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

2014-2015 Officers:

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<tr>
<th>Name</th>
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II. Agenda Approval (pg. 1-4)

III. Meeting Summary Approval (pg. 5-8)

IV. Administrative Reports

A. Chancellor, Tom Case
   i. CaseNotes

B. Provost, Sam Gingerich
   i. Office of Undergraduate Academic Affairs (pg. 9-12)
   ii. Office of the Graduate School

C. Vice Chancellor of Administrative Services, Bill Spindle
   i. Facilities Update, Chris Turletes (pg.13-18)
   ii. Athletics Update, Keith Hackett and Deb Narang
D. Vice Chancellor of Advancement, Megan Olson (pg. 19-21)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 22-25)

F. CIO, Patrick Shier

G. Union Representatives
   i. UAFT
   ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg.26-28)

I. Office of Campus Diversity and Compliance Director, Marva Watson (pg. 29-30)

V. Officer’s Reports
   A. President’s Report (pg. 31-32)
      i. Distinguished Service Awards

   B. First Vice President’s Report

   C. Second Vice President’s Report

VI. Old Business
   A. Revisions to the Faculty Evaluation Guidelines (FEGs)
      i. Union Service (pg. 33-35)

      Amended language from the Provost:
      (4) Union/Union-related business

      Serving in elected office as campus representatives, member of a university appeals board, or university disciplinary committee, serving on joint labor-management committees and working groups/task forces, participating in contract negotiation activities, and other work as assigned by the Union

      ii. Emeritus Status (pg. 36-40)

VII. Consent Agenda
   A. Graduate Curriculum
      i. Courses (pg. 41)
      ii. Programs
         Chg Master of Science, Civil Engineering
         Chg Master of Civil Engineering
         Chg Graduate Certificate, Family Nurse Practitioner

   B. Undergraduate Curriculum
      i. Courses (pg. 42-43)
      ii. Programs
         Chg Bachelor of Science, Civil Engineering
         Chg Minor, Journalism and Communications
         Chg Bachelor of Arts, Journalism and Communications
Dlt  Undergraduate Certificate, Early Childhood Education
Chg  Associate of Applied Science, Early Childhood
Chg  Bachelor of Arts, Early Childhood
Add  Minor, International Business

C. Curriculum Handbook GER (Section 6.2) Updates (pg. 44-47)

D. General Education Requirements for Baccalaureate Degrees (pg. 48-69)

VIII. Boards and Committees Reports
A. Graduate Academic Board (pg. 70)
B. Undergraduate Academic Board (pg. 71-76)
C. General Education Review Committee (pg. 77-78)
D. University-wide Faculty Evaluation Committee
E. Academic Assessment Committee (pg. 79)
F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 80-82)
G. Budget, Planning, and Facilities Advisory Committee- BPFA
H. Nominations and Elections Committee
I. Diversity Committee (pg. 83-85)
J. Faculty Grants and Leaves Committee
K. Institutional and Unit Leadership Review Committee (pg. 86)
L. Library Advisory Committee
M. Student Academic Support and Success Committee (pg. 87-89)
N. Community Campus Committee
O. Academic Honesty and Integrity Committee (pg. 90)
P. Research and Creative Activity Committee (pg. 91-92)
Q. GER Assessment Taskforce (pg. 93-103)

Resolution of Support: The UAA Faculty Senate supports the GERA Task Force's recommendations on moving forward with implementation of the GER assessment plan and the creation of a GER Faculty Director and Advisory Committee.
R. Emeriti Faculty Evaluation Process Ad Hoc Committee (See page 36 for full report)

IX. New Business
   A. Welcome new senators
   B. 2015-2016 Membership List (pg. 104-105)
   C. Faculty Senate Committee Membership (pg. 106-110)
   D. Faculty Senate At-large Committee Vacancies

2015-2016 Officers:

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VIX. Informational Items & Adjournment
   A. Academic Program Suspension of Admissions or Deletion Guidelines (pg. 111-113)
   B. Framework to Develop an Operational Academic Plan (pg. 114-115)
I. Call to Order

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

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<table>
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<td>Fitch, Mark - Past President</td>
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2014-2015 Senators:

| P | Bartels, Jonathan | T | Graham, Rachel | P | Orley, Soren (Parliamentarian) |
| P | Bennett, Brian | T | Green, Amy | T | Paris, Anthony |
| P | Benningfield, Tim | P | Harder, Alberta | T | Partridge, Brian |
| P | Bowie, David | T | Harville, Barbara | P | Peabody, Alan |
| T | Brown, Barbara | P | Hoanca, Bogdan | P | Pence, Sandra |
| T | Cenek, Martin | P | Ippolito, Mari | P | Pfeiffer, Karl |
| P | Cook, Sam | P | Kappes, Bruno | T | Schreiter, Mark |
| P | Dalrymple, Tom | P | Karahan, Gokhan | Senette, Lynn |
| P | Dannenberg, Clare | P | Kirk, Sarah | Shamburger, Carri |
| P | Davis, Leanne | P | Kuden, Jodee | P | Skore, Tom |
| P | Din, Herminia | P | Miranda, Francisco | T | Snow, Pete |
| P | Downing, Scott | P | McCoy, Robert | P | Thiru, Sam |
| P | Drinka, Dennis | Mole, Deborah | E | Toscano, Sharyl |
| P | Dutta, Utpal | P | Moulic, Randy | T | Tremblay, Ammie |
| P | Fitzgerald, Dave | E | Morrison, David | P | Trotter, Clayton |
| P | Folias, Stefanos | P | Nabors, Forrest | P | Venema, Rieken |
| P | Foster, Larry | P | O’Leary, Joan | P | Widdicombe, Toby |
| P | Garcia, Gabe | P | Ohle, Kathryn |

II. Agenda Approval (pg. 1-3)

Approved

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

Approved

IV. Administrative Reports

A. Chancellor Tom Case

i. CaseNotes

ii. President Highlights

Discussed President Gamble’s letter to the university regarding the budget as well as potential plans in relation to budgetary shortfall options.
B. Provost, Sam Gingerich
   i. Office of Undergraduate Academic Affairs (pg. 9-19)
      Working on developing a vision for the transformed UAA which will exist in the coming years. Discussed the changes and flexibility that will be required in the process. Identifying indicators that are accessible.
      The Doctor of Nursing Practitioner NWCCU has been approved.

   UA Vice President of Academic Affairs and Research, Dan White
   Introduction and welcome to the Faculty Senate

   UAA Team that Attended the NWCCU Year Seven Self-Evaluation Workshop for Institutional Accreditation
      • Dan Kline, Professor of English, noted how impressed he was with the NWCCU approach, in particular the ongoing support for peer review and the focus on learning in the classroom

      • Jean Breinig, Associate Dean for Humanities, College of Arts and Sciences, discussed the importance of showing how we are fulfilling our mission, particularly as it connects to student learning;

      • Dawn Dooley, Associate Dean of Students, was impressed with how much the Commission focused on supporting the campuses as we go through the process and on sharing examples from other institutions that have already been through the 7-year review.

   ii. Office of the Graduate School (pg. 20)

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson (pg. 21-22)
   Tanaina Taskforce – discussed possibility of returning to the WFSC
   Tanaina will not return to the WFSC – moving to the St. Mary’s Episcopal church for the medium term. The taskforce is on hiatus and will reconvene in early summer to discuss long-term plans.

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 23-26)

F. CIO, Patrick Shier (pg. 27-34)

G. Union Representatives
   i. UAFT
      Changes include to “recognize serving an elected office including campus representatives;” if you are a campus representative this can now be recognized.
      The deadline to complete your wellness requirements for a $600 rebate which is April 30, 2015.

   ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 35-37)
I. Office of Campus Diversity and Compliance Director, Marva Watson (pg. 38-39)
   May 7 – NCBI will be participating in a leadership retreat, please reach out if you
   would like someone from NCBI to speak with
   April 9 – SafeZone week of celebration for the LGBT community, participation is
   encouraged.

V. Officer’s Reports
   A. President’s Report (pg. 40-42)
      Distinguished service awards are due to Governance Office on Friday, April 10th.
      The last Faculty Senate meeting will be held at the Alaska Airlines Center.
   B. First Vice President’s Report
   C. Second Vice President’s Report

VI. Old Business
   Revisions to the Emeritus/Emerita Faculty Evaluation Guidelines (pg. 43-45)
   Second Reading
   Motion: Postpone the vote on the Revisions to the Emeritus/Emerita Faculty Evaluation
   Guidelines
   37 For, 4 Abstentions

VII. Consent Agenda
   A. Graduate Curriculum
      i. Courses (pg. 46)
      ii. Programs
         Chg Master of Science, Project Management
         Chg Master of Science, Nursing Science
         Chg Doctor of Nursing Practice
         Chg Graduate Certificate, Nursing
         Chg Graduate Certificate, Nursing Education
         Chg Graduate Certificate, Psychiatric-Mental Health Nurse Practitioner
         Chg Graduate Certificate, Special Education
   B. Undergraduate Curriculum
      i. Courses (pg. 47)
      ii. Programs (pg. 48)
   C. Purge List: Academic Courses (pg. 49-52)
      Motion to accept the Purge List: Academic Course
      1st: Bogdan Hoanca
      2nd: Jodee Kuden

      Motion to amend the purge list by removing CIS A690, EE A407, EE 453, and EE A456
      1st: Bogdan Hoanca
      2nd: Dave Fitzgerald
      33 yes, 1 no, 1 abstention
      Motion to accept the amendment to the purge list
      34 yes, 1 abstention
   D. Purge List: GER Courses (pg. 53)
Motion to accept the consent agenda
34 approved, 1 abstention

VIII. Boards and Committees Reports
   A. Graduate Academic Board
   B. Undergraduate Academic Board
   C. General Education Review Committee (pg. 54)
   D. University-wide Faculty Evaluation Committee
   E. Academic Assessment Committee (pg. 55-56)
   F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
   G. Budget, Planning, and Facilities Advisory Committee- BPFA
   H. Nominations and Elections Committee
   I. Diversity Committee (pg. 57-58)
   J. Faculty Grants and Leaves Committee
   K. Institutional and Unit Leadership Review Committee (pg. 59)
   L. Library Advisory Committee (pg. 60)
   M. Student Academic Support and Success Committee (pg. 61-62)
   N. Community Campus Committee
   O. Academic Honesty and Integrity Committee
   P. Research and Creative Activity Committee
   Q. GER Assessment Taskforce (pg.63-64)
   R. Emeriti Faculty Evaluation Process Ad Hoc Committee (pg. 65-66)

VIX. Motion to Submit Faculty Evaluation Guidelines
Accepted for first reading

VIXX. Informational Items & Adjournment
NWCCU Accreditation

UAA institutional accreditation year in review:

- Mid-Cycle Report and visit (September-October 2014)
- Chancellor’s Cabinet approves refined set of indicators and approach to mission fulfillment in response to the Mid-Cycle Report and Visit (January 2015)
- Substantive Change Proposal to Bring PWSCC Under UAA’s Accreditation (February 2015)
- UAA Team Attends the NWCCU Year Seven Self-Evaluation Workshop (March 2015)
- Input on the rationale for the Core Theme 1: Teaching and Learning and Core Theme 3: Student Success indicators sought from the Accreditation Steering Committee, the Faculty Senate, the Faculty Senate Student Academic Support and Success Committee and the Student Affairs Leadership Team (March-April 2015)

**Summer 2015 Next Steps:** Data collection and first-level analysis to prepare for the campus review of the results in the fall.

Academic Policy

- **Academic Dispute Resolution Process Review Task Force:** After interviewing several members of the campus community, the Task Force has compiled a number of general recommendations for the academic dispute resolution process and are asking for feedback. The draft recommendations are attached and feedback can be sent directly to Co-Chairs Dennis Drinka and Terry Kelly.

Academic Assessment

- **The Annual Academic Assessment Survey is now available** (Deadline: June 15, 2015) [http://www.uaa.alaska.edu/governance/academic_assessment_committee/annual_surveys.cfm](http://www.uaa.alaska.edu/governance/academic_assessment_committee/annual_surveys.cfm)

- **Save the Date:** 2015 Annual Academic Assessment Seminar
  - Friday, September 11, 2015
  - Lew Haines Meeting Room (LIB 307)

- **GER Assessment:** After three years of work, the GER Assessment Task Force has finalized its recommendations for next steps in GER assessment at UAA and has created a GER Assessment Plan. The plan builds upon faculty research into best practices, a series of UAA GER workshops and open forums, a GER outcomes faculty survey, and pilot projects. The plan was reviewed by the Academic Assessment Committee on May 1, 2015. The plan integrates national best practices for a holistic assessment that gives centrality to teaching and learning. It takes a broad view of GER student learning outcomes as areas students build upon throughout their academic experience. The documents are included in the GERA report. To ensure UAA is prepared for its fall 2017 institutional accreditation Year Seven Report and Visit, UAA needs to implement the new approach to GER assessment in fall 2015.
Program Approval Status

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<th>NWCCU Approval</th>
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<td>Notified 4/20/15</td>
<td>Notified 4/20/15</td>
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<td>KPC</td>
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<tr>
<td>MSC</td>
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<td>AAS</td>
<td>Suspension for Instructional Site</td>
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Program Accreditation

- The Project Management MS and Physical Therapist Assistant AAS will host program accreditation site visits over the summer. The Medical Assisting AAS is also preparing a self-study for submission this summer.

International & Intercultural

- Education Abroad in Review:
  - Study Abroad Providers: 49 UAA students studied in over 16 countries;
  - Exchange Partnerships: UAA sent 12 students to its exchange partners in Germany, Japan, England, and Scotland, and hosted 9 students from its exchange partners in Japan, Germany, Finland, Norway and Sweden.
  - Faculty-led Short Term Programs: UAA faculty are leading groups of students to Japan and China this May. Qiujie “Angie” Zheng and Paul Johnson will take 10 students to China to study globalization and the Chinese economy and business climate. Dorn Van Dommelen and Hiroko Harada will take 10 students to Japan to study tsunami preparation and lessons learned.
The Academic Dispute Resolution Process Review Task Force was charged with examining UAA’s academic dispute resolution policies and procedures (ADRP). The task force focused on the grade appeals process and decided to pursue this examination along the following timeline: Stage I: consult stakeholders on problems and potential solutions related to ADRP; Stage II: develop general recommendations; Stage III: develop specific policies based on recommendations from Stage II and get stakeholder feedback; Stage IV: implement specific policies from Stage III.

The task force has completed Stage I. It interviewed associate deans, students, student government, faculty, the Dean of Students Office, and community campus assistant directors. From those interviews a number of issues and potential recommendations emerged. Now in Stage II, the task force is proposing (and seeking feedback on) a number of general recommendations to the ADRP. The next stage for the task force will be to vet these general recommendations and then operationalize them into specific policies and guidelines. These specific policy recommendations would be sent for consideration to the Faculty Senate.

Your feedback as a faculty senator is an important part of this process! Please take a moment to review these recommendations and send feedback to task force co-chairs Terry Kelly (aftmk2@uaa.alaska.edu) or Dennis Drinka (dedrinka@uaa.alaska.edu)

Recommendation #1: Uniform Practice
Currently the different colleges have different practices regarding academic disputes. The task force recommends uniform practice across the colleges.

Recommendation #2: Centralization of Information
Information on the academic dispute policy should be in an easy to find and centralized location.

Recommendation #3: Gatekeeping
A means by which students can assess the merits of their appeal should be developed to allow students to self-screen complaints that have no merits under the policy.

- Develop an online “quiz” to enable students to easily and quickly determine if their case has any merit.
- Develop a liaison program to help students understand and navigate the process.
Recommendation #4: Efficiency
The grade dispute process can be made more efficient and consistent through the development of a university-wide pool of faculty and students who are trained to serve on dispute hearing committees. Specific days/times can be set aside for committee meetings, e.g. Friday’s 9:00-11:00.

- Selection and training of the pool can take place each spring or fall before a semester begins. Deans can then form committees from the standing pool. Trained students may also be able to serve as liaisons.

Recommendation #5: Liaisons
Students with appeals complaints should be guided to a specific dispute liaison that can assist students in navigating the process. Each college or campus would identify their liaison/s.

Recommendation #6: Non-adversarial approach
The model of the formal resolution process should move away from an adversarial trial and towards a non-adversarial inquiry model.

Recommendation #7: Teachable Moments
In keeping with the non-adversarial tone, we committee members should be trained to identify moments in which students and/or faculty can learn from the process in order to improve instructional delivery, or student understanding of the educational process.

Recommendation #8: Training
Neither faculty nor students understand the policy well. The new policy should be the subject of training.
The AVC’s Bullets
By Chris Turletes, CFM, CEFP
AVC for Facilities & Campus Services

We certainly have had a mild winter. No snow cover will have allowed the frost to penetrate deep so we need to be vigilant later in May for water coming out of the ground. The mild weather may have minimized snow removal, but we have a lot of gravel out there. A sure sign of spring are our sweepers and water trucks hard at work.

The weather allowed us to make great progress on the Engineering & Industry Building and the bridge from Engineering over to Health Science Building. Providence Dr. will be partially closed throughout the spring as Neeser’s crews continue to work on the bridge. The renewal of the WFSC office space, infrastructure, and ice equipment starts in May. Davis Construction has a September 15, 2015 date to complete the work.

The Alaska Airlines Center has taken a considerable amount of effort to learn and operate both as a sporting and community venue. I am extremely proud how the team has risen to the many challenges and worked thru them. This facility has already accomplished part of our expectations: it is an amazing venue for our Athletes; a great draw to bring the community onto campus; and enhances student life. It has been a hopping place!

It was a tough winter/spring for several of our workmates. Some have suffered injuries or illness or losses. I THANK YOU for your generosity for our Facilities Family. I encourage you to continue to keep our workmates in your thoughts and prayers and actions in the days ahead.

As you know we are entering some rough fiscal waters. The state budget will be significantly reduced over the coming years. This means UA’s and UAA’s budgets will feel the pinch. UAA Facilities will feel the impact from that. At this writing we anticipate that the facilities cut will be in the range of 12% to 16% below last year’s budget, or around $2.5M to 3.2M. We are taking steps right now to minimize next year’s funding woes. These steps include: not filling vacancies, reducing scope on contracts, energy conservation, increasing our shop rates, and more. It is probable that our staff will feel the impact either thru reduced hours/pay or possibly even layoffs. I don’t expect any personnel actions until mid-fall 2015. Our goal is to maintain our staff so that we can continue to properly plan, construct, EHS/RM/EM, Operate, and Maintain this campus.

It’s April so we are deep into tire change overs, street sweeping, and cleaning sidewalks. UAA will be hosted the U.S. Universities Debating Championships April 10-13. It was a great event that saw over 500 students from around the country visit our campus for a flurry of intercollegiate debate. Many don’t know, but UAA has one of the best collegiate debate teams and programs in the world. Seeing them in action on this level was a real treat for us. Thank you to all the Facilities employees for all the hard work that went into keeping the campus humming and blinking this winter and spring. Collectively, we have been very busy with grounds and horticulture work, small projects of various types, renewals, installed “1% for Art” pieces, urgent work, and new construction in Anchorage and the other campuses of UAA.

Last summer and fall we planted about 6,000 tree seedlings on the Anchorage, Kenai, and MatSu campuses. We will continue planting seedlings this summer and fall with a target of about 6,000 trees. After this year’s plantings we will have almost caught up with our tree debt from the last several years of construction projects on our campuses.

As spring evolves to summer and physical activities go into high gear please remember to be safe. Think about what you are going to be doing. Think about what could go wrong and have a mitigation plan. Let someone know where you are going and when you are expected back. Also be careful on those spring clean-up activities — we haven’t used some of those muscles in a while. Please know YOU are our most valuable resource. We need you fully functional and on the job.

I can’t say it often enough: the Facilities and Campus Services Staff work hard — days, nights and weekends — to keep the campus environment safe and comfortable for our students, faculty, and staff. Thank you for all you do for UAA, whether it’s fixing broken stuff, cleaning, managing the grounds, plowing snow, spreading gravel, sweeping gravel, supporting critical campus events, communicating, managing our money or planning new projects.

Keep up the great work. HOOOWL!!!!
Summer 2015 Construction and Heavy Maintenance Activities

1. Engineering & Industry Building - Opens this Fall
   Pedestrian Bridge Construction - Opens this Fall
2. Engineering Garage and Mallard Lane Realignment - Construction through Winter
4. Wells Fargo Sports Complex Renovation - May 4 to September 14
5. Autodiesel Technology Roof
6. LED Parking Lot Light upgrades
7. Storm Drain Repairs
8. MAC Housing Finishes and West Hall Lobby Renovation
With the budgetary doom and gloom, and other sad news going around FP&C lately, it’s time to celebrate some good news.

If you haven’t heard, we celebrated the highly successful renovation of Beatrice McDonald Hall with a reception for the Board of Regents in February. The Regents were impressed with the outstanding work that was accomplished to rejuvenate this aging facility, bringing it up to better-than-new condition. We recently learned that the project won a 2015 Illuminating Engineering Society Lighting Award.

We also celebrated the successful completion of the Glenn Massay Theater on the Mat-Su campus with a grand-opening ceremony in February. This beautiful 500 seat auditorium has already become the center of attraction for many campus and community events in the Mat-Su Valley.

Another success story is the recent completion of the renovation work at 1901 Bragaw. Although some work, including repaving the parking lots, remains to be completed, occupants began relocating from the Diplomacy Building into the newly renovated building in early April — well before the June deadline for vacating the Diplomacy Building. The new tenants have been favorably impressed with the transformation of this recently acquired facility.

The new pedestrian bridge structure spanning Providence Ave between Health Science and the new Engineering Building was a very welcoming sight for everyone coming back to campus after the Christmas break. This impressive campus gateway is scheduled to be completed this summer along with the new Engineering building.

We have also celebrated the completion of several smaller, but still important projects such as: the installation of LED lighting in the North Parking Lot, renovation of the Fine Arts Elevator, and repairs to the Student Health Center.

There is even good news on the budgetary front. Even though it appears that there will be little if any Capital funding in next year’s budget, a recently established Facilities Fee is providing an opportunity to proceed with projects that would not otherwise be possible. The funds collected during the 2015 Spring semester are allowing us to replace the remainder of the lighting in parking lots throughout the campus with new LED lighting. This reduces energy consumption, maintenance costs, and improves safety — a triple win! This funding will also allow us to replace the lighting in Rasmussen Hall 101 — one of our highest-use lecture halls.

So, yes, there is good news to celebrate, with more to come as we continue with our work on the Engineering Parking Garage, WFCS renovation, Bookstore renovation, Library North entrance, and numerous other projects on our UAA and Community Campuses.
What happened to winter? Spring seems to be here but who knows… as of March 31st Anchorage had the second lowest snowfall on record. Supposedly we received 20.7” of snow. The National Weather Service says Anchorage has seen such low snowfall because of the "unusually" high amounts of rain which is the result of high sea surface temperatures in the Bering Sea and the northeast Pacific Ocean. The only winter season in which Anchorage had recorded less snow by end of March was the winter of 1985-86, when only 14.7 inches fell by that date.

Please be patient as we begin to move into cooling season. We don’t start the cooling equipment in most buildings we until the daytime temperature is above 55 degrees and the nighttime temperature stays above 45 degrees. This normally occurs in mid-May.

We are looking forward to the opening of the Engineering & Industry Building and Pedestrian Bridge this fall, and the move to 1901 Bragaw. This summer we will be involved with the remodel of the WFSC and the Engineering Building.

Taylor Fire Protection personnel will be on campus May through August completing the Fire suppression and Fire Detection system annual inspections. They will be looking into every room during this inspection and conducting scheduled audible alarm testing. Facilities Maintenance is currently inspecting fire extinguishers across campus and will continue with that well into the summer (there are ~2,000 extinguishers of different varieties across campus). In addition, Municipal Elevator Inspectors are making the rounds across campus performing the bi-annual elevator inspections.

We have a new addition to the FMO organization: welcome what we affectionately call RoboCrib. Located in Gordon Hartleib Hall, RoboCrib is an industrial vending machine that is set up to track and dispense PPE and maintenance supplies 24-7. All our employees need to do is swipe their ID card. We expect to see it in full operation by May.

Several positions were filled within the organization. Jason Ketchum joined us as a CT3 Refrigeration Technician in the Electrical Shop. Jason is an Air Force veteran and spent the better part of his career in the service business in Anchorage. Steve Dail is our new CT2 HVAC Technician within the Mechanical Shop. Steve is also from the Air Force with 20 years of service.

We continue to review and change our internal processes as we figure out the most efficient way to use AiM, our maintenance management system. Our big initiative is to move to a paperless work order process. We envision the process to flow from customer service requests to completion without ever having to consume paper. More of our technicians are using the mobile devices to access their work orders in the field. With more technicians carrying mobile devices in the field, we are now able to bar code the building equipment. This allows a technician to scan the equipment with a mobile device and quickly access information. This will speed up the technicians’ ability to complete work orders and ensure that information on work conducted is appropriated to a piece of equipment. This data will enable us to make more informed decisions on repair vs. replacement of assets.

Bill Hartman, Robin Gurung, Kara Monroe, and Staffany Willhauck received their Commercial Driver’s Licenses, and Kara Monroe received her Alaska Pesticide Certification. Congratulations to these great members of our Horticulture and Turf shops!

Long-time employee Cathy Wagner plans to retire on June 30th. Her service to the department and our campus will be missed by all!
It’s been a busy time for EHS! A big change for the department has been the addition of Emergency Management. This function was recently transferred from the University Police to EHS. Ron Swartz has hung up his lieutenant’s badge, gun, and holster, and moved to the civilian side of life. Ron will retain his title of UAA Emergency Manager and will continue his great work to keep UAA prepared for whatever comes our way. Manch Garhart will also retain his title of UAA Assistant Emergency Manager. The department name, Environmental Health and Safety and Risk Management Support, may be changed to reflect the addition; we’re aiming for the longest department name at UAA! Joking aside, Ron will be a valued addition to the team!

An important part of improving the safety of campus is quickly identifying and responding to incidents or unsafe conditions. A new online incident reporting system, Origami Risk, has been designed to make reporting easy and simple for all employees and students. An “incident” is an injury, damaged property, or damage to vehicles. Examples of “unsafe conditions” include: damaged walking surfaces, broken hand rails, inadequate lighting in common areas, and even fire hazards. Employees and students can actively participate in keeping our campus community safe by reporting injuries, non-emergency damages, or potential hazards.

This process also replaces UA’s Worker’s Compensation paperwork. Origami has a complete claims module that will be integral to the Statewide claims process. The current forms will be phased out over the next few months as use of Origami grows. During that period paper reports and claims will continue to be accepted, but use of the new system will be strongly encouraged.

Online incident reporting allows for faster, easier reporting. Electronic submissions can be handled more rapidly, providing better customer service for worker’s compensation and general insurance claims. EHS will be notified as soon as an incident report is submitted, speeding up the investigation and response process. To access the system, visit www.alaska.edu/origami or visit EHS’ homepage.

As the warmer months approach, remember to stop and think about who in your life depends on you to be prepared. All employees have a personal responsibility to be prepared for a disaster, but some may not realize that others depend on them as well.

Is there someone depending on you to be there in a time of emergency? Our spouse, parents, children, relatives, friends, co-workers, place of employment, pets etc. are counting on YOU. If so what’s your plan?

Remember, in an emergency situation if your attentions are drawn elsewhere (like worrying about home and loved ones) your ability to help UAA may be diminished. Preparations and training at home makes you a more valued asset here at work.

The Environmental Health and Safety wants to challenge you to Make a Plan, Get a Kit and Be Prepared. Take the opportunity to have the conversation and know what is expected when things don’t go according to plan. For more information please contact EHS at 786-1300 or ehsrms@uaa.alaska.edu.
Hails

Jason Ketchum — FMO Electrical
Steven Dail — FMO HVAC

Upcoming Events

May 3 – Commencement
May 14 – Development Day
May 18 – First Summer Session Begins
June 17 – Juneteenth
June 25 – Second Summer Session Begins
July 4 – Holiday
August 24 – Fall Semester Begins

John Hanson, John Faunce, and Cory Fischer on the Bridge

Facilities Leadership Team—met in January to plan the year’s goals
Administration

- **2015 Spring Commencement**
  All guest tickets have been claimed by 725 of students participating in the May 3 commencement ceremony. 161 faculty have RSVP’d. Faculty will be seated behind the stage and it is imperative to RSVP to assure your seat is reserved. You may RSVP on the commencement website at [www.uaa.alaska.edu/commencement](http://www.uaa.alaska.edu/commencement) by visiting the Faculty tab on the left hand menu.

- **Retirees and Emeriti Reception**
  We will be honoring this year’s retirees and emeriti at a special reception to be held May 21 at the Chancellor’s residence.

- **Freshman Convocation**
  Convocation will take place Saturday, August 22. This year’s event will celebrate and welcome staff, faculty and new students to the UAA campus.

- **Grand Opening of the Engineering & Industry Building**
  Save the date for the grand opening of the Engineering & Industry Building! We will celebrate this new addition to our campus on Sept. 10.

Alumni Relations

- **Green & Gold Gala – Save the Date**
  Green & Gold Gala, the signature event for UAA alumni, will be held Sept. 26 in the Alaska Airlines Center. The formal event recognizes three Alumni of Distinction and raises funds for UAA alumni scholarship. This year’s Gala will build on the success of the $80,000 raised in 2014 and the $100,000 raised in 2013.

- **UAA Alumni Spirit Magazine**
  The third issue of UAA Alumni Spirit magazine went out in April to 41,045 alumni addresses around the world. The issue included profiles of alumni in Anchorage, Washington, D.C., and South Sudan, as well as a poem from an M.F.A. alumnus previously published in *The New Yorker*.

- **UAA Alumni Scholarships**
  In response to rising tuition costs, the Alumni Board elected to increase student support. This academic year, the UAA alumni scholarship quadrupled the number of recipients, distributing financial awards of $2,000 to 24 students.

- **Annual Alumni Assembly**
  The annual Alumni Assembly will take place in the UAA/APU Consortium Library on June 16. The event brings chapter leaders together with the Alumni Board and the Chancellor’s Cabinet to share ideas, gain insights and move their chapters forward.
• **Alumni Chapters**  
The Alumni Association welcomed two new chapters this spring, for Colorado-area alumni and College of Arts & Sciences alumni. There are now 275 registered members in 16 alumni chapters.

• **Green & Gold News**  
In the past year, Green & Gold News featured 42 alumni profiles, covering alumni contributions in Alaska, Oregon, Illinois, Texas... even Antarctica. The two most widely shared single-day stories on the website have both been alumni profiles.

• **Alumni Mentors for CBPP’s Leadership Fellows Program**  
Alumni Relations continues to identify alumni mentors for CBPP’s Leadership Fellows program. This outreach builds on the department’s relationship with Dr. Terry Nelson—this spring, Alumni Relations partnered with master’s students in Dr. Nelson’s capstone class to organize an alumni event at the Governor’s Cup.

• **Hooding Ceremony and AHAINA Graduation Reception**  
Alumni Relations will again host a breakfast for graduates and distribute UAA Alumni Association pins the morning of commencement. Alumni Relations will also attend the hooding ceremony and AHAINA graduation reception to welcome graduates to their next step as Seawolf alumni.

• **Social Media Presence**  
The Alumni Association’s online channels continue to grow. The Facebook page has 254 followers, the LinkedIn group has 770 members. Additionally, five alumni chapters have their own Facebook groups, with a combined 259 members. Like our main alumni page at Facebook.com/AlumniUAA and follow along for alumni updates, stories and events.

• **Mayor’s Midnight Sun Marathon**  
Alumni receive registration discounts for any of the races and relays at this year’s Mayor’s Midnight Sun Marathon by registering with the code “UAA Alumni.”

• **2014 Design Excellence Award**  
Meetings and events continue to fill the Alumni Center, which opened last spring. The Alumni Center received a 2014 Design Excellence honor award from the American Society of Interior Designers—Alaska Chapter.

• **Graduation Gown Donations**  
The Alumni Center has been accepting donated graduation gowns for Mariana Morari, M.P.A. ’14. Mariana, who now lives in Anchorage, plans to send the gowns to her rural hometown in Moldova so high school students from her village can celebrate graduation in style.

• **Traveling Spirit**  
Traveling Spirit has been coast-to-coast this year, visiting alumni and posing for photos in Portland, D.C., Phoenix, Chicago, Barrow, Juneau and more. If you want to take a flat suitcase-sized Spirit along on your summer travels, call the Alumni Center at 786-1942.
Development

- Overall total - approximately $7,721,241 anticipated *
- Total Donors – 2,635
- Donor Retention Rate – 34% to date
- Annual Giving - $597,854, an increase of nearly $50,000 over FY14
- Faculty Staff Campaign -$142,000 with 250 donors for FY15
- Phonathon - $131,007 with 1,195 donors over past academic year
- New Funds -- Donors established 17 new funds in FY15 supporting Athletics, CAS, CBPP, COEng, COH, Consortium Library, KPC and Student Affairs

*All numbers represent year to date snapshot and not final

University Relations

- **UAA Social Media Presence**
  - The pop-up Jack White concert on Monday, April 20, generated increased engagement on UAA’s social media channels. The most popular post reached 24,656 people and resulted in 928 likes, comments and shares, and 394 post clicks.
  - Our Facebook page saw a huge spike in new "Likes" as a result of the concert—50 new likes in one day.
  - The concert also resulted in UAA being mentioned in several national media outlets, including *Rolling Stone* magazine.
  - UAA's Facebook page currently has 11,571 "Likes", with 238 new likes in April.

- **#AmazingStories**
  - The University Relations team continues to tell UAA’s #AmazingStories:
    - [A career in service at Service High](http://greenandgold.uaa.alaska.edu/blog/32823/a-career-in-service-at-service-high/?a)
    - [Celebrating undergraduate research and creativity](http://greenandgold.uaa.alaska.edu/blog/33269/celebrating-undergraduate-research-and-creativity/?a)
    - ['It probably would've saved me five bazillion steps'](http://greenandgold.uaa.alaska.edu/blog/32826/it-probably-would-have-saved-me-five-bazillion-steps/?a)
    - [March Madness of debate comes to UAA](http://greenandgold.uaa.alaska.edu/blog/33028/march-madness-of-debate-comes-to-uaa/?a)
    - ['I created my home away from home'](http://greenandgold.uaa.alaska.edu/blog/33326/i-created-my-home-away-from-home/?a)

# # #
Excellence. All awardees were selected by a panel of UAA faculty and staff who evaluated the applicants on academic performance, leadership and campus/community involvement. The winners received a trophy and will receive at least a three-credit tuition waiver for the fall 2015 and spring 2016 semester.

On Saturday, May 2, MCC will host the AHAINA Spring 2015 Graduation Recognition Program at noon at the Alaska Airlines Center. A record number of 52 students have RSVP’d for this event and participation from family members, faculty and staff has almost doubled from last year. This event is highlighted by our “often emotional” rose dedication ceremony in which students are invited to come to the microphone and dedicate a single rose to a person who have supported them as they advanced toward graduation.

On April 21, OSA and the Dean of Students Office invited UAA faculty and staff to a presentation on the findings of the recent UAA Core Alcohol and Drug Survey. The Core Alcohol and Drug Survey helps the university better understand how UAA students are affected by alcohol and other drug use. The survey is published through the Core Institute (Southern Illinois University Carbondale) and was developed in 1989 to assess the nature, scope, and consequences of alcohol and other drug use on college campuses. UAA has utilized the Core Survey in 2004, 2006, and 2010.

Data collected will be used for determining how to target student populations for prevention programming, designing social marketing and media advocacy campaigns, and assessing the impact of these prevention efforts. A report of findings can be found on the Student Affairs Assessment webpage: http://www.uaa.alaska.edu/studentaffairs/assessment/upload/2014-UAA-Core-Report-FINAL.pdf.

Student Affairs came together for its final Shared Grounds event of the year on April 3. Shared Grounds was a monthly opportunity for Student Affairs staff to contribute their voice, connect with colleagues, and collaborate across diverse perspectives. Throughout the year, Shared Grounds engaged 183 participants.

Military & Veteran Student Resource Center (MVSRC)
MVSRC partnered with Points of Light for two presentations of “Theater of War,” a dramatic reading of Sophocles’ Ajax to diverse military and civilian audiences in order to engage communities in powerful town hall discussions about the visible and invisible wounds of war.

MVSRC co-hosted a showing of “Last Days of Vietnam” with the Multicultural Center, and Alaska Public Media followed by a discussion lead by the director of Military Programs.

Multicultural Center (MCC)
On April 4 the Multicultural Center hosted its 20th annual Men and Women of Excellence Award Ceremony. This year, Alice Choi was named the 2015 Woman of Excellence and Adam Ward is the Man of Excellence. All awardees were selected by a panel of UAA faculty and staff who evaluated the applicants on academic performance, leadership and campus/community involvement. The winners received a trophy and will receive at least a three-credit tuition waiver for the fall 2015 and spring 2016 semester.

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Native Student Services (NSS)
NSS Transition Advisor Sheila Randazzo was selected for as the UAA recipient of 2015 Staff Makes Students Count Award. She will be presented the award by President Gamble at the upcoming Board of Regents meeting on June 4 in Fairbanks. In addition to the 2015 Staff Makes Students Count Award, Ms. Randazzo also is the staff recipient of the 2015 Chancellor of Excellence Community Engagement and Service Award. With a commitment to UAA’s Culture of Care, Ms. Randazzo has tirelessly assisted UAA students in all aspects of their life to ensure their success at UAA.
A reminder to staff, faculty, and especially academic advisors – the UAA Completion Grant is available to assist financially needy students striving to finish their degree on time by enrolling in 15 credits per semester. The grant is $2,000 for the academic year, and approximately $300,000 is available to UAA students. To receive a Completion Grant, students must meet basic eligibility criteria and be nominated by their academic or faculty advisor. The deadline for nominations is June 15. Advisors or students needing information should contact Enrollment Services.

Grades are due May 6. All end of term processes will begin May 7, including awarding of degrees and satisfactory academic progress.

Priority registration for Fall 2015 went very smoothly. Thanks to some temporary workarounds for this term, the math renumbering was a non-issue for students.

Admissions Office
Changes made in the last year have accelerated the speed at which UAA makes admission decisions. Students who have provided all required admission documents are receiving a decision as much as 20 days faster than one year ago. A new communication plan to admitted students will begin in May, with a new admission package and certificate from the Chancellor’s office. Throughout the admission process this spring, students have experienced a new communications plan designed to be more welcoming and better explain the steps to enrolling and utilizing UAOnline.

Admissions numbers for Fall 2015 are strong; UAA is in fact leading the UA system. Overall application and admission numbers are below. Of great importance, out-of-state applications are up: 11.1% for all types, 26.5% for first-time freshman applicants.

Office of Student Financial Assistance (OSFA)
OSFA hosted their first Financial Literacy Month Extravaganza from April 9-15. Events kicked off with a Resource Fair in the Student Union where 14 university and community organizations set up tables. The remainder of the event included 11 workshops on varying topics such as “Renting vs. Owning a Home” with Alaska Housing Finance Corporation, “Avoid Fraud!” with Alaska Consumer Protection, and “Discover Financial Fitness” with Credit Union 1. The final workshop was a “Salary Negotiation and Inequality” panel discussion with Professor Frank Jeffries of CBPP, YWCA Alaska CEO Hilary Morgan, and YWCA Alaska Economic Empowerment Coordinator Tamiah Leibersbach. Overall, it was a huge success for the first year, and OSFA looks forward to empowering and educating students and the community on financial literacy issues annually in April to celebrate National Financial Literacy Month.

Last month it was noted in this report that UAA was selected for a routine Department of Education Title IV Federal Program Review. Two compliance officers spent four days reviewing policy, procedures and student files. The Department of Education has 70 days to return a report of their findings, and not until then will OSFA know the outcome. At the conclusion of their visit, however, the officers provided an exit briefing. At that briefing only two findings were noted. In both cases OSFA was already in the process of addressing these issues and no punitive action is expected at this time.

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Career Services Center (CSC)
CSC collaborated with the Multicultural Center to hold “The Art of Career Development: A Workshop Series” with a total of nine workshops over the spring semester. The workshop covered internships, job searching, major and career exploration, professionalism, resumes, and interviewing.

“We’re Hiring Career Fair” hosted by CSC was held on March 27 in the Student Union. A total of 54 companies and organizations attended, seeking UAA students and other community members for seasonal, part-time, full-time, and internship positions. The fair has significantly grown over the past two years with more companies and organizations participating. By bringing employers and organizations to the UAA campus, students are exposed to many career and networking opportunities to help them prepare for their future.

Mapworks @ UAA
On March 25, the UAA Mapworks office and Student Access, Advising and Transition team hosted the 2nd annual Faculty Appreciation Reception. One hundred and two UAA faculty members were nominated by 535 UAA students this year. Students, while taking the Mapworks survey, were asked to name a faculty member who had helped them succeed in college this year. This annual event highlights the important role the faculty-student connections play in the success and retention of UAA students. The event was graciously sponsored by University Housing, Dining and Catering services along with Seawolf Catering.

Of the 579 first-year students who took either or both the Mapworks fall transition and/or the fall check-up survey, 90% enrolled for spring 2015. This spring, first-year students reported they experienced the most problems with the following three issues: low social integration, test anxiety, and struggling in at least two courses. Sophomores reported they experienced problems with missing courses, test anxiety, and low peer connections.

New Student Orientation (NSO)
New Student Orientation will host the university’s first Howl Days (orientation for new students) of the 2015-2016 season on Tuesday, May 12. Visit www.uaa.alaska.edu/orientation for more details.

New Student Recruitment (NSR)
In partnership with the Alaska Commission on Postsecondary Education (ACPE), NSR welcomed almost 500 5th and 6th graders to campus on April 10 during the annual Kids2College event. The students participated in a variety of information sessions designed to stimulate early college awareness and interest in higher education. The group visit to UAA was the culmination of a series of classroom sessions that laid out the importance of being college ready and to learn about different careers. NSR extends its heartfelt thanks to the MANY volunteers who assisted in making this a wonderfully successful event.

UAA TRiO Programs

Educational Talent Search (ETS) & Educational Opportunity Center (EOC)
ETS and EOC staff participated in the Council of Opportunity in Education 35th Annual Policy Seminar and National College Opportunity Program Leadership Summit in Washington DC from March 14-18. The ETS staff also serve on the Alaska Association of TRiO Programs. The Alaska delegation escorted one alumni each from UAA and UAF to the event. The purpose was to provide insight and education to the 114th Congress and staff, along with President Obama’s administration officials about the history and success of TRiO Programs. The interest of Alaska’s low-income, first generation students, and students experiencing a disability. It provided an opportunity for Alaska TRiO to foster relationships with other TRiO staff across the nation.
Dean of Students Office (DOS)
Over the last two years, the Alcohol/Drug Sanctions Review Committee has been meeting with stakeholders to review sanctions assigned to students who are found responsible for violating UAA’s alcohol and/or drug policies. The committee has completed their review and will be proposing a new alcohol/drug sanctioning model for FY16.

On April 20, 2015, DOS and the DVSA Coalition for Change handed out t-shirts to 190 students. The shirts had the message “Can I Kiss You?” printed on them and were designed to sponsor a campus-wide dialogue about consent in intimate relationships.

Department of Residential Life (DRL)
Residence Coordinator Alicia O’Grady partnered with University Police Lt. Ron Swartz to provide a program, “Wilderness Recreation and Safety,” to residential students on April 16. Fifteen students attended.

Student Health & Counseling Center (SHCC)
In conjunction with the UAA Culinary Arts Program, the SHCC served pasta to 1,231 students during the April 21 & 22, Free Pasta Lunch event on April 21 and 22.

During the Free Pasta Lunch event, 188 students completed a survey asking them what health-related issues would they be most interested in learning about in the future. Of those who responded, 58% said they would like to learn more about stress management, 52% would like to learn more about sleep management, and 49% said they would be interested in learning more about organic eating.

Postvention Training was held on April 11 and 28 in Rasmuson Hall, Room 316. This training was offered to all interested Student Affairs personnel free of charge by Eric Boyer from the UAA Center for Human Development and the State of Alaska Department of Behavioral Health.

Student Life & Leadership (SL&L)
The Union of Students of UAA (USUAA) coordinated a very robust mayoral debate on April 2 in the Alaska Airlines Center. Several hundred faculties, staff, students, and community members attended the debate. The student organizers kept the candidates and audience engaged.

Student body elections were held April 7 and 8. The USUAA president and vice president positions as well as assembly members, Concert Board, and Media Board positions were on the ballot.

SafeZone Celebration week was the week of April 13. There was an event every evening, from documentaries to the Night of Noise Celebration on Friday, April 17. All events went very well, attendance ranged from as few as five people at some events to over 70 at others. There was a wide range of people who attended including students, staff, faculty, and community members.

Student Union & Commuter Student Services (SU&CSS)
SU&CSS hosted the spring Housing Fair on April 1. Of the students who participated in the survey, 54% reported they felt more informed about housing resources available to them as a UAA student while 66% felt more confident about navigating the local housing market as a result of attending the fair.

SU&CSS hosted the 2015 End of the Year Student Leadership Banquet for all of their students on April 19 at the Gorsuch Commons on the UAA Campus. The Banquet recognized 15 student leaders for the amazing accomplishments over the past academic year.
CENTER FOR ADVANCING FACULTY EXCELLENCE

- Planning is underway for the fall 2015 New Faculty Orientation. In response to a recent faculty survey on faculty development at UAA, we’re working with Academic Innovations & e-Learning to plan a “welcome back” day of training and development (open to ALL faculty, not just those who are new to our campus. CAFE will send an announcement prior to the end of the year so faculty can plan ahead for this event. A second faculty training and development day will take place on October 9. We hope that planning fewer, larger events will enable more faculty to participate and permit CAFE to offer some faculty development opportunities that have not been possible in the past.

- CAFE’s Information Literacy (IL) Initiative is flourishing and will end the year with three events: 1) a final meeting of the IL Community of Practice; 2) a showcase of partnerships between discipline faculty and library faculty who have worked together to embed information literacy into specific courses, and 3) an Information Literacy Intensive on Tuesday, May 5th. Although the Intensive is open to all faculty, we are making a special effort to include faculty in gateway courses—such as COMM GERs, ENG GERs, PRPE reading and writing courses, and GUID 150--to improve faculty members’ inclusion of information literacy concepts and practices at these “entry points” for students.

- Responding to Toxic Behavior in Departments: CAFE is continuing work on a DVD and a booklet to support further department use of Toxic Friday, the interactive theater piece addressing academic bullying. Filming of the performance for the DVD will take place in early May, with the booklet under development in early summer. A proposal was submitted for the fall 2015 Professional and Organizational Development in Higher Education (POD) conference to share this work with a national audience; we are waiting to hear about approval of the presentation.

- Alaska Native Ways of Teaching & Learning / Difficult Dialogues: CAFE worked with Deb Mole in the Consortium Library to offer a version of her Find That Grant! Workshop specifically related to research in Alaska Native contexts. A workshop on Alaska Native Ways of Teaching and Learning was also given to faculty, administrators and graduate students at Portland State University on April 17. The Stop Talking Faculty Learning Community has elected to continue next fall to support each other in applying indigenous ways of teaching in their courses.

- CAFE’s annual Faculty Development Appreciation event was held on Friday, April 3, providing an opportunity to celebrate great work in faculty training and development taking place across UAA campuses. Among other things, the event highlighted work in innovative teaching practices (gamification in education, Team-Based Learning, engaged learning, special initiatives on Alaska Native Ways of Teaching & Learning, and improving teaching/learning of Information Literacy), ethical practices in research (Decolonizing Research in Alaska’s Native Communities), and meaningful practices and projects based on reflective teaching (Scholarship of Teaching and Learning or Making Learning Visible projects). It also showcased faculty development initiatives at UAA’s community campuses. The annual COW (CAFE Oh Wow!) Awards were announced, with recognition going to Office of the Registrar, Center for Community Engagement and Learning, and Jennifer Stone (English). Professors Steve Ex and Terry Nelson were recognized for attending 13 or more CAFE sessions each over the course of 2014-2015.
ACADEMIC INNOVATIONS & eLEARNING

Professional Development

- An intensive ePortfolio training will be held on May 6-7, 2015. Our program staff will co-host with Jeffrey Yan and Kelly Driscoll, founders of Digication and national leaders in the field of ePortfolio research and implementation. So far over 40 individuals have registered to attend. Register at the AI&e website.

- **Save the Date:** On August 13-14, Dr. Cable Green, nationally renowned expert on Open Educational Resources and Director of Global Learning at Creative Commons, will be on campus to lead a discussion and workshop. Registration is open.

- The new cohort of UAA Technology Fellows has been selected and will focus on utilizing Open Education Resources over the next two years. Congratulations go to:
  - Naomi Everett, Culinary Arts
  - Angela Craft, Medical Laboratory Science
  - Rhonda Johnson, Health Sciences
  - Ammie Tremblay, School of Nursing
  - Donna Aguiniga, Social Work
  - Toby Long, Chemistry
  - Lorelei Sterling, Consortium Library
  - Travis Hedwig, Health Sciences
  - Heather Nice, School of Nursing
  - Philippe Amstislavski, Health Sciences
  - Veronica Howard, Psychology

ePortfolio Initiatives

- Engaging academic programs (faculty and staff) directly in conversations with eWolf and Digication leadership has proved both successful and popular with nearly 700 accounts established since January.

- Working with ITS we are nearing completion of the initial development of student, staff, faculty, and course data loads in preparation for fall 2015 rollout. There remain a few data challenges that we hope to work through the Summer with assistance from Student Affairs.

- On April 8, 9, 10 we helped host a visit from Nancy Wozniak, Stony Brook University ePortfolio coordinator, to the College of Health (COH covered all costs). The purpose of the visit was to assist COH in examining strategies around assessment and ePortfolios (Stony Brook is also a Digication client).

- We are working with Helen Chen (Stanford) and Tracy Penny Light (Thompson Rivers) for an on-site visit the week of August 31st. Helen and Tracy are leaders within the ePortfolio field and co-authors of Documenting Learning with ePortfolios.

- **Celebrating a UAA student’s success story:** Brian Sechrist (BA, Theatre) shared that his eWolf site helped him gain graduate admission to Rutgers’s University. His site is https://alaska.digication.com/brian_sechrist_professional_portfolio/Welcome/

Staffing Notes

- The Academic Technologist position was successfully completed. Amy Ross will join our team on May 18th. Her main responsibilities will be overseeing the administration of Blackboard and Digication, along with other academic technologies, on behalf of UAA.

- The Instructional Designer 3 position is nearing the interview stage and we are on target to have the position filled by the start of fall 2015 semester.

- We have hired our first student eWolf coach Ian Minnock. Ian is reaching out to students involved in those courses piloting eWolf (ePortfolio) services.
The Community Engagement Luncheon Forum on Friday, April 24, was attended by more than 100 faculty, students, administrators and community members. A showcase of 29 posters completed by Community Engaged Student Assistants for their faculty-led projects were viewed in a poster session from 11 a.m. to Noon, followed by a luncheon and awards presentation. The awards session featured the 14 mini-grants and two Selkregg projects from 2014-15 for faculty. This year’s Selkregg Community Engagement & Service Learning Award was given to Kathryn Ohle, Early Childhood Education, for her project: Supporting the Preservation of Native Languages and Encouraging Early Literacy with Children’s Books. In addition, two student awards were presented: the Dr. Alex Hills Engineering & Civic Engagement Award was given to three Mechanical Engineering students working with Dr. Jifeng Peng, and the Second Bridge Award, given to Kyle Demientieff-Worl, an Anthropology major who will work with Dr. Irasema Ortega.

On May11-13, we are hosting a Writing Intensive Workshop on Engaged Scholarship with Dr. Patti Clayton will be held on May 11-13. CCEL is working on a book prospectus with Dr. Clayton and a publisher. The publication will feature a multi-tiered approach with a community engagement model of practices unique to place and culture here in Alaska. Faculty attending the workshop may want to submit chapters for this publication or for a special issue of a journal (to be identified), or simply work on their own engaged scholarship project. There are a few spaces left for faculty who are interested. For questions or to reserve a spot, contact Judy Owens-Manley at jowensmanley@uaa.alaska.edu or call 786-4087.

More than 50 courses were designated as “community-engaged” or “service-learning” for the Fall 2015 semester. Spring 2016 proofs are due on August 21. A change in procedure means that just one final proof will be submitted from now on. Departments may be working on their spring proofs already and it is important to remember that every semester courses have to be re-designated on the forms filled out by someone on their administrative staff. We will also be sending a reminder to faculty who already have their courses designated for fall 2015.

INSTITUTIONAL RESEARCH

Institutional Research has developed a SharePoint site to deliver data on UAA to the campus community. IR will offer training to access the information over the summer. If interested in a session, please contact Erin Holmes at 786-1544.

INSTITUTIONAL RESEARCH & INSTITUTIONAL EFFECTIVENESS

The offices of Institutional Research and Institutional Effectiveness, Engagement and Academic Support are moving from the Diplomacy Building to 1901 Bragaw the week of April 27. Phone numbers will remain the same. Intercampus Mail may take longer for delivery for the first week or two of May.
Submission of the Office of Diversity & Compliance Report to
UAA Faculty Senate President, Dr. Diane Hirshberg

April 27, 2015

Diversity & Inclusion:
The Diversity Action Council and Faculty Senate Diversity Committee Joint Meeting held on Friday, April 17, 2015. Dr. Robert Boeckmann, served as facilitator and the meeting was attended by Chancellor Case and Cabinet. Both DAC and FSDC shared AY 15 accomplishments with Cabinet inclusive of the following topics:

- DAC: Video project: Support UA’s commitment to attract, recruit and retain a diverse faculty and staff
- DAC: Focus with intentionality, DAC’s support of diverse programming (allocation of institutional funding)
- DAC: Student Diversity Awards (Fourteen (14) UAA students recipients)
- FSDC: Diversity Dialogue
- FSDC: Diversity Dialogue-mentoring

Members of the DAC & FSDC engaged in a facilitated dialogue with Cabinet focused on:

- Imagine for a moment that UAA has fully achieved our shared vision for a richly diverse and inclusive campus community that values differences. What would students and their parents, staff and faculty and community members see, hear, feel and experience as evidence of us having achieved our vision?
- Please share examples of near and/or long-term efforts or strategies that UAA can take to achieve its vision for a richly diverse and inclusive campus community?

UAA constituents shared views on effective ways to leverage and support UAA’s vision for a richly diverse and inclusive campus community (academic, psychological, environmental, training, etc.).

NCBI Team (UAA Administrators, Faculty, Staff & Students):
The UAA NCBI team raises awareness and works to build social inclusion and equity. NCBI creates campus communities of belonging. The 5th Annual NCBI Leadership Retreat is scheduled for Thursday, May 7th at which time, the NCBI team will dedicate a half day to plan AY 16 strategies to serve UAA campus communities during the upcoming academic year. The team will explore meaningful ways to integrate NCBI methodology and philosophy into the institutional framework (academic/administrative units, workshops, listening tables, campus interventions, etc.).
**Equity & Compliance:**

**Respectful Workplace Training:**

Throughout AY 14/15, Mandee Mlcek, UAA Compliance Specialist in the Office of Campus Diversity and Compliance successfully delivered Respectful Workplace Training on the main campus, Eagle River, Kenai Peninsula College and Kachemak Bay Campus. A total of 193 employees and 43 supervisors successful completed Respectful Workplace Training. A huge thanks of appreciation to UAA faculty who attended the half day training session, August 2014.

Respectful Workplace Training can be requested for a specific group or department anytime, by contacting Compliance Specialist, Mandee Mlcek at (907)786-4788 or msmlcek@uaa.alaska.edu.

**Title IX:**

Jerry Trew and Stephanie Whaley, Title IX Investigators, successfully delivered Title IX training to UAA constituents. From fall 2013 to March 2015, 1,700 employees (faculty & staff) completed Title IX training at the main campus, Kenai Peninsula College, Kodiak, Mat-Su and Prince William Sound Community College. Approximately 77% employees attended in-person Title IX training, and 23% acquired training through the Skill soft on-line module. A special thanks to UAA faculty for your time and commitment to this important work of keeping our campus community safe.

April 2015, United States Department of Education, Office of Civil Rights issued a new Dear Colleague Letter regarding responsibilities of Title IX coordinators. The UA Title IX team will evaluate current compliance to determine recommendations to meet legal obligations and responsibilities under Title IX.

Respectfully submitted,

Marva Watson  
Director, Office of Campus Diversity & Compliance  
Title IX Coordinator
May 2015

Report of the President

Budget
As of late on April 25, the House and Senate budget conference committee had reached an agreement on a budget for the coming year. As of the writing of this report, the details of the agreement beyond K-12 education funding were not clear. But, as you all are aware, the UAA administration is anticipating a significant budget shortfall for the coming year, and the need to implement some very dramatic cuts. The good news, if there is any, is that UA Statewide will not be imposing across the board furloughs and reductions. It will be up to each university to determine how best we reduce expenditures. I also appreciate that senior administrators are taking the first salary cuts. Although UAA’s savings of $270,000 from these furloughs is not huge, it does represent potentially two to three full-time fully loaded positions.

UA Regents
The UA Regents met in Bethel April 9-10. Much of the discussion was about the budget. In the Academic Affairs Committee there was also a discussion around the teach-out policy of the Northwest Commission on Colleges and Universities for programs being eliminated. That policy is available at: http://www.nwccu.org/Standards%20and%20Policies/Policies/PolicyDocs/Teach-Out%20Plans%20and%20Teach-Out%20Agreements%20Policy.pdf. (FYI draft academic program suspension guidelines for UAA, which address notifying students and teaching out programs, are under review at the Provost’s office).

The next board meeting is June 3-5 in Fairbanks. The agenda will be posted late May at http://www.boarddocs.com/ak/alaska/Board.nsf/Public (click on “meetings” and select the May meeting). June 3 will be a joint meeting with the State Board of Education. You can listen to the meeting on your computer via a live stream (except when they are in executive session). The link is on this page: http://www.alaska.edu/bor/schedules/.

Faculty Alliance
Faculty Alliance met April 17. We discussed a definition of college readiness (drafted by Dayna DeFeo, of CTC and CAEPR) which we will be forwarding to the Statewide Academic Committee and eventually the UA Regents for adoption. The final “short” version is as follows:

The University of Alaska defines college readiness as a combination of skills and abilities that position students for success. These include strong academic skills, effective work and learning habits, knowledge of college culture and expectations, well-defined goals, and the ability to engage in independent problem solving.
An expanded version of this with benchmarks will accompany this, and will be made available to K-12 students, parents and school districts once the definition is adopted formally.

Faculty Alliance was also asked by Vice President for Academic Affairs and Research Dan White to look at a proposed definition of a credit hour for UA. The proposal was for the definition that is generally accepted by the federal government and NWCCU, 750 minutes per credit hour, essentially what UAA already has, as opposed to the 800 minutes per credit hour under which UAF operates. Faculty Alliance accepted the definition as proposed. This discussion, however, is separate from that around a common calendar including common course blocks, so stay tuned for more on that next year…

UA President Search
You all received a memo from statewide that indicated that President Gamble would stay on a few months longer while the UA Regents conduct their search. Faculty Alliance had requested that the UA Regents not rush the search, and ensure that the finalists have a chance to visit all three universities. I am pleased that the UA Regents agreed that this was important. My understanding is that President Gamble will stay on through September.

And finally…
Thank you all for your hard work, support, tolerance of my inability to learn Robert’s Rules, and general thoughtfulness in a difficult year. It is colleagues like you that give me hope for the future of our university!

I hope you have a wonderful and productive and/or restorative (your choice) summer! I’m around (and on contract) if you want to have coffee or go for a walk…!

Diane Hirshberg
dbhirshberg@alaska.edu
907-786-5413
c. Service

Public, professional, and University service are essential to creating an environment that supports scholarly excellence, enables shared governance, meets the internal operational needs of the University, and enhances the region, state, and world. All faculty members are expected to engage in public, professional, and university service activities, with increasing involvement at higher ranks, as appropriate to their discipline, craft or professional field, and the mission of their department, unit, campus and the University.

Public, professional and university service can generally be demonstrated through the following broad categories. However, service activities within these categories can take a number of forms beyond those listed below. Units may identify additional forms of service and/or place different emphasis and value on certain categories to reflect the particular needs and concerns of their respective discipline, craft, or professional fields.

Public Service

(1) Service to Society:

Writing for popular and non-academic publications directed to specialized audiences; guiding technology transfer activities; collaborating or partnering with governments, education, health, cultural or other public institutions; committing expertise to community agencies or civic groups; testifying before legislative or congressional committees; providing public policy analysis, program evaluation, technical briefings for local, state, national, or international governmental agencies; serving on public boards, task forces, or committees; developing and offering training or professional development workshops and other demonstrations or dissemination of professional methods or techniques.

(2) Community Engaged Service12:

As a form of public service to society, community-engaged service is distinguished by its focus on collaborative, jointly developed projects designed to apply concepts, processes, or techniques to community identified issues, concerns, or problems, which result in community change and development. It should be noted here, however, that the nature of community engaged practice is often integrative across the components of one’s work in teaching, academic research or creative activity, and service. Therefore, depending on the breadth, form, and focus of the work, a community engaged service activity may combine with or result in scholarly outcomes or products that could additionally or alternatively be represented as an aspect of teaching, or within a category of academic research and creative activity.

Professional Service
Faculty members engaged in professional service use their academic training, professional expertise, and experience to serve the discipline or society, while contributing to the institutional mission. The diversity of external needs, as well as faculty expertise and experience, leads to many different forms of professional service. Nevertheless, there are common distinguishing characteristics that define such service:

- Utilizes a faculty member’s academic, craft or professional expertise;
- Contributes to the discipline, craft, or professional field and/or the audience or clientele; and
- Demonstrates a clear relationship between the service activities and the goals and mission of the department, college, campus, or University.

**Service to the Discipline, Craft or Professional Field**

Writing peer reviews for discipline, craft or professional publications and funding organizations; performing editorial assignments for discipline, craft or professional publications; participation in academic, craft or professional conferences as panel organizer and/or discussant; providing professional reviews or critiques of materials at the request of discipline, craft, or professional colleagues at other universities or institutions; serving as an officer, or in another leadership capacity, for local, state, or national discipline, craft or professional organizations or associations.

**University Service**

University service includes service to the department, college, campus or University. Faculty members engaged in university service contribute to the shared governance system and institutional development through a variety of activities, including:

1. **Governance:**
   - Fulfilling administrative or other directed responsibilities at the department, college, campus or university level, such as department chair, academic program coordinator, or center director; contributing to department, college, campus, or University or union policy development and governance activities; collaborating within and across campus communities on projects, initiatives, and other University-wide activities.

2. **Academic and Faculty Development:**
   - Mentoring other faculty members; participating in faculty, administrator, or staff search committees; organizing, directing and/or implementing faculty development activities; organizing, directing, and/or implementing academic development activities; and participating in academic program development and accreditation activities.

3. **Student Success Support:**
   - Sponsoring student organizations; developing outreach activities and programs that enhance the University’s ability to serve the needs of a diverse and non-traditional student body; developing and maintaining services and programs that support student engagement with the curriculum; facilitating activities that integrate residential living and learning on campus, or engage non-resident students in campus activities.
(4) Union/Union-related business

Serving in elected office as campus representatives, serving on joint labor-management committees and working groups/task forces, participating in contract negotiation activities, and other work as assigned by the Union

Listed below is new recommended language from the Provost that offers a slight modification to the language reviewed at the April Faculty Senate meeting:

(4) Union/Union-related business

Serving in elected office as campus representatives, member of a university appeals board, or university disciplinary committee, serving on joint labor-management committees and working groups/task forces, participating in contract negotiation activities, and other work as assigned by the Union
At the April Faculty Senate meeting faculty requested our committee revise our proposed Emeriti Faculty Evaluation Guidelines and bring them back for another read at the May meeting. Primary concerns were:

- Inconsistency in criteria between Professor and Associate Professor candidates.
- Criteria that are overly difficult to achieve, especially considering our diverse faculty appointments.
- The definition of “peer.”
- Extraneous verbiage.
- A suggestion that longevity be considered as a criteria.

Also contributing to the dissatisfaction with the guidelines, in the opinion of the committee, was confusion with terminology between the “old” and “new” faculty evaluation guidelines, specifically the terms “exemplary,” “outstanding,” and “scholarly.”

In an effort to address these concerns, the committee offers the attached revision. Here is a summary of the main changes:

1. We made all criteria “outstanding” because that is the term used in the original (new) FEGs before we started with our revision. It makes the document more consistent, and provides common criteria (that can be further defined in unit guidelines) that can be applied across programs and workloads.
2. Flexibility was added to the external support because there is no mention of external letters of support for other faculty evaluation, other than the UNAC CBA.
3. Performance expectation in documentation is now “at or above” the rank of professor (instead of just “above”).
4. A parenthetical note was added to expressly include retirees and emeriti as peers.
5. The issue of longevity is probably best left to units as long as the minimum time requirement (as required by BOR policy) is met. The university guidelines are intentionally generic to allow flexibility for the many types of faculty within UAA.

We hope these revisions are satisfactory to the faculty and respectfully request adoption of the guidelines. We acknowledge it is likely that further improvements will be suggested as these guidelines are used and can be implemented as needed. Once the guidelines are adopted, units should add specific criteria AND expectations for what they wish their Emeriti to do in this rank as ambassadors for UAA and their unit.

Sincerely,

Sandra Pence
Chair, Faculty Senate Emeriti Faculty Evaluation Process Ad Hoc Committee
I. ACADEMIC RANK, APPOINTMENT AND TENURE

Introduction

To be appointed to any faculty rank, a candidate must hold the appropriate professional or craft certification or terminal degree as defined by the accrediting agencies or associations in the respective professional, craft, or academic field. Regardless of the educational requirement or credential, the primary emphasis must rest on the individual's professional profile and the overriding necessity of maintaining well-qualified faculty within the unit and the University. The determination and definition of the appropriate professional or craft certification or terminal degree shall be made by the college in accordance with disciplinary requirements, faculty position, and University policies. Unit and department level guidelines should provide clear, objective criteria for each rank that are appropriate to the discipline and that conform to the guidelines in this document.

Definitions of Academic Ranks and Appointments

Emeritus. Appointment as Professor Emeritus/ or Emerita is an honor conferred upon retiring faculty in recognition of a sustained record of outstanding scholarly and other accomplishments that have contributed to the mission, reputation, and quality excellence of the University of Alaska Anchorage (UAA). Appointment is made at the time of retirement or as near to it as may be practical, but no later than the date of the next commencement ceremony. The title Emeritus/Emerita is honorary and implies no stipend or salary.

Candidates for Emeritus appointment must be tenured full-time faculty members who have attained at the rank of full professor and who have retired after a minimum of 10 years in the University of Alaska system with a clear record of superior service to the academy immediately prior to retirement.

In exceptional circumstances, other non-tenured faculty or faculty other than Professors, but who have an outstanding record of outstanding exemplary and meritorious service to the academy members who have achieved the highest academic rank available to them based on their professional, craft, or academic credentials and position may also be nominated. After review by the peer groups following the consideration and recommendation of the faculty review process, the Chancellor will make the final appointment. If the previous reviewers disagree, the Chancellor will make the decision in the best interests of UAA.
Faculty receiving recognition as Professor Emeritus/Emerita serve as goodwill ambassadors for UAA and are invited to continue their engagement with the university in such areas as research, teaching, guest lecturing, mentoring new faculty and students, alumni activities, consulting on current UAA issues, sharing institutional memory, and generally promoting UAA as an institution of distinction.

Types of Evaluation

**Professor Emeritus Review.** Faculty retiring from UAA Upon retirement, a faculty member may be nominated by peers or unit administrators for appointment to the rank of Professor Emeritus/ or Emerita Professor by peers (including faculty retirees and emeriti) or unit administrators. Self-nomination is not appropriate for Emeritus status, but candidates would be expected to provide assistance in developing the dossier. The nominator(s) ing body will submit a dossier providing documentation of scholarly and other achievements across the course of the candidate’s career. The dossier will be reviewed by peer review committees, unit administrators, the Provost, and the Chancellor. The dossier shall provide evidence of the candidate’s scholarly achievements across the course of his or her career. Reviewers determine whether the candidate has achieved a sustained record of outstanding scholarly and other accomplishments that has contributed to the mission, reputation, and quality of the University.

At a minimum, the dossier should include the candidate’s curriculum vitae, voluntary and/or solicited letters of support, and select documentation of accomplishments that define sustained, outstanding performance. Additional evidence may include, but is not limited to:

- Broad internal and, when appropriate, external support for the nomination.
- Past reviews that demonstrate consistent performance at or above expectations for the rank of Professor.
- Documentation of significant accomplishments that are recognized outside UAA.
- Evidence of actions promoting UAA’s reputation as an institution of quality and distinction.

For purposes of evaluation, a “sustained record of outstanding scholarly accomplishments” means that there is substantial evidence of maturity and growth over time. The record should have shown significant impact on and relevance to both academy and society, and serve as an example for others. Largely, this determination will be made by peers and administrators at the unit level, where the criteria for outstanding will be defined.

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1 The contents of the dossier are not prescribed and are left to the discretion of the nominating body. However, the materials assembled in the dossier should provide sufficient evidence for the reviewers to determine the merit of the nomination.
I. ACADEMIC RANK, APPOINTMENT AND TENURE

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A. **COH**
   - Chg NS A601 Advanced Pathphysiology (3 cr)(3+0)
   - Chg NS A618 Role Development in Advanced Nursing (2 cr)(2+0)
   - Chg NS A619 Nursing Health Policy (2 cr)(2+0)
   - Chg NS A620 Evidence-based Advanced Nursing Practice (4 cr)(4+0)
   - Chg NS A625 Biostatistics for Health Professionals (3 cr)(3+0)
   - Chg NS A625L Biostatistics for Health Professionals Lab (1 cr)(0+3)
   - Chg NS A696 Scholarly Project (2 cr)(1+3)
   - Chg HS A625 Biostatistics for Health Professionals (3 cr)(3+0)
   - Chg HS A625L Biostatistics for Health Professionals Lab (1 cr)(0+3)

B. **COE**
   - Chg EDEC A607 Observation and Documentation: Inquiry in Action (3 cr)(2+2)
   - Chg EDEC A608 Analysis of Children’s Literature: Early Childhood Years (3 cr)(3+0)
# Undergraduate Academic Board
## May 2015 Course Report

## A. CAS

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<td>Senior Thesis</td>
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<tr>
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<td>Research Methods in Psychology</td>
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<tr>
<td>Chg</td>
<td>JPC A201</td>
<td>Reporting and Writing News</td>
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<tr>
<td>Chg</td>
<td>JPC A202</td>
<td>First Amendment and Media Ethics</td>
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<td>Chg</td>
<td>JPC A203</td>
<td>Writing and Producing Media</td>
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<td>JPC A204</td>
<td>Media Literacy</td>
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<tr>
<td>Chg</td>
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<td>Editing in a Multimedia World</td>
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<td>Magazine Content Creation</td>
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<tr>
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<td>JPC A382</td>
<td>Digital Audio Production</td>
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<td>JPC A443</td>
<td>Public Service Reporting</td>
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<td>JPC A444</td>
<td>Specialty Reporting</td>
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<td>Strategic Communications Campaigns</td>
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<td>Digital Film Production II</td>
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<tr>
<td>Chg</td>
<td>JPC A492</td>
<td>JPC Capstone Seminar</td>
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## B. COE

<table>
<thead>
<tr>
<th>Action</th>
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<tr>
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<td>Early Childhood Practitioner Roles and Responsibilities</td>
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<tr>
<td>Chg</td>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
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<td>Guiding Young Children</td>
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<tr>
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<td>EDEC A241</td>
<td>Infant and Child Development</td>
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<td>Early Childhood Practicum Seminar</td>
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<td>Early Childhood Practicum</td>
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<tr>
<td>Chg</td>
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<td>Young Children in Inclusive Settings</td>
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<tr>
<td>Add</td>
<td>EDEC A310</td>
<td>A Developmental Approach to Assessment in Early Childhood Education</td>
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<tr>
<td>Chg</td>
<td>EDEC A403</td>
<td>Mathematics and Science in Early Childhood</td>
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<td>Chg</td>
<td>EDEC A404</td>
<td>Literacy for Young Children</td>
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<tr>
<td>Chg</td>
<td>EDEC A407</td>
<td>Action Request Using Observation and Documentation</td>
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<tr>
<td>Chg</td>
<td>EDEC A408</td>
<td>Children’s Literature: Early Childhood Years</td>
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<td>Add</td>
<td>EDEC A492E</td>
<td>Early Childhood Advanced Practicum Seminar</td>
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<td>Early Childhood Internship Seminar</td>
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<td>EDEC A495E</td>
<td>Early Childhood Advanced Practicum</td>
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### C. CTC

<table>
<thead>
<tr>
<th>Action</th>
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<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chg</td>
<td>ATP</td>
<td>A200 Commercial Ground School</td>
<td>3</td>
<td>3+0</td>
</tr>
<tr>
<td>Add</td>
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<td>A433 Aerospace Physiology</td>
<td>3</td>
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<tr>
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<td>ATA</td>
<td>A102A Introduction to Aviation Technology A</td>
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<tr>
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<td>ATA</td>
<td>A102B Introduction to Aviation Technology B</td>
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<tr>
<td>Chg</td>
<td>ATA</td>
<td>A233 Aviation Safety</td>
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### D. CBPP

<table>
<thead>
<tr>
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<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chg</td>
<td>BA</td>
<td>A287 Introduction to International Business</td>
<td>3</td>
<td>3+0</td>
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<tr>
<td>Chg</td>
<td>BA</td>
<td>A347 International Marketing</td>
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<tr>
<td>Chg</td>
<td>BA</td>
<td>A381 Consumer Behavior and Relationship Management</td>
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<td>3+0</td>
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<tr>
<td>Chg</td>
<td>BA</td>
<td>A388 Globalization and Business Environment</td>
<td>3</td>
<td>3+0</td>
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<tr>
<td>Add</td>
<td>BA</td>
<td>A485 International Business Applications</td>
<td>3</td>
<td>3+0</td>
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<tr>
<td>Add</td>
<td>BA</td>
<td>A486 Field Studies in International Business</td>
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<td>Add</td>
<td>BA</td>
<td>A490C Selected Topics in International Business</td>
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<td>1-3+0</td>
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### E. COENG

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Add</td>
<td>EE</td>
<td>A317 Electrical Machines and Energy Conversion</td>
<td>3</td>
<td>3+0</td>
</tr>
<tr>
<td>Chg</td>
<td>ES</td>
<td>A302 Engineering Data Analysis</td>
<td>3</td>
<td>3+0</td>
</tr>
<tr>
<td>Chg</td>
<td>ENGR</td>
<td>A105A Engineering Graphics</td>
<td>1</td>
<td>1+0</td>
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<tr>
<td>Chg</td>
<td>ENGR</td>
<td>A105B Computer Aided Graphics</td>
<td>1</td>
<td>1+0</td>
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<tr>
<td>Dlt</td>
<td>ENR</td>
<td>A105C Engineering Computer-Aided Design III</td>
<td>1</td>
<td>1+3</td>
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</tbody>
</table>
Section 6 - General Education Requirement (GER)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   - Inter MAU coordination to facilitate transfer between campuses.
     - Courtesy coordination is recommended to determine potential transfer conflicts.
     - Check other campus’ catalogs to see if they have a course with the same prefix and number.
     - If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA, The registrar’s office can provide assistance with course number suggestions.
     - If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
   - The appropriate GER template must be applied (www.uaa.alaska.edu/governance/)
   - Addresses appropriate GER student learning outcome(s) from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)
     1. Communicate effectively in a variety of contexts and formats;
     2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
     3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
     4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
     5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
     6. Identify ways in which science has advanced the understanding of important natural processes;
     7. Locate and use relevant information to make appropriate personal and professional decisions;
     8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
     9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.
   - Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
   - Provides rationale for retaining or adding this course to the GER menu
   - Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
     - Oral communication skills. Students:
       - develop both their message creation and message interpretation skills in order to be more successful communicators.
- develop an awareness of the role of communication in a variety of human relationships.
- develop and implement effective and appropriate communication skills, including the ability
to develop, organize, present and critically evaluate messages; analyze audiences; and adapt
to a variety of in-person communication settings.

- **Quantitative skills.** Students:
  - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
  - correctly explain their mathematical reasoning.

- **Written communication skills.** Students:
  - practice methods for establishing credibility, reasoning critically and appealing to the
emotions and values of their audience.
  - write for a variety of purposes and audiences by employing methods of rhetorical and cultural
analysis.
  - develop the tools to read, think and write analytically about print and nonprint texts and to
generate texts that engage their own perceptions while synthesizing the ideas of texts and
scholars.
  - demonstrate their ability to communicate effectively by selecting form and content that fits
the situation; adhering to genre conventions; adapting their voice, tone, and level of formality
to that situation; and controlling stylistic features such as sentence variety, syntax, grammar,
usage, punctuation and spelling.

- **Fine arts.** Students 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.
  - 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.

- **Humanities.**
  Students who complete a **content-oriented** course in the humanities should be able to:
  - identify texts or objects, place them in the historical context of the discipline,
  - articulate the central problems they address and 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,
  - evaluate their soundness or cogency, and recognize common fallacies.
  - use a formal technique to determine the validity of simple deductive arguments and
  - 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.

- **Natural sciences.** Student 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.
  - demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  - demonstrate 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,
- critically observe materials, events or processes, and
- accurately record and analyze their observations.

**Social sciences.** Students will be able to:

- describe the discipline she or he has studied and discuss the key principles or themes that unify it.
- describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research.
- demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
- explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

**Integrative capstone.** Students must be able to:

- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.
- adopt critical perspectives for understanding the forces of globalization and diversity.

*Provides rationale for retaining or adding this course to the GER menu*

Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Integrative capstone course content guides should include an outcomes table that illustrates how each of the two required outcomes are addressed and assessed. The knowledge integration outcome must include at least three of the following: effective communication, quantitative perspectives, information literacy, and critical thinking.

*SAMPLE TABLE*

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Graded Assessment Measures</th>
<th>Integrative Capstone Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the attainment of detailed knowledge of chronological history of mathematics from prehistoric times to the twenty first century, and identify, analyze, and evaluate factors which influenced the global growth of mathematical knowledge across cultures and times.</td>
<td>Examinations, paper, oral presentation</td>
<td>Knowledge integration Critical thinking Effective communication Adopt critical perspectives for understanding the forces of globalization and diversity.</td>
</tr>
<tr>
<td>Prove theorems and perform calculations using historical methods</td>
<td>Examinations, assignments</td>
<td>Quantitative perspectives Critical thinking</td>
</tr>
<tr>
<td>Write and revise papers and give oral presentations which demonstrate knowledge of mathematics in its historical context, and explain mathematical concepts with proper notations and clarity.</td>
<td>Paper, oral presentation</td>
<td>Knowledge integration Quantitative perspectives Critical thinking Effective communication</td>
</tr>
</tbody>
</table>
Actions involving changes in GER are referred to the GERC. After GERC review and approval, the first reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
      
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   b. Completed CCG.
      
      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:
      
      - School and department (CAR boxes 1a and 1e),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),
      - justification for action (CAR box 19),
      - any other relevant information.
      
      Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at GERC.
   c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.
5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.
General Education Requirements (GERs) for Baccalaureate Degrees

- Overview
- Tier 1
- Tier 2
- Tier 3

Introduction:
General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. They are designed to promote an elevation of the student’s level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and understanding how to integrate and apply knowledge to an evolving world experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century (Tier 3).

Tier 1: Basic College-Level Skills
Tier 2: Disciplinary Areas
Tier 3: Integrative Capstone
Total Credits

UAA’s General Education Values
Develop intellectual and practical skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

Build knowledge of human institutions, socio-cultural processes, and the physical and natural world through study of the natural and social sciences, mathematics, humanities, and the arts.

Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

Integrate and apply learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

GER Student Learning Outcomes
After completing the GERs, UAA students shall be able to:
- Communicate effectively in a variety of contexts and formats;
• Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
• Relate knowledge to the historical context in which it developed and the human problems it addresses;
• Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
• Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
• Identify ways in which science has advanced the understanding of important natural processes;
• Locate and use relevant information to make appropriate personal and professional decisions;
• Adopt critical perspectives for understanding the forces of globalization and diversity; and
• Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

<table>
<thead>
<tr>
<th>Tier 1: Basic College-Level Skills</th>
<th>12</th>
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<tbody>
<tr>
<td>Tier 2: Disciplinary Areas</td>
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<tr>
<td>Tier 3: Integrative Capstone</td>
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</tr>
<tr>
<td>Total Credits</td>
<td>37</td>
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</tbody>
</table>

All students should consult a faculty or academic advisor for appropriate course selections.

• Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
• Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
• Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
• Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.

Petitions for GERs and/or General University Requirements

Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost. After the petition has received final approval or denial, the student is notified of the decision. Changes in course level, grading or number of credits awarded are not petitionable. UAA courses
not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.

GER Classification List
Courses listed as satisfying a GER are also identified in the course descriptions. Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below.

UAA Table of GER Substitutions
This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.

Tier 1: Basic College-Level Skills

**Introduction:**
The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication, oral communication and quantitative skills:

- Courses in oral and written communication develop intellectual and practical the critical reading, thinking and communication skills, building critical reading, thinking, and communication competencies (listening and speaking, reading, and writing) necessary to communicate effectively in a variety of contexts and formats needed for personal and professional success.

- Courses in quantitative courses foster develop abilities to reason mathematically and the analytical quantitative and qualitative data to reach sound conclusions and mathematical abilities necessary for success in undergraduate study and professional life.

- Baccalaureate students are required to complete the 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits. Students may select approved basic college-level skills, which may also fulfill requirements in their intended major. Faculty in English, communications and mathematics provide placement criteria (which may require the completion of preparatory coursework).
## Oral Communication Skills

- Oral communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group and public speaking settings. In these courses,
  - Students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so,
  - Students develop an awareness of the role of communication in a variety of human relationships—personal and professional.
  - Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages.
  - Students analyze audiences; and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following Oral Communication courses:

Select 3 credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM A111</td>
<td>Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A235</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A237</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A241</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

## Quantitative Skills

- Quantitative skills courses increase the mathematical abilities of students in order to make them become more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st-century decision-making.
In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills; use them to solve applied problems; and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following Quantitative Skills courses:

Select 3 credits of the following:

- **MATH A107** College Algebra 4
- **MATH A108** Trigonometry 3
- **MATH A109** Precalculus 6
- **MATH A172** Applied Finite Mathematics 3
- **MATH A200** Calculus I 4
- **MATH A201** Calculus II 4
- **MATH A272** Applied Calculus 3
- **STAT A252** Elementary Statistics 3
- **STAT A253** Applied Statistics for the Sciences 4
- **STAT A307** Probability and Statistics 4

Written Communication Skills

- Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting and revising as well as a primary element of active learning in literate cultures.
  - Students practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
  - They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
  - They develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling...
Courses completed at UAA must be selected from the following Written Communication courses:
Select 6 credits of the following:

- ENGL A111 Introduction to Composition 3
- ENGL A211 Academic Writing About Literature 3
- ENGL A212 Technical Writing 3
- ENGL A213 Writing in the Social and Natural Sciences 3
- ENGL A214 Persuasive Writing 3
- ENGL A311 Advanced Composition 3
- ENGL A312 Advanced Technical Writing 3
- ENGL A414 Research Writing 3

Tier 2: Disciplinary Areas

**Introduction:**
Courses in this tier examine Fine Arts, Humanities, Natural Sciences, and Social Sciences which provide GERs continue with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience regarding human institutions, artistic and socio-cultural processes, and the physical and natural world. These are fine arts, humanities, natural science and social science:

- Courses in the **Fine Arts** interpret different systems of aesthetic representation within their historical and cultural contexts examine the historical, aesthetic, critical and creative aspects of art.
- Courses in the **Humanities** investigate consider the cultural, historical, literary, aesthetic, ethical and spiritual traditions that have shaped and continue to shaping the contemporary our world.
- Courses in the **Natural Sciences** identify present theoretical and descriptive approaches in which science advances the understanding of the natural and physical worlds. Lab
Courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.

- Courses in the Social Sciences explore the complexity of human behavior via insights about individuals, groups and cultures derived from empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.

### Fine Arts

- Fine Arts: 3 credits
- Humanities: 6 credits
- Natural Sciences: 7 credits
- Social Sciences: 6 credits
- Total Credits: 22

#### Fine Arts

- The fine arts (i.e., 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.
  - Students 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.

Courses completed at UAA must be selected from the following Fine Arts courses:

(TABLE OF COURSES)

### Humanities

(6 credits from outside the major)

- The humanities courses examine the characteristics 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 rightjudicious 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 courses 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, place them in the historical context of the discipline, articulate the central problems they address and 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, evaluate their soundness or cogency, and recognize common fallacies. They should also be able to use formal techniques to determine the validity of simple deductive arguments and evaluate the adequacy of evidence according to appropriate inductive standards.

Students who complete a skill-oriented humanities course in a language should additionally demonstrate proficiency in listening, speaking, reading, and writing in the target language.

Courses completed at UAA must be selected from the following Humanities courses:

(TABLE OF COURSES)

Natural Sciences
(must include a laboratory course)

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.

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.
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.
- Students will critically observe materials, events or processes, and will accurately record and analyze their observations.

Courses completed at UAA must be selected from the following Natural Sciences courses:

(TABLE OF COURSES)

Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation. Only the most recent course taken is used to fulfill university requirements, including the General Education Requirement.

Social Sciences
(6 credits from outside the major and from two different disciplines)
- The social sciences constitute the various fields of study concerned with society, social interaction and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.

Therefore, each of the social science courses under the rubric of General Education Requirements (GERs), share common learning outcomes. Upon successful completion of a social science GER course, the student will be able to:
Students describe the discipline she or he has studied and discuss the key principles or themes that unify it.

Students describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research.

Students demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.

Students describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.

Students explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying and rejecting hypotheses.

Courses completed at UAA must be selected from the following Social Sciences courses:

(TABLE OF COURSES)

Tier 3: Integrative Capstone*

Introduction:

Integrative Capstone courses For baccalaureate students, culminate the GER experience culminates with an integrative capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design.

Integrative capstone (Tier 3) courses may be taken only after the student has completed all basic college-level skills (Tier 1) requirements.

The integrative capstone list includes courses from across the university that require students to synthesize material gleaned across GER domains. Integrative capstone courses include knowledge integration of GER with the blending of basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2), establishing a foundation for life-long learning, as part of their course design. Integrative capstone courses should focus on practice, study and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century.
Students completing the integrative capstone requirement must demonstrate the ability to integrate knowledge and employ skills to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

- Student adopt critical perspectives for understanding the forces of globalization and diversity.

- The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)

Courses completed at UAA must be selected from the following Integrative Capstone courses:

(TABLE OF COURSES)

* The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)

GER FAQs and ADVISING NOTES
All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
• Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.
• Courses listed as satisfying a GER are also identified in the course descriptions.
• A course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.
• Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below.

PETITIONS FOR GERs and/or GENERAL UNIVERSITY REQUIREMENTS

Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost. After the petition has received final approval or denial, the student is notified of the decision. Changes in course level, grading or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.

GER Classification List
Courses listed as satisfying a GER are also identified in the course descriptions.

Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below.

UAA Table of GER Substitutions
This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.
General Education Requirements (GERs) for Baccalaureate Degrees

- Overview
- Tier 1
- Tier 2
- Tier 3

Introduction:
General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. They are designed to promote an elevation of the student’s level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and understanding how to integrate and apply knowledge to an evolving world (Tier 3).

UAA’s General Education Values
Develop intellectual and practical skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

Build knowledge of human institutions, socio-cultural processes, and the physical and natural world through study of the natural and social sciences, mathematics, humanities, and the arts.

Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

Integrate and apply learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

GER Student Learning Outcomes
After completing the GERs, UAA students shall be able to:

- Communicate effectively in a variety of contexts and formats;
- Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
- Relate knowledge to the historical context in which it developed and the human problems it addresses;
- Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
- Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
- Identify ways in which science has advanced the understanding of important natural processes;
- Locate and use relevant information to make appropriate personal and professional decisions;
- Adopt critical perspectives for understanding the forces of globalization and diversity; and
- Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Tier 1: Basic College-Level Skills

Introduction:
The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication skills:

- Courses in oral and written communication develop intellectual and practical skills, building critical reading, thinking, and communication competencies (listening, speaking, reading, and writing) necessary to communicate effectively in a variety of contexts and formats needed for personal and professional success.
- Quantitative courses develop abilities to reason mathematically and analyze quantitative and qualitative data to reach sound conclusions for success in undergraduate study and professional life.
- Baccalaureate students are required to complete the 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits. Students may select approved basic college-level skills, which may also fulfill requirements in their intended major. Faculty in English, communications and mathematics provide placement criteria (which may require the completion of preparatory coursework).

Oral Communication Skills 3
Quantitative Skills 3
Written Communication Skills

Oral Communication Skills

- Oral communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group and public speaking settings.
  - Students develop both their message creation and message interpretation skills in order to be more successful communicators.
  - Students develop an awareness of the role of communication in a variety of human relationships—personal and professional.
  - Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages.
  - Students analyze audiences and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following Oral Communication courses:

Select 3 credits of the following:

- **COMM A111** Fundamentals of Oral Communication 3
- **COMM A235** Small Group Communication 3
- **COMM A237** Interpersonal Communication 3
- **COMM A241** Public Speaking 3

Quantitative Skills

- Quantitative skills courses increase mathematical abilities.
  - Students become more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which dominate 21st-century decision-making.
  - Students develop their algebraic, analytic and numeric skills; use them to solve applied problems; and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following Quantitative Skills courses:
Select 3 credits of the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
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<td>MATH A107</td>
<td>College Algebra</td>
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<tr>
<td>MATH A108</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH A109</td>
<td>Precalculus</td>
<td>6</td>
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<tr>
<td>MATH A172</td>
<td>Applied Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH A200</td>
<td>Calculus I</td>
<td>4</td>
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<td>MATH A201</td>
<td>Calculus II</td>
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<td>MATH A272</td>
<td>Applied Calculus</td>
<td>3</td>
</tr>
<tr>
<td>STAT A252</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT A253</td>
<td>Applied Statistics for the Sciences</td>
<td>4</td>
</tr>
<tr>
<td>STAT A307</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Written Communication Skills

- Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting and revising as well as a primary element of active learning in literate cultures.
  - Students practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
  - Students write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
  - Students develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

Courses completed at UAA must be selected from the following Written Communication courses:

Select 6 credits of the following:
Tier 2: Disciplinary Areas

Introduction:
Courses in this tier examine Fine Arts, Humanities, Natural Sciences, and Social Sciences which provide a breadth of academic experience regarding human institutions, artistic and socio-cultural processes, and the physical and natural world.

- Courses in the Fine Arts interpret different systems of aesthetic representation within their historical and cultural contexts.
- Courses in the Humanities investigate the cultural, historical, literary, aesthetic, ethical and spiritual traditions that have shaped and continue to shape our worlds.
- Courses in Natural Sciences identify theoretical and descriptive approaches in which science advances the understanding of the natural and physical world. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore the complexity of human behavior via empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.

Fine Arts 3
Humanities 6
Natural Sciences 7
Social Sciences 6
Total Credits 22
Fine Arts
- The fine arts (i.e. 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.
  - Students 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.

Courses completed at UAA must be selected from the following Fine Arts courses:

(TABLE OF COURSES)

Humanities
(6 credits from outside the major)
- The humanities courses examine the characteristics of realities, the purpose of human existence, the properties of knowledge and the qualities of sound reasoning, eloquent communication, and creative expression, studying the problems of judicious 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 courses 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, place them in the historical context of the discipline, articulate the central problems they address and 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 written arguments, evaluate their cogency, and recognize common fallacies. They should also be able to employ formal techniques to determine the validity of deductive arguments and evaluate the adequacy of evidence according to appropriate inductive standards.
Students who complete a humanities course in a language should additionally demonstrate proficiency in listening, speaking, reading, and writing in the target language.

Courses completed at UAA must be selected from the following Humanities courses:

(TABLE OF COURSES)

Natural Sciences
(must include a laboratory course)

- 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.
  - 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.
  - Students 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.

- 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 will demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline.
  - Students will critically observe materials, events or processes, and accurately record and analyze their observations.

Courses completed at UAA must be selected from the following Natural Sciences courses:

(TABLE OF COURSES)
Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation. Only the most recent course taken is used to fulfill university requirements, including the General Education Requirement.

Social Sciences
(6 credits from outside the major and from two different disciplines)
- The social sciences constitute the various fields of study concerned with society, social interaction and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.
  - Students describe the discipline studied and discuss the key principles or themes that unify it.
  - Students describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research
  - Students demonstrate the ability to think critically about how society works and how social realities are created by diverse social processes and cultural practices.
  - Students describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
  - Students explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying and rejecting hypotheses.

Courses completed at UAA must be selected from the following Social Sciences courses:

(TABLE OF COURSES)

Tier 3: Integrative Capstone*
Introduction:
Integrative Capstone courses culminate the GER experience by synthesizing material across GER domains with the blending of basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2), establishing a foundation for life-long learning.

- Students completing the integrative capstone requirement demonstrate the ability to integrate knowledge and employ skills to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.
- Students adopt critical perspectives for understanding the forces of globalization and diversity.

- **The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see [Academic Standards and Regulations](#).)**

Courses completed at UAA must be selected from the following Integrative Capstone courses:

(TABLE OF COURSES)

**GER FAQs and ADVISING NOTES**

All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.
- Courses listed as satisfying a GER are also identified in the [course descriptions](#).
• A course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

• Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below. (Create a link to GER substitutions list.)

PETITIONS FOR GERs and/or GENERAL UNIVERSITY REQUIREMENTS
Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost. After the petition has received final approval or denial, the student is notified of the decision. Changes in course level, grading or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.

UAA Table of GER Substitutions
This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.
Graduate Academic Board report to Faculty Senate, May 2015:

GAB 2013-2014 proposed goals and yearlong agenda:
1. Review curriculum in an expeditious manner [done]
2. Take a closer look at stacking [have chosen to change some GAB procedures in regards to stacking: e.g. not reviewing the undergraduate curriculum as well as graduate]
3. Evaluate and assist with workflow for e-curriculum [done, continues]
4. Begin reviewing processes in the curriculum handbook as they pertain to GAB [done partially in tandem with #3, also created a document excerpting the curriculum handbook IRT board activities]

Curriculum statistics:
Courses [changes, deletes, adds] approved: 82
Programs [changes, adds] approved: 20
Date: April 27, 2015

To: UAA Faculty Senate

From: Undergraduate Academic Board

Faculty Members: Francisco Miranda (Chair), Utpal Dutta, Christina J. Stuive, Irasema Ortega, Carrie King, Kevin M. Keating, Sheri A. Denison, Alberta M. Harder, Barbara A. Harville, Rick Adams, Jared Griffin, Jeff Hoffman

Subject: AY2014-2015 Report

Goal 1: Improve the efficiency and maintain the quality of curriculum review by adopting new procedures and by promoting the use of new technologies to improve the review process.

- Continued with team-based approach to the review process, which practice continues to prove invaluable in expediting course review and facilitating communication and interaction between faculty initiators and board members.
- Received numerous positive comments from faculty initiators after their courses were reviewed by UAB using the team-based approach.

Goal 2: Work with the Office of the Registrar on the implementation of the e-catalog and in the standardization of its language.

- The Course Information Management system is ready for implementation beginning in the fall of 2015.

Goal 3: Work with the Office of Academic Affairs and the Office of the Registrar on academic policies and procedures.
• Supported the GERC in the adoption of GELO outcomes as overall general educational values that are supported by UAA’s General Education outcomes.

Goal 4: Coordinate curriculum update plans with the Vice Provost for Undergraduate Academic Affairs, the Graduate Academic Board Chair, and the Academic Assessment Chair.

• Coordination is ongoing.

Goal 5: Continue the coordination of curricular affairs with college/school committee chairs, department chairs, and faculty initiators.

• Met jointly with the Graduate Academic Board to discuss academic issues of mutual concern and for a Curriculum Information Management update.

• Invited chairs and support staff of College Course & Curriculum Committees to the joint UAB/GAB meeting.

• Agreed to hold future joint UAB/GAB meeting to discuss academic issues of mutual concern.

• Agreed to continue inviting chairs and support staff of College Course & Curriculum committees to discuss issues of mutual concern.

• UAB/GAB chairs met with several chairs of College Course and Curriculum Committees to discuss curricular issues of mutual concern.

• Agreed to continue joint meetings of UAB/GAB chairs with chairs of College Course and Curriculum committees to discuss issues of mutual concern.

• Coordination and communication of curricular affairs is ongoing.
Goal 6: Update the *Curriculum Handbook* as needed.

- No revisions were made by UAB this year in view of the transfer to an e-format of curricular templates.
- Approved motion to modify workflow for GER courses to expedite review process and avoid delays.
- Approved revisions made by GERC to the UAA Catalog on General Education Requirements (GERs) for Baccalaureate Degrees.

Goal 7: Create a shared values document which includes the review process, priorities and procedures of the Board.

- Created a subcommittee to draft shared values document.
- Adopted a shared values document.
- Approved a motion to hold a non-curriculum review board meeting to address our values; and set our priorities, procedures and processes at the beginning of the new academic year.
- UAB/GAB jointly adopted a shared values document.

**Curriculum Actions:**

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<th>NOV</th>
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SEP: No programs

OCT
Chg  BA, BS in Anthropology
Chg  Minor, Statistics
Add  AAS, Veterinary Technology

NOV
Chg  Bachelor of Science, Natural Sciences
Chg  Bachelor of Arts, Biological Sciences
Chg  Bachelor of Science, Biological Sciences
Add  Arctic Engineering (AE) Prefix

DEC: No programs

FEB
Add  Bachelor of Science, Mechanical Engineering
Add  Bachelor of Science, Electrical Engineering
Add  Bachelor of Science, Computer Systems Engineering
Chg  Bachelor of Arts, Elementary Education
Chg  Post-Baccalaureate Certificate, Elementary Education
Chg  Bachelor of Science, Psychology
Chg  Bachelor of Arts, Psychology

MAR
Chg  Bachelor of Arts, English
Chg  Minor, English
Chg  Bachelor of Social Work
Chg  Bachelor of Science, Pre-Professional Track, Speech-Language Pathology Option
Chg  Bachelor of Science, Dental Hygiene
Chg  Associate of Applied Science, Dental Hygiene
Chg  Associate of Applied Science, Process Technology
Add  Prefix, Teaching and Learning/EDTL
Chg  Minor, Real Estate
Chg  Occupational Endorsement Certificate, Phlebotomist
Chg  Occupational Endorsement Certificate, Medical Laboratory Technology
Chg  Occupational Endorsement Certificate, Medical Laboratory Science
Chg  Bachelor of Arts, Mathematics
Chg  Bachelor of Science, Mathematics

APR
Chg  Associate of Applied Science, Architectural and Engineering Technology
Dlt  Occupational Endorsement Certificate, CADD for Building Construction
Chg  Undergraduate Certificate, Architectural Technology
Chg  Undergraduate Certificate, Civil Technology
Chg  Undergraduate Certificate, Mechanical and Electrical Technology
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Activity for the month of April

- The following curriculum was reviewed:
  - MUS A221 and MUS A222 were approved as fine arts GERs.
  - EDEC A105 and JPC A204 Media Literacy were approved as social science GERs.
  - JPC A492 JPC Capstone Seminar was approved as an integrative capstone.
- Revision of the GER portion of the catalog was approved at GERC and UAB.
- The integrative capstone template was revised and approved.
- The curriculum handbook section pertaining to GERs was revised, mostly in the integrative capstone section. Revision was approved by GERC and UAB.

2014-2015 General Education Review Committee Goal Status:
1. Review general education curriculum and assist faculty developing general education curriculum. Done
2. Support the General Education Assessment Task Force in any way possible. Done
3. Support the UA Faculty Alliance work in UA System general education alignment. Done
4. Serve as a resource for internal general education projects and discussion. Done
5. Check course review dates to see if any are due or past due; notify units to update curriculum where needed. This is an end of the year project that will be done soon.
6. Compare current general education outcomes and category outcomes to determine they are aligned. Work with departments to review/revise outcomes as need. This was not done. With the development of a general education assessment body, this goal is likely better addressed by that body as part of the assessment process than GERC.

Over the past year GERC discussed, researched, and resolved the issue of some courses being approved to satisfy two GER categories. This was an unexpectedly complicated issue that
ended up taking months to resolve. GERC also assisted with the development of the e-curriculum to ensure the software addressed needs specific to general education courses and potentially supplement general education assessment processes in the future.

Campus-wide discussion of the adoption of the GELO general education outcomes was coordinated by GERC. The end result was adoption of the four statements as general education values that are supported by UAA’s current nine general education outcomes. This assists in the alignment of statewide general education and demonstrates faculty initiative in the alignment process.

All general education curriculum was reviewed by GERC. We also updated the integrative capstone template and the GER portion of the Curriculum Handbook to facilitate curriculum development and approval for general education courses. Finally, we revised the general education portion of the catalog copy to make it more student user-friendly.
Academic Assessment Committee May Report to UAA Faculty Senate

Committee Membership
Scott Downing - KPC, Cindy Trussell - KOD, Holly Bell - MSC, Rebecca Moorman - LIB, Bill Myers - CAS, Kathleen Voge - CBPP, Vacant - COE, Jennifer McFerran Brock - CoEng, Rachel Graham - Faculty Senate, Deborah Mole - Faculty Senate, Tim Benningfield - Faculty Senate, Kathi Trawver (Co-Chair) – COH, Brian Bennett (Co-Chair) - Faculty Senate, Maria Stroth (Committee Support) - OUAA, Susan Kalina (Ex-officio) - Vice Provost, Helena Wisniewski (Ex-officio) - Vice Provost.

Guest(s) and Public Attendee(s)

Committee discussion(s)
Tracking and archiving of artifacts, data and reports for assessment across programs, colleges and the university.

Expanding AAC as a sources for programs seeking assistance: regular meetings, outreach for programs, special consultations, and individual committee members. “AAC, not just for reviewing results.”

Assessment and reporting requirements of programs under various levels of transformation, suspension, teaching out, etc.

2015 Annual Academic Assessment Seminar theme/topic and speaker.

Accreditation: Core Theme 1 Indicator Rationale.

Motions

Informational Items
Minor updates to the assessment plans for the Associate of Applied Science in Accounting at Mat-Su College.

Save the Date: 2015 Annual Academic Assessment Seminar, Friday, September 11, 2015 in LIB 307.

Programs whose assessment plans were reviewed during the period
- College of Education, Master of Arts in Teaching, represented by Dr. Michael Muller

Submitted by: Brian Bennett                      Date: 24 Apr., 2015
April 10, 2015 ACDLITe Committee Report
Faculty Senate, May 2015

Committee Members:

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<tr>
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<tr>
<td>Dave Fitzgerald (CBPP)</td>
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P-present  E-excused  A-absent  D-Distance

1. **Guests CIO Pat Shier, AI&E Director Dave Dannenberg, and Lora Volden**

   - **Pat**: UTC and ACDLITe have voted to block the porn and illegal peer-to-peer sharing sites responsible for consuming much of our UAA bandwidth.
   - Adobe has changed their licensing model and we can now purchase Adobe Pro for $7.00 per year per person. This does not include the “Creative Suite” used by some departments, so a purchase decision will be made by August.
   - The Microsoft Office 365 Pro Plus available for all UAA faculty, staff, and students includes an account with Skype, which recently merged with Lync.

   - **Dave D**: Testing is underway with Blackboard in the cloud. Many of the problems discovered are being addressed by the vendor, but the most critical is the malfunctioning of SafeAssign. Although only approximately 100 instructors use this software, they rely upon it as an antiplagiarism tool. Discussion followed regarding what other methods, if any, other instructors are using to prevent plagiarism.
   - Digication (e-Portfolio software) questions reveal that there has been no action taken yet specifying a policy for the maintenance/accessibility of students’ portfolios after their graduation.

   - **Lora**: Upon special invitation, Lora joined the meeting to explain some of the restrictions in Banner dictated by its application on a university-wide basis, and the functionality of the numerous overrides. Most restrictions are imposed when courses are built in Banner. To alleviate the necessity to implement several overrides for a single student, UAA faculty can use, “UAA Approval and Capacity”.
   - A new form is being designed to allow a change of grade online, and to incorporate new language giving the reasons for the change.
   - Another project underway will implement a method to import grades from Blackboard into UAOnline.
   - E-catalog/e-curriculum is scheduled to go online, possibly in the fall depending upon testing results. Curriculum changes will require only one form, and the methods for updating courses will be much more dynamic.
2. Status of 2014-2015 Committee Goals

Goal 1: Research/Promote Faculty Technology Accessibility and Collaboration
— Investigated and tested numerous methods. While Lync works well when implemented, there were always problems getting all committee members connected. We hope recent changes involving the unification of Skype and Lync will facilitate increased user-friendliness and reliability.

Goal 2: Maintain ACDLITe’s presence in all UAA committees and initiatives that address instructional technology issues to ensure that UAA faculty needs and concerns are considered
— Co-chairs served as members of the University Technology Council (UTC)
— Participation in the Blackboard in the Cloud evaluation
— Participation in the pilot study of Office 365
— Regular communication with CIO, Pat Shier and AI&E Director Dave Dannenberg to discuss technological issues
— Representation on the Blackboard policy evaluation committee
— Representation on the eLearning workgroup
— Representation on the Faculty Senate ad hoc Committee to Investigate eFaculty Evaluation Files
— Representation on the Learning Management System Review Committee

Goal 3: Host luncheon for UAA’s eLearning Community
— Luncheon held with theme, “Innovations in eLearning” with PechaKucha style presentations by Bruno Kappes, Trish Jenkins, Ginger Blackmon, Lara Madden, and Ira Rosnel (full report on last page).

Goal 4: ePortfolio policy development for electronic promotion and tenure files
— Member participation on Faculty Senate ad-hoc committee, subsequently working with Academic Innovations to conduct a pilot project for the submission of electronic files for tenure/promotion/review this fall

In addition, ACDLITe also maintained the ACDLITe website with updates on committee activities and meetings, and invited CIO, Pat Shier and AI&E Director, Dave Dannenberg to attend our meetings to discuss and update each other on technology and eLearning topics.

All committee members are commended for their attendance, hard work, and contribution towards the achievement of committee goals and institutional mission during the academic year 2014-2015.
3. **eLearning Luncheon Summary**
   A subcommittee was formed consisting of Amy Green, Naomi Everett, Todd Peterson, Lynn Paterna, and Aimee Tremblay with input from the Co-chairs of ACDLITe, Dave Fitzgerald and Bruno Kappes. After numerous planning sessions the committee decided to feature one faculty member from each college (if possible) to present their innovations in terms of pedagogy, student engagement, and on-line technology best practices.

   Funding for the event was secured by a generous gift from the Office of the UAA Academic Innovations and eLearning to cover the expense of the meals and the door prizes.

   February 20 was selected due to its proximity between the beginning of the spring semester and Spring Break. A search of innovative presenters and their topics for the luncheon yielded:

   - Bridging the Digital Literacy Gap: Embedding 21st Century Skills into Coursework by Lara Madden
   - Enhancing Evidence-Based eLearning Performance by Teaching eFolio Thinking Competencies by Bruno Kappes
   - Language as a Tool in eLearning by Trish Jenkins
   - Lessons Learned: Distance Delivery and Beyond by Ira Rosnel
   - Native Ways of Knowing: Building Relationships with Self, Others and the Earth by Ginger Blackmon

   The Luncheon was limited to 65 seats at Lucy’s in Cuddy Hall and was catered by the Culinary Arts Department. By all accounts, it was a tremendous success.

   The speakers’ PowerPoint presentation files are posted on the ACDLITe website at [http://www.uaa.alaska.edu/acdlite/](http://www.uaa.alaska.edu/acdlite/)

   The presentations were filmed and we plan to post the streaming videos on the site soon, as well as the 21 responses to the post-event survey and a selection of photographs from the event. The general results were very positive, and respondents offered suggestions for topics for the luncheon that we hope to host next year.
### FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY, APRIL 17, 2015

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Consultants and Representatives

__P__ Marva Watson, Director, Campus Diversity & Compliance Office

P=Present   E=Excused   A=Absent
I. The meeting was called to order at 10:10 AM and the quorum was established. FSDC Chair (Gabe Garcia) welcomed the members.

II. Approval of April Meeting Agenda and March Meeting Minutes

Wei moved to approve the March meeting minutes with suggested revisions from Rebeca. Motion was seconded by Zeynep. Wei made a motion to approve April Meeting Agenda. Motion was seconded by Zeynep.

III. Response to the Culture Shock Survey for foreign-born faculty sponsored through H1B Visa – Karen Lee (HR)

The committee discussed plan for action in responding to HR’s Culture Shock Survey for foreign-born faculty sponsored through H1B Visa. Gabe shared the FSDC’s letter response. The committee generally approved the letter; however, Gabe gave the membership until Monday next week (April 20) to send any additional edits via email. In addition to what was already contained on the letter, the committee provided the following recommendation

- Consider conducting focus groups to capture in-depth experience of foreign-born faculty, preferably by a trained researcher.
- Communicate with Ron Kamahele, HR Director, about the concerns regarding the survey.
- Provide resources regarding diversity training for HR staff

IV. Review of Faculty Senate Diversity Committee Goals for 2014-2015

Gabe provided a summary of FSDC’s accomplishments of its goals for the academic year. This academic year, FSDC was successful in (1) organizing one Diversity Dialogue on mentoring; (2) creating a database for faculty doing research/creative activity, teaching, and/or service related to diversity; and (3) continuing the discussion on the potential for developing some structure for faculty mentorship.

V. DAC Updates

There were no updates from DAC at this time. DAC and FSDC had a joint meeting with the Chancellor earlier today.

VI. Updates from Alaska Native and Indigenous Faculty Subcommittee

Maria updated FSDC that Alaska Native faculty have forwarded their idea to the Provost about the importance of having a Vice Chancellor for Alaska Native Affairs.
VII. Debrief from the meeting with Chancellor Case

FSDC members discussed their thoughts and reflections with the meeting with the Chancellor. The membership recommended the following action items/next steps for the Chancellor:

- Create a faculty mentorship system housed in the Provost office
- Recruit and retain international students, which is financially beneficial to the institution
- Create an online presence of diversity
- Create a cabinet level leadership that will drive the Diversity Action Plan

VIII. FSDC Leadership and Membership

The committee briefly discussed who will maintain membership with FSDC. Gabe also encouraged those who will be Faculty Senators in the committee to consider co-chairing the committee.

IX. Announcements

FSDC congratulated Zeynep for her Fulbright award.
Quoting from our August 31st report, the Committee’s foci for this academic year included:

1. Following discussions with the Provost, selecting colleges to be surveyed.
2. Consulting with the deans of applicable colleges.
3. Assisting the staff in developing an analogous survey.
4. Finalizing the selection of the survey engine (per last year’s effort, Qualtrics is the likely choice).
5. Formatting and testing the survey(s); this may include the staff survey.
6. Assembling the necessary listservs.
7. Promoting the survey(s).
8. Implementing the survey(s).
9. Completing post-survey dialogues with the Office of Academic Affairs and applicable deans.

Since its last report of March 30th, the Committee launched the survey of faculty of both the Library and CBPP. The Library response rate was over 70%. To enhance the rate for CBPP, its survey period was extended to April 30th. The Committee forwarded pesky reminders to both units during their respective survey periods. Following the close of the CBPP survey, the Committee will coordinate with IT Services as the survey reports are prepared for forwarding to the Provost and respective Deans. The Committee will also confer with APT and Classified Councils on “lessons learned” during this year’s survey exercise and assist staff governance as they finalize and administer a similar survey to UAA’s staff.

The Committee’s expected foci next year are:

1. Review with the Provost and the Deans of CBPP and the Library this year’s survey exercise and implement changes to the survey instrument and process if needed.
2. Coordinate the AY2015-2016 survey process with the Deans of colleges to be surveyed.
3. Implement the survey(s).
4. Continue assistance to staff governance when requested.

The Committee thanks Pat Shier, Rachel Waters, and Ryan Adkins of UAA’s IT Services; our work this year would not have been possible without their considerable contributions.

Committee members include: L. Foster (chair), F. Nabors, B. Brown, L. Vugmeyster, S. Cook, and D. Fox. The Committee’s next meeting is at 9:00 AM, May 1st, in SSB 366. A list of current members wishing to serve on the Committee next year will be prepared thereafter and forwarded to Governance.

MECO

Prepared by Larry Morris Foster (Dept. of Mathematics & Statistics).
STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE
YEAR-END REPORT FOR APRIL 2015 TO UAA FACULTY SENATE

Membership

The members of the 2014-2015 SASS Committee are Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore, Ruth Terry, and Sharyl Toscano. Karl Pfeiffer and Sharyl Toscano are co-chairs of the committee. The last meeting for this academic year was held 4/17/15.

2014 – 2015 SASS Committee Goals

Current goals are for the 2014-2015 academic year follow.


2. Explore intervention strategies for at-risk students: Outcome: summary reports to Senate. Status: Initiated/Ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.


5. Explore committee participation to include students, parents of students, and alumni. Outcome: summary reports to Senate. Ongoing. SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and will be done again during the 2015-2016 school year. See attachment.

6. Review process of supporting students enrolled in discontinued programs. Ongoing.


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

10. Request follow-up meetings with: Provost Baker regarding student incentives (Completed 12/9/14); Mark Fitch regarding GER synchronicity between MAUs (Incomplete); Susan Kalina regarding course sequencing (Completed 11/21/14);

Co-Chair Summary: The SASS Committee met for the seventh and last time of the 2014-2015 academic year on April 17, 2015. Minutes are attached from that meeting. The main focus of the meeting was the discussion of the SASS Student Forum held during the March 20, 2015 meeting. A more detailed report is attached. Susan Kalina, Vice Provost for Undergraduate Academic Affairs, and Katlyn Church also attended the April 17 meeting. Dr. Kalina facilitated a discussion regarding UAA’s Core Themes for accreditation. Finally, SASS is losing an active and important member due to Professor Tom Skore’s retirement. Karen Parrish will also discontinue her work with SASS due to the elimination of her position with UAA. It is hoped that the leadership and membership of SASS will be otherwise stable for the coming academic year.
Friday, March 20, 2015 Faculty Senate Subcommittee on Student Academic Support and Success (SASS) – Student Forum

**SASS Participants:** Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Kamal Narang, Galina Peck, Karl Pfeiffer (Co-Chair), Tom Skore, Ruth Terry, and Sharyl Toscano (Co-Chair).

**Student Participants:** Efrat Behar, Laurel Carlsen, Amanda Clute, Rebeca Constant-Parker, Everret Hamilton, Margaret Keoneman, Ceezar Martinson Max McCallum, Matthew Meyer, Nadia Rausa, Mike Swanson, Brian Fausett, and Victoria Walsh. Names of approximately 5 additional students were not recorded.

1. **Introductions:** After brief introductions SASS members facilitated the discussion of the following topics. Approximately 18 students participated at the invitations of various SASS committee members. They were not randomly selected, and do not constitute a representative sample of UAA students. They do reflect a wide range of departments, and diversities of experience.

2. **Things that helped them succeed:** Good teachers, good advising, positive departments, low cost, supportive student cohorts, supportive family, flexible jobs, flexible teacher expectations, mentoring.

3. **Obstacles to success:** Bureaucratic inefficiency, rudeness – particularly during initial admission/enrollment experiences, cancelled classes, bad advising, inflexible teacher expectations, inflexible course scheduling, lack of administrative follow-up for transcripts, transfer credit, and financial aid, lack of course/credit transferability between UA system schools, lack of alignment between high school math and college level math, parking, winter, lack of courses (particularly upper division) that are available at extension sites, lack of integration and support for non-traditional students and international students.

4. **What motivated you most as a student?** Personal achievement, love of learning, personal enrichment, teachers, advisors, DegreeWorks, better life, better job, recognition, enjoyment of the classroom experience, inspiring professors.

5. **What advice would you give to other students?** Go in person. Don’t call, if you want to get something done. Talk to people, especially advisors and extra-especially faculty advisors in your major. Ask questions. Evaluate your professors and look at RateMyProfessor. Be flexible. Be patient. Use academic and financial advisors. Use student health and counseling services.

SASS evaluated the forum positively and expects to host another SASS Student Forum during the March 2016 meeting. Overall, student evaluations of UAA were positive. It was noted that there are convergences between students and faculty regarding problematic areas like excessive bureaucracy.
Student Academic Support and Success (SASS)
Friday, April 17, 2015
ADM 101A, 2:30-4:00 PM
Meeting Minutes

Present: Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Kamal Narang, Galina Peck, Karl Pfieiffer (Co-Chair), Tom Skore, and Ruth Terry.  Excused: Sharyl Toscano (Co-Chair).

I. Old Business
   a. Review/approve minutes from 3/20/15 SASS meeting. Approved with corrections.

II. New Business
   a. April 3, 2015 Faculty Senate Meeting was discussed. Main concern continues to be UA budgetary problems.
   b. 2015-2016 membership and co-chair positions were discussed. Tom Skore will no longer be serving on SASS due to his retirement from UAA. His service to SASS for over 10 years has been greatly appreciated. Karen Parrish will no longer serve on SASS due to her position at UAA being terminated. Karl and Sharyl will continue as co-chairs of SASS for the coming year.
   d. Accreditation Steering Committee Core Theme Indicator #3 – Susan Kalina and Katlyn Church attended the meeting to engage SASS in a discussion of the content and rationale of UAA Core Themes and particularly in Theme #3 – Student Success.

III. Strategies for at-risk students. (Postponed.)

IV. Open Agenda
   a. SASS was contacted by students and faculty concerning about the untimely cancellation of classes. Specifically, there appears to be an assumption that cancelling one class (particularly one that meets a GER) simply forces students to take a different GER. The experience of some SASS members suggests that alternate responses may include students transferring to different schools, taking a semester off, or dropping-out of school altogether. SASS will research this question in the coming year.

V. Adjourn: 4:00 PM
Academic Honesty and Integrity Committee (AHI)
Plenary Meeting, April 27, 2015 8:30 – 9:30 a.m.

Present: Paola Banchero, David Bowie & Sally Bremner (Co-chairs), Clare Dannenberg, Mari Ippolito, Carri Shamburger, Jennifer Stone, Michael Votava, and Corrie Whitmore, Jacque Woody, Dean Yesner.
Apologies: Dede Allen, Jeff Laube, Michael Votava.

Progress on Academic Honesty and Integrity Committee Goals for 2014-2015

1. Promote upgraded Academic Integrity Tutorial and quiz to faculty, adjuncts and TAs.
   This was done using the faculty list in fall and spring, and should be ongoing
   Popup text to explain incorrect quiz responses was created; AI&eL will be asked to add it.

2. Complete and distribute Faculty Guide to Student Academic Integrity.
   Done. An online version was posted on Dean of Students website, CAFÉ and library website.
   Since our Student Code of Conduct, Pt. A revisions were accepted by MAUs, we need to insert
   the revised text in the guide, and deploy printed copies around campus.

3. Increase accountability for students withdrawing under suspicion of academic dishonesty.
   This issue was discussed further, and practices at peer and aspiring peer institutions were researched.
   The common calendar initiative will likely bring the class withdrawal date forward,
   closing the loophole somewhat. Provost Gingerich is now aware of this issue.

4. Finalize process for committee members to serve as student conduct hearing officers for academic misconduct cases. Receive approval from the Vice Chancellor for Student Affairs for selected committee members to serve as student conduct hearing officers. Assign 4-5 academic misconduct cases to each volunteer to review. Done. More student conduct officers must be trained. Model responses will be developed to facilitate officers’ work.

5. Follow up on our proposed revisions to Board of Regents policy (Student Code of Conduct, Pt.A).
   Done. Our revisions were finally accepted by UAS and UAF this month, so will be sent forward.

6. Develop strategies to raise visibility of academic integrity Issues.
   An extensive revision and expansion of the Academic Honesty webpages at Consortium Library
   were begun. We created learning objectives, templates and some content, but more work is
   needed. We are seeking a more visible link on UAA website for this information.

7. Identify online tutorial on how to cite sources that could be made available campus-wide. Done.
   Tutorials for APA, MLA and Chicago style are available in Atomic Learning. All UAA has access.

8. Examine campus learning infrastructure that would benefit from increased access to information, resources, and training regarding academic integrity.
   We invited staff from LRC, CAFÉ and the Information Literacy Interest Group to attend a
   Prevention Subcommittee meeting to discuss common goals. This needs to continue.

Submitted by David Bowie and Sally Bremner, Co-Chairs.
We, as CORCA, successfully completed the Second Annual Faculty Showcase on April 3. This report presents our activities, challenges and future possibilities in the context of the goals that CORCA came up with at the beginning of the 2014-2015 academic year.

2014-2015 Goals

1) Strengthen the committee’s role as the voice of the faculty around research and creative activity policy.

2) Make research visible at the University: Institutionalize the organization of the faculty showcase as an annual activity in the spring and develop additional activities to make research visible. These efforts could include creating a web site under the Faculty Senate link, conducting a survey of what research means to our faculty, and broadening our research and creative activities base.

3) Develop initiatives to support graduate studies and research, including collaborating with the graduate students association and bringing back to life the graduate studies and research week.

4) Strengthen connections between the committee, the Vice Provost for Research and Graduate Studies (VPRGS), and the Office of Undergraduate Research and Scholarship.

5) Continue outreach efforts to other key administrators, policymakers and external constituents.

6) Make research visible to external research constituencies by inviting them to the research week. Explore the possibility of a donor event/dinner at the end of the research week by collaborating with the VPRGS and University Advancement.

8) Act as adviser for the university and make recommendations related to its research and creative activity policies as needed.
9) Write an annual report with recommendations.

**2014-2015 CORCA Activities**

We, as CORCA, have been successful in terms of co-organizing the showcase with the Vice Provost for Research and Creative Activities. Going forward, we should decide whether this event should remain co-organized with the VPRGS (in which case, we should formally define the role and responsibility of each party), or organized solely by CORCA in partnership with multiple administrative units (including the Chancellor, Provost, VPRGS and OURS) and the community (in which case we will need to mobilize more resources). We have also been successfully in developing and strengthening our connections with various administrative units, including starting fruitful conversations with the Chancellor, the Honors College, the Associate Vice Chancellor of Financial Services, and OURS. We have not been able to bring Graduate Studies into the picture mainly because of the fluidity of the organizational challenges that seem to be present in that administrative unit. However, going forward, this is one of the areas we feel we must address in terms of research and creative activity. CORCA has been somewhat successful in terms of making research and creative activity more visible to the university community and in reaching out to the external constituency. In terms of what needs to be done and what can be done, our committee is well aware of the challenges ahead of us. However, as the panel discussion during the showcase highlighted, there are things that the university as a whole can do even in the presence of the uncomfortable fiscal challenges. In the fall, we intend to meet with the Provost to develop a fruitful collaboration and bring some clarity into our mandate, role, charge etc.

**Future Possibilities**

The success of CORCA as an advisory arm of the faculty senate really depends on the understanding that it is formed to promote research and creative activities at UAA. However serious these two activities may sound, they are to be looked from the perspective of “celebration” of what UAA faculty as well as graduate and undergraduate students have accomplished during the academic year. Over the academic year, we have consulted with the Office of Undergraduate Research as well as Honors’ College to see what we can do to promote the name, The University of Alaska Anchorage. Our conversations do reveal that there is great willingness as well as opportunity to designate a certain time of the year to be the time of “celebration” of research and creative activities at UAA.
To: Diane Hirshberg, Faculty Senate President

From: Bill Myers, Chair, General Education Requirements Assessment Task Force (GERA)

Re: GERA Report to Faculty Senate

Date: April 27, 2015

GERA Committee Membership:

<table>
<thead>
<tr>
<th>Shawnalee Whitney, CAS</th>
<th>Andrew Metzger, SOE</th>
<th>Herminia Din, CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Partridge, KPC</td>
<td>Kathryn Ohle, COE</td>
<td>Susan Kalina, Ex-officio, Vice Provost</td>
</tr>
<tr>
<td>Megan Ossiander-Gobielle, CTC</td>
<td>Deborah Mole, LIB</td>
<td>Maria Stroth, OAA</td>
</tr>
<tr>
<td></td>
<td>Kyle Hampton, CBPP</td>
<td>Jackie Cason, CAS</td>
</tr>
<tr>
<td>Sandra Pence, Faculty Senate</td>
<td>Bill Myers (Chair), CAS</td>
<td>(currently vacant) Student Rep.</td>
</tr>
</tbody>
</table>

1) GER Assessment Plan Finalized and moving into action: After three years of work, GERA has crafted a GER SLO assessment plan and is already taking steps to put this plan into action beginning this summer and Fall, 2015. Active GER assessment is critical to UAA’s ongoing preparations for the 2017 on-site accreditation visit from NWCCU. The GER assessment plan is attached.

2) GER Faculty Director and GER Advisory Committee: The GERA Task Force recommends the 3 year appointment of a qualified faculty member to lead the assessment of the GER SLOs. We also recommend the creation of a GER Assessment Advisory and Outreach Committee to support in the assessment of GERs, and to help foster a campus wide dialogue on the value of general education. See the attached recommendation.

3) The GERA committee is asking the Faculty Senate for a resolution in support of these recommendations.

The UAA Faculty Senate supports the GERA Task Force's recommendations on moving forward with implementation of the GER assessment plan and the creation of a GER Faculty Director and Advisory Committee.

Please do not hesitate to contact committee members and/or Chair, Bill Myers with questions, suggestions, and comments. Further information can be found on the GER Assessment Task Force website listed below:

http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm
Recommendation: GER Faculty Director and GER Advisory Committee

The Value of General Education - Society, employers and UAA all value broadly trained individuals who can think, communicate, imagine, analyze and engage with their surrounding community and the wider world. UAA needs to articulate this message of value to all involved (faculty, staff, administration, students, community). GER assessment should be faculty driven and student focused, based on “authentic” teaching and assignments that grow out of the classroom. Any GER assessment process should be built around a model of flexibility, simplicity, sustainability and usefulness. Assessment should be seen as inquiry, dialogue, and engagement, as a part of the scholarship of teaching and learning. In order to support this general education mission we recommend that the university create as part of a faculty member’s regular workload a part-time faculty director position. The faculty director will work with a stand-alone GER assessment advisory and outreach committee, made up of faculty committed to the value of general education.

A) GER Faculty Director: Responsibilities and Qualifications
This is a 3 year appointment of a qualified faculty member to lead the assessment of the General Education Requirements Student Learning Outcomes. Preferred qualifications for the faculty director are: a commitment to the value and importance of general education, as documented by a history of teaching, curriculum development, and/or assessment of UAA’s GERs.

The faculty director will:

- Collaboratively implement the GER Assessment Plan and report progress, findings and recommendations to the appropriate groups and the institution;
- Build faculty expertise by recommending faculty development related to general education;
- Chair the Faculty GER Assessment Advisory and Outreach Committee; and
- Report to the Vice Provost for Undergraduate Academic Affairs.

B) GER Assessment Advisory and Outreach Committee
The Composition of the Committee is yet to be determined, but will have as a principle broad representation of the faculty. Preferred qualifications for Committee members are: a commitment to the value and importance of general education, as documented by a history of teaching, curriculum development, and/or assessment of UAA’s GERs. Term lengths will be three years, to assure consistency and commitment.

GER Assessment Advisory and Outreach Committee Charge:

a. Advise and support the director in implementing the assessment plan;
b. Advise and support the director in implementing outreach activities to foster a campus-wide dialogue on the value of general education and GER learning outcomes assessment, with the focus on excellence in teaching and learning; and
c. Serve as a sounding board for recommendations coming out of GER assessment including changes in the plan itself.
General Education Requirements for Baccalaureate Degrees

Academic Assessment Plan

Adopted by

The GERA Task Force: AY 2014-15

Submitted to the Academic Assessment Committee via:
ayaac@uaa.alaska.edu
4/29/15
Mission Statement

General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. They are designed to promote an elevation of the student’s level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century (Tier 3).

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Tier 1: Basic College-Level Skills</td>
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<td></td>
</tr>
<tr>
<td>Tier 2: Disciplinary Areas</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Tier 3: Integrative Capstone</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

Tier 1: Basic College Level Skills

The UAA GERs begin with basic college-level skills enhancement in written communication, oral communication and quantitative skills:

- Courses in written communication and oral communication develop the critical reading, thinking and communication skills (writing, speaking and listening) necessary for personal and professional success.
- Courses in quantitative skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life.

Tier 2: Disciplinary Areas

GERs continue with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience. These are fine arts, humanities, natural science and social science:

- Courses in the fine arts examine the historical, aesthetic, critical and creative aspects of art.
- Courses in the humanities consider the cultural, historical, literary, aesthetic, ethical and spiritual traditions shaping the contemporary world.
Courses in natural science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the natural sciences emphasize gathering data and analyzing hypotheses according to the scientific method.

Courses in the social sciences explore insights about individuals, groups and cultures derived from empirical methodologies.

**Tier 3: Integrative Capstone**

For baccalaureate students, the GER experience culminates with an integrative capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design. Integrative capstone (Tier 3) courses may be taken only after the student has completed all basic college-level skills (Tier 1) requirements.

The integrative capstone list includes courses from across the university that require students to synthesize across GER domains. Integrative capstone courses include knowledge integration of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design. Integrative capstone courses should focus on practice, study and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century.

Students completing the integrative capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

**Brief History of General Education Assessment at UAA**

UAA has engaged in various forms of general education assessment since at least 1998 with a two year general education assessment project in preparation for the 2000 NWCCU accreditation. The reports for each of those two years are available through OAA.

From 2000 to 2005 a UAA GER review committee examined national and local general education structures and practices (chaired by Dan Kline, English). Their efforts led to the formation, in 2004, of a General Education Review Committee (GERC) as a standing subcommittee of the Undergraduate Academic Board (UAB). The purpose of the GERC is to review the status of GER courses, and insure
that these courses meet the intent of the general education requirements. This body also developed a 3 Tiered division of the GERs: Tier 1—basic college level skill in written and oral communication, and quantitative reasoning; Tier II—disciplinary introduction to the fine arts, humanities, natural science, and social science; and Tier III—Integrated upper division Capstone. This group also developed 9 GER Student Learning Outcomes and category descriptors for those outcomes and Tiers. Between 2005 and 2010 UAA underwent a major catalog review to insure that all current and new GER courses were updated to include the new GER SLOs. Additionally, beginning in 2005, many departments and programs created GER Integrated Capstone courses to help students fulfill this new requirement.

Beginning in 2005, the College of Arts and Sciences created a committee specifically entrusted with assessing the Associate of Arts (AA) degree. This AA assessment committee has filed an annual assessment report since 2006. The assessment of the AA degree has served as de facto assessment for the UAA GER courses, since the AA degree closely approximates the GER requirements. The AA degree requirements, however, do not include a natural science lab GER, a quantitative GER, or the GER Integrative capstone. In 2009 the GERC undertook a pilot assessment study of a selected sample GER Integrated Capstone courses. (See Appendix C for a summary report of the AA assessment from 2005-14).

In September 2012 the UAA Faculty Senate passed a motion creating a General Education Assessment Task Force (GERA), giving it a two year term to undertake the following duties (extended for a third year, 2014-15):

- Research national best practices in assessment of general education learning outcomes;
- Foster a campus wide dialogue on general education and GER outcomes assessment;
- Recommend next steps toward developing a GER assessment plan and any funding implications of that recommendation.

The following assessment plan is part of the GERA charge. GER assessment should be faculty driven and student focused, based on “authentic” teaching and assignments that grow out of the classroom. Modeled after national best practices, this GER assessment process is built around a model of flexibility, simplicity, sustainability and usefulness. Assessment should be seen as inquiry, dialogue, and engagement, as a part of the scholarship of teaching and learning.
GER Program Student Learning Outcomes

After completing the GERs, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Pre-Assessment Activities

1) Curriculum Mapping:

   a) GER Outcomes mapped to GER Courses: Map out which GER courses develop and assess which GER student learning outcomes. See timeline for process. Filled out at department level. Overseen by GER Faculty Director and Advisory Committee.

   b) GER Outcomes mapped to program level courses and outcomes: Program level mapping whereby each program maps out which of its courses and PSLOs meet which of the GER 9 SLOs, either directly through a GER course offering, or indirectly as a program outcome. For example, History might offer courses that specifically meet the GER Humanities SLO (relate knowledge to the historical context in which it developed and the human problems it addresses), but at the program level it also seeks to develop student skills in historical thinking, research and writing. These would map indirectly to GER SLOs of effective communication, information literacy, and knowledge integration. These maps of program outcomes to GER outcomes will be filled out by all UAA programs. See timeline for process.
Assessment Measures

1) Faculty Community of Practice Inquiry Groups: Across courses and disciplines. Staggered, sampled collection of faculty reporting at the GER and program course level on student performance towards the relevant GER SLO. Faculty share syllabi, key courses assignments, collect and share student products, use and/or redesign assessment rubrics (for example, work off AAC&U rubrics), report out findings and recommendations. AA Assessment is piloting such a project for Spring/Summer 2015, with a small faculty group assessing the Humanities AA/GER SLO.

2) Student Demographic Information and Surveys: Use Noel Levitz SSI survey and IDEA to gather information on GER student demographics, student pass rates, and student perceptions of their knowledge and skill acquisition on GER SLOs. Administered by UAA IR, overseen by GERA and Director of General Education.

Process

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Community of Practice Inquiry Groups Assess GER SLOs</td>
<td>Small working groups of faculty teaching selected GER and program courses report out on student performance on targeted GER SLO/s from course embedded assignment/s. They meet to share syllabi, key course assignments, collect and share student products, use and/or redesign assessment rubrics, report out findings and make recommendations.</td>
<td>Every year, staggered and sampled (1-3 SLOs/year). Reports due in May.</td>
<td>Members of the Faculty Inquiry groups gather course assignments and student products from own GER and program course to use for group assessment work.</td>
<td>GER Assessment Plan indicates which SLO/s to be assessed. Teaching faculty report out; Director and Advisory Committee assist process.</td>
</tr>
<tr>
<td>GER Curriculum Mapping: Course Level</td>
<td>Departments fill out Curriculum Mapping Template that identifies if they offer any GERs, and which GER SLO/s those course meet.</td>
<td>Implemented at the beginning of GER assessment, over a 3 year period</td>
<td>Departmental Faculty/Chair</td>
<td>GER/Program Course Mapping Template. Facilitated by Director.</td>
</tr>
<tr>
<td>GER Curriculum Mapping: Program Level</td>
<td>Each program maps out which of its courses and PSLOs meet which of the GER 9 SLOs, either directly through a GER course offering, or indirectly as a program outcome.</td>
<td>Three year process, part of the same template as the GER course mapping.</td>
<td>Departmental Faculty/Chair</td>
<td>GER/Program Course Mapping Template. Facilitated by Director.</td>
</tr>
<tr>
<td>Tool</td>
<td>Description</td>
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<tr>
<td>GER Student Demographics</td>
<td>UAA wide demographic snapshots of GER students—who, when, where, how, DFW, etc.</td>
<td>Annually</td>
<td>UAA IR, with guidance from the Director</td>
<td>UAA IR, with guidance from the Director</td>
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<tr>
<td>Student Survey</td>
<td>Survey of student perceptions of performance, knowledge base and skill acquisition on GER SLOs.</td>
<td>Annually</td>
<td>Through UAA National Survey and IDEA</td>
<td>Questions designed by the Director and Advisory body and administered by IR</td>
</tr>
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**Timeline:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>GER SLOs to Assess</th>
<th>Indirect Measures</th>
<th>Direct Measures</th>
<th>Reflection &amp; Action</th>
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</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>1, 7 (Effective Communication, Information Literacy)</td>
<td>UAA IR demo. Info. Noel Levitz SSI</td>
<td>Student achievement in GER and program courses</td>
<td>Reflection and action, SLOs 1, 7</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2, 6 (quantitative reasoning, scientific thinking)</td>
<td>UAA IR demo. Info. SSI and IDEA</td>
<td>Student achievement in GER and program courses</td>
<td>Reflection and action, SLOs 2, 6</td>
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<tr>
<td>2017-2018</td>
<td>3, 4, 5 (historical thinking, aesthetic appreciation, and understanding of the social world)</td>
<td>UAA IR demo. Info. SSI and IDEA</td>
<td>Student achievement in GER and program courses</td>
<td>Reflection and action, SLOs 3, 4, 5</td>
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<tr>
<td>2018-2019</td>
<td>8, 9 (critical, global and integrative thinking and perspectives)</td>
<td>UAA IR demo. Info. SSI and IDEA</td>
<td>Student achievement in GER and program courses</td>
<td>Reflection and action, SLOs 8, 9</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Begin process again (1, 7)</td>
<td>UAA IR demo. Info. Noel Levitz SSI</td>
<td>Student achievement in GER and program courses</td>
<td>Reflection and action, SLOs 8, 9</td>
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Appendix A: Current UAA Associate of Arts Assessment Narrative Reporting Form (to be adjusted for GER assessment reporting)

The questions below serve as a guide to the basic information that will be need from each AA division. In either case, please get the results back by June 1st.

1. **Which of the outcomes below was/were assessed?**

   Students graduating with an AA degree from UAA will be able to:
   1) Communicate effectively with diverse audiences (individual, group, or public) using a variety of verbal and nonverbal communication strategies;
   2) Respond effectively to writing assignments using appropriate genres and standard written English;
   3) Use library and electronic research responsibly and appropriately;
   4) Identify, describe, and evaluate the aesthetic, historical and philosophical aspects of material culture, including artistic expressions, language, and texts;
   5) Apply critical thinking skills to identify the premises and conclusions of arguments, evaluate their soundness, and recognize common fallacies;
   6) Use appropriate mathematical language and symbols to develop and communicate solutions and demonstrate quantitative and analytical skills and knowledge;
   7) Articulate the fundamentals, developments, and impacts of one or more scientific disciplines and develop and analyze evidence-based conclusions about the natural and social world.

2. **Describe the assessment process and findings for your division:**

   a. Which assessment mechanism/s were used to assess the AA outcomes?
   b. How many students were assessed?
   c. What was the overall level of achievement for students, either on a grade or 4-point scale?
      If more than one outcome was assessed, please indicate.
      Analyze and explain the results of the assessment for each outcome.
   d. Were there any faculty discussions or meetings, either within disciplines or across disciplines, to discuss the AA assessment process or findings?

2. **Actions and Recommendations:** Based on the findings, are there any recommendations for changes or improvements? Please describe (this could be changes in assignments, instructional methodology, course design, assessment measures or process).

3. **Discuss any actions or recommendations** made from the past year within your division and/or programs that deliver AA courses. Any results or findings on those actions, changes or recommendations made in the past year/s?
Appendix B: AA/GERT Assessment, 2005-2014—A Brief History

Overall Take-away on AA assessment, 2005-14

UAA, through its AA Assessment Committee, has engaged in a substantial and meaningful assessment of the AA program, and by proxy, the GER student learning outcomes from 2005-14. Some brief highlights are as follows:

1) Created a complete assessment plan, and revised it 3 times to incorporate process changes and teaching improvements driven by the assessment process.

2) Created an assessment process for all three Tiers of the AA/GER.

3) Tier I courses and outcomes in Math, Written and Oral Communication assessed rigorously and continuously every year since 2006.

4) Multiple improvements and changes made in Tier 1 due to assessment: for example, enhanced informational literacy projects with Oral Comm.; changes in course structures and assignments for Math 105; and refocused teaching approaches in English writing courses.

5) Piloted a Tier III Integrative Capstone assessment project in Spring 2009.

6) The AA assessment process generated a vigorous, multi-year debate within the Social Sciences on what are the proper SLOs—“hard” vs. “soft” science approaches; content vs. application; scientific method vs. knowledge of the social world—as well as debate on best assessment measures for tracking student performance on Social Science SLOs.

7) Overall review of yearly reports reveals some faculty frustration and fatigue over scale and demands of assessment (participation did wane in some categories for some years).

8) A possible solution to the challenge of AA/GER assessment fatigue: Move from model of every SLO, every year, every discipline, to a targeted sampling and staggered rotation of SLOs, categories and disciplines. See GERA Final Report of May 2014 and new GER assessment plan.

9) Creation of new pilots emphasizing assessment as faculty dialogue and reflection: for example a new pilot assessment pilot for the Humanities AA/GER, Spring 2015; English “What Writing Does” series on disciplinary writing approaches and outcomes in the classroom during the Spring 2015.

10) GERA (General Education Requirements Assessment) Task Force created, Fall 2012. GERA has investigated and reported to the campus on national best practices in general education assessment and structures; it has fostered a campus wide dialogue on the value of general education and assessment; it has put forth recommendations for revised assessment of GERs, and the creation of a standing faculty body and faculty fellow to guide and GER assessment.
### 2015-2016 Faculty Senate Membership

#### Officers

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<tr>
<th>Name</th>
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<th>Discipline</th>
<th>Term</th>
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<tr>
<td>Tara Smith</td>
<td>President</td>
<td>Preparatory &amp; Developmental Studies</td>
<td>15-16</td>
<td><a href="mailto:tmsmith@uaa.alaska.edu">tmsmith@uaa.alaska.edu</a></td>
<td>786-6873</td>
</tr>
<tr>
<td>Dave Fitzgerald</td>
<td>1st Vice President</td>
<td>Computer Information Systems</td>
<td>15-16</td>
<td><a href="mailto:dfitzgerald@uaa.alaska.edu">dfitzgerald@uaa.alaska.edu</a></td>
<td>786-4482</td>
</tr>
<tr>
<td>Toby Widdicombe</td>
<td>2nd Vice President</td>
<td>English</td>
<td>15-16</td>
<td><a href="mailto:rtwiddicombe@uaa.alaska.edu">rtwiddicombe@uaa.alaska.edu</a></td>
<td>786-4377</td>
</tr>
<tr>
<td>Carrie King</td>
<td>UAB Chair</td>
<td>Culinary Arts/Dietetics &amp; Nutrition</td>
<td>15-16</td>
<td><a href="mailto:cdking@uaa.alaska.edu">cdking@uaa.alaska.edu</a></td>
<td>786-6597</td>
</tr>
<tr>
<td>Arlene Schmuland</td>
<td>GAB Chair</td>
<td>Library; Archives</td>
<td>15-16</td>
<td><a href="mailto:abschmuland@uaa.alaska.edu">abschmuland@uaa.alaska.edu</a></td>
<td>786-6046</td>
</tr>
<tr>
<td>Diane Hirshberg</td>
<td>Past President</td>
<td>ISER &amp; CAEPR</td>
<td>15-16</td>
<td><a href="mailto:dbhirshberg@uaa.alaska.edu">dbhirshberg@uaa.alaska.edu</a></td>
<td>786-5413</td>
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#### Senators

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<tr>
<td>Sandra Pence</td>
<td>At-Large</td>
<td>Dental Programs</td>
<td>14-16</td>
<td><a href="mailto:spence2@uaa.alaska.edu">spence2@uaa.alaska.edu</a></td>
<td>786-6925</td>
</tr>
<tr>
<td>Jeff Laube</td>
<td>At-Large</td>
<td>Aviation Technology</td>
<td>15-17</td>
<td><a href="mailto:jlaube@kpc.alaska.edu">jlaube@kpc.alaska.edu</a></td>
<td>262-0365</td>
</tr>
<tr>
<td>Nalinaksha Bhattacharya</td>
<td>At-Large</td>
<td>Accounting and Finance</td>
<td>15-17</td>
<td><a href="mailto:bhatta@cbpp.uaa.alaska.edu">bhatta@cbpp.uaa.alaska.edu</a></td>
<td>786-1949</td>
</tr>
<tr>
<td>Eva Kopyacz</td>
<td>At-Large</td>
<td>School of Social Work</td>
<td>15-17</td>
<td><a href="mailto:evkopyacz@uaa.alaska.edu">evkopyacz@uaa.alaska.edu</a></td>
<td>786-6909</td>
</tr>
<tr>
<td>Larry Foster</td>
<td>At-Large</td>
<td>Mathematics &amp; Statistics</td>
<td>14-16</td>
<td><a href="mailto:lmfoster@uaa.alaska.edu">lmfoster@uaa.alaska.edu</a></td>
<td>786-4868</td>
</tr>
<tr>
<td>Marc Robinson</td>
<td>At-Large</td>
<td>Elementary Education</td>
<td>15-17</td>
<td><a href="mailto:mrrobison@uaa.alaska.edu">mrrobison@uaa.alaska.edu</a></td>
<td>786-9324</td>
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<tr>
<td>Bogdan Hoanca</td>
<td>At-Large</td>
<td>Computer Information Systems</td>
<td>14-16</td>
<td><a href="mailto:bhoanca@uaa.alaska.edu">bhoanca@uaa.alaska.edu</a></td>
<td>786-4140</td>
</tr>
<tr>
<td>Anthony Paris</td>
<td>At-Large</td>
<td>Mechanical Engineering</td>
<td>15-17</td>
<td><a href="mailto:aparis@uaa.alaska.edu">aparis@uaa.alaska.edu</a></td>
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<tr>
<td>Hermina Din</td>
<td>CAS Fine Arts</td>
<td>Art</td>
<td>14-16</td>
<td><a href="mailto:hdi@uaa.alaska.edu">hdi@uaa.alaska.edu</a></td>
<td>786-1785</td>
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<tr>
<td>Jill Flanders</td>
<td>CAS Fine Arts</td>
<td>Theatre and Dance</td>
<td>15-17</td>
<td><a href="mailto:jaflanders@uaa.alaska.edu">jaflanders@uaa.alaska.edu</a></td>
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<tr>
<td>Barbara Harville</td>
<td>CAS Humanities</td>
<td>Journalism &amp; Communication</td>
<td>14-16</td>
<td><a href="mailto:baharville@uaa.alaska.edu">baharville@uaa.alaska.edu</a></td>
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<tr>
<td>Jervette Ward</td>
<td>CAS Humanities</td>
<td>English</td>
<td>15-17</td>
<td><a href="mailto:jward68@uaa.alaska.edu">jward68@uaa.alaska.edu</a></td>
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<tr>
<td>David Bowie</td>
<td>CAS Humanities</td>
<td>English</td>
<td>15-17</td>
<td><a href="mailto:dbowie2@uaa.alaska.edu">dbowie2@uaa.alaska.edu</a></td>
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<tr>
<td>Clare Dannenberg</td>
<td>CAS Humanities</td>
<td>Anthropology &amp; English</td>
<td>14-16</td>
<td><a href="mailto:cjdammenberg@uaa.alaska.edu">cjdammenberg@uaa.alaska.edu</a></td>
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#### Vacant

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<tr>
<td>Rieken Venema</td>
<td>Mathematics &amp; Statistics</td>
<td>15-17</td>
<td><a href="mailto:rvenema@uaa.alaska.edu">rvenema@uaa.alaska.edu</a></td>
<td>786-4854</td>
</tr>
<tr>
<td>Robert McCoy</td>
<td>Mathematics &amp; Statistics</td>
<td>14-16</td>
<td><a href="mailto:afrojo@uaa.alaska.edu">afrojo@uaa.alaska.edu</a></td>
<td>786-1652</td>
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<tr>
<td>Kanapathi ‘Sam’ Thiru</td>
<td>Mathematics &amp; Statistics</td>
<td>15-17</td>
<td><a href="mailto:kthiru@uaa.alaska.edu">kthiru@uaa.alaska.edu</a></td>
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<tr>
<td>Sam Cook</td>
<td>Mathematics &amp; Natural Sc.</td>
<td>15-17</td>
<td><a href="mailto:scook25@uaa.alaska.edu">scook25@uaa.alaska.edu</a></td>
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<td>Bruno Kappes</td>
<td>Social Sciences</td>
<td>14-16</td>
<td><a href="mailto:abkappes@uaa.alaska.edu">abkappes@uaa.alaska.edu</a></td>
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<tr>
<td>Mari Ippolito</td>
<td>Social Sciences</td>
<td>14-16</td>
<td><a href="mailto:mippolito@uaa.alaska.edu">mippolito@uaa.alaska.edu</a></td>
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<tr>
<td>Forrest Nabors</td>
<td>Social Sciences</td>
<td>14-16</td>
<td><a href="mailto:fnabors@uaa.alaska.edu">fnabors@uaa.alaska.edu</a></td>
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<tr>
<td>Soren Orley</td>
<td>CBPP</td>
<td>15-17</td>
<td><a href="mailto:sorley@uaa.alaska.edu">sorley@uaa.alaska.edu</a></td>
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<tr>
<td>Clayton Trotter</td>
<td>CBPP</td>
<td>15-17</td>
<td><a href="mailto:rctrotter@uaa.alaska.edu">rctrotter@uaa.alaska.edu</a></td>
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<tr>
<td>Gokhan Karahan</td>
<td>CBPP</td>
<td>14-16</td>
<td><a href="mailto:gkarahan@uaa.alaska.edu">gkarahan@uaa.alaska.edu</a></td>
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<tr>
<td>Colleen Kelley</td>
<td>COH</td>
<td>School of Nursing</td>
<td>15-17</td>
<td><a href="mailto:cmkelley2@uaa.alaska.edu">cmkelley2@uaa.alaska.edu</a></td>
<td>786-4562</td>
</tr>
<tr>
<td>Tim Benningfield</td>
<td>COH</td>
<td>Fire &amp; Emergency Services</td>
<td>14-16</td>
<td><a href="mailto:tbenningfield@uaa.alaska.edu">tbenningfield@uaa.alaska.edu</a></td>
<td>786-6476</td>
</tr>
<tr>
<td>Cynthia Stroback</td>
<td>COH</td>
<td>School of Nursing</td>
<td>15-17</td>
<td><a href="mailto:cdstroback@uaa.alaska.edu">cdstroback@uaa.alaska.edu</a></td>
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<tr>
<td>Carri Shamburger</td>
<td>COH</td>
<td>Dental Programs</td>
<td>15-17</td>
<td><a href="mailto:cashamburger@uaa.alaska.edu">cashamburger@uaa.alaska.edu</a></td>
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<tr>
<td>Gabe Garcia</td>
<td>COH</td>
<td>Health Sciences</td>
<td>15-17</td>
<td><a href="mailto:garciag@uaa.alaska.edu">garciag@uaa.alaska.edu</a></td>
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<tr>
<td>Sharyl Toscano</td>
<td>COH</td>
<td>Nursing</td>
<td>14-16</td>
<td><a href="mailto:setoscano@uaa.alaska.edu">setoscano@uaa.alaska.edu</a></td>
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<tr>
<td>Leanne Davis</td>
<td>COH</td>
<td>Nursing</td>
<td>14-16</td>
<td><a href="mailto:lmdavis4@uaa.alaska.edu">lmdavis4@uaa.alaska.edu</a></td>
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<tr>
<td>Jonathan Barlow</td>
<td>COE</td>
<td>Teaching &amp; Learning</td>
<td>14-16</td>
<td><a href="mailto:jbarlow@uaa.alaska.edu">jbarlow@uaa.alaska.edu</a></td>
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<tr>
<td>Kathryn Ohle</td>
<td>COE</td>
<td>Teaching &amp; Learning</td>
<td>14-16</td>
<td><a href="mailto:kohle@uaa.alaska.edu">kohle@uaa.alaska.edu</a></td>
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<tr>
<td>Cheryl Smith</td>
<td>CTC</td>
<td>Military Programs</td>
<td>15-17</td>
<td><a href="mailto:csmith@uaa.alaska.edu">csmith@uaa.alaska.edu</a></td>
<td>753-0204</td>
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<tr>
<td>Sarah Kirk</td>
<td>CTC</td>
<td>English &amp; Developmental Studies</td>
<td>14-16</td>
<td><a href="mailto:sjkirk@uaa.alaska.edu">sjkirk@uaa.alaska.edu</a></td>
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<tr>
<td>Anne Bridges</td>
<td>CTC</td>
<td>Culinary Arts and Hospitality</td>
<td>15-17</td>
<td><a href="mailto:abridges2@uaa.alaska.edu">abridges2@uaa.alaska.edu</a></td>
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<tr>
<td>Brian Bennett</td>
<td>CTC</td>
<td>Architectural &amp; Engineering Technology</td>
<td>15-17</td>
<td><a href="mailto:bennett@uaa.alaska.edu">bennett@uaa.alaska.edu</a></td>
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<tr>
<td>Utpal Dutta</td>
<td>CoENG</td>
<td>Civil Engineering</td>
<td>14-16</td>
<td><a href="mailto:udutta@uaa.alaska.edu">udutta@uaa.alaska.edu</a></td>
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<tr>
<td>Martin Cenek</td>
<td>CoENG</td>
<td>Computer Science &amp; Engineering</td>
<td>14-16</td>
<td><a href="mailto:mcenek@uaa.alaska.edu">mcenek@uaa.alaska.edu</a></td>
<td>786-1360</td>
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<tr>
<td>Jeffrey Hollingsworth</td>
<td>CoENG</td>
<td>Geomatics</td>
<td>15-17</td>
<td><a href="mailto:jhollingsworth@uaa.alaska.edu">jhollingsworth@uaa.alaska.edu</a></td>
<td>786-5428</td>
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<tr>
<td>Veronica Denison</td>
<td>Library</td>
<td>Library Archives</td>
<td>15-16</td>
<td><a href="mailto:vdenison@uaa.alaska.edu">vdenison@uaa.alaska.edu</a></td>
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<td>Gwen Sieja</td>
<td>Library</td>
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<tr>
<td>Jodee Kuden</td>
<td>Library</td>
<td>Collection Department</td>
<td>15-17</td>
<td><a href="mailto:jkunden@uaa.alaska.edu">jkunden@uaa.alaska.edu</a></td>
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<tr>
<td>Deborah Fox</td>
<td>Mat-Su</td>
<td>English</td>
<td>15-17</td>
<td><a href="mailto:dfox@matsu.alaska.edu">dfox@matsu.alaska.edu</a></td>
<td>745-9780</td>
</tr>
<tr>
<td>Rachel Graham</td>
<td>Mat-Su</td>
<td>Mathematics</td>
<td>14-16</td>
<td><a href="mailto:rgraham10@matsu.alaska.edu">rgraham10@matsu.alaska.edu</a></td>
<td>746-9348</td>
</tr>
<tr>
<td>Cathy Knott</td>
<td>Kenai</td>
<td>Anthropology</td>
<td>15-17</td>
<td><a href="mailto:chknott@kpc.alaska.edu">chknott@kpc.alaska.edu</a></td>
<td>235-1612</td>
</tr>
<tr>
<td>Steve Horn</td>
<td>Kenai</td>
<td>Business</td>
<td>15-17</td>
<td><a href="mailto:slhorn@kpc.alaska.edu">slhorn@kpc.alaska.edu</a></td>
<td>262-0348</td>
</tr>
<tr>
<td>Scott Downing</td>
<td>Kenai</td>
<td>English</td>
<td>14-16</td>
<td><a href="mailto:smdowning@kpc.alaska.edu">smdowning@kpc.alaska.edu</a></td>
<td>262-0390</td>
</tr>
<tr>
<td>Mark Schreiter</td>
<td>Kodiak</td>
<td>History &amp; Humanities</td>
<td>15-17</td>
<td><a href="mailto:mschreiter@kodiak.alaska.edu">mschreiter@kodiak.alaska.edu</a></td>
<td>486-1227</td>
</tr>
<tr>
<td>Barbara Brown</td>
<td>Student Affairs</td>
<td>Academic Counselor</td>
<td>14-16</td>
<td><a href="mailto:bbrown@uaa.alaska.edu">bbrown@uaa.alaska.edu</a></td>
<td>486-1211</td>
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### 2015-2016 Faculty Senate Committee Membership

#### Faculty Senate Executive Board
Meetings are held Tuesdays 9:00 to 11:00

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<tr>
<th>Position</th>
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<tr>
<td>President</td>
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<tr>
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<tr>
<td>2nd Vice President</td>
<td>Toby Widdicombe</td>
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<tr>
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<td>Carrie King</td>
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<td>Past President</td>
<td>Diane Hirshberg</td>
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<tr>
<td>GAB Chair</td>
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#### Undergraduate Academic Board (UAB)
Meetings are held every Friday, except the first, 2:00 to 5:00

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#### General Education Review Committee (GERC)
Meetings are held every Friday, except the first, 12:30 to 1:30

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<tr>
<td>CAS/ Oral Communication</td>
<td>Marcia Stratton</td>
</tr>
<tr>
<td>CAS/ Written Communication</td>
<td>Michael Lamb</td>
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<tr>
<td>CAS/ Fine Arts</td>
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<tr>
<td>CBPP/ Social Sciences</td>
<td>Kyle Hampton</td>
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<tr>
<td>Mat-su</td>
<td>Joan O’leary</td>
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<tr>
<td>CTC</td>
<td>Joel Condon</td>
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<tr>
<td>UAB</td>
<td>Francisco Miranda</td>
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<tr>
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<tr>
<td>CTC</td>
<td>Donald Ketner</td>
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<tr>
<td>COH</td>
<td>Sandra Pence (Chair)</td>
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#### Graduate Academic Board (GAB)
Meetings are held the second and fourth Friday, 9:30 to 11:30

<table>
<thead>
<tr>
<th>FS</th>
<th>Vacant</th>
<th>CBPP</th>
<th>Bogdan Hoanca</th>
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<tr>
<td>FS</td>
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<td>COH</td>
<td>Cindy Knall</td>
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<td>Hsing-wen Hu</td>
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<td>Anthony Paris</td>
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<td>Sam Thiru</td>
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<td>Arlene Schmuland (chair)</td>
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<tr>
<td>CBPP</td>
<td>Clayton Trotter</td>
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### Academic Assessment Committee (AAC)
Meetings are held the first and third Fridays of every month from 11:00 to 12:30

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<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Term</th>
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<tbody>
<tr>
<td>FS</td>
<td>Tim Benningfield</td>
<td>2015-2016</td>
</tr>
<tr>
<td>FS</td>
<td>Rachel Graham</td>
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</tr>
<tr>
<td>FS</td>
<td>Brian Bennett</td>
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<tr>
<td>CAS</td>
<td>Bill Myers</td>
<td>2015-2017</td>
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<tr>
<td>CBPP</td>
<td>Christina McDowell</td>
<td>2015-2017</td>
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<tr>
<td>COE</td>
<td>Adrainne Thomas</td>
<td>2015-2017</td>
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<tr>
<td>CTC</td>
<td>Thomas Harman</td>
<td>2015-2016</td>
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<tr>
<td>CAS</td>
<td>Vacant</td>
<td>2015-2018</td>
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<tr>
<td>CAS</td>
<td>Kamal Narang</td>
<td>2013-2016</td>
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<tr>
<td>CAS</td>
<td>Rieken Venema</td>
<td>2014-2017</td>
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<td>CBPP</td>
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<tr>
<td>COE</td>
<td>Teresa Bunsen</td>
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<td>Vacant</td>
<td>2015-2018</td>
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<tr>
<td>CTC</td>
<td>Helena Spector</td>
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<td>CTC</td>
<td>Mark Madden</td>
<td>2014-2017</td>
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<tr>
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<td>Kathleen Murray</td>
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</tr>
<tr>
<td>CoENG</td>
<td>Vacant</td>
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### University-wide Faculty Evaluations Committee (UFEC)
Meetings are held every Friday Mornings from January to March

#### Bipartite

<table>
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<tr>
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<tbody>
<tr>
<td>CTC</td>
<td>Cheryl Smith</td>
<td>2014-2017</td>
</tr>
<tr>
<td>KPC</td>
<td>Janice High</td>
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</tr>
<tr>
<td>CTC</td>
<td>Ellen McKay</td>
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<tr>
<td>CAS</td>
<td>Mark Fitch</td>
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<tr>
<td>CAS</td>
<td>Robert McCoy</td>
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</tr>
<tr>
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#### Tripartite

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<tr>
<td>LIB</td>
<td>Daria O. Carle</td>
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</tr>
<tr>
<td>COE</td>
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</tr>
<tr>
<td>LIB</td>
<td>Juli Braund-Allen</td>
<td>2013-2016</td>
</tr>
<tr>
<td>COH</td>
<td>Rhonda Johnson</td>
<td>2014-2017</td>
</tr>
<tr>
<td>CAS</td>
<td>Songho Ha</td>
<td>2015-2016</td>
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<tr>
<td>COH</td>
<td>Kathi Trawver</td>
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### Faculty Grants and Leaves (FGL)

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</tr>
<tr>
<td>CoENG</td>
<td>Vacant</td>
<td>2015-2018</td>
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**Library Advisory Committee (LAC)**  
Meetings held 1st Friday at 11:30

<table>
<thead>
<tr>
<th>FS</th>
<th>Sam Cook</th>
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<tbody>
<tr>
<td>FS</td>
<td>Leanne Davis (co-chair)</td>
</tr>
<tr>
<td>APU</td>
<td>Gina Miller (co-chair)</td>
</tr>
<tr>
<td>APU</td>
<td>Kathy Cronen</td>
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<tr>
<td>APU</td>
<td>Amanda King</td>
</tr>
<tr>
<td>CAS</td>
<td>Ian Hartman</td>
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<tr>
<td>CAS</td>
<td>Doug Kelly</td>
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<tr>
<td>CAS</td>
<td>Sean Licka</td>
</tr>
<tr>
<td>CAS</td>
<td>Steve Godfrey</td>
</tr>
<tr>
<td>COH</td>
<td>Nancy Nix</td>
</tr>
<tr>
<td>CTC</td>
<td>Sharon LaRue</td>
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<td>Peter Olsson</td>
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<tr>
<td>LIB</td>
<td>Steve Rollins</td>
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<tr>
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<td>Erik Carlson</td>
</tr>
<tr>
<td>LIB</td>
<td>Anna Bjartmarsdottir</td>
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<tr>
<td>LIB</td>
<td>Lorelei Sterling</td>
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**Academic Computing, Distance Learning, Instructional Technology, & eLearning Committee (ACDLITE)**

<table>
<thead>
<tr>
<th>FS/CAS</th>
<th>Barbara Harville</th>
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<tbody>
<tr>
<td>FS/CAS</td>
<td>Bruno Kappes (co-chair)</td>
</tr>
<tr>
<td>FS/CBPP</td>
<td>Dave Fitzgerald (co-chair)</td>
</tr>
<tr>
<td>FS/CTC</td>
<td>Naomi Everett</td>
</tr>
<tr>
<td>FS/CTC</td>
<td>Amy Green</td>
</tr>
<tr>
<td>FS/KPC</td>
<td>Stephen Horn</td>
</tr>
<tr>
<td>FS/COH</td>
<td>Ammie Tremblay</td>
</tr>
<tr>
<td>FS/COH</td>
<td>Lynn Senette</td>
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<tr>
<td>CAS</td>
<td>Lynn Paterna</td>
</tr>
<tr>
<td>COE</td>
<td>Ed McLain (on sabbatical for fall)</td>
</tr>
<tr>
<td>COE</td>
<td>Matt Kupilik</td>
</tr>
<tr>
<td>CoENG</td>
<td>Getu Hailu</td>
</tr>
<tr>
<td>CoENG</td>
<td>Todd Petersen</td>
</tr>
<tr>
<td>COH</td>
<td>Annette Reardon</td>
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**Diversity Committee**  
Meet every third Friday from 3:00 to 4:30

<table>
<thead>
<tr>
<th>FS</th>
<th>Gabe Garcia (Co-Chair)</th>
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<tr>
<td>CAS</td>
<td>Yelena Yagodina</td>
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<tr>
<td>CAS</td>
<td>Rachael Ball</td>
</tr>
<tr>
<td>CAS</td>
<td>Erin Hicks</td>
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<td>CAS</td>
<td>Rebeca Maseda Garcia</td>
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<tr>
<td>CAS</td>
<td>Maria Williams</td>
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<td>Zeynep Kilic</td>
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<tr>
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<td>Yong Cao</td>
</tr>
<tr>
<td>COE</td>
<td>Wei-Ying Hsiao</td>
</tr>
<tr>
<td>COH</td>
<td>Mary Weiss (Co-Chair)</td>
</tr>
<tr>
<td>COH</td>
<td>Philippe Amstislavski</td>
</tr>
<tr>
<td>Mat-su</td>
<td>Marc Robinson</td>
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**Institutional and Unit Leadership Review Committee (IULRC)**  
Meetings are held the first Friday at 10:00

<table>
<thead>
<tr>
<th>FS</th>
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<tbody>
<tr>
<td>FS</td>
<td>Forrest Nabors</td>
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<tr>
<td>FS</td>
<td>Barbara Brown</td>
</tr>
<tr>
<td>CAS</td>
<td>Liliya Vugmeyster</td>
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<td>Mat-su</td>
<td>Deborah Fox</td>
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<tr>
<td>Student Academic Support and Success Committee (SASS)</td>
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<tr>
<td>Meetings are held the 3rd Friday from 2:30 to 4:00</td>
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<tr>
<td>FS</td>
<td>Sharyl Toscano (Co-Chair)</td>
</tr>
<tr>
<td>FS</td>
<td>Tom Skore</td>
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<tr>
<td>CAS</td>
<td>Karl Pfeiffer (Co-Chair)</td>
</tr>
<tr>
<td>CAS</td>
<td>Kamal Narang</td>
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<tr>
<td>CAS</td>
<td>Trish Jenkins</td>
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<td>CAS</td>
<td>Jo Gottschalk</td>
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<tr>
<td>CTC</td>
<td>Karen Parrish</td>
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<tr>
<td>Lib</td>
<td>Ruth Terry</td>
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<td>Galina Peck</td>
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<td>Connie Fuess</td>
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<tr>
<td>ADV</td>
<td>Linda Morgan</td>
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<tr>
<td>IR</td>
<td>Sara Juday</td>
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<td>Athletics</td>
<td>Keith Hackett</td>
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<th>Budget, Planning, &amp; Facilities Advisory Committee (BPFA)</th>
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<th>Nominations and Elections Committee</th>
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<td>2nd VP</td>
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<thead>
<tr>
<th>Academic Honesty and Integrity Committee</th>
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<tbody>
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<td>Meets every two weeks on Monday.</td>
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<td>OAA/ex-officio</td>
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<tr>
<td>Research and Creative Activity Committee</td>
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Academic Program Suspension of Admissions or Deletion Guidelines

Preliminary Stage:

Suspension of admissions to an academic program may result from regular or exceptional Academic Program Review (BOR Policy 10.06.010). Suspension of admissions to an academic program may result from other forms of formal review, in which the dean or director works with the program faculty to address issues of concern, such as inadequate resources or low enrollments. In the review, deans and programs should consider seeking input from as many stakeholders as needed.

Draft Suspension Stage:

If, after the preliminary stage, the dean or director decides to continue toward suspension, the following must occur prior to submitting a formal request to suspend:

A. Consult with the provost.
B. Inform the affected deans, campus directors, and the chancellor that the request is forthcoming.
C. Meet with the faculty to discuss the decision and next steps. The meeting should include community campus faculty that teach in the program.
D. Address a memo to the provost, and Cc the vice provost for undergraduate academic affairs. For graduate programs, also cc the associate dean and dean of the Graduate School.

The memo should include:

1) A request to suspend admissions to the particular program;
2) A request to implement as of a particular date;
3) A brief justification of the suspension (including actions to date to rectify any issues);
4) A statement of intent relative to the program. (Select one of the following options.)
   a. Immediate program deletion (no students enrolled)
   b. Teach out and delete the program when existing students have had a reasonable opportunity to complete
   c. Hold for consideration
   d. Revise the program and resume admission
   e. Other

5) The program enrollment data for each of the most recent five academic years;
6) The plan for accommodating active majors (Attachment);
7) The plan for communicating with active majors (Attachment);
8) The impact on other UAA (or UA) programs or departments and how this will be addressed;
9) A description of the consultation that occurred before submitting the proposal.
10) The acknowledgement that by the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
11) Attachments:
   • A plan to provide all active majors with a plan of study to graduate no later than their catalog year allows. Coordinating with other UAA and UA campuses for course delivery options should be considered. Please work with the Office of Undergraduate Academic Affairs to complete this step.
   • A communication plan, including the message that will go out to all active majors and FAQs to be posted on the departmental website. The messaging should be proactive, explain some of the reasoning behind the suspension, and guide students appropriately. Announcements to the public will be handled by University Advancement.

E. Notify active majors to inform them that a formal request to suspend the program will be submitted to the provost, and to let them know that guidance will be forthcoming.

**Formal Request Stage**

- Submit to the provost the formal memo requesting suspension of admissions to the program.

**Post-Approval Stage**

- An approval memo from the provost will communicate the suspension to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu), governance (for the information of the academic boards), the advisors listserv, the deans and community campus directors, the chancellor’s cabinet, and the student body president.
- The college or campus may then send a message to all active majors and commence work with the students.
• The formal request from the dean/director, the provost’s approval memo, and a memo signed by the chancellor will go to NWCCU, with a copy to the UA vice president for academic affairs and research.

• The provost’s office will submit the suspension to the registrar, who enters the suspension status into Banner, adds a notification of suspension to the program page in the eCatalog, and notifies Admissions, IR, Financial Aid, Student Access, Advising, and Transition and the staff of the UAA Registrar’s Office. The registrar will update the UAA eCatalog, to which the official Admissions site links.

Basic outline for email message to active majors:

_UAA has suspended admission of new students to the Program major for X reason with Y intent. Assistance in mapping out a degree completion plan will be provided to all active majors. Please set up an advising appointment with one of the following advisers: names and contact information._

_A (meeting/forum) for majors will be held at __________._

Include FAQs in email, and/or provide link to appropriate web address._
A Framework to Develop an Operational Academic Plan

April 2015

Purpose: Develop an operational plan that can be used by UAA’s academic enterprise and by the institution as a whole to guide decision making as the institution implements existing and projected budget reductions. This planning process and the resulting plan(s) will be used during this economic downturn to guide the academic mission of the University. Simultaneously, this plan will be used by other units of the University to shape services provided.

Background: UAA is currently guided by the UAA 2017 Strategic Plan as well as by the system’s plan, Shaping Alaska’s Future. To help guide the University, a set of Core Accreditation Themes were established in 2012 and reaffirmed by the Chancellor’s Cabinet in Feb. 2015. These efforts are aligned with these Core Themes:

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Student Success
- UAA Community
- Public Square

This planning activity is guided by this framework.

Assumptions: The following statements are being used to frame this process. Since this process is set up to be short-term, these assumptions build from the belief that the factors that exist today will continue for the near term.

1. The projected state revenue picture is accurate. Oil prices will stay low for another year or two before slowly rebounding. Elected officials will struggle to align state expenditures with revenue. Undesignated reserves will be depleted and the state will struggle to maintain support for UA.
2. The strength of UAA is its people. The institution will need to focus on the retention of key faculty and staff.
3. The UA system will need to continue working to position itself within state agencies. The system will need to continually promote faculty and staff as the intellectual capital of the state, a source for services and advice that are critical at this time.
4. The student population served will not change.
5. The state’s labor market will not change. Demand for graduates will be similar.

Process/timeline:

Academic Vision: UAA is the premier institution for learning in Southcentral Alaska and throughout the circumpolar North. Built on partnerships and an innovative spirit rooted in tradition we provide opportunities for students to realize their potential, improve the health and wellbeing of communities, to promote the public good, to lead and transform our institutions and to develop our economy.
Operational “Pillars:” To actualize this vision, the following goals will be used to guide prioritization of offerings and resource allocation.

- Prepare learners to be proficient in 21st century skills (literacy, numeracy, collaboration, problem solving/critical thinking, cultural competence)
- Prepare learners to be professionals ready for licensure, employment, and advancement in Alaska.
- Prepare learners to be employees with the technical and employability skills needed by Alaskan industries
- Prepare learners to be professionals to support and to lead the business, industry, non-profit and governmental agencies of Alaska.
- Continue to strengthen UAA as a center that will support the work of the state as carried out by profit, nonprofit, and governmental agencies of Alaska.
- Continue to strengthen UAA as a cultural center for Southcentral Alaska and the State.
- Strengthen UAA’s role as a supporter and leader of Alaska’s developing role in the Arctic.

Outcomes: to include measurable mileposts; assess/reset/loops; reporting