to work with the VPRGS and the Office of Sponsored Programs (OSP) to revise policies and procedures as needed; prepare to respond to any major changes to research administration in light of the budget situation.

c. Work with university administration and advancement to improve communication about opportunities to promote and enable faculty research & creative activity, to the university’s benefit (such as engagement and recognition of donors).

d. Conduct a study of perceptions of compliance practices, procedures, satisfaction with them, and perceptions of the role of the compliance office in supporting research.

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<th>Research and Creative Activity Committee</th>
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<td>FS/COE</td>
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<td>FS/CAS (performing arts)</td>
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<td>Kachemak Bay/CAS</td>
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<td>COH</td>
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<td>CoENG</td>
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<td>FS/CAS (Social Science)</td>
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<td>FS/CAS (natural science)</td>
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<td>CAS (humanities)</td>
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<td>CoE</td>
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OBSERVATIONS on INTERNATIONALIZATION EFFORTS at UAA

A Report Prepared By

Gökhan Karahan, Ph.D.

FACULTY SENATE DIVERSITY COMMITTEE

UNIVERSITY of ALASKA ANCHORAGE

JUNE 24, 2016
UAA’s Faculty Senate Diversity Committee (FSDC) members Gökhan Karahan and Songha Ha prepared a small power point presentation for the Diversity Summit in February and for a meeting in March with Provost Gingerich, Interim Associate Chancellor Breinig, and Vice Provost Kalina. Also present in this meeting were the FSDC Co-Chairs, Drs. Ward and Garcia. The presentation started with introductory rationales for internationalization. The presentation then focused on the economic impact of internationalization both at the aggregate level and at the state level. In the 2013-2014 academic year, the total economic contribution of international students to the US economy was about $27 billion dollars. Alaska’s share in this was only $13.7 million, or roughly about 5 cents per $100. Alaska has the lowest (542) number of international students (and lowest number as a percent of state population). Alaska has the lowest number of local jobs created due to (or lack thereof) internationalization.

International faculty contribute to diversity and globalized campus efforts. Given this, anything that could help identify issues surrounding international faculty would be of significant service to the university. FSDC’s survey of international faculty at UAA has pointed to some areas of concern to the international faculty: Some of the major concerns/suggestions expressed were strengthening the faculty governance process, improving human resources support, providing mentoring for international faculty at the institutional level, department chairs being more attuned to supporting international faculty, and creating/organizing social events for international faculty and their families.

Drs. Karahan and Ha then focused on different stages of internationalization as a prelude to their suggestions for UAA. Since 2012 there have been sincere efforts on the part of the UAA administration to make internationalization more visible through different committees, task forces, and developing learning outcomes. However, these discrete and fragmented efforts are still at early stages. Given the fiscal constraints Alaska is facing and unexpected developments in global educational trends, it is not clear these efforts will result in expected improvements for internationalization efforts. The main emerging theme in
our meetings is that our efforts are fragmented. Perhaps, we may want to think about having some institutional infrastructure, a centralized office for global engagement, if you will, in an attempt to gather all these fragmented efforts under a single umbrella.

UAA may start with a “one-stop” shopping place, if you will, in terms of the visibility of its commitment to internationalization: Linking things under “Diversity” may be the first step but not at all sufficient. Moreover, one quickly ends up at a dead-end when browsing through the “international” sites. For instance, the site at https://www.uaa.alaska.edu/oija/contact.cfm seems to be only about international academic partnerships. The international student services site at https://www.uaa.alaska.edu/international-student-services/ seems well-organized and seems to be under the UAA home site as a subdirectory but there is no direct link provided for anyone to get to that site! Moreover, and more importantly for UAA’s international faculty, there is no office to assist them when in need. Human resources and other offices may not be specialized enough to address their inquiries. Please know one important reason that the Diversity Committee conducted its fall 2015 survey (complete results available upon request) was to address international faculty’s concerns mainly due to the previous survey conducted by another office using language not acceptable to international faculty.

Just to present my case regarding a higher level of commitment, please take a look at the following image and notice the “Global Engagement” link. Potential browsers can clearly see that internationalization is important to Mississippi. And, in the second image in the lower right corner, one can see the type of “global” engagement the university has. I presume updating our home page along these lines would not be that difficult. The larger question goes into the very heart of where UAA wants to be. I have gone through several years of data at the following site (http://www.iie.org) and the above mentioned trend line is apparent in the data that Alaska has not done particularly a good job of internationalizing its campuses. The question ultimately is the degree of commitment in the very presence of the fiscal realities on the ground. In our power point presentations during the Diversity Summit and subsequent meetings, we noted that the stages of internationalization may not be so easy to realize in a short period of time. However, we have a few examples we can follow. I intimately know the path The University of Mississippi has taken over the
last 30 years. I had a conversation with the Assistant Director of International Programs, Ms. Jean Robinson, at Mississippi two months ago. There are trends developing out there that may have some strong influences on international education. The global economic events taking place in the world, a strong dollar, Germany’s willingness to provide almost “free” higher education to anyone are events very likely with very negative consequences for international higher education. Moreover, I am not sure if as UAA we are following these events carefully and, moreover, if we are attuned to the specific developments in international education. In my conversations, one thing came to the surface: Specific students will go to academically “strong” and/or “distinctive” programs. I do not yet have enough information about the strong and distinctive programs we are offering at UAA other than what I observe in my close circle of CBPP. Perhaps, we emphasize our strengths using all the social media outlets. Perhaps, we can enlist some K-12 help from the most “diverse/international” K-12 programs we are all proud of here in Anchorage. At the end of the day, however, we must be cognizant of the fact that Alaska presents unique challenges for international students given its geography. However, this by itself presents us with opportunities in terms of perhaps adding another dimension/emphasis to having “international” programs. It is my dream to get some international K-12 summer program started at UAA. I am willing to discuss these possibilities with the UAA administration when we have some “unified” infrastructure in place.
CAMPUS EVENTS

25th Anniversary of the Student Health and Counseling Center - Oct. 12
The Student Health and Counseling Center is celebrating their 25th anniversary with a health fair, live music, lunch and program: Health Care and Education - Supporting the Well-being of All Alaskans. Please join Chancellor Tom Case and Governor Bill Walker as we celebrate accessible health care in Alaska!

Location: Student Union Cafeteria
Health Fair: 10 a.m.-2 p.m.
Lunch: 11:30 a.m.
Program: 12 p.m.

Live Music by Emma Hill

Beacon of Knowledge and Grand Opening of New North Entrance to the UAA/APU Consortium Library - Oct. 13 - 6:30 p.m. - Library North Entrance
APU President Don Bantz and UAA Chancellor Tom Case, along with Dean Steve Rollins, invite you to celebrate the relighting of the Beacon of Knowledge and the grand opening of the new north entrance to the UAA/APU Consortium Library. Light refreshments will be served.

Campus Nighttime Safety Walk - Oct. 13
Following the Beacon of Knowledge and Grand Opening event, join the Facilities & Campus Services team for the campus nighttime safety walk. This is an annual opportunity to identify potential safety concerns before it gets too dark, helping assure the safest winter conditions for our students, staff, faculty and friends.

These are outdoor events; warm clothing and comfortable footwear are recommended.

Fall Graduate Degree Hooding Dec. 17 and Commencement Ceremony Dec. 18
Save the date for the Graduate Degree Hooding Ceremony, Dec. 17 and Commencement, Dec. 18.

ALUMNI RELATIONS NEWS/UPDATES

A busy day in #SeawolfNation

Green & Gold Gala
The UAA Alumni Association hosted the seventh-annual Green & Gold Gala at the Alaska Airlines Center on Saturday, Oct. 1. The reimagined event provided a festive cocktail party and expanded auction for hundreds of guests and 29 sponsors, all in support of student success through the UAA Annual Fund for Excellence. Donations are still being accepted at bit.ly/2bWY0rj.

College of Engineering Alumni Chapter
Thursday, Sept. 22, the College of Engineering alumni chapter, in partnership with the College of Engineering and Alumni Relations, hosted exclusive tours of the newly renovated Engineering & Computation Building for engineering grads. Meanwhile, the Seattle Area community reached out to its northern neighbors, meeting for dinner and drinks at a lakeside restaurant in Everett, Wash. The next night, in partnership with UAA Recruitment, alumni met again in Dallas, Texas for a conversation on outreach to area high school students.
DEVELOPMENT NEWS/UPDATES

STUDENT PHONATHON PROGRAM

Phonathon is heading into week five and has already raised $11,905 for College Excellence programs and scholarships. We have 14 amazing callers who will be calling through December 2.

INDIVIDUAL DONORS

The **Ruth A. M. Schmidt Administrative Trust** contributed to the Dr. Ruth A. M. Schmidt Memorial Scholarship. In addition to the time and energy she spent educating geology students while she was here, she also chose to give back with her bequest. Ruth’s vision and generosity to support deserving geology students is a concrete demonstration of her commitment to UAA students.

**Tom and Vicki Packer** continued their Leadership Circle support of the Building Futures fund. They stand with us, helping to preserve a sensational space for students, our community and future Seawolves.

CORPORATE AND FOUNDATION GIFTS

**Alaska Trauma & Acute Care Surgery** gave to support UAA’s burgeoning surgical technologist program. With donors’ help, the surgical technologist program will add to an ever more effective College of Health, and ultimately, more lives saved in our healthcare sector.

**Hecla Greens Creek Mining Company** renewed its commitment to the Visiting Professor of Public Policy fund in support of Bob Loeffler.

UNIVERSITY RELATIONS NEWS/UPDATES

MEDIA

UAA was mentioned in nearly 370 news clips in September. Coverage included:
- STEM Day hosted by biology and physics departments and UAA Planetarium
- Contributions of immigrants to Anchorage’s economy based on ISER’s 9/19 panel on stemming “brain waste”
- Use of preparatory courses to help get students college-ready
- UAA’s first-ever Guitar Symposium hosted by music department
- Development of new concrete mixture to make Alaska roads more durable

In August, University Relations started syndicating stories weekly to local and statewide media outlets. This strategy has proven effective in increasing our statewide reach. Recent syndicated include:
- Nurse practitioner students help rural Head Start kids (Juneau Empire)
- Pokémon Go opens doors to for digital learning (The Cordova Times and Juneau Empire)
- Giving kids a good start (Juneau Empire)
- UAA team works to end the need for honey buckets (The Delta Discovery)
SOCIAL MEDIA

Facebook: 15,590 likes (+1.3%)
Twitter: 5,141 followers (+1.2%)
Instagram: 1,978 followers (+6.9%)
LinkedIn: 29,629 members (+0.9%)
YouTube: 312 subscribers (+4%)
Community Total: 52,659 (+0.5%)

Highlights & Campaigns
- Drafting production plan for first short-form UAA community video, slated for early November
- Instagram Contest slated for late October; working on promo graphics & contest outline

Implemented Hashtags
Institution Specific Hashtags for Branding:
#UAA
#UAAmazing
#SeawolfNation
#GoSeawolves

Local / Relevant Hashtags that direct traffic and increase engagement:
#Alaska
#Anchorage
#college
#collegelife
#community
#education

Performance
Facebook - Top Posts
1. UAA in College Magazine (4.1K organic reach)
2. Green & Gold Gala Promo + Tuxedo Spirit (3.6K organic reach)
3. Happy Labor Day, Seawolves! (3.6K organic reach)
4. New Digs! Engineering Bldg & Parking Garage Now Open (3.4K organic reach)
5. Instagram Cross-Promo Photography - Fall Colors (3.2K organic reach)

Twitter - Top Tweets
1. Labor Day Reminder + Spirit Graphic (1.7K impressions)
2. How Athletes Train in Alaska – UAAMBB Retweet (1.6K impressions)
3. Learn About Alaska’s Indigenous Peoples – Event Promo (1.6K impressions)
4. UAA Welcome Week Panel with Mayor Berkowitz Link (1.2K impressions)
5. THINK TANK Community Discussion @ UAA Photo (1.2K impressions)

Instagram - Top Posts
1. Integrated Science Building / Flowers - PHOTO
2. Campus Shot of Changing Colors - PHOTO
3. Mens XC Action Shot - PHOTO
4. Community Regram / Student Photos of Fall on Campus - PHOTO
5. President & VP of UAA Union of Students - PHOTO

LinkedIn - Top Posts
1. UAA Leadership Fellows Program Kicks Off
2. Green & Gold Story: Alumni of Distinction
3. Green & Gold Gala Promotion

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Office of Student Affairs (OSA) & SA Assessment

Alaska PEAK (Purposeful Engagement Assessing Knowledge)

Student Affairs is committed to providing student employees with the opportunity to gain valuable skills and experiences through on-campus employment that will enhance their personal development, professional growth, and academic success. With over 850 students employed at UAA annually, Student Affairs is aiming to make student employment a high impact practice through Alaska PEAK that enables students to reflect and integrate learning within and beyond the classroom.

Alaska PEAK is in full swing and booming with participation this year. This is the second year of the program and there are now currently 23 supervisors and 111 student employees participating. Alaska PEAK uses brief, structured conversations between student employees and their supervisors to help make the learning that is occurring through student employment more “visible” to students. The goal is to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. More information about Alaska PEAK can be found at https://intranet.uaa.alaska.edu/student-affairs/osa/akpeak.csh.html.

Student Employee Student Outcomes

This report explores how students are perceiving their on-campus student employment experience and how it has contributed to helping them learn key skills related to success. This data was also gathered in order to establish a baseline measure prior to the launch of Student Affairs’ pilot (AY16) of Alaska PEAK. The skills evaluated in this survey reflect the attributes within the Student Affairs Student Employee Learning Outcomes (SELO’s). For the full report, see: uaa.alaska.edu/students/assessment/_documents/StudentEmploymentOutcomesSurveyAugust2015.pdf.

UAA Admitted Non-Enrolled Student Questionnaire & Outreach Initiative

Following the successful completion of an August 2015 pilot initiative, this initiative gathered information about the factors that influence students’ decision not to enroll and how the University of Alaska Anchorage (UAA) can best support them and future students in their academic pursuits and allowed students to get started in reactivating their application or let us know that they’ve made other plans. For the full report, see: uaa.alaska.edu/students/assessment/_documents/AdmittedNonEnrolledOutreachNov2015.pdf.

Specific Student Population Reports

The Office of Student Affairs also analyzed surveys focused on the following student populations; please see the associated report for more in-depth information:

- Non-Degree Seeking Students: intranet.uaa.alaska.edu/student-affairs/osa/assessment/reports/2016-08-31_non_degree_seeking.csh.html
- UA Scholars: intranet.uaa.alaska.edu/student-affairs/osa/assessment/reports/2016-09-14_ua_scholars.csh.html
- First-time Freshman Origin of Entry: intranet.uaa.alaska.edu/student-affairs/osa/assessment/reports/2016-09-07_ftf_oe_states.csh.html

Career Exploration & Services (CES)

CES conducted its first “Walk-By-Wednesday” resume review session on September 21 in the Social Sciences Building.

On September 21, CES, in conjunction with the Multicultural Center, hosted the “Resume, Resume: What are you?” workshop, the first in the Professional Development workshop series.

The first Job Shadow Orientation was held September 22, for CES’s newly revamped Job Shadow program.

CES hosted Accounting Week from September 26 - 30. CES and the Accounting Department hosted accounting firms and on-campus interviews for students.

Dean of Students Office: Student Conduct; Alcohol, Drug, and Wellness Education; and Care Team

The Dean of Students Office finished the 2016 Campus Security and Fire Safety Report and uploaded it to uaa.alaska.edu/safety. A link to the report was emailed to the UAA community before September 30.
The Dean of Students Office will sponsor National Collegiate Alcohol Awareness Week during the third week of October. The Office will collaborate with other departments to plan a series of alcohol and drug education programs.

The Care Team Book Club occurs on Thursday mornings this semester and focuses on promoting a caring and connecting community. The “drop-in” book club is reading and discussing excerpts from the book *Find the Good-Unexpected Life Lessons from a Small-Town Obituary Writer* by Heather Lende. During meetings an APD chaplain also brings her Crisis Response Canine for members to enjoy natural therapeutic pet encounters. The Care Team Book Club will be recognized by the National Association of Behavior Intervention Teams as a feature story in the November J-BIT Journal.

**Department of Residence Life (DRL)**

The ResNET (Residential Early Transition) Program was reimagined this year in conjunction with Native Student Services. There were 35 participants this year, with 24 of them coming from the residential campus. Some of the enhanced services included: a ride from the airport to campus, shopping trips, campus tours, native games, and socializing.

**Disability Support Services**

Disability Awareness Week events will be held October 11 – 13. This year’s theme is “Yes, I Can...Don’t ‘Dis’ My Ability.” The events will focus on the intersectionality of disability as a celebration of the whole person, not just one characteristic. The goal is to encourage students to reject the feelings of stigma often felt by those who experience a disability. There will be a resource table fair, a panel discussion featuring students, faculty, and staff who experience disabilities, and a screening of the movie *Deaf Jam*, in collaboration with the Multicultural Center. *Deaf Jam* is the story of a deaf Israeli immigrant girl and a Palestinian hearing girl in New York City. Both are poets and demonstrate how to overcome stigmas and stereotypes through the sharing of their poetry with others.

In recognition of Constitution Day, DSS hosted a table in Rasmuson Hall for voter registration for part of September 28. Seven people completed new voter registrations and others asked questions regarding how they can register before the deadline.

**Exploratory/Transition Advising**

Exploratory/Transition Advising offered a My Major Discovery workshop in collaboration with Student Support Services. Also, the Transition advising team began weekly meetings to identify important advising strategies for the new organizational chart and responsibilities.

**Military & Veteran Student Services (MVSS)**

On top of this being the busiest time of year for VA certifications, MVSS also conducted familiarization training for New Student Orientation staff and supported Howl Days operations. MVSS is currently working with the Department of Labor and other partners to plan the annual Veteran and Military Job Fair, which is a part of UAA’s annual Veterans Appreciation Week. MVSS assisted the Student Veterans of UAA in organizing their first annual 5K Fun Run at Merrill Field. MVSS staff also conducted eight informational workshops, to help students better understand how to effectively and efficiently use their education benefits.

**Native Student Services (NSS)**

NSS collaborated with the College of Business and Public Policy and the Office of Alaska Natives and Diversity to host the Introduction to Alaska Natives discussion on September 16. Speakers for this Public Square event featured UAA Faculty Dr. Paul Dunscomb and Dr. Willie Hensley along with Alaska Native community leaders Dr. Emil Notti and Elizabeth Medicine Crow. A follow-up discussion is planned for November 11 that will focus on the dynamic cultural, political, and economic factors that played a role in the development of the Alaska Native Claims Settlement Act (ANCSA) in 1971. During the spring semester on February 10, another discussion is planned on the implementation of ANCSA with the development of the corporations and their role in the current Alaska economy.
New Student Orientation (NSO)

NSO launched UAA FUSION week with seven volunteer events. Four agencies were also involved: Kid’s Corps Head Start, Anchorage Parks & Recreation, North Star Elementary, and Cook Inlet Housing Authority. There are eight services sites and ten students registered to date, with a total of 42.5 total expected volunteer hours.

NSO successfully linked the Compass Workshop page to the NSO website, through which students are able to register to attend workshops. Staff distributed workshop packets for Compass Partners to track student attendance, and created digital process for Compass student participation tracking.

NSO completed a draft sketch of the NSO website redesign, a PowerPoint outline of the presentation to the deans regarding their August orientations, and a communication plan for the 599 students in Mapworks. NSO also assisted in the distribution of Mapworks marketing materials with Mapworks Coordinator Molly Orheim.

New Student Recruitment (NSR)

NSR is working to increase the number of Fall 2018 incoming freshmen through new publications and increased collaborations for future recruitment around campus. NSR is working to recruit students from a number of key out-of-state and WUE markets. In addition, NSR is now working on developing collaborations with local Southcentral feeder schools that include Anchorage, Mat-Su and the Alaska Middle College.

NSR launched the new intranet site where departments can order materials directly from the office of New Student Recruitment. If you will be attending an event where you may connect with future students, NSR can supply you with inquiry cards, recruitment materials and table skirts. NSR will be sending out more information to the campus community soon.

Important dates for UAA staff and faculty to be a part of:

- Anchorage College Fair: October 16 & 17
- UA Scholars Night: November 1
- Preview Day: November 4

Office of the Registrar

The Office of the Registrar is building the class schedule for spring semester and will soon be promoting spring registration. Classes become viewable on October 24.

The Office of the Registrar had a number of students reporting that faculty had assured the student that the faculty member had added them to their course and there was nothing further the student needed to do. Please be aware, that although faculty members may give approvals and overrides, ONLY a student may actually register themselves for a course.

The Office of the Registrar is working with facilities to “right size” the centrally schedule classrooms to avoid overcrowding. You may notice some slight changes to room capacities for spring semester.

Office of Student Financial Assistance (OSFA)

As of September 26, OSFA has applied over $31 million in financial aid to 7,055 UAA students for the fall semester.

OSFA prepared for the October 1st launch of the 2017/18 Free Application for Federal Student Aid (FAFSA). This new launch date is three months earlier than previous years. Another improvement to the 2017/18 FAFSA is the use of tax and income information from the year prior to previous year’s FAFSAs. Students and families filling out a 2017/18 FAFSA can use tax and income information from 2015, rather than having to estimate or wait to complete their 2016 taxes. This will make completing the FAFSA significantly easier and we encourage students to apply as early as possible. A schedule of fall FAFSA workshops for new and continuing students will be published shortly.

Student Health & Counseling Center (SHCC)

SHCC worked to heighten community awareness regarding suicide prevention through a display of hundreds of flags in the Cuddy Quad. Each flag acknowledged support a student received during a difficult time in their life. Peer Health Educators engaged students in this activity through outreach events in the Student Union and the Gorsuch Commons.
SHCC provided Bringing in the Bystander training to 125 participants. Bringing in the Bystander training teaches participants how to recognize and intervene in potentially harmful situations, including sexual assault.

Three graduate student interns are receiving clinical training and support through placements at the SHCC. These student interns actively participate in providing health related services to students under the supervision of their preceptor.

The 25th Anniversary of the SH&CC will be celebrated on October 12, with a Health Fair in the Student Union from 10 am – 2 pm, music by Emma Hill from 11 am – 12 pm, and speakers who will include student leaders, Chancellor Case, Dean William Hogan, and Governor Bill Walker from 12:00 – 12:40 pm.

Student Information Services
The Office of Student Information Services received 2,975 calls and assisted 1,459 students in person at the University Center this fall. This compares to 3,026 and 2,244 calls and walk-ins last fall. While call center traffic remained virtually unchanged, students visiting in person was down 35%. There are several reasons that contributed to this decrease:

- Waitlist changes allowed students to add classes online through the first week of the semester.
- Lobby hours changed from 8 am – 5 pm to 9 am – 5 pm.
- Faculty signatures on the Add/Drop form were no longer accepted during the first week.
- Fall 2015 did not include the Labor Day closure. Last year 214 students visited the UC that day.

Students being able to conduct registration activity themselves means less time traveling to the UC and more time focusing on their courses.

Student Life & Leadership (SL&L)
SL&L is honored to work in collaboration with several UAA faculty on meaningful campus programs: Presidential Debate viewing event with Steve Johnson and the Seawolf Speech and Debate team, voter registration and “get-out-the-vote” campaign with Marsha Olson, Journalism and Communication, and Student Commencement Speaker with David Fitzgerald, Faculty Senate President.

Two new staff members will join the SL&L team this month: Tim Flynn, Student Union Operations Coordinator and David Tranberg, Commuter Student Programs Coordinator. SL&L looks forward to their contributions and enthusiasm as they fill crucial positions.

Upcoming Events & Homecoming Events
- 9/30: Homecoming Dance, Dena’ina Center, 8 pm - 1 am
- 10/1: Green & Gold Gala, Alaska Airlines Center, 6 pm
- 10/4: Vice Presidential Debate Viewing, Student Union Den, 5 pm
- 10/4: Open Mic Night
- 10/5: Good Morning Seawolves, Rasmuson Hall, 9 am
- 10/6: Be Counted Grill Out, Student Union Den, 2 pm
- 10/6: Shopping Cart Parade, Student Union, 2:15 pm
- 10/6: Seawolf Alumni Debate, ARTS 150, 7 pm
- 10/6: A Cappella Festivella, Wendy Williamson Auditorium, 7:30 pm
- 10/8: Tailgate Gathering, Sullivan Arena, 5:30 pm
- 10/8: UAA vs. UAF Hockey, Sullivan Arena, 7:07 pm

TRIO
All three TRIO programs (Educational Opportunity Center, Educational Talent Search and Student Support Services) are preparing to undergo a Peer Review through the Northwest Association of Educational Opportunity Programs (NAEOP) that will take place the week of October 3. The Peer Review will serve as an informal external audit to assess the program’s compliance with Department of Education regulations and guidelines.
TRIO Educational Opportunity Center (EOC)
Educational Opportunity Center (EOC) have registered 77 exhibitors for the 35th Annual Anchorage, Alaska College and Career Fair 2016. There are still 25 booths available; contact EOC if you would like to participate.

College & Career Fair Workshop Schedule
- 1 - 1:45 pm: “Career Exploration” by Julia Renfro, AKCIS Partnership Coordinator, Alaska Commission on Postsecondary Education
  *Explore the spectrum of postsecondary options (i.e., training programs, vocational/trade school, college) available to prepare students for accomplishing future workforce goals.*
- 2 - 2:45 pm: “College Admissions” by Cathy Ewing, Director of UAA Admissions & Electronic Student Services
  *Learn the What, When, Where, Why, and How about college admissions and enrollment.*
- 3 - 3:45 pm: “Financial Aid” by Laura Zamborsky, Financial Literacy Outreach Specialist, UAA Office of Student Financial Assistance
  *Discover the different types of financial aid and its processes including but not limited to scholarships, grants, loans, FAFSA, and work study programs.*

TRIO Student Support Services (SSS)
Student Support Services (SSS) began tutoring the week of September 19 and due to many requests from students needing one-on-one tutoring sessions, SSS hired four temporary, part-time tutors: two English (10 hrs/wk), one Math (15 hrs/wk), and one STEM (15 hrs/wk).

Peer Mentor Program notes that a majority of freshmen have been responsive and upperclassmen mentors have been referring students to various resources and departments on campus, including Academic Advisors, the Office of Student Financial Assistance and $aavy $eawolf workshop series, the Learning Commons, and the Student Health and Counseling Center.

SSS is preparing to host workshops in the COMPASS series in collaboration with Laura Zamborsky from $aavy $eawolf Financial Literacy and Heather Caldwell from ePortfolio.
Two tracks of CAFE’s New Faculty Learning Community (based on the book Advice to New Faculty by Robert Boice) met several times this fall. The book introduces the "most reliable research differentiating between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, new faculty can learn to teach with the highest levels of student approval, involvement and comprehension time -- with only modest preparation time..." The book offers similar suggestions for writing and quickly integrating into academic culture. As always, these groups surface the concerns and issues experienced by our new faculty, including workload pressures, feelings of isolation, questions re faculty files, need for administrative support getting settled into the university, and more. CAFE strongly encourages department chairs and colleagues to reach out to new faculty to support them as they transition into the UAA culture and community.

On September 28, CAFE offered its bi-annual Public Policy Debate and Faculty Forum. This semester’s event addressed the proposition “The University of Alaska is a better investment for the state than a gas pipeline.” As always, the event showcased the internationally-award winning Seawolf Debate Program as well as a faculty response panel, featuring Jackie Cason (English), Bob Loeffler (ISER), and Steve Haycox (History, Emeritus).

CAFE is supporting the Reaffirmation of Accreditation by encouraging faculty to attend Open Forum sessions, through our Director’s participation in an ex officio capacity on the General Education Assessment Task Force, and through participation in a session with Robert Stein.

CAFE is working with Dean John Stalvey and Dr. Susan Kalina to support a portion of a visit from Dr. Cathy Brigham, AP and College Board. Dr. Brigham will offer a session for faculty designed to illustrate possible interfaces between the AP courses, AP data, and courses and programs at UAA.

In an effort to promote faculty networking, collaboration and informal mentoring, CAFE is partnering with Varsity Sports Grill and Seawolf Catering for a monthly faculty gathering designed to give full- and part-time faculty a way to network with colleagues in an informal, relaxed way. These gatherings will be held on Second Fridays from 4-6. Our October event will take place Friday, October 14 from 4-6 pm. No need to RSVP. In response to requests from faculty who cannot attend Friday late afternoon events, we are offering a monthly morning coffee and conversation opportunity once a month during the week. The first morning mixer will be Tuesday October 11 from 8-9:45 am in GHH 105.
CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- CAFE is partnering with Academic Innovations and eLearning to offer a series of workshops designed to help faculty get a jumpstart on creating their P and T files and ePortfolios. Announcements will come out soon about these workshops.

- CAFE is partnering with Disability Support Services to design a faculty learning community and book discussion group in Spring 2017. Led by DSS director Karen Andrews, the group will focus on the book, *The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Professional Education*, and give participating faculty a chance to ensure that all of their course materials and assignments are compliant with the American Disabilities Act. CAFE is also offering a Lunch and Learn on October 28 on the topic of “Proactively Addressing Accessibility for Students with Disabilities at UAA.” The session will be led by Karen Andrews.

- September CAFE workshops included a Lunch and Learn on “Students in Crisis or Transition: Determining the Right Choice for Student Support”; as well as two sessions with Marian Bruce, Director of Faculty Services, on “What You Should Know Before Submitting Faculty Development and Research Travel Grants” and “What You Should Know Before Submitting Sabbatical Applications.” Sessions were attended by faculty in person in Anchorage, as well as by faculty connecting via distance from our Community Campuses.

- At the request of the Provost, CAFE continues to coordinate Conversations with the Provost. Following last year’s model, he will have conversations with coordinated faculty cohorts to get a sense of obstacles they’ve faced, as well as positive experiences at the institution. The Provost recently met with a cohort of last year’s new faculty, and a session with faculty who have been at UAA 3-4 years is scheduled for October 27th.

- CAFE’s long-time Program Coordinator Liisa Morrison retired in mid-August. CAFE is delighted to announce that Romanie Roach, a UAA graduate and recent UAF Administrative Coordinator for the Department Alaska Native Studies and Rural Development, has joined our team and is available to support our many faculty development programs and offerings. Please make her feel welcome in her new role with the University.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- Faculty Minigrants given on an “Early Bird” call: Angela Andersen, Help Everyone Learn Preparedness (Project Help); Marsha Olson, Increasing Young Voter Engagement; Caroline Wilson, Alaska Brain Bee; Dan Anteau, Theatre for Young Audiences Tour; Rebecca Robinson, Psychology, Toward Trauma-Informed Services: Trauma & Resilience in an Emergency Home; Sarah Kirk, ASD & UAA Writing Tutor Collaboration; Kimberly Pace, Model UN for Middle School. Second round of proposals are due in 11/4 for spring.
More than 30 Community Engaged Student Assistants (CESAs) were awarded totaling just over $30,000 in tuition scholarship awards to undergraduate and graduate students. The CESAs will present their work with the 20 faculty and community partners on a wide range of community-engaged projects in a poster session at the Community Engagement Luncheon Forum on April 21, 2017.

There are 53 Community-engaged courses this fall. Two highlights are the Welcoming Community Initiative (English- Advanced Composition) and the Introduction to Civic Engagement course (East High Newcomer Program, the Mt. View Boys & Girls Club, Refugee Assistance & Immigration Services (RAIS), New Hope on the Last Frontier, Fairview Community Center, Beans Café, and The Evening Program, for Alaska Native students). And about 15 students from GEOG/INTL 101 are providing service-learning hours as mentors/tutors in ASD English Language Learners classes with middle and high-schoolers at Wendler Middle School with a Civic Engagement intern as the coordinator.

The Civic Engagement: Learning by Giving course continues this year and will award $10,000 ($2500 each to 4 different agencies). Two students are participating with the Learning by Giving Foundation as “LBG Ambassadors.” Eight organizations under consideration for the grants this year are: Alaska Injury Prevention Center, NeighborWorks Alaska, Anchorage Community Land Trust, Alaska Legal Services Corporation, Institute of the North, STAR – Standing Together Against Rape, Catholic Social Services-Homeless Family Services, and Friends of the Campbell Creek Science Center.

Urban & Rural in Alaska Conference is scheduled for Oct. 21, Friday, 9 am – 1:30 pm with a keynote speaker, breakout sessions from engaged faculty with their community partners and students and a “Rapid Fire Community Engagement” over lunch from 12:00-1:30 pm. A call to faculty to participate in Rapid Fire went out over the faculty listserv.

Think Tanks – This year our monthly Think Tanks are co-sponsored with faculty depts: Welcoming Anchorage, 9/15, The Mayor’s Office & English Dept; The Alaska Innocence Project, 10/4, 1:00-2:15 pm, with The Justice Center; Education & Alaska Native Student Success, 11/3, 11:30-12:45 with College of Education. Spring Think Tanks will be co-sponsored by Nursing on 2/3; ENVI & Health Sciences, 3/3; and Social Work, 4/6. All events are in LIB 307 and offer free pizza courtesy of Moose’s Tooth.
ACADEMIC INNOVATIONS & eLEARNING

Academic Technologies:
- We continue to work through the Single Instance of Blackboard Project. Due to setbacks in the schedule and data transfer issues, the project is 5 weeks behind schedule. However, OIT leadership has made it very clear that the intention is to open the system to faculty on Oct 31. There are still a number of configurations, customizations, and trainings that are needed over the next five weeks. We remain very cautiously optimistic that the system will be ready on time. Faculty will be sent Blackboard updates next week outlining the last few weeks of the project and when to expect Spring courses to be available.
- We continue to work on the RP Now online test proctoring services pilot. The first round of testing is starting but so far everyone has been happy with how things are proceeding. For more information, please contact Keith Berggren, kberggren@alaska.edu.

ePortfolios:
- Round two of P&T eWolf submissions is complete. Thirty-two faculty completed and submitted their files. Dr. Terry Nelson, CBPP, has graciously made her P&T site “public” as an example. https://alaska.digication.com/terry_a_nelson_promotion_tenure_reviewers/
- We are reviewing and testing the Digication Blackboard building block, look for additional updates this winter. In addition, Digication is looking to release a new user interface in early 2017.
- Native Student Services cultural identity portfolio project will be showcased at the Association of American Colleges & Universities annual conference in San Francisco this January.

Instructional Design Services:
- We are happy to welcome Debbi Canavan to our team. She will be working remotely from Kodiak and serve as a part-time Quality Matters (QM) Coordinator for our Statewide Consortium.
- Both UAS and UAF have joined the QM Alaska Statewide system. This will result not only in lower costs but also greater collaboration.
- UAA Instructional Designer Alliance met for half-day summit on 9/28. Much good work continues with this group as it coordinates, collaborates on professional development, and shares resources from IDs across the university. A statewide virtual summit is in the works.
- We have been approved to hire an Instructional Designer 3. The search is underway and we hope to begin interviews next week, with a final hire in time for the start of Spring semester.
ACADEMIC INNOVATIONS & eLEARNING (continued)

Professional Development:
- Co-hosting upcoming eTech Fair with ID Alliance group, Save the Dates for ala carte sessions around distance education and online teaching & learning November 7-11, 2016.
- Participating in UAA’s 2016 Disability Awareness Week: “Yes, I Can…Don’t ‘Dis’ My Ability” to share information on ADA compliant online course content and resources.
- EduPass Certification Program pilot is going live with faculty from Technology Fellows program.
- Coordinating and sharing calendars with CAFE events to continue program alignment to make sure faculty have access to attend all desired training sessions throughout the academic year.

Robust Online Learning Grant:

Year 1 (Y1) Activity Recap (Oct 15-Sept 16)
- Personnel expenditure is low due to salary savings from hires – there is a full quarter of savings for multiple positions that will be carryover to Y2. Plans are underway to use salary savings to support faculty development stipend costs, which will likely be greater than anticipated.
- First two Online Master Courses were CEL 292 and MUS A121: total of 81 students in the pilot.
- Innovation Design Studio equipment is here. The lab in the library is emptied and ITS has moved equipment to a new lab location downstairs. Facilities has the space and hopefully construction will be complete in the next few weeks. An open house is planned for when the studio is completed and ready to open.
- Online student orientation update.
  - Bridge to Success in partnership with Alaska Native Studies piloted successfully.
  - Online student orientation (Blackboard version) has undergone review and revisions for FA16 pilot. Additional revisions will be undertaken in FA16 for SP16.
- Faculty Professional Development program: professional development for faculty in Y1 projects is complete and a summary survey is going out. Based on experiences in Y1, a full program for professional development for faculty will be available in FA16.
- Online Learning Advisory Council (OLAC) plan drafted and received feedback from the steering committee. A revised plan is ready for review.
ACADEMIC INNOVATIONS & eLEARNING (continued)

Year 2 Activities (Oct 16-Sep 17)

- First four Online Master Courses identified are CHEM 103, HIST 101 and 131, and ENGL 111. We are in conversation with Psychology, Math, Education and Physics as we work to schedule three additional courses for Year 2 development and pilot.

- Incorporate accessible design software, procedures, and tools for course development.

- Develop and implement student virtual learning community.

INSTITUTIONAL EFFECTIVENESS

UAA’s Performance ’16, the annual review of UAA’s highlights and performance on selected metrics, will be available online in mid-October at https://www.uaa.alaska.edu/academics/institutional-effectiveness/

INSTITUTIONAL RESEARCH

- The Office of Institutional Research has built a dashboard on the IR Sharepoint site with new visual information regarding enrollments, students staff and graduates.

- The UAA 2015-16 Fact Book is coming up in mid-October.

UAA/APU BOOKS OF THE YEAR

On Tuesday, October 25 at 7 pm in ARTS 150, noted Alaskan author Seth Kantner will give the annual Books of the Year keynote lecture on “Negotiating Identity in Alaska.” Elaborating on the theme of this year’s books (The Hotel at the Corner of Bitter and Sweet by Jamie Ford and The Color of Water by James McBride), Mr. Kantner will present his unique perspective on how people in Alaska must adapt to age, fate, and circumstance to become individuals on the last frontier.
Office of Alaska Natives & Diversity

October 3, 2016

Diversity Action Plan

The tri-chairs, Maria Williams, Andre Thorn, and Robert Boeckmann have joined with the Diversity Action Council (DAC) to implement campus-wide conversations around what UAA’s diversity and inclusion plan should encompass. They are engaging a series of focus groups to solicit input and ideas about what UAA needs to do to fully embrace diversity in the broadest sense. They are soliciting feedback from students, staff, and faculty about what UAA is doing well as well as the challenges we face. All are invited to participate and several forums will take place October 12, 20, 28, November 3, 17, 18, 28, and December 1. Visit the website https://www.uaa.alaska.edu/about/administration/office-of-the-chancellor/diversity-action-plan.cshtml for more information.

National Coalition Building Institute (NCBI)

The NCBI team led by steering committee, Kimberly Pace, Theresa Lyons, Patricia Fagan, and Diane Taylor, have been providing introduction to NCBI via several new student and staff mini-workshops. In addition, NCBI will host a one-day Inclusivity workshop and all faculty, student, and staff are invited to participate. The workshop will take place Friday October 14 in the Gorsuch Commons, lunch provided. If more information about the workshop is desired, contact the steering committee. Registration request should be sent to Raegan Kellher (rhkellher@alaska.edu). An additional one-day workshop will be held spring semester, February 24, 2017. NCBI train-the-trainer workshops will be held in North Carolina this month, and two new NCBI members will participate.

Faculty Mentoring Proposal

Professors Toby Widdicombe and Sudarsan Rangarjan have developed a faculty mentoring proposal (draft) which they shared with Faculty Senate April 2016. They are continuing the proposal development and are seeking more input this academic year.

Introduction to Alaska Natives

On Friday September 16, a panel presentation, “Introduction to Alaska Natives,” was held in Rasmusen Hall. The event was sponsored by the College of Business and Public Policy, Native Student Services, the Office of Alaska Natives & Diversity, and the Alaska Native Media Group. The purpose was to orient new faculty, staff, and students to important information about Alaska Natives. Speakers included Distinguished Visiting Professor, Willie Hensley; Professor of History, Paul Dunscomb; first President of AFN (Alaska Federation of Natives) Emil Notti, and President of FAI (First Alaskans Institute) Liz Medicine Crow. The event is first in a series of three panel presentations aimed at educating the UAA community about how and why the Alaska Native Settlement Act (ANCSA) came into existence and the consequences of this act for all Alaskans.
Advisory Council for Alaska Native Education & Research

This new Advisory Council held its inaugural meeting August 26, 2016. The Council consists of representatives from all UAA’s Alaska Native serving programs, and representatives from Alaska Native serving community organizations. The purpose of the Council is to provide a forum where UAA and its community representatives may regularly meet to develop recommendations and strategies to improve our ability to recruit, retain, and graduate Alaska Native students.