UAA Faculty Senate
May 5, 2006 Agenda
2:30 – 4:30 p.m. - Library 307

I.   Call to Order

II.   Roll

2005-2006 Officers:

( )   Greg Protasel, President   ( )   Caedmon Liburd, Chair, UAB
( )   Kerri Morris, 1st Vice President   ( )   Jocelyn Krebs, Chair, GAB
( )   Suresh Srivastava, 2nd Vice President ( )   Tim Hinterberger, Past President

2005-2006 Senators:

( )   Alisha Drabek   ( )   Fred Pearce   ( )   Rob Crosman
( )   Andy Veh   ( )   Gerry Busch   ( )   Robert Boeckmann
( )   Anne Bridges   ( )   Gopakumar Venugopalan ( )   Sally Bremner
( )   Bogdan Hoanca   ( )   Hilary Davies   ( )   Sam Thiru
( )   Brad Bradshaw   ( )   Jack Pauli   ( )   Sarah Kirk
( )   Bruno Kappes   ( )   Janice High   ( )   Sean Licka
( )   Cable Starlings   ( )   Jeff White   ( )   Shelley Theno
( )   Carol Coose   ( )   John O. Riley   ( )   Suzanne Forster
( )   Connie Roseman   ( )   John P. Riley   ( )   Terri Olson
( )   Cora Neal   ( )   Kathleen Voge   ( )   Tim Jester
( )   Dave Fitzgerald   ( )   Lou Nagy   ( )   Toby Widdicombe
( )   Debbie Narang   ( )   Maria Ippolito   ( )   Toni Croft
( )   Dennis Howard   ( )   Maureen O'Malley   ( )   William Schnabel
( )   Diane Erickson   ( )   Ping Tung Chang

III.   Agenda Approval (pg. 1-3)

IV.   April 7, 2006 Meeting Summary Approval (pg. 4-11)

V.   Officer's Reports

    A.   President

    B.   Second Vice President's Report

VI.   Boards and Committee Reports

    A.   Graduate Academic Board
        1.   GAB Program/Course Action Request Report (pg. 12-14)
        2.   Chapter 12 – Graduate Chapter (pg. 15-24)

    B.   Undergraduate Academic Board
        1.   UAB Program/Course Action Request Report (pg. 25-27)
        2.   Chapter 10 – GER Descriptors (pg. 28)
            a.   Fine Arts and General Education
            b.   The Humanities and General Education
            c.   Social Sciences and General Education
            d.   Natural Sciences and General Education

C.   University-Wide Faculty Evaluation Committee (pg. 29-31)

C.   Academic Computing, Distance Learning and Instructional Technology (pg. 32-35)

D.   Budget, Planning, and Facilities Advisory Committee - PBFA (pg. 36)

E.   Committee on Committees (pg. 37-39)

F.   Diversity Committee (pg. 40)

G   Faculty Grants and Leaves Committee

H.   IUAC – Evaluation of Deans & Directors Update

I.   Library Advisory Committee (pg. 41)

J.   Professional Development Committee

K.   Student Academic Success Committee (pg. 42-44)

L.   Ad Hoc Committee to Improve UAA's Research Culture (pg. 45)

VII.   Old Business

A.   Pilot Tests of IDEA Center Student Evaluation of Instruction

VIII.   New Business

2006-2007 Officers:

( )   Kerri Morris, President   ( )   Caedmon Liburd, Chair, UAB
( )   Bogdan Hoanca, 1st Vice President   ( )   Jocelyn Krebs, Chair, GAB
( )   Deb Narang, 2nd Vice President   ( )   Greg Protasel, Past President

2006-2007 Senators:

( )	Alisha Drabek	( )	**Jackie Cason***	( )	Sean Licka
( )	Andy Veh	( )	Janice High	( )	Shelley Theno
( )	**Ann McCoy***	( )	Jeff White	( )	**Susan Kalina***
( )	Anne Bridges	( )	John O. Riley	( )	Tara Smith*
( )	Brad Bradshaw	( )	**Kenrick Mock***	( )	Terri Olson
( )	Bruno Kappes	( )	Maria Ippolito	( )	Tim Hinterberger
( )	Carol Coose	( )	Maureen O'Malley	( )	**Tim Jester***
( )	**Dan Kline***	( )	Ping Tung Chang	( )	**Timothy Gail***
( )	Dave Fitzgerald	( )	**Rashmi Prasad***	( )	Toni Croft
( )	Diane Erickson	( )	Robert Boeckmann	( )	**Trish Jenkins***
( )	**Genie Babb***	( )	**Robert McCoy***	( )	William Schnabel
( )	Gerry Busch	( )	Sally Bremner	**( )**	**Vacant (CAS Fine-Arts)**
( )	Hilary Davies	( )	Sam Thiru	**( )**	**Vacant (CTC)**
( )	Jack Pauli	( )	Sarah Kirk	**( )**	**Vacant (CHSW)**

* new senators

      A.   Will Jacobs – Interim Strategic Guidance (pg. 46-52)

      B.   Faculty Senate Awards

IX.   Reports

      A.   Chancellor Elaine Maimon

      B.   Interim Provost Jan Gehler

      C.   UNAC Representative

      D.   ACCFT Representative

X.   Informational Items & Adjournment

I.   Call to Order

II.   Roll

Officers:

(x)	Greg Protasel, President	(x)	Caedmon Liburd, Chair, UAB
(x)	Kerri Morris, 1st Vice President	(x)	Jocelyn Krebs, Chair, GAB
(x)	Suresh Srivastava, 2nd Vice President	(x)	Tim Hinterberger, Past President

Senators:

( )	Alisha Drabek	(x)	Fred Pearce	(x)	Rob Crosman
( )	Andy Veh	( )	Gerry Busch	(x)	Robert Boeckmann
(x)	Anne Bridges	(x)	Gopakumar Venugopalan	(x)	Sally Bremner
(x)	Bogdan Hoanca	(x)	Hilary Davies	( )	Sam Thiru
( )	Brad Bradshaw	( )	Jack Pauli	(x)	Sarah Kirk
( )	Bruno Kappes	(x)	Janice High	(x)	Sean Licka
( )	Cable Starlings	( )	Jeff White	(x)	Shelley Theno
( )	Carol Coose	(x)	John Riley	(x)	Suzanne Forster
( )	Connie Roseman	(x)	Kathleen Voge	(x)	Terri Olson
( )	Cora Neal	( )	Lou Nagy	( )	Tim Jester
(x)	Dave Fitzgerald	(x)	Maria Ippolito	( )	Toby Widdicombe
(x)	Debbie Narang	( )	Maureen O'Malley	(x)	Toni Croft
(x)	Dennis Howard	(x)	Ping Tung Chang	( )	William Schnabel
(x)	Diane Erickson				

III.   Agenda Approval (pg. 1-3)

Approved.

IV.   March 3, 2006 Meeting Summary Approval (pg. 4-7)

Approved.

V.   Officer's Reports

A.   President

Commencement – Graduate students will be hooded at a separate ceremony on Saturday, May 6, Wendy Williamson. Tami Choquette is the new events coordinator who is in charge of commencement.

Phone system – we are switching to voice over IP system. Is law regarding privacy of phone calls the same for Internet and voice over IP?

Per Dave Fitzgerald – yes.

Gebe – project time, we should not see any change before Fall. There will be conversions until end of Spring semester.

"My UA" portal is officially going to be marketed next week. Per Dennis Howard, marketing first to the staff.

Electronic workload April 18 and 19. Per Jan – in Admin 204, two sessions; one in morning and one in afternoon.

Following week, Faculty Alliance meet to develop comments.

Question regarding extended campuses for electronic workload.

Jan will check into this to see.

Gebe – Expects they will be. We are in the pre-proposal process now.

Academic Plan - We accepted with comments as a senate the UAA Academic Plan; system wide they are putting forward an academic plan.

B.   First Vice President's Report

VI.   Boards and Committee Reports

A.   Academic Computing, Distance Learning and Instructional Technology (pg. 8-9)

Web Board – Rich Whitney informed us on Wednesday that business of Web board had been concluded.

Gebe – Discussed issue of UAA presence on WW web needs greater attention and how much effectiveness we can do to bring out our presence to ensure information on the Web should carry up to date information. That needs to be guided by a higher level policy group. We have asked Vice Chancellor of Advancement to represent high level policy board.

Dennis – We were given notice that our last meeting was over for the Board.

Gub – We need to be more attentive to web sites, color, consistency.

Bogdan – Looking at shipping evaluations for IDEA center, concern with loosing evaluations.

Tim – That is under negotiation. Could do on-line.

Rich Whitney has been holding meetings - Future of business at UAA. Looking at new position for campus wide distance education efforts.

Gebe – We do need to be more effective in e-media. We are the best users of distance education in the UA system.

Greg – Distance Education report from E-board meeting on 4-4 – will send out to Faculty Senate.

Bogdan – Funding at statewide goes more to Fairbanks. Statewide seems to favor UAF and UAS.

B.   Budget, Planning, and Facilities Advisory Committee - PBFA (pg. 10)

C.   Committee on Committees (pg. 11)

Anne Bridges – we would like to have a motion that Faculty Senate approve recommendations of 2006 UAA Faculty Senate distinguished service awards Dist. Service by faculty member Claudia Lapman.

Citations to other faculty members:

Chris Brems
Larry Foster
Don Moore

Dist. Service to Senate:

Dr. Hillary Davies

Dist. Service to university outside of faculty tie:

Anissa Hausser
Susan Harper

Suresh – these awards will be given at May Faculty Senate and we will invite these people to come.

D.   Diversity Committee

Draft minutes circulated. Diversity Committee will forward copy of minutes to Governance Office.

E.   Faculty Grants and Leaves Committee

F.   Graduate Academic Board (pg. 12)

Approved.

G.   IUAC – Evaluation of Deans & Directors Update

H.   Library Advisory Committee (pg. 13)

I.   Professional Development Committee

J.   Student Academic Success Committee (pg. 14-15)

        Sarah Kirk – Motion from Faculty Senate to support further funding for SI (Supplemental Instruction) for next year. Looking at running 13 sections here at UAA, math, biology, statistics. Funding would pay for coordinator training. Running programs, hiring SI leaders to run classes. National Program, helps support students.

        They are trying different avenues for funding. Strategic Opportunity Fund.
        Suresh – is there any opportunity for external funding?
        Sarah – What Vara Allen Jones and Tara Koeckritz are looking for is support to look for funding, that we support that this is a good program.

        Several universities in the lower 48 have a trial program for SI and Trio programs.

        Question if this could run to satellite campuses?

        Sarah suggested faculty contact Tara Koeckritz regarding satellite campuses.

        Motion for Faculty Senate: recommendation from Faculty Senate to Linda Lazzell to support further funding for SI.

        SI instructors given $1,500 stipends for leading sessions outside of class, 2-3 per semester. A coordinator gives the training to people. There would be some travel for Tara to go to a conference, money for copies, salary for coordinator.

        Greg: What is the relationship between Faculty Senate and PBAC? There has been a process for requesting funds.

        Jan: PBAC, each administrative unit will be submitting and presenting their budget for 07 to PBAC at-large for review. Linda will be doing that as well. Informal suggestion – activity occurs in academic units, those courses you identify. Talk to Dean about instructional programs.

        Hillary identified that CAS has been coordinated with.
        Concern that it affects all students – most are GER courses.

        Motion passed, 22 for, 1 against, 1 abstain.

K.   Undergraduate Academic Board

        1.   Curriculum (pg. 16-18)

                Clarification from Caedmon on Art A261, A262, A367
                Asking to be in Fine Arts and Humanities categories, does not conflict with Faculty Senate resolution, because BOR has these two categories listed under Humanities.

2. Descriptors (pg. 19)

Written Communication descriptor – can we insert anything about source citation in the process. Lack of proper citation of source materials.

Kerri – adhering to genre conventions covers that.

3. Chapter 7 Catalog Revisions (pg. 20-40)

4. Chapter 10 Catalog Revisions (pg. 41-56)

Motion to approve items 1 – 4 as one packet (18 for, 8 against), motion passed.

Caedmon - Statewide meeting to get together being planned to discuss GER transferability between MAU. $5,000 set aside for money. This may take awhile to get worked out.

Hillary – Fairbanks is adding STATs courses to GERs.

Kerri – This is a good faith effort on Faculty Senate's part to meet and discuss. UAF does not fit the other two universities or U.S. They have three specific courses on GERs they have a problem with. Certain scores to waive courses allowed at UAA, not UAF, students are registering here to get waivers, and then transferring to UAF.

L. Ad Hoc Committee to Improve UAA's Research Culture (pg. 57)

VII. Old Business

A. Pilot Tests of IDEA Center Student Evaluation of Instruction

B. Resolution on Multiple registrations. Change proposed by Linda Lazzell to be inserted in the catalog and put on the web page.

Original language passed by UAB/GAB and Faculty Senate:

"For any given semester, a student may not be concurrently registered in two or more sections of the same course that have the same or overlapping starting and ending dates. UAA will drop/withdraw a student from ALL sections for which they have multiple registrations. This administrative drop may be done at any time without prior or subsequent notice to the student."

Changes proposed by Linda:

"For any given semester, a student may not be concurrently registered in two or more sections of the same course that have the same or overlapping starting and ending dates. UAA *reserves the right to ~~will~~* drop/withdraw a student from *any or* ALL sections for which they have multiple registrations. This administrative drop may be done at any time without prior or subsequent notice to the student."

VIII.   New Business

   A.   Senate Elections

   No one got call for nominations – check on list serve address. Need to resend.

IX.   Reports

   A.   Chancellor Elaine Maimon – Legislative Update

   Appointed new Provost – Mike Driscoll – from Portland State. Mike will be joining us on 1st of June. He will be here in April for house hunting and sitting in on Deans and Director's meetings.

   Jan Gehler will be returning to CTC as Dean.

   Congressional Issues:

   Targeted three projects –

   1.   Fisheries project Peter Risse – ANSEP model to be observer in fisheries.
   2.   ANSEP – talked about to all three, Stevens, Young, Murkowski. We feel that ANSEP is a model way to address Science, Technology, Engineering, Math.
   3.   Stevens interested in Alaska Russian Center. Working on International Study Abroad programs that can be ran under Alaskan Russian Center.

   Strategic Planning

   Began this phase last Fall to have Will Jacobs build draft strategic plan by May. Nearing end of Phase I of project. Will met with more than 40 groups, community campuses, PWS community college. Discussed in Cabinet.

   Chancellor made a few more modifications to approach.   Need more conversations to include more internal and external groups, and groups meeting together and discussing together to discuss strategic direction for UAA. I have asked Will to prepare an interim report for Phase I. We will take time in the Fall to expand discussions.   Interim strategic guidance will be sent to UAA community.

   Legislative Status and Agenda

   Document distributed - historic document, approved resolution, exactly as BOR resolution submitted from Anchorage Chamber.   Committee unanimously supported. The result was this resolution.

   House – operating budget approval from House finance committee – covering fixed costs. On Senate finance side – may be $4 million above what house approved, may be bill for supplemental fuel costs. Senate Finance Committee meets Monday.

Capital Budget – Regents put top priority on repair (restoration) and maintenance. Top priority in new buildings is the science building. Senators think that we will get full funding for science building. They are focusing on funding of repair. Chancellor asking for everyone's support to contact Legislature on funding.

B.   Interim Provost Jan Gehler

Report on PBAC process in your minutes, your deans and directors will be presenting written reports to budget office, presentations April 27, 28 and May 1.

Strategic opportunity fund deadline extended to April 21.

Commencement – provide more intimate and special event for students being awarded masters degrees.

Statewide Academic Process – statewide office, effort to complete strategic plans, health, engineering, education and languages. Ted Kaisser will be spearheading those and planning committees that will cross each of MAUs. Each of those four areas has someone in charge.

C.   Strategic Planning Update – Will Jacobs

Adjustment in original scheme – what I am asked to deliver by 1st of May is an interim report. Second thing, preparing draft strategic guidance. Presenting that in the May Faculty Senate meeting. Intention is to provide interim guidance and decision making. Each department needs to be checking for alignment. Major themes that have emerged.

Themes are useful for collection points, voice concerns in institution.

1.   Strengthening instructional mission – core, essential, etc. Sense that we were spread too thin, trying to be all things to all people. We need to get real serious about building a proper mission. Distance.

2.   Build research program.

3.   Reinforce student success – Survival, completion, student distinction. Providing access, assuring quality, bringing what students due to completion.

4.   Building the UAA Community - Reinforcing may be a better word. When we talk to students this means campus life, entertainment, recreation. Building residential life in community campus project as well. Becoming an employer of first choice. Pay a lot of attention to Diversity. Collaboration – need rules of road. Making collaboration a part of our institutional life and first priority.

5.   Public Square - Continuing to build a public square, community engagement, partnership emphasis. Think of UAA as venue of choice for public life. Protective spaces for our creative performance and community's creative life.

D.   UNAC Representative

No report.

E.   ACCFT Representative

Trish Jenkins – Merger talks between both unions.

X.   Informational Items & Adjournment

A.   UAF Ph.D. in Clinical-Community Psychology – John Petraitis
1.   Memo regarding: Revised Northwest Commission on Colleges and Universities (NWCCU) Prospectus (pg. 58-59)

        Sent memo accepting some changes, rejecting others.

        50 applicants for Ph.D. program.

2.   Revised Final Joint Prospectus for Ph.D Program in Clinical-Community Psychology (pg. 60-75)

3.   Revised Final Joint Prospectus for Ph.D. Program in Clinical - Community Psychology with input (pg. 76-90)

UAA is not yet a doctoral granting institution. NW Commission brought up that we cannot graduate students her with doctorate. We redid prospectus on administrative changes, governance is the same. Degree will be received from UAF. Had to revise degree to show they would be UAF students. We hope that before the class graduates in 4 years that they will be able to get degree from both colleges.

B.   Electronic Workload Demo April 18-19

1. Program/Course Action Requests

    A.   **AAVI – Prefixes**

        Add   ATA – Aviation Technology / Administration / Management

        Add   ATC – Aviation Technology / Air Traffic Control

        Add   ATP – Aviation Technology / Professional Piloting

    B.   **CAS – LANG**

        Chg   LANG A667A Middle/High School Second-Language Teaching I (3cr) (3+0)

        Chg   LANG A667B Middle/High School Second-Language Teaching II (2 cr) (2+0)

        Chg   LANG A667C Middle/High School Methods for Teaching English as a Second Language (2 cr) (2+0)

    C.   **CEL – Prefix**

        Add   CEL   CEL Prefix

    D.   **CHSW - HS/NS**

        Chg   HS   A625   Biostatistics for Health Professionals (3 cr) (3+0)

        Chg   NS   A625   Biostatistics for Health Professionals (3 cr) (3+0)

        Chg   Master in Nursing, Nursing Education Specialty Track

        Chg   Certificate in Nursing Education

        Chg   Master of Science and Nursing

        Chg   Nursing Education Specialty Track

        Add   NS   A611   Psychopharmacology (3 cr) (3+0)

        Add   NS   A696   Individual Project (5 cr) (2-3+0)

        Chg   NS   A699   Thesis (5cr) (2-3+0)

    E.   **COE – EDAE/EDFN/EDSE/EDSY**

        Chg   M. Ed. In Adult Education

        Add   EDAE A615   Introduction to Adult Education (3 cr) (3+0)

        Add   EDAE A637   Design of e-Learning (3 cr) (3+0)

Add   EDAE   A638   Facilitation of Learning with Technology (3 cr) (3+0)

Chg   EDAE   A650   Principles of Human Resource Development (3 cr) (3+0)

Del   EDAE   A657   Leadership (3 cr) (3+0)

Add   EDAE   A675   Design of Programs for Adults (3 cr) (3+0)

Add   EDAE   A676   Curriculum and Instructional Design (3 cr) (3+0)

Del   EDAE   A678   Curriculum & Program Planning in Adult Education (3 cr) (3+0)

Add   EDAE   A685   Introduction to Qualitative Research (3 cr) (3+0)

Chg   EDAE   A695   Practicum in Adult Education (1-3 cr) (0+3-9)

Chg   EDAE   A698   Inquiry Project (1-3 cr) (0+3-9)

Chg   EDAE   A699   Thesis (1-3 cr) (0+3-9)

Chg   Master of Arts in Teaching

Chg   EDFN   A601   Foundations: Philosophy of Education (2 cr) (2+0)

Chg   EDFN   A602   Foundations: Educational Psychology (2 cr) (2+0)

Chg   EDFN   A603   Foundations: Educational History and Sociology (2 cr) (2+0)

Chg   EDFN   A647   Developing Literacies Across the K-12 Continuum (1 cr) (1+0)

Chg   EDFN   A649   Capstone Seminar: Inquiry in Teaching and Learning (2 cr) (2+0)

Chg   EDFN   A695A Internship I (3 cr) (0+9)

Chg   EDFN   A695B Internship II (6 cr) (0+18)

Add   EDFN   A695C K-12 Internship: Secondary (6 cr) (0+18)

Add   EDFN   A695D K-12 Internship: Elementary (6 cr) (0+18)

Chg   EDSE   A637   Inclusive Teaching and Learning in Secondary Schools (2 cr) (2+0)

Chg   EDSY   A630   Language, Culture, and Teaching in Secondary Schools (2 cr) (2+0)

Chg   EDSY   A644   Developing a Community of Learners in Middle/High School (3 cr) (3+0)

Chg   EDSY   A648   Developing Literacies in the Secondary Content Areas (1 cr) (1+0)

Chg   EDSY   A663A Middle/High School English/Language Arts Methods I (3 cr) (3+0)

Chg   EDSY   A633B Middle/High School English/Language Arts Methods II (2 cr) (2+0)

Chg   EDSY   A664A Middle/High School Social Studies Methods I (3 cr) (3+0)

Chg   EDSY   A664B Middle/High School Social Studies Methods II (2 cr) (2+0)

Chg   EDSY A665A Middle/High School Mathematics Methods I (3 cr) (3+0)

Chg   EDSY A665B Middle/High School Mathematics Methods II (2 cr) (2+0)

Add   EDSY A667A Middle/High School Second-Language Teaching I (3+0)

Add   EDSY A667B Middle/High School Second-Language Teaching II (2+0)

Add   EDSY A667C Middle/High School Methods for Teaching English as a Second Language (2 cr) (2+0)

Chg   EDSY A669A Middle/High School Science Methods I (3 cr) (3+0)

Chg   EDSY A669B Middle/High Science School Science Methods II (2 cr) (2+0)

H.   **CTC – CTE**

Chg   CTE   A611   Historical and Philosophical Foundations CTE (3 cr) (3+0)

Chg   CTE   A633   Current Issues in Career and Technical Education (3 cr) (3+0)

Chg   CTE   A643A Career and Technical Education Methods I (3 cr) (3+0)

Chg   CTE   A643B Career and Technical Education Methods II (2 cr) (2+0)

Del   CTE   A649   Capstone Seminar: Inquiry in Teaching and Learning (3 cr) (3+0)

Chg   CTE   A690   Selected Topics in Career and Technical Education (1-6 cr) (1-6+0)

Chg   CTE   A695A Internship I (3 cr) (0+9)

Chg   CTE   A695B Internship II (6 cr) (0+18)

Chg   CTE   A695C Advanced Professional Experiences (1-6 cr) (0+5-30)

Chg   CTE   A698   Individual Research (1-6 cr) (1+5-30)

GRADUATE PROGRAMS

GRADUATE STUDY

Graduate education is an integral part of the University of Alaska Anchorage (UAA) and is coordinated through the Office of Research and Graduate Studies in the Office of Academic Affairs. The Vice Provost for Research and Graduate Studies has responsibility for leadership and oversight of graduate programs.

The university offers graduate certificates, and master's degrees. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered by other institutions. Some or all course work and research may be completed at UAA while the doctoral degree is granted by another university.

Students who have completed UAA graduate programs possess the knowledge and skill necessary to succeed in furthering their education and to excel in their chosen professions. Whether the degree is required for advancement, personal and professional growth, or for other goals, students may expect the challenges and rewards of high quality graduate education.

Upon successful completion of their graduate programs, students will have demonstrated mastery of their disciplines and will have participated in independent scholarship. Appropriate exit requirements allow students to express the knowledge they have acquired in forms designed for their respective programs.

To ensure the most beneficial educational experience, students' academic preparation and likelihood of success in their programs are carefully assessed and validated. Entrance requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. If an entrance exam is required, the nature of that exam is determined by the appropriate discipline. As they progress in their studies, students can expect discipline-specific advising from mentors in their programs.

Graduate students are subject to relevant policies contained in the complete UAA catalog, as well as individual program requirements.

ADMISSIONS
(907) 786-1480
http://www.curric.uaa.alaska.edu/admissions

All students intending to register for one (1) or more courses must apply for admission. Applications for admission are available online via *http://www.curric.uaa.alaska.edu/admissions* or from Enrollment Services.

ADMISSION REQUIREMENTS FOR MASTER'S DEGREES

To qualify for admission to graduate programs, a student must have earned a baccalaureate degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate degrees within two semesters may also apply for graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate an ability to pursue graduate work. In general, applicants must either have a

cumulative grade point average of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate level courses. Transcripts are to be requested by the student and must be submitted in an officially sealed envelope. (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual graduate programs may also require additional transcripts and/or specific entrance exams such as the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the United States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

Applicants whose native language is not English or whose baccalaureate degree was conferred by an institution where English was not the language of instruction must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the United States or of another English-speaking country and demonstrates fluency in reading, writing, and speaking in English.

Applications, official transcripts, and required test scores (if any) must be submitted to Enrollment Services. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, Enrollment Services will forward each student's admission packet to the Dean, Department Chair, or designee for consideration.

Each graduate program has individual admission standards and document requirements. Additional information such as writing samples, goal statements, letters of recommendation, research proposals, and/or interviews may be required by specific programs. When required, these materials must be submitted directly to the Department Chair or designee.

Deadlines for submission of materials vary by program. Please note, for programs with rolling (on-going) admissions, that in order to ensure consideration for all financial aid opportunities, it is strongly recommended that eligible students submit:
• For Fall admission, all required application forms no later than July 1, and all required application materials by August 1;
• For Spring admission, all required application forms no later than November 1, and all required application materials by December 1.

No more than nine (9) credits may be completed in the student's graduate program before program admission. See individual program listings for further details.

INTERNATIONAL GRADUATE STUDENTS
International Services
(907) 786-1558

International students who will attend UAA as F-1 visa students and who need a Form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student status must meet University and degree program admission requirements. In addition to being admitted to a graduate program, international students must submit the following:

1. An official TOEFL (Test of English as a Foreign Language) score of at least 550 for the paper-based test or 213 for the computer-based test.
2. A statement of financial support for the anticipated period of study and evidence of availability of funds such as a bank statement.
3. An English translation of all required documents.
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an official statement from a recommended international credentials evaluation service stating that their degree is the equivalent of a U.S. bachelor degree. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is also mandatory. Contact the International Student Advisor in Enrollment Services for details.

APPLICATION AND ADMISSION STATUS FOR MASTER'S DEGREE-SEEKING STUDENTS: TERMS AND DEFINITIONS

APPLICATION STATUS
Incomplete Application

An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application

A pending application has met University requirements and is awaiting departmental recommendation for admission.

Postponed Application

Students may postpone their applications to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied**.**

Withdrawn Before Admission

Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed will be withdrawn. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

ADMISSION STATUS
Complete Admission

All required documents have been received and all admission standards met.

Incomplete Admission

Students who expect to receive their baccalaureate degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

Provisional Admission

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the Dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate degree-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

Postponed Admission

Students may postpone their admission to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied**.**

Withdrawn After Admission

Admission will be withdrawn when students do not attend classes during or postpone their admission by the end of their admission semester. Students whose admissions have been withdrawn must apply for re-admission if they later choose to attend UAA.

RELATED MASTER'S DEGREE POLICIES
TRANSFER CREDITS

Up to nine semester credits or the equivalent earned at a regionally accredited institution and not previously used to obtain any other degree may be transferred to UAA and accepted toward a master's degree. Acceptance of transfer credits toward program requirements is at the discretion of the individual program.

Course work used to obtain a Graduate Certificate at another institution, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a Master's degree.

CHANGE OF MAJOR OR EMPHASIS AREA

Students who wish to change majors or emphasis areas within the same degree and school or college may submit a Graduate Change of Major or Emphasis Area form to Enrollment Services. Students will be expected to meet all admission and program requirements of their new major or emphasis area. Students who change major or emphasis areas after being advanced to candidacy must submit a revised official Graduate Studies Plan to Enrollment Services through their advisor/committee.

CHANGE OF DEGREE

Graduate students who wish to change degree programs must formally apply for admission to the new program through Enrollment Services and pay the appropriate fee. This applies both to changes between schools/colleges and to different degrees within the same school or college (such as a change from the MFA in Creative Writing to the MA in English). Students will be expected to meet all admission and program requirements of the new major or emphasis area.

CONCURRENT DEGREES

Students may pursue concurrent degrees as long as they have formally applied and been accepted to each program through Enrollment Services.

Students may be admitted to or complete Graduate Certificate requirements as they pursue a Master's Degree. Course work used to obtain a Graduate Certificate, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a Master's degree.

ADDITIONAL MASTER'S DEGREES

Students who have received a master's degree or doctoral degree from a regionally accredited college or university may earn a UAA master's degree by completing a minimum 21 resident credits not used for any other previous degree. The student must meet all the University Requirements for Master's Degrees, School or College Requirements, and Program Requirements; fulfilling all University, College, and Program Requirements may require more than the minimum 21 credits beyond the previous graduate degree. If the 21 additional credits and other requirements have been earned for each additional degree, two or more degrees may be awarded simultaneously.

FORMAL ACCEPTANCE TO MASTER'S DEGREE PROGRAMS

Once all required admission documents have been received by Enrollment Services, the student's admission packet is forwarded to the Dean or designee of the specific program. The acceptance decision is made by the Dean or designee, who informs Enrollment Services of the decision. Enrollment Services sends the official Certificate of Admission directly to the applicant. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy).

NON-DEGREE-SEEKING STUDENTS

Non-degree-seeking students who wish to register for graduate courses must have the Department Chair's or faculty member's signature. Registration as a non-degree-seeking student implies no commitment by the University to the student's later admission to a degree program. Up to nine (9) semester credits of graduate level course work may be completed in the student's graduate program before program admission. **Non-degree-seeking students do not qualify for Federal or state financial aid benefits nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.** (See Chapter 7, "Academic Standards and Regulations," for further information.)

FULL-TIME/PART-TIME STATUS FOR MASTER'S DEGREE PROGRAMS

A student who has been admitted to a UAA graduate program and is enrolled at UAA for nine (9) or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are applicable to the graduate degree program. A graduate student enrolled at UAA for fewer than nine (9) credits is classified as part-time.

Audited courses, Continuing Education Units (CEUs), and Continuous Registration are not included in the computation of the student's full-time or part-time status.

CATALOG YEAR FOR MASTER'S DEGREE PROGRAMS

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a master's degree program, or the catalog in effect at the time of graduation. If the requirements for a master's degree as specified in the entry-level catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward the degree, including transfer credit, must be earned within the consecutive seven-year period prior to graduation.

CONTINUOUS REGISTRATION

Continuous Registration is expected every fall and spring semester, from admission through graduation, until all requirements for the degree are completed.

To make continuous progress in their graduate program, students have the following options:

• Registering for at least one (1) graduate level credit applicable to their graduate degree, or
• Paying the continuous registration fee to remain active in the graduate program although not registered in any courses.

Students are also expected to register or pay the continuous registration fee for the summer if they use university facilities or consult with faculty during the summer. Please contact the individual graduate program for departmental policy/requirements concerning continuous registration. The continuous registration fee may be paid during each semester's late registration period or in Enrollment Services through week 12 of the fall or spring semester. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence policy) may be removed from master's degree-seeking status.

LEAVE OF ABSENCE

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree, including transfer credits, be earned within a consecutive seven-year period prior to graduation. Students who fail to make continuous progress (see Continuous Registration) or to obtain an approved leave of absence may be removed from master's degree-seeking status.

GOOD STANDING FOR MASTER'S DEGREE-SEEKING STUDENTS

Any graduate student who maintains a 3.00 (B) GPA in all course work that meets their graduate program requirements and who is not on probation is considered to be in good standing. For students admitted to candidacy, course work consists of those courses identified on the official Graduate Studies Plan.

PROBATION

A graduate student whose GPA falls below 3.00 (B) in courses applicable to his/her graduate program, or a graduate student who, for reasons specified in writing, is not making continuous satisfactory progress toward completing the program requirements, will be placed on probation. If the requirements to remove probation are not satisfied within one (1) semester (excluding summer), the student will be removed from master's degree-seeking status. Each school or college has developed written procedures to deal with appeals arising from removal from master's degree-seeking status.

REMOVAL FROM MASTER'S DEGREE-SEEKING STATUS

A graduate student's academic status may be changed to nondegree-seeking if the requirements to remove provisional admission or probation are not satisfied, or if minimum academic standards are not met. In some cases, students may be removed from master's degree-seeking status without having first been placed on probation (see Non-Degree-Seeking Students).

ACADEMIC APPEALS

Students have the right to appeal academic actions (See Academic Dispute Resolution Procedures in the current *UAA Fact Finder/Student Handbook* for information).

REINSTATEMENT TO MASTER'S DEGREE-SEEKING STATUS

Graduate students who have been removed from master's degree-seeking status for failing to meet academic standards may apply for reinstatement to a graduate program after one (1) calendar year from the semester in which they were removed from master's degree-seeking status. When re-applying to graduate studies, it is the student's responsibility to demonstrate ability to succeed in the graduate program.

Graduate students who have been removed from master's degree-seeking status for not making continuous progress (see Continuous Registration) must re-apply for graduate study and pay the appropriate fee.

Reinstated graduate students must re-apply for candidacy and may be required to meet the program requirements which are in effect at the time of reinstatement.

GRADUATE ADVISOR

The Dean or designee, in conjunction with the appropriate department chair of the school or college offering the graduate program appoints a Graduate Advisor for each student accepted to a graduate program. The Graduate Advisor and the departmental chair will be from the same program.

GRADUATE STUDIES COMMITTEE

For graduate programs with a thesis, independent scholarship, or research project, the advisor and the student select a Graduate Studies Committee as part of the process of advancement to candidacy. The committee must consist of at least three UAA faculty, including the chair, who shall normally be a full-time faculty member. One (1) faculty committee member may be from a discipline outside the student's school or college. Additional members who are not UAA faculty, but have the appropriate professional credentials, may be included with the approval of the Dean or designee, the committee chair, and the student. The committee members and chair must agree to serve and must be approved by the Dean or designee. Any changes to the committee structure require the approval of the Dean or designee, and the committee chair.

RESPONSIBILITIES OF GRADUATE ADVISOR/COMMITTEE

The division of responsibility between the advisor and/or committee is determined at the program level. The graduate advisor and/or committee will do the following:

1. Review the graduate student's official Graduate Studies Plan, ensuring that it includes: University Requirements for Master's Degrees; all courses required for the degree; research culminating in a thesis, independent scholarship or project, if required; a written or oral comprehensive examination, independent scholarship evaluation, or thesis or project defense; any special program requirements; and arrangements to remove any deficiencies in the student's academic background.
2. Approve the official Graduate Studies Plan and Application for Candidacy at the time of Advancement to Candidacy.
3. Monitor the student's progress and timely completion of all requirements in the official Graduate Studies Plan (see Continuous Registration).
4. Monitor the timely submission of the official Graduate Studies Plan and other documents to Enrollment Services.
5. Review and approve any changes to the official Graduate Studies Plan, directing timely submission of the revised plan to The Office for Research and Graduate Studies which will forward the original amended document to Enrollment Services..
6. Review and approve the thesis, independent scholarship, or research project, including initial proposals, according to procedures established by the individual graduate program.
7. Review, and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.
8. Administer and assess the comprehensive exam, administer independent scholarship evaluation, or thesis or project defense.

OFFICIAL GRADUATE STUDIES PLAN

The official Graduate Studies Plan formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive the master's degree. The plan is based upon the catalog requirements for the graduate degree program to which the student has been accepted. The plan becomes official once it is approved by the Vice Provost for Research and Graduate Studies or designee and is filed with Enrollment Services. Students are expected to complete all requirements listed on their official Graduate Studies Plan, as well as all University Requirements for Master's Degrees. Any revision to the plan will need to be submitted to the Office for Research and Graduate Studies through the graduate advisor/committee.

ADVANCEMENT TO CANDIDACY

After demonstrating an ability to succeed in graduate study as defined by the relevant graduate program, the student may apply for advancement to candidacy. Advancement to candidacy status is a prerequisite to graduation and is determined by the Dean or designee. Candidacy is the point in a graduate study program at which the student has demonstrated an ability to master the subject matter and has progressed to the level at which a graduate studies plan can be approved.

To be approved for candidacy a student must:
• Be in good standing as defined in the good standing policy.
• Demonstrate competence in the methods and techniques of the discipline.
• Receive approval of the independent scholarship, thesis or research project proposal from the student's Graduate Studies Committee.
• Satisfy all prerequisites and remove all academic deficiencies.
• Satisfy all terms of a provisional admission.
• Submit an approved, official Graduate Studies Plan.

UNIVERSITY REQUIREMENTS FOR MASTER'S DEGREES

To complete a Master's degree, a student must complete the University Requirements for Master's Degrees, School or College Requirements, and Program Requirements. A graduate student's program is based upon the catalog requirements for the relevant graduate degree which are in effect at the time the student is accepted. University requirements for all graduate degrees are as follows:

1. A student must be admitted to the degree program and establish an approved Graduate Studies Plan.
2. The student must complete at least 30 approved semester credits beyond the baccalaureate degree. At least 24 credits in each graduate degree must consist of courses other than thesis, independent scholarship (independent study courses), and/or a research project.
3. Up to nine (9) semester credits not used toward any other degree (graduate of undergraduate) may be transferred to UAA from an accredited institution and counted toward a Master's degree. Acceptance of transfer credit toward program requirements is at the discretion of the individual program faculty.
4. Individual Program Deans or designees may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to be transferred to UAA, as long as at least nine (9) credits applicable to the student's program are earned at UAA after acceptance into the program.
5. A GPA of at least 3.00 (B) must be earned in courses identified in the official Graduate Studies Plan.
6. Only 400- and 600- level courses approved by the graduate student's graduate advisor, Dean or designee, and graduate studies committee, may be counted toward graduate program requirements.
7. In 400-level courses, a minimum grade of "B" is required for the course to count toward the program requirements.
8. Courses at the 500-level are for professional development and are not applicable toward any degree.
9. In 600-level courses, a grade of "C" is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate program. At least 21 credits must be taken at the graduate level (600) for any master's degree, including thesis, independent scholarship, or research credits. For performance comparison only, in 600-level courses a grade of "P" (Pass) is equivalent to a B or higher, but does not enter into the GPA calculation.

10. Courses taken as credit by examination, or graded Credit/ No Credit (CR/NC) do not count toward graduate program requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor/committee to waive certain courses in an established program, as long as the total credits in the program remain the same.
11. If the requirements for a master's degree as specified in the entry-year catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.
12. All credits counted toward the degree, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
13. Students are expected to be continuously registered throughout their graduate program (see Continuous Registration).
14. The student must complete all requirements established by the program and must pass a written or oral comprehensive examination, independent scholarship evaluation, thesis, or project defense. The thesis or research project must be approved by all thesis committee members to be considered as passing the requirement.
15. When an oral comprehensive examination, thesis defense, or independent scholarship is required, the student may select an outside reviewer approved by the Dean or designee of the program to participate in the oral comprehensive examination to assure that the examination, defense, or scholarship evaluation is fair and appropriate. The outside reviewer is a faculty member from another department in the university or other qualified individual in the area in which the student is seeking a degree.
16. Thesis format must meet general UAA requirements for format as determined by the UAA Consortium Library.

APPLICATION FOR GRADUATION

Graduate students must submit an Application for Graduation, signed by the academic advisor and accompanied by the required fee, to Enrollment Services. Application for Graduation deadlines are March 1 for summer graduation, May 1 for fall graduation, and September 15 for spring graduation.

Applications received after the deadline will be processed for the following semester. Students who apply for graduation but do not complete degree requirements by the end of the semester must re-apply for graduation. The application fee must be paid with each Application for Graduation.

INTERDISCIPLINARY STUDIES DEGREE

A student who has received a baccalaureate degree from a regionally accredited institution and whose credentials indicate the ability to pursue graduate work may develop an interdisciplinary studies degree program (MA or MS). He/she may apply and meet all requirements for graduate admission specifying an interdisciplinary studies major. The proposed program must differ significantly from and may not substitute for an existing UAA graduate degree program. The student may select no more than one half of his/her program credits from one existing graduate degree program. Courses must come from two or more disciplines (i.e., subjects). A minimum of 21 credits must be drawn from existing, approved 600-level courses. No more than nine (9) credits of directed study, independent study, individual research, or thesis may be included in an Interdisciplinary Studies degree. In addition to the requirements noted above, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (Interdisciplinary Studies Major) with the appropriate fee to Enrollment Services.

2. The student develops a proposed Interdisciplinary Studies Plan specifying the degree (MA or MS) and title or concentration. In developing this proposal, the student should review all graduate degree policies and procedures. To receive an Interdisciplinary Studies Master's degree from UAA, the student must incorporate into their proposal all University Requirements for Master's Degrees, and any school or college requirements applicable. All such requirements must be satisfied prior to conferral of the degree.

3. The student proposes a Graduate Studies Committee of at least three faculty members from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of nine (9) credits or more. The committee members must agree to serve and be approved by the appropriate Dean(s) or designee(s).

4. The student invites a faculty member to chair the committee and to serve as their Graduate Advisor. The chair shall normally be a full-time faculty member. The chair must agree to serve and must be approved by the appropriate Dean(s) or designee(s).

5. The student presents the proposal to the committee and chair for preliminary review and approval. If the committee and chair support the proposal, it will be forwarded to the appropriate Dean(s) or designee(s). If the proposal and committee structure are approved, the proposal is then submitted to Enrollment Services.

6. Upon receipt of the proposal and all required admission information, Enrollment Services forwards the student's admission packet to the Vice Provost for Research and Graduate Studies for final approval The proposal and committee structure, when approved by the Vice Provost for Research and Graduate Studies, becomes the student's official Graduate Studies Plan.

7. The Graduate Studies Plan and complete admission packet will then be forwarded to the specific graduate programs for an acceptance decision. Acceptance is determined by the Dean and/or faculty of the affected graduate programs, who then inform Enrollment Services of their decision. Enrollment Services sends the official Certificate of Admission directly to the student. Acceptance does not establish candidacy in the program.

8. Once accepted to graduate study, the students work with their advisors and committees to ensure that satisfactory progress is made toward completing degree requirements. After demonstrating an ability to succeed in graduate study, as defined by the committee and advisor, the student may apply for Advancement to Candidacy status (see Continuous Registration and Advancement to Candidacy).

GRADUATE CERTIFICATES

A graduate-level certificate program is a coherent sequence of related graduate courses. These programs are designed to provide graduate education past the baccalaureate level and/or to enhance the education of students who have already completed a master's degree. Students will complete a linked series of courses, which may include a capstone experience or project that focuses their intellectual experience. Upon completion of a certificate, students will have acquired an area of specialization or an interdisciplinary perspective. Further, success in a graduate-level certificate program should prepare students to better accomplish the goals of their discipline.

ADMISSIONS
(907) 786-1480
http://www.curric.uaa.alaska.edu/admissions
All students intending to register for one (1) or more courses must apply for admission. Applications for admission are available online via *http://www.curric.uaa.alaska.edu/admissions* or from Enrollment Services.

ADMISSION REQUIREMENTS FOR GRADUATE CERTIFICATES
To qualify for admission to graduate certificate programs, a student must have earned a baccalaureate or master's degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate or master's degree within two semesters may also apply for graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate or master's degree and whose credentials indicate their ability to pursue graduate work. In general, applicants must either have a cumulative grade point average of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate certificate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate and/or graduate degrees and any transcripts reflecting graduate level courses. Transcripts are to be requested by the student and must be submitted in an officially sealed envelope. (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual programs may also require additional transcripts and/or specific entrance exams such as the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the United States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

Applicants whose native language is not English or whose baccalaureate degree was conferred by an institution where English was not the language of instruction must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the United States or of another English-speaking country and demonstrates fluency in reading, writing, and speaking in English.

Applications, official transcripts, and required test scores (if any) must be submitted to Enrollment Services. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, Enrollment Services will forward each student's admission packet to the Dean, Department Chair, or designee for consideration.

Each graduate certificate program has individual admission standards and document requirements. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Additional information such as writing samples, goal statements, letters of recommendation, research proposals, and/or interviews may be required by specific programs. When required, these materials must be submitted directly to the Department Chair or designee.

Deadlines for submission of materials vary by program. No more than one third of the credits may be completed in the student's certificate program before application for admission. See individual program listings for information.

INTERNATIONAL GRADUATE CERTIFICATE STUDENTS
International Services
(907) 786-1558

International students who will attend UAA as F-1 visa students and who need a Form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student status must meet University and degree program admission requirements. In addition to being admitted to a graduate program, international students must submit the following:

1. An official TOEFL (Test of English as a Foreign Language) score of at least 550 for the paper-based test or 213 for the computer-based test.
2. A statement of financial support for the anticipated period of study and evidence of availability of funds such as a bank statement.
3. An English translation of all required documents.
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an official statement from a recommended international credentials evaluation service stating that their degree is the equivalent of a U.S. bachelor degree. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is also mandatory. Contact the International Student Advisor in Enrollment Services for details.

APPLICATION AND ADMISSION STATUS FOR GRADUATE CERTIFICATE-SEEKING STUDENTS: TERMS AND DEFINITIONS
APPLICATION STATUS
Incomplete Application

An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application

A pending application has met University requirements and is awaiting departmental recommendation for admission.

Postponed Application

Students may postpone their applications to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied.

Withdrawn Before Admission

Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed will be withdrawn. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

ADMISSION STATUS
Complete Admission

All required documents have been received and all admission standards met.

Incomplete Admission

Students who expect to receive their baccalaureate or master's degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate or master's degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

Provisional Admission

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the Dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate certificate-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

Postponed Admission

Students may postpone their admission to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied.

Withdrawn After Admission

Admission will be withdrawn when students do not attend classes during or postpone their admission by the end of their admission semester. Students whose admissions have been withdrawn must apply for admission if they later choose to attend UAA.

RELATED GRADUATE CERTIFICATE POLICIES
GRADUATE CERTIFCATE TRANSFER CREDITS
Up to one third of the credits (semester) or the equivalent earned at a regionally accredited institution and not previously used to obtain any undergraduate degree or certificate may be transferred to UAA and accepted toward a graduate certificate. Acceptance of transfer credits toward program requirements is at the discretion of the individual program.

CHANGE OF GRADUATE CERTIFICATES
Graduate students who wish to change certificate programs must formally apply for admission to the new certificate program through Enrollment Services and pay the appropriate fee. This applies both to changes between schools or colleges and to different certificates within the same school or college. Students will be expected to meet all admission and program requirements of their new major or emphasis area.

CONCURRENT GRADUATE CERTIFICATES
Students may pursue concurrent graduate certificates as long as they have formally applied and been accepted to each program through Enrollment Services.

ADDITIONAL GRADUATE CERTIFICATES
Students who have received a graduate certificate or master's degree from UAA or another regionally accredited college or university may earn a UAA graduate certificate by completing at least one third of the certificate credit requirements in residence at UAA and after admission to the certificate program. Credits previously used for any **undergraduate** certificate or degree may not be used to satisfy graduate certificate program requirements. Multiple graduate certificates may be awarded only if they differ by at least one third of their credit requirements.

FORMAL ACCEPTANCE TO GRADUATE CERTIFICATE PROGRAMS

Once all required admission documents have been received by Enrollment Services, the student's admission packet is forwarded to the Dean or designee of the specific program. The acceptance decision is made by the Dean or designee, who informs Enrollment Services of the decision. Enrollment Services sends the official Certificate of Admission directly to the applicant. Acceptance to a graduate certificate program does not guarantee later admission to other graduate certificates or degrees.

NON-DEGREE-SEEKING STUDENTS

Non-degree-seeking students who wish to register for graduate courses must have the Department Chair's or faculty member's signature. Registration as a non-degree-seeking student implies no commitment by the University to the student's later admission to a graduate certificate program. Up to one third of the credits of graduate certificate course work may be completed in the student's graduate certificate program before program admission. **Non-degree seeking students do not qualify for Federal or state financial aid benefits nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.**

FULL-TIME/PART-TIME STATUS FOR GRADUATE CERTIFICATE-SEEKING STUDENTS

A student who has been admitted to a UAA graduate certificate program and is enrolled at UAA for nine (9) or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are applicable to the graduate certificate program. A graduate certificate student enrolled at UAA for fewer than nine (9) credits is classified as part-time.

Audited courses, Continuing Education Units (CEUs), and professional development courses (500 level) are not included in the computation of the student's full-time or part-time status.

CATALOG YEAR FOR GRADUATE CERTIFICATE PROGRAMS

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate certificate program, or the catalog in effect at the time of graduation.

If the requirements for a graduate certificate program as specified in the entry-level catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward the certificate, including transfer credit, must be earned within the consecutive seven-year period prior to graduation.

GOOD STANDING FOR GRADUATE CERTIFICATE-SEEKING STUDENTS

A graduate certificate-seeking student who maintains a 3.00 (B) cumulative GPA in courses on their official Graduate Certificate Studies Plan is considered in good standing.

REMOVAL FROM GRADUATE CERTIFICATE-SEEKING STATUS

A graduate certificate student's academic status may be changed to non-degree-seeking if the requirements to remove provisional admission are not satisfied, or if minimum academic standards are not met.

A graduate certificate student whose cumulative GPA falls below 3.00 (B) in courses applicable to his/her graduate certificate program, or a graduate certificate student who, for reasons specified in writing, is not making satisfactory progress toward completing the program requirements may be removed from graduate certificate-seeking status. Each school or college has developed procedures to deal with appeals arising from removal from graduate certificate-seeking status.

ACADEMIC APPEALS

Students have the right to appeal academic actions (See Academic Dispute Resolution Procedure in the *UAA Fact Finder/Student Handbook* for information).

REINSTATEMENT TO GRADUATE CERTIFICATE-SEEKING STATUS

Graduate students who have been removed from graduate certificate-seeking status for not making satisfactory progress must reapply for a graduate certificate program and pay the appropriate fee.

GRADUATE CERTIFICATE ADVISOR

The Dean or designee of the appropriate school or college offering the graduate certificate program appoints an advisor for each student accepted to the program.

RESPONSIBILITIES OF THE GRADUATE CERTIFICATE ADVISOR/COMMITTEE

The division of responsibility between the advisor and/or committee is determined at the program level. The graduate certificate advisor and/or committee will do the following:
1. Review the student's graduate certificate studies plan, ensuring that it includes: the Graduate Certificate University Requirements; all courses required for the certificate; any special program requirements; and a capstone experience or project, if required.
2. Arrange to remove any deficiencies in the student's admission or academic background.
3. Approve the official Graduate Certificate Studies Plan.
4. Monitor the student's progress and timely completion of all requirements.
5. Monitor the timely submission of the official Graduate Certificate Studies Plan and other documents to Enrollment Services.
6. Review and approve any changes to the official Graduate Certificate Studies Plan, directing timely submission of the revised program plan to Enrollment Services.
7. Review and approve the capstone experience or project according to procedures established by the individual program.
8. Administer and assess a comprehensive exam, if required.

OFFICIAL GRADUATE CERTIFICATE STUDIES PLAN

The official Graduate Certificate Studies Plan formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive the graduate certificate. The program plan is based upon the catalog requirements for the graduate certificate program to which the student has been accepted. The plan becomes official once it is approved by the Dean or designee and is filed with Enrollment Services. Students are expected to complete all requirements listed on the official Graduate Certificate Studies Plan, as well as all Graduate Certificate University Requirements and College Requirements for the program. Any revision to the plan will need to be submitted to Enrollment Services through the graduate certificate advisor/committee.

DETERMINING PROGRAM REQUIREMENTS

A graduate certificate student's program is based upon the catalog requirements for the relevant graduate certificate program which are in effect at the time the student was accepted to the program.

GRADUATE CERTIFICATE UNIVERSITY REQUIREMENTS

University Requirements for all graduate certificates are as follows:

1. A student must be admitted to the certificate program and establish an approved Graduate Studies Plan. Students must fulfill all General University Requirements, College Requirements and Certificate Program Requirements.
2. The student must complete at least 12 approved semester credits not counted toward the baccalaureate degree.
3. The student must complete all requirements established by the program.
4. A GPA of at least 3.00 (B) must be earned in courses identified on the official Graduate Certificate Studies Plan.
5. Only 400- and 600-level courses approved by the student's graduate certificate advisor/committee and the Dean or designee, may be counted toward graduate certificate requirements.
6. In 400-level courses, a minimum grade of "B" is required for the course to count toward the certificate program requirements.
7. Courses at the 500-level are for professional development and are not applicable toward any certificate, even by petition.
8. In 600-level courses, a grade of "C" is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate certificate program. At least two thirds of the credits required for the certificate must be taken at the graduate level (600). For performance comparison only, in 600-level courses a grade of "P" (Pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Up to one third of the semester credits used to complete the requirements of a graduate certificate may be transferred to UAA from a regionally accredited institution. Acceptance of transfer credit toward program requirements is at the discretion of the individual program.
10. Individual Program Deans or designees may allow credit earned at other universities in the UA system, to be transferred to UAA, as long as at least six (6) credits applicable to the student's certificate program are earned at UAA after acceptance into the program.
11. Courses taken by correspondence, credit by examination, or graded Credit/No Credit (CR/NC) do not count toward graduate certificate requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor or committee to waive certain courses in an established program, as long as the total credits in the graduate certificate program remain the same.

12. If the requirements for a graduate certificate as specified in the entry-level catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.
13. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
14. Course work used to obtain a graduate certificate or graduate degree, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a graduate certificate. However, at least one third of the certificate credit requirements must not have been used for any other degree or certificate.
15. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed after acceptance into the program. See the exception for UA system credits in (10) above.

APPLICATION FOR GRADUATION

Graduate certificate students must submit an Application for Graduation, signed by the academic advisor and accompanied by the required fee, to Enrollment Services. Application for Graduation deadlines are March 1 for summer graduation, May 1 for fall graduation, and September 15 for spring Applications received after the deadline will be processed for the following semester. Students who apply for graduation but do not complete the graduate certificate requirements by the end of the semester must re-apply for graduation. The application fee must be paid with each Application for Graduation.

Doctoral Programs at UAA

MEDICAL SCHOOL
WWAMI PROGRAM

(907) 786-4789

Each year 10 certified Alaska residents begin their medical education in a collaborative medical school that operates among the campuses of 5 northwestern states, Washington, Wyoming, Alaska, Montana and Idaho. First year classes for Alaskans are held at the University of Alaska Anchorage. Second year students from all 5 states attend classes at the University of Washington in Seattle. The 6-week blocks of clinical experiences, called clerkships, that occupy the 3rd and 4th years can be taken in any of the 5 states, and an Alaska Track allows most of these to be completed in Alaska.

ELIGIBILITY

Alaskan residents are eligible to apply for admission. They must meet common requirements established by the institutions in the five WWAMI states. These requirements include prerequisites in biology, chemistry and physics and submission of scores from the Medical College Admission Test (MCAT). Further, current details can be found at *http://www.uwmedicine.org* or by contacting the WWAMI office using the contact information provided below.

ADMISSIONS

Applications are accepted through the American Medical College Application Service (AMCAS). WWAMI applications are submitted to the University of Washington School of Medicine (UW). All applications received by UW from Alaskan residents will be considered for the WWAMI Program in Alaska. Complete application information, including details about the selection procedure can be found at *http://www.uwmedicine.org* or by contacting the WWAMI office using the contact information provided below.

For more information concerning this medical school program or the premedical curriculum at UAA, contact the WWAMI Biomedical Office at 786-4789, visit their web site at *http://biomed.uaa.alaska.edu* or visit Engineering 331.

Program/Course Action Request

A.   CAS - ART

Chg   Bachelor of Arts in Art

Chg   Bachelor of Fine Arts in Art

Chg   Minor in Art

Add   ART   A360A History of Non-Western Art I (3 cr) (3+0)

Add   ART   A360B History of Non-Western Art II (3 cr) (3+0)

Chg   ART   A498   Individual Research (1-3 cr) (0+2-6)

B.   CAS – GEOG

Chg   GEOG A101   Local Places/Global Regions: An Introduction to
Geography (3 cr) (3+0)

Chg   GEOG A323   Economic Geography and the Global Economy (3 cr) (3+0)

Chg   GEOG A327   Political Geography (3 cr) (3+0)

Add   GEOG A344   The Slavic World (3 cr) (3+0)

Add   GEOG A447   The Silk Road: Ideological, Cultural, and Economic
Travels Through Central Eurasia (3 cr) (3+0)

C.   CAS - INTL

Add   BA in International Studies

Add   INTL   A101   Local Places/Global Regions: An Introduction to
Geography (3 cr) (3+0)

Add   INTL   A495   International Studies Internship (3 cr) (1+8)

D.   CAS - LANG

Chg   Languages Program

E.   CAS – LSIC

Del   LSIC   A192   Seminar I (1 cr) (1+0)

Del   LSIC   A292   Seminar II (1 cr) (1+0)

Del   LSIC   A492   Seminar IV (1 cr) (1+0)

F.   CAS - PS

Add   PS   A327   Political Geography (3 cr) (3+0) (3 cr)

G.   CBPP - CIS

Chg   CIS   A376   Management Information Systems (3 cr) (3+0)

H.   CHSW - CEL

Add   CEL   Certificate in Civic Engagement

Add   CEL   Add CEL Prefix

Add   CEL   A292   Introduction to Civil Engagement (3 cr) (3+0)

Add   CEL   A395   Civic Engagement Internship (3 cr) (1+8-12)

CEL   A450   Civic Engagement Capstone (3 cr) (2+2)

I.   CHSW - HUMS

Chg   Bachelor of Human Services

Chg   HUMS A295A Human Services Practicum I (3 cr) (1+9)

Chg   HUMS A295B Human Services Practicum II (3 cr) (1+9)

Chg   HUMS A321   Diversity Issues in Human Service Practice (3 cr) (3+0)

Chg   HUMS A322   Service Coordination in Human Services Practice (3 cr) (3+0)

J.   CHSW – NS

Del   NS   A403   Community Nursing I (2 cr) (2+0)

Del   NS   A403L Community Nursing I Lab (2 cr) (0+6)

Del   NS   A404   Community Nursing II (1 cr) (1+0)

Del   NS   A404L Community Nursing II Lab (2 cr) (0+6)

Del   NS   A432   Political Action in Nursing and Health Care (3 cr) (3+0)

Del   NS   A436   Home Health Nursing (3 cr) (2+3)

K.   COE - EDFN

Del   EDFN A424   Foundations of Modern Educational Practice (6 cr) (6+0)

Add   EDFN A444   Positive Learning Communities in K-6 Classrooms (1 cr) (1+0)

Chg   EDFN A478   Issues in Alaska Native Education, K-12 (3 cr) (3+0)

L.   CTC - CA

Chg   CA   A103   Culinary Skill Development (4 cr) (2+8)

Chg   CA   A104   Sanitation (2 cr) (2+0)

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Chg   CA   A105   Principles of Food Science (3 cr) (2+2)

Chg   CA   A107   Culinary Cost Control (2 cr) (2+0)

Chg   CA   A110   Quantity Food Purchasing (2 cr) (2+0)

Chg   CA   A111   Bakery Skill Development (4 cr) (2+8)

Chg   CA   A114   Beverage Management (3 cr) (3+0)

Chg   CA   A201   Ala Carte Kitchen (4 cr) (0+10)

Chg   CA   A202   Advanced Bakery (4 cr) (2+8)

Chg   CA   A224   Hospitality Service (3 cr) (1+6)

Chg   CA   A225   Hospitality Concept Design (3 cr) (3+0)

Chg   CA   A230   Foodservice Management (3 cr) (3+0)

M.   CTC - HCA

Del   HCA A055 Health Care Assistant

Del   HCA A095 Health Care Assistant Practicum

N.   KODIAK – TECH

Chg   Associate of Applied Science, Technology

Add   Undergraduate Certificate, Construction Technology

Add   Undergraduate Certificate, Industrial Safety Program Support

Add   Undergraduate Certificate, Welding

Chg   ET   A151   Basic Electricity for the Trades (4 cr) (3+3)

Chg   TECH A101   Introduction to Technological Principles

O.   KPC

Chg   Industrial Process Instrumentation Associate of Applied Science Degree

Chg   Petroleum Technology Certificate

Chg   Mechanical Technology Certificate

Chg   Computer Electronics Associate of Applied Science Degree

Chg   Process Technology Applied Science Degree

Chg   CED   A150   Basic Japanese Cooking (1 cr) (1+0)

Chg   HCA   A103   Personal Care Attendant (4 cr) (2.5) + (3.0)

Fine Arts and General Education

The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact of subsequent artistic work.

The Humanities and General Education

The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world's heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to identify texts or objects, to place them in the historical context of the discipline, to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to use a formal technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

Social Sciences and General Education

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and non-empirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

Natural Sciences and General Education

The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.

Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history. Students completing the laboratory class will demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline, will critically observe materials, events or processes, and will accurately record and analyze their observations.

M E M O R A N D U M

Date: May 1, 2006

To: Faculty Senate, University of Alaska Anchorage

From: Professor Lawrence C. Trostle
          Chairperson of the University Wide Faculty Evaluation Committee

Subject: Annual report of the University Wide Faculty Evaluation Committee

The University Wide Peer Review sat from December 16, 2005 to March 29, 2006. The committee was comprised of three sub-committees:

Bipartite Vocational (This committee met with only four members);
Bipartite Academic;
Tripartite Academic: This committee sat with three members who also sat on the Bipartite Vocational Committee.

There were several committee members that were unable to fulfill their duties to the committee for various reasons. This necessitated three committee members serving on two committees; Bipartite Vocational and Tripartite Academic. There were 80 files reviewed:

    7 Emeritus
    22 6th year post tenure review
    18 4th year reviews
    14 promotions
    17 promotion and tenure
     1 tenure
     1 file, withdrawn

Subcommittee	No of files reviewed
Tripartite	52
Bipartite – Academic	17
Bipartite – Vocational	3
Full Committee	8 (7 emeritus and Provost's tenure file)

The Tripartite Academic committee's workload was extremely heavy. This committee actively reviewed files through March 10, 2006 and most weeks each committee member was responsible for writing at least two reviews. This workload is most problematic. With 10 files to be reviewed weekly by each committee member accompanied by the preparation and presentation of two files weekly the efforts due each candidates file is stressed to the limit. I do not feel that this workload on the committee is fair to the candidate being reviewed, the candidates peers nor to the university as a whole.

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Recommendations

1. Faculty Senate should appoint a subcommittee to provide guidelines for submission and evaluation of file for granting Professor Emeritus status.

2. .**Amend Section 9.2.4.a (Post Tenure Review Process, Collective Bargaining Agreement – United Academic,** Second paragraph)

Tenured unit members shall be evaluated comprehensively every six years by peer unit members and administrators. These evaluations shall be conducted in accordance with the procedure set forth in Article 9.2.5, except that unit member will submit only a complete CV and cumulative Annual Activity Reports. The review will consider the CV, Annual Activity Reports, interim evaluations and other information, and will proceed to the MAU Peer Review Committee and the provost only in special cases. The review may proceed to the chancellor only at the request of the unit member.

This requires a memorandum of understanding between United Academic and Labor relations.

3. Composition of the University-wide Faculty Evaluation Committee:

      a.   Combine bipartite academic and vocational committees.
      b.   Add a sixth member to each workload track to serve as an alternate on a rotating basis.
      c.   Eliminate the never-enforced term limit restriction.

Bylaws of the Constitution of the Faculty Senate University of Alaska Anchorage
Section 3. (Article V. Boards and Committees)

CURRENT

s.   Composition of the University-wide Faculty Evaluation Committee

The Faculty Senate shall establish one University-wide Faculty Evaluation Committee consisting of a total of fifteen (15) tenured full professors, five (5) from each workload track (Bipartite-Vocational, Bipartite-Academic, and Tripartite-Academic). No more than two (2) faculty members may be from an individual school or college in each Bipartite-Academic and Tripartite-academic workload category. Tenured associate professors will be elected if there are insufficient numbers of full professors to staff the committee. All faculty members who serve on this committee shall be elected by the faculty at large to two-year terms. No one on a promotion or tenure committee at a prior level, and no one standing for promotion or tenure is eligible to serve on the committee. Elections shall be held annually, and in each year seven or eight members shall be elected. No faculty member who holds an administrative appointment (dean, associate dean, assistant dean) in the University is eligible. No member may be elected to more than two successive two-year terms. The committee shall establish subcommittees composed of committee members for the purposes of evaluation of individual faculty. Each

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subcommittee shall include a majority of representatives from the same workload track as the faculty member being evaluated and at least one member from each of the other tracks.

PROPOSED

s. Composition of the University-wide Faculty Evaluation Committee

The Faculty Senate shall establish one University-wide Faculty Evaluation Committee consisting of a total of ~~fifteen (15)~~ twelve (12) tenured full professors, ~~five (5)~~ six (6) from each workload track (Bipartite ~~Vocational, Bipartite~~ Academic, and Tripartite ~~Academic~~). No more than two (2) faculty members may be from an individual school or college in each ~~Bipartite Academic and Tripartite academic~~ workload category. Tenured associate professors will be elected if there are insufficient numbers of full professors to staff the committee. All faculty members who serve on this committee shall be elected by the faculty at large to two-year terms. No one on a promotion or tenure committee at a prior level ~~and no one standing for promotion or tenure~~ is eligible to serve on the committee. Elections shall be held annually, and in each year ~~seven or eight~~ six members shall be elected. No faculty member who holds an administrative appointment (dean, associate dean, assistant dean) in the University is eligible. ~~No member may be elected to more than two successive two-year terms.~~ The committee shall establish subcommittees composed of five committee members for the purposes of evaluation of individual faculty. Each subcommittee shall include a majority of representatives from the same workload track as the faculty member being evaluated. ~~and at least one member from each of the other tracks.~~ One member from each workload track, by rotation, will serve as an alternate.

Faculty Handbook University of Alaska Anchorage
Published August 2003

Chapter III, Procedure Relating to Appointment, Review, Promotion & Tenure
Approved by Board of Regents, December 15, 1998

E. Peer Review Committees

3. The Faculty Senate shall establish one University-wide Faculty Evaluation Committee consisting of a total of fifteen (15) tenured full professors, five (5) from each workload category (bipartite vocational, bipartite academic, and tripartite academic). No more than two (2) may be from an individual school or college. Tenured associate professors may be elected if there is an insufficient number of a full professor to staff the committee. The committee shall establish subcommittees composed of committee members for the purposes of evaluation of individual faculty. Each subcommittee shall include a majority of representatives from the same workload category as the faculty member being evaluated and at least one member from each of the other tracks.

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Academic Computing, Distance Learning, and Instructional Technology Committee
Meeting of Friday 21 April 2006

The April 21, 2006 meeting of the ACDLIT committee was convened at 2:10 PM.

Members present:
Carol Coose
Bogdan Hoanca
Kathi Baldwin
David Meyers
Anne Bridges
Andy Veh (via teleconference)
Guests:
Rich Whitney, Gebe Ejigu

Discussions

Rich Whitney and Gebe Ejigu on current eMedia plans.

.A discussion of future directions for the eMedia group was the focus of the visit by CIO Whitney and Executive Vice Chancellor for Administrative Services Ejigu. Topics discussed included
- Need to involve the new Provost in future plans for eMedia.
- Distributed vs Centralized organization model.
- Maintain or improve current level of service to faculty and students.
- Nature of leadership position: does the position need to be at the Vice Provost level (or similar)?
- The need for a practitioner as leader of eMedia.

There was a considerable range of opinion on these issues, in particular the need for a "cabinet level" person as head of eMedia.

Business Items

Recommendations to the Faculty Senate

The committee proposed and approved presenting two resolutions to the Faculty Senate. Both resolutions address the student evaluation of faculty process.

The first resolution addresses the issue of student evaluation of faculty in the context of a distance course. The text of the resolution follows:

➔ "ACDLIT resolves that student evaluations of faculty be conducted using IDEA's on-line technology (rather than with the paper based instrument), with a pilot use for distance delivered courses to be done fall semester 2006, and full implementation by spring semester 2007."

The second resolution addresses the amount of time that elapses between administration of the evaluation process and report of results to faculty. The text follows.

➔ "Given that the purpose of student evaluation of faculty is to provide timely feedback to faculty about the effectiveness of their teaching, ACDLIT recommends that ITS allocate resources that allow results to be returned to faculty within four weeks of receipt of completed evaluation forms by ITS."

Both of the recommendations were passed unanimously by the committee.

Election of Officers

Kate Gordon nominated Carol Coose for the position of ACDLIT char for AY 2006-2007. The nomination was seconded, and a vote held. Carol was unanimously approved to be the new chair of ACDLIT.

The meeting was adjourned at 4:10 PM

Submitted by David Meyers

Additional action item

After the conclusion of the regularly scheduled meeting, the committee also voted via email to submit the following additional action item:

➔ ACDLIT motions that the Faculty Senate approve the following corrections to Appendix G in the Curriculum Handbook:

- Bullet 5 on page 73 in the handbook.

  Existing text: UAA faculty shall ensure that distance education students have access to a copy of the course syllabus by the first day of the start of the course …(deleted for brevity)…
  (For more information, please view a copy of the CAS Distance Education Course Syllabus Template at the following address:
  http://uaaonline.alaska.edu/faculty/courseDev/documents/CASSyllabusTemplate.rtf)

  Correction: the CAS Distance Education Course Syllabus Template is now at
  http://acdlitc.uaa.alaska.edu/CASSyllabusTemplate.pdf

- Bullet 9 on page 73 in the handbook.

Existing text: UAA faculty shall build mechanisms into their distance education courses that foster student-to-student interactions as well as student-to-instructor interactions.

Correction: add the disclaimer "unless the nature of the course precludes such interactions" at the end of the bullet text, to account for courses where student-to-student interactions and student-to-instructor interaction is impractical

Both changes were approved by a consent vote via email.

Submitted by Bogdan Hoanca

ACDLIT goals for the academic year 2005-2006

1. Ensure that at least one ACDLIT representative is sitting on each of the relevant committees for academic computing, distance education and instructional technologies, at UAA and Statewide

   Status: ACDLIT had representation on all UAA and UA committees, allowing the committee to remain informed about relevant issues discussed.

2. Compile and maintain a list of relevant committee mission statements and policies at UAA and Statewide

   Status: The list is posted on the ACDLIT website.

3. Disseminate the information in #2 through the ACDLIT website; make the web site a one-stop reference for this type of information

   Status: The information is posted on the web site. The user friendliness of the site can be improved. The site requires continuous updating.

4. Continue to maintain the A-Z list of technology terms created by the 2004-2005 committee; post the document to the ACDLIT web site

   Status: The list is posted. It has been updated a few times throughout the year, but needs more work. We have received both positive comments and criticism about the list.

5. Survey the UAA faculty about technology related concerns

   Status: Goal moved to next year. A survey was carried out in collaboration with the Smart Classroom Technologies Workgroup in Fall 2005, with a more limited scope.

Additional achievements:
- Joint sponsorship of sessions to evaluate synchronous teaching tools (Elluminate Live, Horizon Live and Breeze) – with the eLearning Workgroup of the University Technology Council
- Joint sponsorship of the Spring All-Faculty Assembly, focused on innovative uses of technologies in the classroom – with CAFE

Reported by Bogdan Hoanca, Co-chair, 2005-2006

UNIVERSITY of ALASKA ANCHORAGE

Budget, Planning, and Facilities Advisory Board
3211 Providence Drive, Anchorage AK 99508
Maureen O'Malley, Chair

Report to Faculty Senate – 5/2/2006

1. BPFA met on Monday, 4/24 at 11:30 AM. The following reports were discussed.

2. **PBAC**. Planning, Budget Advisory Council (M. O'Malley)

   PBAC hosted the budget hearings, which were presented by UAA Deans and Directors of community campuses. The Reports included the following:
   - a contextual overview,
   - current base operating budget,
   - report on performance metrics,
   - FY07 projections and
   - alignment with the academic plan.

   The reports were more consistent between units this year. It is hoped that this consistency will assist the PBAC members to evaluate the requests from the different units. The PBAC is waiting for the budget to be finalized before meeting to allocate funds later this month. This will be a very difficult process.

   It is becoming apparent that schools and colleges should be working to maximize efficiency as there are real concerns regarding the level of funding that we can expect. Faculty should be gaining familiarity with the performance metrics.

   The PBAC is working to make the budget process more open. The PBAC web site should be available in the near term.

3. **University Facilities Board**. (Suzanne Forster)
   UFB did not meet this month.

4. **Facilities Open Forum**. The Facilities open forum has been postponed to the Fall.

Respectfully submitted,
Maureen O'Malley

Date: May 5, 2006

To: Faculty Members

From: Suresh Srivastava, Chair of Committee on Committees

Subject: Faculty Senate Elections

The following is a list of nominees that were elected for Faculty Senate positions. I have confirmed this list to be valid. If anyone has any questions, please contact me by e-mail at afscs@uaa.alaska.edu.

Faculty Senate Election Winners

Faculty Senate First Vice President (one-year term 2006-2007)   Bogdan Hoanca
Faculty Senate Second Vice President (one-year term 2006-2007)   Deb Narang

Faculty Senate At-Large Senators – 4 Vacancies (two-year terms 2006-2008)
  Gerry Busch
  Toni Croft
  Tara Smith
  Trish Jenkins

UAA Assembly Extended Campus Faculty Representative (one-year term 2006-2007)   We will possibly have a re-election or run-off in the Fall for this position.
UAA Assembly Faculty At-Large Representative (one-year term 2006-2007)   Suzanne Womack Strisik

University Wide Faculty Evaluation Committee
 	
  Bipartite Academic – Two Vacancies (two-year terms 2006-2008)
   Sara Kirk – CTC
   Elizabeth Dennison – CAS
 	
  Tripartite Academic – Three Vacancies (two-year terms 2006-2008)
    Trina Carter – LIB
    Jeane Breinig – CAS
   Susan Ryan – COE
 	
  Bipartite Vocational – 4 Vacancies
   Three Vacancies (two-year terms 2006-2008) – there will be a re-election in the Fall to fill the remaining two positions.
    Robin Wahto – CTC – Medical Assisting
    Mark Madden – CTC – Aviation Technology
 	
   One Vacancy (one-year term 2006-2007)
    Vacant

College of Arts and Sciences
  Social Sciences Senator – 1 Vacancy (two-year term 2006-2008)
   Robert Boeckmann

  Humanities Senator – 4 Vacancies (two-year terms 2006-2008)
   Dan Kline
   Susan Kalina
   Genie Babb
   Jackie Cason

  Natural & Mathematical Sciences Senator – 3 Vacancies
   2 Vacancies (two-year terms 2006-2008)
    Kenrick Mock
    Kanapathi (Sam) Thiru

 1 Vacancy (one-year term 2006-2007)
   Robert McCoy

  Fine Arts Senator – 1 Vacancy (two-year term 2006-2008)
   Charles Licka

  Fine Arts Senator: 1 Vacancy (One-year term 2006-2007)
   We will conduct a run-off election in the fall for this position.

  Undergraduate Academic Board – 2 Vacancies (two-year terms 2006-2008)
   Len Smiley
   Hillary Davies

  Graduate Academic Board – 1 Vacancy (two-year term 2006-2008)
   Jocelyn Krebs

  Faculty Grants & Leaves Committee – 1 Vacancy (three-year term 2006-2009)
   Frank Moore

College of Business and Public Policy
  Senator – 2 Vacancies (two-year terms 2006-2008)
   John Pauli
   Rashmi Prasad
  Graduate Academic Board – 1 Vacancy (two-year term 2006-2008)
   Alpana Desai
  Undergraduate Academic Board – 1 Vacancy (two-year term 2006-2008)
   John Pauli

College of Education
  Senator – 1 Vacancy (two-year term 2006-2008)
   Ann McCoy

College of Health & Social Welfare
  Faculty Grants & Leaves Committee – 1 Vacancy (three-year term 2006-2009)
   Rhonda Johnson

  Undergraduate Academic Board - 1 vacancy (One-year term 2006-2007)
   Catherine Sullivan

Community and Technical College

Senator – 2 Vacancies (two-year terms 2006-2008)
  Sarah Kirk
  There will be a run-off election in the fall for the remaining seat
Graduate Academic Board – 1 Vacancy (two-year term 2006-2008)
  Peter Olsson
Undergraduate Academic Board – 1 Vacancy (two-year term 2006-2008)
  Cheryl Smith
Faculty Grants and Leaves Committee – 1 Vacancy (two-year term 2006-2008)
  Trish Grega

School of Engineering

Faculty Grants & Leaves Committee – 1 Vacancy (three-year term 2006-2009)
  Orson Smith
Undergraduate Academic Board – 1 Vacancy (two-year term 2006-2008)
  Grant Baker

Kenai Peninsula College

Senator – 1 Vacancy (two-year term 2006-2008)
  Janice High
Undergraduate Academic Board – 1 Vacancy (two-year term 2006-2008)
   Stephen Gillon

Kodiak College

Senator – 1 Vacancy (one-year term 2006-2007)
  Timothy Gail
Undergraduate Academic Board – 1 Vacancy (two-year term 2006-2008)
  Barbara Brown

UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE
3211 Providence Drive, Anchorage Alaska 99508
Dr. Robert Boeckmann, Co-Chair, 786-4370   Dr. Jeanne Eder, Co-Chair, 786-1930

DATE: May 1, 2006

TO: Greg Protasel, Faculty Senate President

FROM: Dr. Robert Boeckmann and Jeanne Eder, Co-Chairs

SUBJECT: Committee Status Report.

- The Faculty Diversity Committee met on April 21, 2006 from 3-4:30 pm in Library 307.

- **Items Covered:**

  o **Approval of March 21, 2006 minutes as corrected.**

  o **Discussion:**

    - **Join Meeting with DAC on April 28, 2006:** The majority of the committee would not be able to attend.

    - **Dr. Arredondo's Visit on May 5, 2006:** We reviewed her biographical information, discussed the ideas for her visit, and reviewed her past visit report. UAA has taken many the actions, but there are still actions, from the original report, which need to taken. This is especially with the change of personnel at the Provost and Chancellor's levels.

    - **Minority Faculty Recruitment - Diversity Actions from other campuses:** Russell Presley presented some information related to what Rochester Institute of Technology to recruit faculty and their commitment to cultural diversity, pluralism, and individual differences. He also provided information on Knoxville College and their efforts to reduce tuition from $5,000 to $1,400 per student. This was funded by local corporate sponsors.

    - **Committee Funding:** The area discussed above led to a discussion on acquiring funding for the committee for the future and who may need to be involved. We discussed the ability to offer multicultural events like the language department's film festival, which requires funds use of under copy write. We need to contact development to see what might be done to raise monies for these events.

    - **Website:** We need to look at posting brochures on our site and the DAC site.

    - **Recruitment of new members for next year:** It was suggested that we specifically invite membership by some one from the development committee, AHAINA, and approach Steve Washington join us again next year.

    - **Advertisement and Awareness:** We discussed and suggested that the diversity committee be a conduit for ideas and action of the faculty senate by providing information and activities for the faculty and students to heighten awareness and interaction between diverse groups on campus.

    - **General Discussion**: We discussed the need to come up with at least one activity for each semester for next year. We need to get our ideas consolidated and then distributed to the faculty for participation.

- **The meeting was adjourned at 4:30 pm**

- **Next meeting: -** August 24, 2006, from 3:00-4:30 pm, in Library 307.

- **Website: See the Website for the latest News Flash and the Diversity Scholarship Notices**

    http://hosting.uaa.alaska.edu/fsdc/diversity.html

- **Motions: No motions to present.**

Senate Report from the Library Advisory Committee
Minutes from April 7th, 2006

In attendance: Sally Bremner, Anne Bridges, Hiroko Harada, Janice High, Virginia Juettner, Sean Licka, Robert McCoy, Steve Rollins, and Steve Shore.

Dean Rollins presented a comprehensive report on the Library's major accomplishments and announcements for March. This included the fact that the course, Professional Studies in Library Science (LS A591) has been very well-received by Anchorage teachers and librarians. Registration for both classes reached maximum capacity. Assistant Professor Deborah Mole is teaching Exploring Electronic Databases and Assistant Professor Ian Chan will teach Web Page Design for Librarians.

Thanks to the generosity of Associate Professor Ralph Courtney, the library will have a set of the complete works of Carl Philipp Emanuel Bach. Standing in the shadow of his famous father, Johann Sebastian Bach, C.P.E. Bach is sometimes overlooked by historians for his ground-breaking keyboard *Sonatas* and his significant contribution to Protestant Church music in the second half of the Eighteenth Century. The recovery in 1999 of the archives of the Sing-Akademie zu Berlin, which include many unique copies of Bach's Hamburg Passions and cantatas once thought to have been lost during the Second World War, has made it possible to present for the first time the complete works of this important composer. *Carl Philipp Emanuel Bach: The Complete Works* is an editorial and publishing project of the Packard Humanities Institute, in cooperation with the Bach-Archiv Leipzig, the Sächsische Akademie der Wissenschaften zu Leipzig, and Harvard University.

As part of the statewide Databases for Alaskans program (sled.alaska.edu), the Consortium Library now has access to Heritage Quest. This online genealogical resource includes the US Federal Census records from 1790 -1930, genealogical books and periodical indexes, Revolutionary War records and Freedman's Bank records.

The library's new display on the third floor, *Journeys* is an interactive exhibit containing paintings, prints and photographs by various artists. The art work was donated to the library by an anonymous local donor. With quotes, maps, and travel souvenirs, the exhibit encourages visitors to explore the concept of travel and to think about the journeys that they have made.

Thirty-five library instruction classes were held in the library during March, and more than 50 events or meetings are scheduled during April.

Kevin Keating gave a presentation to LAC members on library instruction.

The next committee meeting will be Friday May 5th, 2006.

Prepared by Anne Bridges,
Co-Chair of the Library Advisory Committee

Persons in attendance:
Sarah Kirk, Connie Fuess, Trish Jenkins, Joan O'Leary, Debbie Narang, Kathleen Voge, Kamal Narang, Trish Grega, Gail Johnston, and Tom Skore

Item 1
Attrition at UAA – Update on Progress

Vara Allen-Jones could not attend today to discuss the First-Time Student Registration for Course Sections project and the status of UAA Pathways. The committee agreed that next year's committee should have this as one of their first "to-do" items.

After the committee's investigation into the status of each of the Attrition Committee's recommendation, we request that Gary Rice and the OPRA staff complete another three-year attrition data study for comparison. This new request should include data on any new testing tools in use by UAA as well. The committee anticipates that this will be, at a minimum, an every two-to three-year request in order to identify any attrition trends, for better or worse, that need either attention or recognition.

The committee discussed the need to do something for Bobbi Weber who is leaving UAA. Sarah will find out if anything is being planned.

Item 2
Faculty Advising Certificate

The sub-committee updated everyone on the Faculty Advising Certificate program idea that was formed by SAS this year. The program will require endorsements from the Deans…so the program will be launched next academic year (06-07). The program will be called the **Café/SAS Series on Faculty Academic Advising**. The Faculty Advising Guidelines Handbook needs to be reviewed. There will be three sessions…Series 1, 2, 3. Linda Morgan will work on the handbook. Linda will obtain feedback from the Student Academic Success coordinators around UAA on what topic areas faculty need more information / training on. Planning for the program should be complete by end of July.

After a discussion regarding the problems some faculty are reporting regarding the use of UAOnline's Unofficial Degree Evaluation option under the Faculty Services area, the SAS committee recommends that this option / link be removed from use as information housed there is inaccurate and not being kept up-to-date. Even though many people are aware of its problems, the committee feels that it should not be available for use at all if it is creating problems for some faculty and students.

Item 3
Report from Faculty Senate on Recommendations to Vice-Chancellor Lazzell Regarding Continuing Funding for SI Grant/Project at UAA

Sarah reported on the Faculty Senate discussion and resulting action regarding Faculty Senate support for continuing funding the SI Program at UAA.

Item 4
Faculty Senate Year-End Committee Report

The committee discussed the goals set at the beginning of the year and our accomplishments.

GOAL	ACCOMPLISHMENTS / COMMENTS
Goal 1 – Become familiar with current UAA student resources.	All SAS committee members attended the CAFÉ session during the Fall semester or prior year on Academic Advising Resources.
Goal 2 – Invite guest speakers from various areas of UAA to inform us on academic success initiatives.	Linda Lazzell and Vara Allen-Jones addressed these items at an SAS meeting. The committee supported the continuation of the SI program with a Faculty Senate motion.
Goal 3 – Stay abreast of placement tools and their use at UAA.	**Joan O'Leary initiated use of E-write for writing placement at the Mat-Su campus last summer. 300+ students have taken the test to evaluate progress or preparedness. This will help determine whether the course CCG is being taught to. Results are qualitative. E-Write is a placement test and uses cut scores.** ACCUPLACER was validated this Fall Semester and one change was recommended and accepted: ENGL 111 and will pilot for one year a combined reading and writing ACCUPLACER scores for placement instead of using individual cut scores in each area.
Goal 5 – Admission Pathways	**Rick Weems attended an SAS meeting and discussed Admission Pathways. Due to unforeseen circumstances, our committee was unable to completely investigate the current status of Admission Pathways and will address this in September 2006.**
Goal 6 – Attrition Update	Reviewed and updated progress on original committee's recommendations. Request that Gary Rice/OPRA complete another study this summer so next year's committee can analyze trends. **Action Required – What process exists for monitoring what happens to reports and their recommendations, such as the Attrition Report, once ratified or approved by the Faculty Senate? We need to ensure that recommendations are followed up / monitored, even when the original committee is disbanded.**

Final Items

Gail Johnston will be the only committee member not returning for the 06-07 year. **The committee decided that Sarah Kirk will convene the first meeting on Friday, August 25, 2006 at 2:30 p.m.** A location will be determined prior to the meeting (CAFÉ was suggested as the new SAS meeting home.). The SAS committee will continue to meet on the fourth Friday of each month. When returning, the committee stated that it would be nice to have members from College of Education and College of Health and Social Welfare.

One of our first discussions for Fall 2006 will be to meet with Vara Allen-Jones regarding the First-Time Student Registration for Course Sections project.

Ad hoc Faculty Senate "Research Culture" Committee
Report on April 14, 2006, Meeting

\#   Discussion of the survey centered on the two draft versions of the survey, both posted on the web for the committee members.

\#   Hard copies of both versions of the survey were distributed to members present and mailed to absent members requesting comments and critique by June 1, 2006.

\#   The survey will be finalized over the summer and distributed to committee members for a last round of comments and suggestions and then to Lauren Bruce and Doug Causey requesting revisions and additions.

\#   The intent is that the survey be distributed to faculty at UAA, UAF, and UAS in the early fall of 2006 with analysis of the date and a report to the Faculty Senate to follow.

Patrick Gillham of the Sociology Department has resigned from this committee due to accepting a faculty position at another university.

Prepared by: Mari Ippolito / 5-1-06

STRATEGIC PLAN

UNIVERSITY of ALASKA ANCHORAGE

Interim Strategic Guidance
for Academic Year
2006-2007

Elaine P. Maimon
Chancellor

2 May 2006

1

2

3 # Memorandum from the Chancellor

4

5

6 To: The UAA Community

7

8 Fr: Elaine P. Maimon
9   Chancellor

10

11 Re: Interim Strategic Guidance

12

13 Date: 2 May 2006

14

15 _____

16

17

18 This paper is intended to provide the UAA community with interim strategic
19 guidance for the 2006-07 Academic Year.   It brings to completion the first phase
20 of the strategic planning project we began last autumn.

21

22 Professor Will Jacobs, under the guidance of the PBAC Strategic Planning
23 Steering Committee, has spent the better part of four months in conversations
24 with many groups inside the UAA community and with our Board of Advisers.
25 From these discussions he and the committee have identified the priorities
26 outlined in this paper. They are the foundation on which our final plan will be
27 built.

28

29 In the second phase of our planning effort, we will consult our community
30 stakeholders and extend our internal conversations further to refine and focus our
31 strategic thinking.   That work will result in the final version of our long-range
32 plan early in the new year.

33

34 As I said when we set out on this project, we must think clearly about our future
35 to imagine how Alaska's largest public university can serve our region, state, and
36 nation well. No one can predict or determine the future, but we can prepare
37 ourselves to deal with its challenges and make the best use of its opportunities.
38 Accordingly, while preparing unit plans and making operational decisions over
39 the course of the next academic year, I urge everyone in the UAA community to
40 use the guidance provided in this document.

Guidance

UAA in 2006

The central objective of strategic planning is to focus resources on the things that matter most. To do that it is helpful to keep in mind a few key points about our mission, roles, and contributions. We are:

- an open-access institution that unites the traditional missions of the comprehensive community college and state university to serve residential, commuter, and distant students in our communities and across the state;

- Alaska's biggest source of workforce training, career and vocational education and its major provider of baccalaureate education in the arts, sciences, and professions. We now produce the most graduates at the master's level in the state;

- a powerful force in Alaskan social, economic, and cultural life. We serve more Alaskans than the rest of the University of Alaska system combined. We are one of the ten largest employers in the state, a major Alaskan arts and cultural center, a rapidly expanding source of research-based intellectual capital, and a national leader in community engagement and service learning, a "College with a Conscience."[1]

UAA Values

The UAA Academic Plan[2] contains a full statement of our core values and standards; I want to draw your attention to those I think need special emphasis at this time.

Our primary objective is to create OPPORTUNITY, to make a substantial and lasting difference in our students' lives. That means we will assure ACCESS to higher education, apply the highest standards of QUALITY, and do everything we can to assure that students bring to COMPLETION what they begin. Access without quality and completion is a waste of money. Completion without quality would make us a diploma mill.

We will continue to advance the cultural, social, and intellectual DIVERSITY of our faculty, staff, and students. Students who learn in an environment dominated

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[1] Princeton Review, *Colleges with a Conscience,* (New York: Random House, 2005), p 156.
[2] http://www.uaa.alaska.edu/academicaffairs/upload/Academic%20Plan-12-Final%20Edits%20WAJ%201%20Mar%2006-2.pdf

1   by uniformity and who hear and see nothing but what they already think and
2   believe will not be prepared to deal with the challenges of work and service in a
3   global society.
4
5   We will be good STEWARDS, taking care to protect and nurture the resources
6   the people of Alaska have entrusted to us.
7
8   Finally, we will collaborate between our campuses and with our sister institutions
9   in the University of Alaska system and beyond to serve our students and the
10   people of Alaska. Genuine COLLABORATION is the key to making the highest
11   and best use of scarce resources.
12

13 ## Strategic Priorities

14
15   In the course of many planning conversations, five important priority areas have
16   emerged. As we move forward in planning and operations, these will receive the
17   greatest attention.
18
19   **Priority A. Strengthen our Instructional Programs.**
20
21   We will work to build depth, reinforce success, and ensure sustainability in our
22   instructional programs. We will give first priority to strengthening our core
23   programs, those that:
24
25   •   are vital to general education;
26   •   are necessary to support student success;
27   •   meet demonstrated state and community needs, in particular those that
28   serve workforce development;
29   •   are in high demand among our students; or
30   •   are central to the identity of public universities and community colleges.
31
32   In this work we will emphasize the expansion and improvement of our
33   collaborative instructional efforts across disciplines, schools, colleges, and
34   campuses.
35
36   In addition to strengthening our core programs, we will:
37
38   1. define and assess institutional outcomes. What do we expect every
39   graduate of our degree programs to know and be able to do? This must be
40   done to better inform curriculum decisions and to satisfy growing external
41   demands for accountability.
42
43   2. increase the participation of our students, both undergraduate and
44   graduate, in research and service learning. This will enrich their learning
45   experience, increase their opportunities for academic distinction, support

our drive to increase the volume and quality of published UAA
scholarship, and sustain the growth of our engagement with the
community.

3. provide coherence, organization, and provisioning to:

- our distance education efforts. The geography, population, and
  nature of our state demand it;
- our internationalization activities. We will prepare our students to
  think, work, and serve in a world being transformed by integration
  and globalization, where new opportunities, insecurities, and
  challenges in public and private life arise with speed and
  complexity. This initiative will address language study, study
  abroad, foreign students and faculty, collaborative arrangements
  with foreign institutions, and curriculum transformation.

Priority B. Reinforce our Research Mission.

A commitment to research and scholarship is central to the mission of the
university. Uncovering the unknown is the essence of serious intellectual life.
Research creates and organizes knowledge, the means by which we as a public
university fulfill our obligation of service to state and society. To meet this
commitment and to carry out this obligation, we will:

1. build an infrastructure and foster an institutional culture that support,
promote, and reward both basic and applied research;

2. strengthen our capacity for competitive sponsored research;

3. identify and support those research areas that are especially important
to the region and state and help define us as an institution;

4. enhance our position as the premier source of research-based public
policy expertise in Alaska.

Priority C. Increase Student Success.

Increasing student success is a task with many dimensions, ranging from the
assistance we give to under-prepared students to the opportunities we provide for
academic distinction and the achievement of honors. To support this priority we
will:

1. work with school districts to improve student readiness for college-
level work and to increase the UAA share of Alaska's college-bound
students;

2. improve our rates of retention and the completion of educational goals. If we supply access without providing services that support and promote retention and completion, we are wasting valuable resources;

3. improve the efficiency with which students navigate our programs and campuses from entry to completion;

4. substantially increase the numbers of our students who achieve the highest academic distinction in their programs and in university honors.

Priority D. Strengthen the UAA Community.

To make the best of the opportunities and challenges that lie ahead, we must focus our attention on building and strengthening the UAA community as a whole. To that end we will:

1. strive to make the facilities on our several campuses models for northern universities;

2. enhance student life on our campuses. We will expand our residential life programs; increase student involvement in co-curricular, social, and recreational opportunities; and promote academic success, civic responsibility, and personal growth and wellness;

3. increase the cultural, social, and intellectual diversity of students, staff, and faculty with special emphasis on the recruitment, retention, and success of Alaska Natives and other underrepresented populations;

4. be a model Alaskan employer, an employer of first choice in our communities. We will be recognized for high quality hiring, training, development, performance review, and succession planning;

5. create a strong alumni community, closely tied to the teaching, research, and service life of the university;

6. build an institution recognized for the quality of its collaborative efforts among programs, schools, colleges, campuses, and universities. Collaboration will be a UAA hallmark.

Priority E. Expand and Enhance the Public Square.

The public university is the public square of 21st century America, the meeting ground for higher education and the society it serves. Nowhere in our society is there a greater opportunity to turn the diverse encounters between cultures, classes, interests, and ideas to the discovery of knowledge, to creative expression,

1   to preparation for work and service, and to the social and economic support of our
2   communities. To expand and enhance the public square, we will:
3
4   1. act as good neighbors and citizens in each of our communities, working
5   with community partners to build and maintain attractive, useful, and
6   sustainable facilities and to use those facilities as community venues;
7
8   2. build up the role of our campuses as centers for creative exhibition and
9   performance;
10
11   3. accelerate our drive to make community engagement and service
12   learning a major component of our institutional identity;
13
14   4. increase and expand wide-ranging community partnerships in training,
15   education, research, and service;
16
17   5. become the venue of choice for Alaskan public life, for discussion,
18   debate, and creative expression;
19
20   6. continue to build the Consortium Library as the model of the
21   Knowledge Commons, merging traditional library collections with digital
22   library services in partnership with community libraries and other
23   information providers. We will make the Knowledge Commons the
24   exemplar of the Public Square.