I. Call to Order

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

2014-2015 Officers:

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III. Agenda Approval (pg. 1-4)

IV. Meeting Summary Approval (pg. 5-9)

V. Administrative Reports

A. Chancellor Tom Case
   i. CaseNotes
   ii. President Highlights (pg. 10-14)

B. Provost and Vice Chancellor Bear Baker
   i. Office of Undergraduate Academic Affairs (pg. 15-18)
   ii. Mission Fulfillment and Dashboard Presentation
        [http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/accreditation-2017-home/2017reports.cfm](http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/accreditation-2017-home/2017reports.cfm)
C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson (pg. 19-20)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 21-24)

F. CIO, Patrick Shier (pg. 25-28)
   i. IT Projects (29-34)
   ii. UAA Office 365 Pilot Summary Report (pg. 35-57)

G. Union Representatives
   i. UAFT
   ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 58-61)

I. Office of Campus Diversity and Compliance Director, Marva Watson (pg. 62-63)

VI. Officer’s Reports
   A. President’s Report (pg. 64-66)
      i. Adoption Memo of the Quality Matters (QM) Online Course Quality Assurance Program and Online Learning Consortium Membership (pg. 67)

   B. First Vice President’s Report

   C. Second Vice President’s Report

VII. Old Business

VIII. Consent Agenda
   A. Proposed Correction to the UAA Faculty Evaluation Guidelines (FEGs) (pg. 68-71)

   B. Graduate Curriculum
      i. Courses (pg. 72)
      ii. Programs
         Chg MS, Nursing Science
         Chg Graduate Certificate, Nursing
         Chg Graduate Certificate, Psychiatric-Mental Health Nurse Practitioner
         Chg Graduate Certificate, Nursing Education
         Chg Graduate Certificate, Family Nurse Practitioner

   C. Undergraduate Curriculum
      i. Courses (pg. 73-75)
      ii. Programs
         Chg BA, BS in Anthropology
         Chg Minor, Statistics
         Add AAS, Veterinary Technology

   D. Revisions to the GER Course Review Process by GERC and UAB (pg. 76-81)

   E. Catalog Copy for Repeatable, Variable-Credit Courses (pg. 82)
F. General Course Requirements English A111 (pg. 83)

**IX. Boards and Committees Reports**

A. Graduate Academic Board (pg. 84)

B. Undergraduate Academic Board (pg. 85)

C. General Education Review Committee (pg. 86-87)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 88-89)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 90-91)

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 92-93)

H. Nominations and Elections Committee

I. Diversity Committee (pg. 94-95)

J. Faculty Grants and Leaves Committee

K. Institutional and Unit Leadership Review Committee (pg. 96)

L. Library Advisory Committee (pg. 97-98)

M. Student Academic Support and Success Committee (pg. 99-101)

N. Community Campus Committee (pg. 102)

O. Academic Honesty and Integrity Committee (pg. 103-104)

P. Research and Creative Activity Committee (pg. 105-106)

Q. GER Assessment Taskforce

**X. New Business**

A. Honors College Priority Registration for the Spring and Fall 2015 semesters (pg. 107)

B. Emeriti Faculty Evaluation Process Ad Hoc Committee

The Faculty Senate approves the formation of an Emeriti Faculty Evaluation Process Ad Hoc Committee to develop comprehensive evaluation guidelines and procedures for the appointment of Professor Emeritus or Emerita. As per the Faculty Senate Constitution, Article V, Section 8, members on this committee will be appointed by the Faculty Senate President. The Emeriti Faculty Evaluation Process Ad Hoc Committee will complete their charge and submit their materials and recommendations to the Faculty Senate by March 31st, 2015 to be included in the April agenda.
XI. Informational Items & Adjournment

A. Common Calendar Implementation (pg. 108-109)

B. Faculty Alliance Math Resolution 2014 (pg. 110)

C. Faculty Handbook Taskforce Nominations
   The questions this taskforce will address include the following:
   1) unique content that should be included in the Faculty Handbook,
   2) what existing information needs to be linked,
   3) best location for electronic hosting

D. BOR Upcoming Meeting Dates and Locations
   -- November 5, 2014 - Fairbanks
   -- December 11-12, 2014 - Anchorage
   -- February 19-20, 2015 - Anchorage
I. Call to Order

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

2014-2015 Officers:

| X | Hirshberg, Diane – President | X | Miranda, Francisco - Chair, UAB |
| X | Smith, Tara - 1st Vice President | X | Schmuland, Arlene - Chair, GAB |
| X | Chamard, Sharon - 2nd Vice President | X | Fitch, Mark - Past President |

2014-2015 Senators:

| X | Bartels, Jonathan | X | Graham, Rachel | X | Orley, Soren (Parliamentarian) |
| X | Bennett, Brian | X | Green, Amy | X | Paris, Anthony |
| X | Benningfield, Tim | X | Harder, Alberta | X | Partridge, Brian |
| X | Bowie, David | E | Harville, Barbara | X | Peabody, Alan |
| X | Brown, Barbara | X | Hoanca, Bogdan | E | Pence, Sandra |
| X | Cenek, Martin | X | Ippolito, Mari | E | Karl Pfeiffer |
| X | Cook, Sam | X | Kappes, Bruno | X | Schreiter, Mark |
| E | Dalrymple, Tom | X | Karahan, Gokhan | X | Senette, Lynn |
| X | Dannenberg, Clare | X | Kirk, Sarah | E | Shamburger, Carri |
| X | Davis, Leanne | X | Kuden, Jodee | X | Skore, Tom |
| X | Din, Herminia | X | Miranda, Francisco | X | Snow, Pete |
| X | Downing, Scott | E | McCoy, Robert | X | Thiru, Sam |
| X | Drinka, Dennis | X | Mole, Deborah | X | Toscano, Sharyl |
| X | Dutta, Utpal | X | Moulic, Randy | X | Tremblay, Ammie |
| X | Fitzgerald, Dave | X | Morrison, David | Trotter, Clayton |
| X | Folias, Stefanos | E | Nabors, Forrest | X | Venema, Rieken |
| X | Foster, Larry | X | O'Leary, Joan | X | Widdicombe, Toby |
| X | Garcia, Gabe | X | Ohle, Kathryn |

III. Agenda Approval (pg. 1-3)

Approved

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

Approved

V. Administrative Reports

A. Chancellor Tom Case
i. CaseNotes [http://greenandgold.uaa.alaska.edu/chancellor/casenotes/]
ii. President Highlights (pg. 9-14)

Thanked everyone involved with the Prioritization Task Force and those who worked over the summer reviewing templates
B. Provost and Vice Chancellor Bear Baker
   Update from Vice Provost for Undergraduate Academic Affairs, Susan Kalina
   Draft Accreditation report has been released to the Chancellor’s Cabinet, Governance
   Leaders, and Steering Committee for feedback; final touches will be made next week before
   the report is released to the UAA Community
   Associate Vice Provost of Institutional Research, Erin Holmes, will be presenting at the
   October Faculty Senate meeting to discuss the work done by IR on how to present results from
   assessment
   Discussed the BOR motion to have PWSCC join UAA - this motion has gone through all levels
   of approval, however, it has not been approved by NWCCU. A substantive change request is
   being prepared and discussions have been held about having temporary PWSCC faculty
   liaisons on Faculty Senate boards and committees
   Encouraged all faculty senators to attend the Academic Assessment Seminar being held next
   Friday, September 12th

C. Vice Chancellor of Administrative Services, Bill Spindle
   Post Prioritization Report memo was released this week. The memo included next step
   actions and post prioritization questions to be completed by those functions that are in
   the fourth and fifth quintile.

D. Vice Chancellor of Advancement, Megan Olson
   Alaska Airlines Center Grand Opening Events include:
   ■ Welcome drumroll and ribbon cutting
   ■ Faculty Research and Creative Activity Symposium
   ■ Packer Family Pavilion Dedication
   Encouraged faculty to attend the Green and Gold Gala being held September 27th in
   the Alaska Airlines Center (the first gala event to be held in the center)
   Recognized the dedication of Library 307 as the Lew Haines Conference Room and
   encouraged everyone to use the formal name when scheduling meetings in the room

E. Vice Chancellor of Student Affairs, Bruce Schultz

F. CIO, Patrick Shier

G. Union Representatives
   i. UAFT
   ii. United Academics
   UAFT is currently in contract negotiations

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg.15-20)

VI. Officer’s Reports
A. President’s Report (pg. 21-22)
   President Hirshberg is planning to attend each of the community campuses to visit with
   faculty; she will be visiting KPC next week
   Reminded FS boards and committees that goals need to be submitted for inclusion in the
   October Faculty Senate meeting
   Provost Search Committee is being constituted and invitations have been sent to potential
   members
Provost search consultant will be on campus the week of September 15th to meet with faculty and staff

B. First Vice President’s Report
Referenced the informational item on the changes to the Faculty Alliance Constitution and discussed the rotation of Faculty Alliance Chair

C. Second Vice President’s Report

VII. Old Business
A. Faculty Senate Response to Board of Regents’ Actions

Motion:
The University of Alaska Anchorage Faculty Senate urges the University of Alaska Board of Regents to reconsider their resolution on changes to the General Education Requirements and developmental curriculum and their change to BOR policy on a unified calendar and class schedule with the reports from all three universities' faculty governance. We appreciate the opportunity to collaborate with our colleagues at our sister institutions, but are deeply concerned about the issues remaining to be addressed in order to comply with these decisions. We would like to re-emphasize the consultative and collaborative role that faculty governance groups serve and stand ready to contribute to the BOR's deliberations now and in the future.

2nd Brian Bennett

Amendment:
End the first sentence after schedule and create a second sentence by adding language to the existing: The UAA Faculty Senate further urges that the BOR take into account the reports from all three universities' faculty governance.

1st Toby Widdicombe
2nd Bruno Kappes

30 For
2 Against
1 Abstain
Approved

Motion with Amendment
The University of Alaska Anchorage Faculty Senate urges the University of Alaska Board of Regents to reconsider their resolution on changes to the General Education Requirements and developmental curriculum and their change to BOR policy on a unified calendar and class schedule. The UAA Faculty Senate further urges that the BOR take into account the reports from all three universities' faculty governance. We appreciate the opportunity to collaborate with our colleagues at our sister institutions, but are deeply concerned about the issues remaining to be addressed in order to comply with these decisions. We would like to re-emphasize the consultative and collaborative role that faculty governance groups serve and stand ready to contribute to the BOR's deliberations now and in the future.

28 For
9 Against
Approved
VIII. Consent Agenda
   A. Undergraduate Curriculum
      i. Courses (pg. 23-24)
   B. Board and Committee Vacancies (pg. 25-31)

Motion to approve the consent agenda
Unanimously Approved

IX. Boards and Committees Reports
   A. Graduate Academic Board
   B. Undergraduate Academic Board
   C. General Education Review Committee (pg. 32)
   D. University-wide Faculty Evaluation Committee
   E. Academic Assessment Committee
   F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
   G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 33)
   H. Nominations and Elections Committee
   I. Diversity Committee
   J. Faculty Grants and Leaves Committee
   K. Institutional and Unit Leadership Review Committee (pg. 34)
   L. Library Advisory Committee
   M. Student Academic Support and Success Committee (pg. 35)
   N. Community Campus Committee (pg. 36)
   O. Academic Honesty and Integrity Committee
   P. Research and Creative Activity Committee
   Q. GER Assessment Taskforce (pg. 37-38)

X. New Business
XI. Informational Items & Adjournment

A. Alaska Airlines Center Grand Opening: Everyone is invited to attend the ribbon cutting ceremony at the Alaska Airlines center at 4:00 p.m. and the Research and Creative Activity Showcase being held from 4:30 to 7:00 p.m.

B. Memo to President Gamble re: Process for replacing Vice President Dana Thomas (pg. 39)

C. Revised Faculty Alliance Constitution (pg. 40-45)

Adjourned 3:35
STATEWIDE

Finance & Administration
A new risk management information system (RMIS) is replacing end-of-life technology at Statewide Risk Services. The project team was a collaboration between Risk Services and the universities. The new software will better manage workers’ compensation and insurance claims, provide OSHA reporting compliance and metrics, and replace two separate software applications with a single system, Origami Risk. The first stage of implementation was completed in August with a successful conversion of all existing claims data from the legacy system. Later this year, an online reporting portal accessible to employees and students will replace paper incident and accident forms system-wide. This is a significant accomplishment that will ensure future metrics for claims, safety and risk at UA.

UAA

Student Achievement and Faculty Excellence
Mr. Erick Romig, 2012 B.A. Languages, Emphasis Spanish and AY 2012-13 Fulbright Teaching Assistant in Spain, will commence his pursuit of a Ph.D. in Medieval Spanish Literature at the University of Virginia as a Jefferson Scholars Foundation Fellow. Mr. Romig’s UAA academic advisor, Fulbright scholarship and Post-Graduate Studies mentor was Dr. Patricia Fagan, Associate Professor of Spanish.

Dr. Joshua Swift, assistant professor of psychology, is the co-author of *Premature Termination in Psychotherapy: Strategies for Engaging Clients and Improving Outcomes*, scheduled to be published by the American Psychological Association this September.

Mike Hawfield, Kenai Peninsula College Kachemak Bay Campus associate professor of history and political science, has been appointed by Governor Parnell to the Alaska Historical Commission.

UAA Partnerships with Alaska’s Schools
UAA’s Chugiak-Eagle River Campus and the Matanuska-Susitna Borough School District partnered to fund the construction and opening of the Eagle Center Café, which will serve the needs of UAA and Alaska Middle College School students. Designed with students in mind, the café, managed by Nana Management Services, features multiple electronic ports and free Wi-Fi.

UAA Accountability to Alaskans
ScholarWorks@UA is developing into a UAA resource including more than 200 reports from UAA’s Institute of Social and Economic Research (ISER) and the Justice Center, student graduate projects, and the open access textbook, *Monty’s Bridge to Tomorrow*. The textbook is aimed at intermediate and advanced Japanese language learners and dedicated to Monty Dickson, a UAA 2009 graduate who perished during Japan’s earthquake and tsunami in March 2011. In his memory, UAA Professor Hiroko Harada and colleagues from UAF, University of California San Diego, Sacramento State University,
California State University Long Beach, and Memphis University collaborated to produce the open access textbook with funding from the Japan Foundation and Center for Global Partnership.

The Consortium Library has added new databases in the sciences, linguistics, and languages and also developed a new webpage and search services for SLED, the statewide library program. Upon closure of the National Archives facility in Anchorage, the library received the Alaska Rural Rehabilitation Corporation Matanuska Colonization Project collection, now housed in Archives and Special Collections.

The most recent issue of the Alaska Justice Statistical Analysis Center Fact Sheet presents data for 1982–2012 on state and local law enforcement personnel in Alaska, including size of law enforcement agencies by number of employed personnel, police-citizen ratio, ratio of sworn officers to civilian employees and employment of women as sworn officers.

**UAF**

NATO’s Parliamentary Assembly Science and Technology Committee visited UAF Sept. 4. Several UAF arctic leaders and scientists presented arctic security issues to the delegation (which included two committee members who also serve in Congress). The meeting included an overview of UAF’s abilities to address needs through innovative research and applied science.

In celebration of the Troth Yeddha’ Legacy initiative, UAF Vice Chancellor Evon Peter, with Tanana Chiefs Conference President Victor Joseph, Doyon Limited CEO Aaron Schutt, and Fairbanks Native Association Executive Director Steve Ginnis, gathered Sept. 4 to honor Alaska Native leadership at UAF. They unveiled the new sign marking the site of the Troth Yeddha’ Park and future indigenous studies building.

Contractors placed 340 yards of concrete for a new strong floor, and another 20 yards into a footing adjacent to the floor, at the engineering facility on Aug. 29. The strong floor is one of the unique features and only one of its kind in the state of Alaska. The floor is feet-foot thick and has embedded anchors every four feet on center that allow engineers to push or pull on large beams and bridge girders to simulate lateral loads such as those experienced in an earthquake. When completed, the engineering facility will have several 14 kilowatt solar photovoltaic panels on the south side of the building funded with a $100,000 grant from the Review of Infrastructure, Sustainability and Energy Board. In the spring of 2009 UAF students voted to establish a $20 per semester fee to fund programs and projects to make UAF a more sustainable and energy-efficient campus. The solar panel installation is one the major projects for 2014.

Nine visiting students and an instructor from the Sami Institute in Finland at the Northwest Campus are currently participating in an exchange program. Students in the High Latitude Range Management (HLRM) program from the region also came to Nome to work with them.

Bill Streever will visit the Fairbanks campus to discuss technological needs related to ecological stewardship in the oil and gas industry Sept. 16. Streever, author of the books *Cold* and *Heat*, lives in Anchorage and runs an applied research program for BP in Alaska’s North Slope oil fields. He’ll discuss the diverse trajectories of inventions and innovations from conception to commercialization. The talk is sponsored by the Office of Intellectual Property and Commercialization.
UAF welcomed more than 700 new students last weekend at the kickoff of new student orientation activities. The four-day event includes workshops and activities for new students and their families, as well as opportunities for students to connect with the Fairbanks community. Classes began Sept. 4.

Two UA Press books received 2014 WILLA literary awards from Women Writing the West, a nonprofit association of writers and other professionals. *Gaining Daylight*, by Sara Loewen, won the creative non-fiction award, and *Upriver* by Carolyn Kremers was selected as a finalist in the poetry category.

For additional highlights, visit [www.uaf.edu/chancellor/highlights/](http://www.uaf.edu/chancellor/highlights/).

**UAS**

About 100 freshmen have settled into the first residence hall ever built on the Juneau main campus. The facility opened on move-in day August 27. The residence hall can house up to 120 students. The new hall includes picture windows with views of Auke Lake and the surrounding mountains. A common area, closed-off study spaces, and a meeting room offer different environments within the building. The rooms are suite-style, with two sets of two roommates sharing a bathroom and a kitchen.

Chancellor Pugh appointed Michael Ciri to the permanent position of Vice Chancellor for Administration. Ciri was a finalist in the previous recruitment, and since March 2013 has served as the acting, then interim vice chancellor. He’s held various positions on the Juneau campus for 30 years and has three UA degrees, including a Master of Public Administration degree from UAS in 2007.

The Ketchikan campus welcomes two new faculty – recent Ph.D.s Dr. Brandon Chapman and Dr. Ali Ziegler. Dr. Chapman is the new Assistant Professor of Anthropology at UAS Ketchikan. He has taught undergraduate courses the past seven years at various universities including the UAF Chukchi Campus, Washington State University, University of Idaho, and Portland Community College. He teaches Introduction to Anthropology, Cultural Anthropology, Biological Anthropology, and various upper-division classes. Dr. Ziegler completed her PhD in Psychology and Women’s Studies at the University of Michigan and has taught a number of courses related to psychology and Women’s Studies.

Outdoor Studies program head Forest Wagner and student climbers Chelsea Bomba and Ariel Svetlik-McCarthy climbed the West Ridge of Shot Tower in the Arrigetch Region of the Central Brooks Range. The climb took place over a period of 24 hours and consisted of 12 pitches over 1,300 feet. To approach Shot Tower, the group flew from Coldfoot 100 miles west to the Alatna River, then backpacked with 90-pound packs into the Arrigetch peaks. The expedition was the focus of the Expedition Rock Climbing class, offered as an upper division elective for students in the BLA program’s Outdoor and Adventure Studies emphasis.
PRESIDENT’S COMMENTS

Academic Affairs and Research:
- Chancellor Case, Provost Baker, Vice President Thomas and I met with the Alaska Native Science and Engineering Program (ANSEP) staff to discuss a potential innovation within the ANSEP program.
- Faculty Alliance Chair David Valentine and I met in preparation for next week’s Faculty Alliance meeting. We also discussed how to fill the big kayak of retiring Vice President Dana Thomas.

Administrative:
- The Summit Team met August 26 with academic deans and directors to review their growing role in “Shaping.” We discussed what was on the table with the Summit Team and likely discussions we could all expect to have with the BOR regarding “Shaping” policy. There was resounding acclamation that collaboration had new and significant potential.

University Relations:
- The chancellors, Associate Vice President Development Megan Riebe, and I met with Exxon executives to share UA priorities that have potential for Exxon corporate interest. We discussed workforce needs and ways to recruit and retain students and teachers in STEM areas.
- Met in Anchorage with Alaska Commission on Postsecondary Education Executive Director Diane Barrans; Vice President Thomas participated by video. We discussed the ANSWERS project (Alaska’s P-20W Statewide Longitudinal Data System) and its future for use in Alaska and by UA.
- Chaired an Alaska Aerospace Corporation board meeting in Kodiak, one day after a test rocket blew up upon clearing the launch pad.
- Spoke at the Greater Fairbanks Chamber of Commerce on September 2.
### UA Grant Proposals Awarded
**August 22, 2014 - September 04, 2014**

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<td>CAS Biology</td>
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<td>New Competitive</td>
<td>Basic Research</td>
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<td>Growth and production of the dominant Alaskan Beaufort Sea brittle stars: Ophiura sarsii and Ophiocten sericeum</td>
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<td>Graduate Studies Agreement between Kevin McNeel and ADFG</td>
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Undergraduate Academic Affairs

- The Office of Undergraduate Academic Affairs (OUAA) website: http://www.uaa.alaska.edu/undergraduate-academic-affairs

Academic Policy

- The Academic Affairs website now includes a section for academic affairs related policies and procedures. http://www.uaa.alaska.edu/academicaffairs/policy-procedures.cfm

- Credit Hour Review Process: In response to a new NWCCU policy on credit hours, an AY14 subcommittee of the UAB and GAB recommended a process to review class scheduling practices relative to approved CAR/CCG credit hours. In Fall 2014 UAA ran a pilot, which focused on traditional face-to-face offerings. After filtering for apparent face-to-face delivery, a total of 143 course sections were sent to the colleges for review. Findings and Actions: Most of the courses integrated nontraditional components, such as a practicum or 0-credit lab, and were found to be in compliance. Sixteen sections were rescheduled to meet the required contact hours. Departments will revise the curriculum documents for nine courses in order to reflect current practice.

Academic Assessment

- The 2nd Annual Academic Assessment Seminar was a great success with over 80 faculty, staff, and administrators in attendance. The keynote speaker was very complimentary about UAA’s approach and progress. Thanks to everyone for their ongoing efforts!

Visit the Academic Assessment Committee’s website for more information, including a recording of the keynote address: http://www.uaa.alaska.edu/governance/academic_assessment_committee/2014-assessment-seminar/index.cfm

Program Approval Status

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### Accreditation

**Institutional Accreditation**
http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/index.cfm


**Program Accreditation**
http://www.uaa.alaska.edu/undergraduate-academic-affairs/program-accreditation.cfm

- UAA has hosted three site visits in September 2014: Human Services, Public Health Practice, and Dental Programs. Please contact OUAA if you are considering new program accreditation or working on maintaining your already-existing program accreditation.

- Programs with reports and/or visits recently completed in 2014 or **coming in AY15 (in bold text)**:

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International & Intercultural

- University of the Arctic (UArctic) website:  
  [http://www.uaa.alaska.edu/undergraduate-academic-affairs/UArctic/index.cfm](http://www.uaa.alaska.edu/undergraduate-academic-affairs/UArctic/index.cfm)

- Fall Global Opportunities Expo

  Twice a year, the Office of International & Intercultural Affairs puts on the Global Opportunities Expo to encourage students to explore the connections between study abroad, academic programs, and international careers (i.e., careers where knowledge of another language or having studied is highly beneficial or that involve the possibility of working abroad). Events include the “signature event” drop-in table fair in the Student Union from 10:00 a.m.-2:00 p.m. on October 15th in the Student Union, a “study abroad only” table fair in UAA Housing, game & pizza night with UAA’s Language clubs, and special programs with the study abroad reps with time for questions and answers. A number of these events are co-sponsored by the Languages Dept., Residence Life, and others

  **Event:** Global Opportunities Expo “Signature Event” Table Fair  
  **Date:** Wednesday, October 15th  
  **Time:** 10:00 a.m. – 2:00 p.m.  
  **Location:** UAA Student Union (upper hallway)  
  **Website:** [http://www.uaa.alaska.edu/oiia/globalopportunities.cfm](http://www.uaa.alaska.edu/oiia/globalopportunities.cfm)

- U.S. Dept. of State: Foreign Service & Civil Service Careers & Internships

  Former Ambassador Steve Browning, Diplomat in Residence at UC Berkeley, and his outreach and recruitment colleague from Washington D.C., Mark Azua, will visit UAA on Wednesday Oct. 22nd to promote career and internship opportunities in the Foreign Service and the Civil Service. In partnership with UAA Career Services, OIIA is sponsoring a public information session and organizing classroom visits and meetings.

  **Public Info Session:** U.S. Dept. of State: Foreign Service & Civil Service Careers & Internships  
  **Date:** Wednesday, October 22nd  
  **Time:** 6:00 – 7:30 p.m.  
  **Location:** LIB 307  
  **Website:** Not yet posted (will go up on [http://www.uaa.alaska.edu/oiia/events.cfm](http://www.uaa.alaska.edu/oiia/events.cfm) and [http://www.uaa.alaska.edu/careerservices/events/index.cfm](http://www.uaa.alaska.edu/careerservices/events/index.cfm))
The Office of Undergraduate Academic Affairs partners with the Chancellor's Office to support the UAA HERS Women's Leadership Network: http://www.uaa.alaska.edu/chancellor/HERS/index.cfm.

With the support of the Chancellor's Cabinet, the UAA HERS Women's Leadership Network aims to create an inclusive, supportive and engaged network of higher education women leaders at UAA and to empower HERS alumnae to facilitate the selection process for summer institute participants.

HERS 2015 Summer Institute information sessions will be held on Tuesday, October 14, 3:00-4:00 p.m. and Tuesday, October 21, 10:00-11:00 a.m. in LIB 307. The application process is posted on the Chancellor's website: http://www.uaa.alaska.edu/chancellor/HERS/index.cfm.
Administration

- **Graduate Degree Hooding Ceremony – 3 p.m., Saturday, Dec. 13, Wendy Williamson Auditorium**
  This special ceremony adds to the graduation experience by making it possible to focus on advanced degree candidates and their accomplishments. It allows faculty and staff, as well as family and friends, a chance to witness the ceremonial hooding of graduate students. Be sure to RSVP for this ceremony at [www.uaa.alaska.edu/commencement](http://www.uaa.alaska.edu/commencement) beginning in mid-October.

- **Fall Commencement Ceremony – 1 p.m., Sunday, Dec. 14, Alaska Airlines Center**
  The fall commencement ceremony will provide an opportunity for summer and fall graduates to walk soon after they complete their coursework (instead of waiting until spring commencement). Faculty will meet on the balcony (Raven’s Nest) level of the arena to prepare for the ceremony and will move down the stairwells on both the north and south sides of the building enroute to the ceremony. There will be many stairs so be sure to wear comfortable shoes. More details and RSVP information coming in mid-October.

- **Recruitment for Fiscal Manager**
  Advancement is currently recruiting for a fiscal manager.

Alumni Relations

- **5th Green and Gold Gala**
  UAA and the UAA Alumni Association proudly celebrated the 5th Green and Gold Gala on Sep. 27 at the Alaska Airlines Center with more than 450 attendees. The event raised nearly $80,000 in donations and pledges and highlighted the many features of the new Alaska Airlines Center. This included an opening reception on the Raven's Nest track with alumnus DJ Spencer Lee, use of the shot clock during the running program and a final slide show on the jumbo-tron featuring more than 40 pictures sent through social media by gala guests during the event (#Gala14).

Development

- **Corporate and Foundation Gifts**
  - **Arctic Slope Regional Corporation** contributed $40,000 to the Excellence in ANCAP fund.

- **Individual Gifts**
  - **David Springgate** pledged at the Aurora Circle level ($10,000-$19,999) to Athletic Excellence fund.

- **Recruitment for Development Officer for College of Arts & Sciences and Senior Development Officer for College of Engineering**
  Development is currently recruiting for a development officer for College of Arts & Sciences and senior development officer for College of Engineering. The posting for the development officer is closed and the search will be interviewing candidates. The posting for the senior development officer posting is currently open.

University Relations

- **Office for Civil Rights**
  University Relations is working in partnership with the Office of Campus Diversity and Compliance, the Dean of Students and representatives from the UA system to prepare for a visit by the Office for Civil
Rights on Oct. 8–9, 2014. UR has created a series of promotional materials to help publicize various open forums, including posters, sandwich boards, stickers, ads, letters to the community, op-eds and web features.

- **UAA Alumni Spirit Magazine**
  The UR team is working to publish the second edition of the UAA Alumni Spirit magazine, scheduled to hit mailboxes later this month.

- **Seawolf Weekly**
  A special edition of the Seawolf Weekly on Oct. 1 focuses all stories on Homecoming 2014—stories include a recap of the Green & Gold Gala, alumni returning to campus, Student Life & Leadership involvement, hockey team preps for Kendall Classic and upcoming season, and more.

- **College of Fellows Newsletter**
  UR is working on putting together the September edition of the College of Fellows newsletter, scheduled to send on Sept. 30.

- **UAA Social Media**
  The University Relations team hosted the AEDC’s iloveanchorage Instagram account last week leading up to the 2014 Green & Gold Gala. Spirit appeared several times throughout the week as he prepared for the big event.

- **2014 Homecoming**
  University Relations is helping support Student Activities in the promotion of Homecoming 2014, including a #uaasuperfan campaign on social media and participation in the Shopping Cart Parade.

- **Recruitment for Public Relations and Marketing Manager**
  UR is currently recruiting for a public relations and marketing manager. The job posting closed Friday, Sept. 26, and the team will soon begin reviewing applicants and scheduling interviews.

# # #
The Office of Student Affairs (OSA) shared an engaging presence at Campus Kick-Off with the “Before I Graduate” wall. Students wrote their hopes and dreams for their time at UAA, including aspirations to “join Greek life,” “study abroad,” “win a National Championship,” and “figure out who I am.”

Student Affairs Assessment Team (A-Team)
The A-Team convened for a half-day planning retreat on September 26 during which they will hear from industry leaders on the future of student affairs assessment, share and celebrate best practices in assessment at UAA, evaluate A-Team accomplishments and areas for growth, establish specialized work-groups and goals, and self-appraise assessment competencies for development.

Military & Veteran Students Resource Center (MVSRC)
This summer, MVSRC staff held multiple Veteran Affairs (VA) Education workshops to help students learn how to use their benefits at UAA.

Beginning September 5, MVSRC will hold weekly meetings of the Veterans and Military Art Therapy Group, a free and confidential supportive expressive arts group for healing, support and comradery in a safe environment to promote creative self-expression and healing. The meetings are held every Friday from 1-3 pm in the Leadership Lab in the Student Union.

On the evening of September 11, MVSRC coordinated a “Service Before Self” art auction at the Alaska Airlines Center. The event included a silent auction in honor of those who we lost from 9/11 forward and those that have served, featuring the art of our first responders and military. Proceeds from the auction benefit the charity of the artist’s choice.

On October 8 from 5-7 pm, MVSRC will host UAA Alumnus Kenneth Bracewell for a book signing of his recent book, *A Veteran’s Road to College Success*, on how to successfully progress through college as a veteran with a family.

The Multicultural Center (MCC)
In August, MCC staff assisted with the “Call Back” initiative, making phone calls to continuing first- and second-year students who were in good standing, yet who were not enrolled. The impact of this initiative was that 52.7% who were contacted eventually enrolled. The overall impact was an 18% increase over last year.

MCC staff participated in the Residence Life Resource Fair on August 20, providing training and information to over 60 Residence Life staff members. On August 21-22, MCC also assisted Residence Life and on-campus students with the residential community move-in process.

MCC participated in Campus Kick-Off and made contact with over 100 students and family members visiting the table.

MCC also hosted its first annual Open House on Saturday, August 23. Over 100 participants from the campus and community stopped by and heard words of encouragement from the guest speaker, Preston Pollard. A professional skateboarder, model and public speaker, Mr. Pollard was a former Upward Bound student from Bartlett High School who now resides in Southern California.

In the next few weeks, MCC staff will finalize interviews for both the office manager and student transition advisor positions.
A clear picture of Fall 2014 enrollment has come in with the close of registration on September 5. The official count, known as the census, occurs September 19 and will reflect the official tally of fall enrollment.

From data reported on September 9, UAA university-wide enrollment is 3.7% lower than the same date last fall with 17,066 students enrolled compared to 17,724 one year ago. This is a continuation of the trend that began in 2012 as the number of high school graduates decline statewide and population growth remains relatively flat. UA Fairbanks is in a similar situation. Enrollment there is 5.5% lower than last year with 8,496 students enrolled this semester compared to 8,989 students enrolled in Fall 2013. UA Southeast in Juneau is faring a bit better with 0.3% lower enrollment with 2,941 students now enrolled compared to 2,949 last year.

While enrollment on the Anchorage campus is down 4.7% (13,732 students compared to 14,412 last year), Kenai Peninsula College (KPC) is experiencing enrollment growth compared to last year. KPC currently has 5.4% more students registered with 2,607 student enrolled this semester compared to 2,474 enrolled in Fall 2013.

There was an interesting change in student enrollment behavior this year. Historically UAA loses headcount in the last week of registration, when some students drop all of their courses and leave the University. This year UAA gained headcount with one student registering in Anchorage and seven registering university-wide. Although the number of additional students is few, this is a tremendous gain from last year when UAA lost 149 university-wide and 125 from the Anchorage campus.

The cooperative summer outreach program to unregistered students between Student Affairs and UAA's schools and colleges was more successful this year. Last summer 28.7% of students contacted registered for Fall 2013. This year, 48.35% of those contacted registered for Fall 2014.
Office of New Student Recruitment (NSR)
NSR is excited to announce the creation of two new positions: a traditional student recruiter who will focus attention on the recruitment of out-of-state prospective students and a transfer coordinator who will work with other key offices on campus to build a transfer-friendly process that will more effectively attract this important market. The additional staffing will allow for a more robust recruitment effort of two key demographics.

UAA Application Days are getting underway. NSR will offer the opportunity for prospective students to join a UAA recruiter in their high school to receive one-on-one assistance as they complete their application for admission. This year 21 high schools throughout Alaska are participating in this successful program.

New Student Orientation (NSO)
NSO partnered with the UAA student club Simple Truth to host “Strong Service” on September 27. Keynote speaker was former Seattle Seahawk, Mack Strong. Members from both the university and Anchorage communities participated in the Volunteer Fair that connected volunteers with service opportunities.

NSO hosted UAA FUSION (For Unity and Service in Our Neighborhoods) September 29 - October 3. This event creates an opportunity for UAA students to volunteer services hours to local non-profits in the Anchorage area.

Educational Talent Search (ETS)
On Wednesday, September 24, ETS hosted a screening of the documentary “First Generation,” which shows high school seniors from disadvantaged backgrounds preparing for college. The evening will include a resource fair of UAA programs and facilitated discussion.

Educational Opportunity Center (EOC)
Educational Opportunity Center will host the 33rd Annual Anchorage Alaska College and Career Fair 2014 at the Egan Civic and Convention Center on October 19 and 20. Representatives from colleges, universities, and vocational schools from around the country, as well as private and public employers, will be available to Alaska’s students and community.

Student Support Services (SSS)
Of the SSS students who completed classes last spring, 74% re-enrolled in classes for Fall 2014.

UA Scholars & Alaska Performance Scholars Program
The UA Scholars Program presented at Howl Days in which a total of 187 first-time freshman UA Scholars and Alaska Performance Scholars were in attendance. This is a 3% increase from last year in which 182 scholars participated in Howl Days. The one-day orientations were developed to specifically targets UA Scholars, Alaska Performance Scholars and Honors students.
STUDENT DEVELOPMENT

Student Life & Leadership (SL&L)
Campus Kick-Off was a success this year with 168 booths, a successful comedy show, the outdoor movie with over 300 attendees, and a packed shopping night at Fred Meyers.

Student Activities supported the grand opening of the Alaska Airlines Center by coordinating a variety of events including the Spirit Run, the Concert Board’s Alabama Shakes show on September 13 and Howlpalooza, a local music program on September 14.

USUAA had its fall retreat and is gearing up for the year. Club Council presented the Involvement Fair on September 10 that featured clubs and programs for student involvement.

Department of Residence Life (DRL)
All of the residential GUID150 classes are at 100% capacity.

DRL hosted a successful First-Year Faculty Social September 3. The Residence Hall Association (RHA) hosted the first-ever RHA Week following Residence Life’s Welcome Week to raise awareness of the association’s mission and role on campus.

Alaska Native & Rural Outreach Program (ANROP) and Alaska Native Studies are working together to host a weekly Southeast Alaska Regalia Sewing program every Wednesday in the Cama-i Room, 5:30-8 pm.

Student Conduct and Alcohol, Drug, & Wellness Education
In Summer 2013, the Dean of Students Office (DOS) collaborated with the Office of Campus Diversity & Compliance (OCDC) to compile thousands of pages of information for the US Department of Education Office of Civil Rights in fulfillment of a Title IX compliance review.

In collaboration with OCDC and many other stakeholders, DOS wrote new policies about domestic violence, dating violence, sexual assault, and stalking that will be included in the 2014 Campus Security & Fire Safety Report. DOS sent an email to all UAA community members with a link to the report, in compliance with the Clery Act.

Student Health & Counseling Center (SHCC)
During the month of August the SHCC participated in educational outreach with students, parents, and staff, at the following events: Howl Days, Campus Kick-Off, Residence Halls Resource Fair, Residence Life Welcome Week and various classroom presentations. During the week of September 8-12, SHCC recognized and offered events for Suicide Awareness and Prevention Week.

Beginning September 17, SHCC hosts a “Help for Test Anxiety” workshop every Wednesday from 1-2pm in the Student Learning Lab in the Student Union.

Career Services Center (CSC)
CSC heightened its presence on Twitter and Facebook during August in anticipation of the Fall semester with daily social media postings. CSC offered free coffee to students the first week of classes to welcome them to the UAA campus. This bumped up how many people signed in to CSC during August to 118.

CSC opened up registration for the Fall Career Fair that CSC will host on October 16. Currently, 60 organizations are already registered for the fair. CSC and the CBPP Accounting Department partnered again this year to host Accounting Week during September 23-27.

Student Union & Commuter Student Services (SU&CSS)
SU&CSS completed the two-week Fall 2014 Student Manager training. SU&CSS collaborated with Residence Life for approximately 26 hours of the two-week training to expand programming opportunities and better utilize campus and community resources. SU&CSS student managers developed and implemented a two-day training for the resource assistants and baristas.

SU&CSS participated in Campus Kick-Off with two booths this year and won honorable mention.
To: Dr. Diane Hirshberg, President – Faculty Senate
From: Pat Shier, CIO/Associate Vice Chancellor for IT Services
Date: September 30, 2014
Subject: October 2014 Faculty Senate Report

Summer 2014 Information Technology Changes and Events

Executive Summary

Summer 2014 was a continuation of several main themes: listening and learning, keeping existing services current and operating, “clearing the decks” and inventory of the products and services we already own. A few pilot efforts were conducted, and the reports are included with this summary.

Listening and Learning

1. Through input from the University Technology Council (UTC), the Academic Computing, Distance Learning, Instructional Technology and eLearning Committee (ACDLITe) and other user groups, we collaboratively refreshed the list of immediate and intermediate priorities used to make daily duty assignments within IT Services. Included with this report is a table of projects completed and a table of proposed projects that show a recommended ranking. I encourage you to look through the proposed projects list, and if you have feedback related to relative value/urgency of any task, let your governance group representative know.

2. Disaster Recovery and Continuity of Operations preparedness (DR COOP) remains a significant risk. Some planning has been completed with existing funding and we continue to rank this item as #1 in any additional funding request.

Keeping Existing Services Operating

Connectivity and bandwidth continue to challenge our capacity and this issue remains at the top of our networking thinking. The addition of the Alaska Airlines Center taxed our staff cycles over the summer and it will be a few weeks before we catch up with other bandwidth expansion tasks. More details will be provided in my next report.

Clearing the Decks
1. **Unified Directory.** A recent test of a cloud service – Office 365 – revealed that we are using some of the attributes available in the directory in a non-standard way. A committee with participation from each MAU is meeting to plan and execute a solution before the beginning of Spring 2015 semester if possible. Once solved, current UAA students may gain access to free Microsoft Office software for the duration of their association with UAA. The value of this benefit to students is significant. There may also be savings available to staff and faculty. Stay tuned for more information in the next report.

2. **Unified Communications.** More and more users – and local K-12 districts – are using Lync services. We are scheduling a pilot to federate our instances, such that UAA instructors might appear in an Anchorage or Mat-Su classroom, without leaving your office. More to announce in future reports.

3. **Infrastructure Repairs.** The uninterruptible power supplies inhabiting communications rooms in each building are still being replaced as time allows. These are being conducted on a regular basis, time and equipment permitting, almost always during weekend outage windows.

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**What Do We Already Own?**

1. Complexity and variety are welcome features of systems designed to meet a range of specific needs and at the same time engage interest. The challenge in complexity is inevitable increases in cost and decreases in reliability as more technical resources are needed – or existing technical resources are spread impossibly thin.
   a. IT Services has been involved in a comprehensive review of all systems and software currently operating at UAA. Most recently, we are cooperating with AIE in developing a list of the tools available to faculty, with the intent to publish the list, as appropriate, for the benefit of those seeking added tools to use in the classroom or instruction environment.

**Items Still Under Consideration:**

1. **Web/Internet Content Management Services Upgrade**
   The Web-Pros group is a shining example of how well collaborative governance can work. Our current web page Content Management Tool (CMS) is outdated and this group has identified at least two likely replacements that meet the needs of 90% of the users involved. The conversation has been spirited, and characterized by healthy give and take. Chances are, someone in your department has been participating in the evaluation of options. The group has concluded the list of requirements, and narrowed the number of potential RFP respondents. The RFP will go out soon, with the intent to install and test the new product as soon as possible. Look for more detail on the status of the RFP process in the next report.

2. **Learning Management System Review**
   a. Your leadership, in concert with similar structures at the other MAUs have agreed to begin a methodical academic-lead process in which the current learning
management system (LMS), Blackboard, can be evaluated and compared with reasonable alternatives, in the context of each MAU and UA Statewide strategies for course delivery in the future. It is anticipated that participation in this multi-year project will be determined by Faculty Senate leadership, with support from IT Services for technical input. More information will be available from your leadership as it is known.

b. Upgrades to the current LMS occur periodically. At this time, we do not have any upgrades scheduled. You will be informed if this changes.

c. IT Services and AIE are looking at an option for a cloud-based version of Blackboard, delivered much like the current Collaborate service. More information will be provided in the next report, as we are only exploring the possibility at this time.

3. Voice Mail alternative exploration

   We own all the hardware and software needed to be able to sunset the relatively expensive CISCO voice mail system. The savings is estimated in the magnitude of tens of thousands per year. But a change of this kind will require much more information and the participation and support of the voice-mail user community. Look for more information over the coming year regarding voluntary participation in a pilot test group. Ongoing.

4. Microsoft Exchange/Google calendars integration

   Work is underway to bridge Free/Busy information between the Exchange calendaring system and Google calendar. This should allow all faculty, staff and students to see each other’s calendars for scheduling purposes. This represents a significant change in service and is undertaken after extensive listening to both Exchange (Outlook) and Google user groups. Many other universities, including the University of Washington, are supporting both environments for sound business reasons, and are working to integrate the two approaches more fully. More information will be forthcoming as we progress. Ongoing, with a Doodle Calendar test currently underway.

5. Office 365 Pilot

   60-100 UAA faculty, staff and students have been engaged in a test of the cloud service known as Office 365. This service, if it works as advertised, has the potential to of solve several long-standing requests, without increasing our IT spend for mail and office productivity products, as it is included in our current annual contract.

   The service provides tight integration with Word, Excel, SharePoint, Email, Lync – products we already own and continue to pay for – and adds OneDrive secure cloud file storage and retrieval from anywhere there is an internet connection. The service provides real-time collaboration while working in the familiar Office products. Office 365 also provides free access to Office Professional for students. The software is available both on-line and on each machine, in the event an internet connection is lost/not available.

   The pilot is concluded, and a report is attached, with more information available when the aforementioned directory issue is resolved.
6. eLive “end of life” imminent
   The old eLive service has been at idle for this semester. By now, users have had ample opportunity to retrieve content from the old system. At some point later this year, the old system will be decommissioned. Please contact the IT Services Call Center for assistance if you have not yet moved your content to a safe place or otherwise missed earlier notifications/instructions.

7. Maintenance Issues
   a. Network circuits will be affected by routine maintenance throughout the summer. Most should take place during scheduled outage windows, and should not affect services, otherwise.

Thank you for the opportunity to serve as the UAA CIO. It has been very rewarding to participate in the revitalized governance process, rebuilding old relationships and forging new ones. We have a great deal yet to accomplish, and challenges known and unknown. Please contact members of the various governance groups nearest you in order to stay abreast of developments, or consider volunteering for service, as your time and interest may allow.

Pat Shier, CIO/Associate Vice Chancellor
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<td>SYS</td>
<td>14008</td>
<td>Rolled into SYS14009 Act-dir decommission</td>
<td></td>
</tr>
<tr>
<td>SYS14010</td>
<td>Retire legacy domains</td>
<td>2</td>
<td>Joe</td>
<td>TBD</td>
<td>TBD</td>
<td>N/A</td>
<td>SYS</td>
<td>14010</td>
<td>Rolled into SYS14009 Act-dir decommission</td>
<td></td>
</tr>
<tr>
<td>NWK14013</td>
<td>Upgrade links to Commons - 10g (to ISB and RH)</td>
<td>1</td>
<td>Mark</td>
<td>11/1/2013</td>
<td>11/15/2013</td>
<td>Complete</td>
<td>NWK</td>
<td>14013</td>
<td>Equipment has been purchased will receive soon</td>
<td></td>
</tr>
<tr>
<td>NWK14023</td>
<td>PWS DR site network configuration</td>
<td>3</td>
<td>Mark</td>
<td>11/15/2013</td>
<td>11/30/2013</td>
<td>Production</td>
<td>NWK</td>
<td>14023</td>
<td>DR site is in maintenance shop. Mark to investigate on 10/17-18</td>
<td></td>
</tr>
<tr>
<td>NWK14015</td>
<td>MAC housing WIFI project</td>
<td>1</td>
<td>Mark</td>
<td>12/1/2013</td>
<td>12/31/2013</td>
<td>Production</td>
<td>NWK</td>
<td>14015</td>
<td>Cabling needs to be redone in some areas</td>
<td></td>
</tr>
<tr>
<td>NWK14024</td>
<td>Py14 Network Lifecycle replacement</td>
<td>3</td>
<td>Mark</td>
<td>12/31/2013</td>
<td>1/1/2014</td>
<td>Complete</td>
<td>NWK</td>
<td>14024</td>
<td>PD developed, Mat-su, Kodak will have equipment replaced.</td>
<td></td>
</tr>
<tr>
<td>APP14030</td>
<td>Collaborate - initial install and proof for UAA</td>
<td>1</td>
<td>Rachel</td>
<td>11/1/2013</td>
<td>11/15/2013</td>
<td>Production</td>
<td>APP</td>
<td>14030</td>
<td>Have used 50% of storage already, need to develop communication to users</td>
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<tr>
<td>APP14031</td>
<td>Blackboard upgrade - V13</td>
<td>1</td>
<td>Rachel</td>
<td>1/1/2014</td>
<td>1/1/2014</td>
<td>Production</td>
<td>APP</td>
<td>14031</td>
<td>Leave in monitoring status through the 1st week of classes</td>
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<tr>
<td>APP14035</td>
<td>SharePoint 2007 to 2010 migration</td>
<td>3</td>
<td>Rachel</td>
<td>1/15/2014</td>
<td>1/15/2014</td>
<td>Production</td>
<td>APP</td>
<td>14035</td>
<td>Kit migration is complete, need to move college of health calendars over (slated for)</td>
<td></td>
</tr>
<tr>
<td>APP14038</td>
<td>elive upgrade for UAF/UAS</td>
<td>1</td>
<td>Rachel</td>
<td>12/14/2013</td>
<td>1/14/2014</td>
<td>Production</td>
<td>APP</td>
<td>14038</td>
<td>One outstanding bug remains - ticket open w/ blackboard</td>
<td></td>
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<tr>
<td>SYS14004</td>
<td>Exchange 2003 sunset</td>
<td>2</td>
<td>Joe</td>
<td>12/22/2013</td>
<td>2/19/2014</td>
<td>Complete</td>
<td>SYS</td>
<td>14004</td>
<td>Mailman currently requires one exchange server. Need to modify mailman. RFC PIR notes still need to be filled in. Will be complete as soon as chg freeze is lifted.</td>
<td></td>
</tr>
<tr>
<td>SYS14007</td>
<td>Fileserv AD Repoint (anc-filesrv01 to anc-js01)</td>
<td>1</td>
<td>Joe</td>
<td>4/15/2014</td>
<td>4/15/2014</td>
<td>Complete</td>
<td>SYS</td>
<td>14007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWK14021</td>
<td>iOS upgrades (switches)</td>
<td>2</td>
<td>Mark</td>
<td>8/1/2014</td>
<td>4/1/2014</td>
<td>Production</td>
<td>NWK</td>
<td>14021</td>
<td>2/5 update: IOS upgrades were performed on many of the switches due to a performance issue. 81 switches upgraded in this effort. 20-25 to go.</td>
<td></td>
</tr>
<tr>
<td>APP14036</td>
<td>Wallboard Refresh</td>
<td>3</td>
<td>Rachel</td>
<td>5/15/2014</td>
<td>5/15/2014</td>
<td>Production</td>
<td>APP</td>
<td>14036</td>
<td>Phase 1 in prod, enhancements will be implemented over the month of Feb</td>
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</tr>
<tr>
<td>SYS14039</td>
<td>Office 365 Pilot</td>
<td>2</td>
<td>Chris</td>
<td>5/1/2014</td>
<td>6/15/2014</td>
<td>Complete</td>
<td>SYS</td>
<td>14039</td>
<td></td>
<td></td>
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<tr>
<td>SYS14009</td>
<td>Act-dir sunset</td>
<td>2</td>
<td>Josh</td>
<td>8/1/2014</td>
<td>7/28/2014</td>
<td>Production</td>
<td>SYS</td>
<td>14009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SYS14044</td>
<td>SBCO Lync Phase 1 (Anchorage)</td>
<td>2</td>
<td>Josh</td>
<td>10/1/2014</td>
<td>7/29/2014</td>
<td>Production</td>
<td>SYS</td>
<td>14044</td>
<td></td>
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<tr>
<td>APP14032</td>
<td>DEA System auto-load</td>
<td>1</td>
<td>Rachel</td>
<td>7/31/2014</td>
<td>7/31/2014</td>
<td>Production</td>
<td>APP</td>
<td>14032</td>
<td>Rachel met with faculty services to determine requirements</td>
<td></td>
</tr>
<tr>
<td>APP14037</td>
<td>AV Services migration</td>
<td>2</td>
<td>Rachel</td>
<td>8/1/2014</td>
<td>7/31/2014</td>
<td>Production</td>
<td>APP</td>
<td>14037</td>
<td>3/4 update: 1 enhancement needs to be completed. 4/15 update: code cleanup and code review still to be completed. Student services Live23 may not be visible, may need to recode or port; 4/14 update: Meet with Les and Ben for a demo, receive feedback from them. 7/25 update: moving to prod this weekend</td>
<td></td>
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<tr>
<td>Projects</td>
<td>ID</td>
<td>Description</td>
<td>Priority</td>
<td>Owner</td>
<td>Begin Date</td>
<td>Start Date</td>
<td>Target Completion Date</td>
<td>Actual Completion Date</td>
<td>Phase</td>
<td>Type</td>
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<tr>
<td>APP14029 CMS Replacement - Phase I (Discovery/Reqts analysis, RFP)</td>
<td>2</td>
<td></td>
<td></td>
<td>Rachel</td>
<td>9/1/2013</td>
<td>12/15/2014</td>
<td>Drafting RFP</td>
<td>APP 14029</td>
<td>Project charter draft by 10/29, 3/4 update: 5 subgroups currently evaluating systems. 8/1 update: RFP process is moving forward slowly.</td>
<td></td>
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<tr>
<td>SYS14005 Offsite Backups</td>
<td>1</td>
<td></td>
<td></td>
<td>Joe</td>
<td>9/1/2013</td>
<td>8/25/2014</td>
<td>Production</td>
<td>SYS 14005</td>
<td>EWD to be completed, work w/ WWT to refine device policy. 4/16/14 update: Randy has EWD, needs to provide feedback to Mark. 5/14, 7/11 update: EWD completed, waiting on feedback.</td>
<td></td>
</tr>
<tr>
<td>NWK14014 ISE Implementation</td>
<td>1</td>
<td></td>
<td></td>
<td>Mark</td>
<td>9/1/2013</td>
<td>8/20/2014</td>
<td>Production</td>
<td>NWK 14014</td>
<td>Working w/ WWT. Should have EWD to Randy by 5/1. Question on how this will tie into Orion. 5/14, 7/11 update: EWD complete, waiting on feedback.</td>
<td></td>
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<tr>
<td>NWK14018 IPS Blade installation (Intrusion detection/prevention)</td>
<td>2</td>
<td></td>
<td></td>
<td>Mark</td>
<td>9/1/2013</td>
<td>8/20/2014</td>
<td>Pre-production</td>
<td>NWK 14018</td>
<td>Working w/ WWT. Should have EWD to Randy by 5/1. Question on how this will tie into Orion. 5/14, 7/11 update: EWD complete, waiting on feedback.</td>
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<tr>
<td>NWK14020 Sports complex build</td>
<td>1</td>
<td></td>
<td></td>
<td>Mark</td>
<td>9/1/2013</td>
<td>8/31/2014</td>
<td>Production</td>
<td>NWK 14020</td>
<td>Building live by 5/1. 5/14 update: on track. 5/29 update: 2nd floor chassis ready to install, should be today. Everything else is in besides Asp and monitoring.</td>
<td></td>
</tr>
<tr>
<td>SYS14006 VDI Phase 1: Non-persistent desktop Pilot</td>
<td>4</td>
<td></td>
<td></td>
<td>Josh</td>
<td>9/1/2013</td>
<td>9/1/2014</td>
<td>Testing</td>
<td>SYS 14006</td>
<td>College of Business working on a pilot for '14 spring semester, pilot will be pulled into our infrastructure at end of semester.</td>
<td></td>
</tr>
<tr>
<td>NWK14016 Community campuses GCI wireless - KRC and MSC</td>
<td>1</td>
<td></td>
<td></td>
<td>Mark</td>
<td>9/1/2013</td>
<td>9/1/2014</td>
<td>Requirements Analysis</td>
<td>NWK 14016</td>
<td>Mat-su and KRC are closest to moving forward. Next step is to talk w/ GCI. Trenching is required and may not occur this year. 5/14 update: still waiting on bridge work. 7/11 update: a couple more buildings to complete, then project will be done. Before closing project, need to formalize agreement with GCI.</td>
<td></td>
</tr>
<tr>
<td>NWK14017 GCI Public wireless - UAA campus</td>
<td>2</td>
<td></td>
<td></td>
<td>Mark</td>
<td>9/1/2013</td>
<td>9/1/2014</td>
<td>Production</td>
<td>NWK 14017</td>
<td>5/14 update: several recommendations have been implemented. Several more in progress. 7/11 update: changes continue.</td>
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<tr>
<td>NWK14019 New Engineering Building</td>
<td>1</td>
<td></td>
<td></td>
<td>Mark</td>
<td>9/1/2013</td>
<td>5/1/2015</td>
<td>Requirements Analysis</td>
<td>NWK 14019</td>
<td>Close on getting equipment list. 5/29 update: ready to be brought online spring semester 2015.</td>
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<tr>
<td>ENT14001 Enterprise/Disaster Recovery</td>
<td>1</td>
<td></td>
<td></td>
<td>Devin</td>
<td>11/1/2013</td>
<td>6/1/2016</td>
<td>Analysis</td>
<td>ENT 14001</td>
<td>Close on getting equipment list. 5/29 update: ready to be brought online spring semester 2015.</td>
<td></td>
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<tr>
<td>NWK14022 UPS replacements - various buildings around campus</td>
<td>3</td>
<td></td>
<td></td>
<td>Mark</td>
<td>12/2/2013</td>
<td>8/30/2014</td>
<td>Implementation</td>
<td>NWK 14022</td>
<td>4/2/14 update: most are done, some power stripes need to be hard wired. We will</td>
<td></td>
</tr>
<tr>
<td>SYS14042 Ironport Decommission</td>
<td>1</td>
<td></td>
<td></td>
<td>Joe</td>
<td>2/15/2014</td>
<td>9/1/2014</td>
<td>Production</td>
<td>SYS 14042</td>
<td>Close on getting equipment list. 5/29 update: ready to be brought online spring semester 2015.</td>
<td></td>
</tr>
<tr>
<td>NWK14046 Implement changes recommended by WWT Layer 3 report</td>
<td>2</td>
<td></td>
<td></td>
<td>Mark</td>
<td>4/1/2014</td>
<td>9/1/2014</td>
<td>Implementation</td>
<td>NWK 14046</td>
<td>5/14 update: several recommendations have been implemented. Several more in progress. 7/11 update: changes continue. To be implemented at Mat-su as a proof of concept. 7/11 update: Mat-su staff looking at setting up VDI infrastructure to tag qos on the packets. Mark to install a new lan router as part of lifecycle replacement and will modify QOS configuration at that time.</td>
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<tr>
<td>NWK14043 VDI QOS Proof of Concept</td>
<td>3</td>
<td></td>
<td></td>
<td>Mark</td>
<td>5/1/2014</td>
<td>9/1/2014</td>
<td>Testing</td>
<td>NWK 14043</td>
<td>To be implemented at Mat-su as a proof of concept. 7/11 update: Mat-su staff looking at setting up VDI infrastructure to tag qos on the packets. Mark to install a new lan router as part of lifecycle replacement and will modify QOS configuration at that time.</td>
<td></td>
</tr>
<tr>
<td>SYS15001 SBDC Phase II - Small office Lync implementation</td>
<td>3</td>
<td></td>
<td></td>
<td>Josh</td>
<td>7/15/2014</td>
<td>11/1/2014</td>
<td>Requirements Analysis</td>
<td>SYS 15001</td>
<td>To be implemented at Mat-su as a proof of concept. 7/11 update: Mat-su staff looking at setting up VDI infrastructure to tag qos on the packets. Mark to install a new lan router as part of lifecycle replacement and will modify QOS configuration at that time.</td>
<td></td>
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<tr>
<td>APP14045 Commonspot upgrade</td>
<td>2</td>
<td></td>
<td></td>
<td>Rachel</td>
<td>6/1/2014</td>
<td>9/7/2014</td>
<td>Pre-production</td>
<td>APP 14045</td>
<td>Targeting the upgrade for August 10th, pushed to next change window 9/7</td>
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<tr>
<td>SEC15006 PCI SAQ 3.0 Transition</td>
<td>2</td>
<td></td>
<td></td>
<td>Devin</td>
<td>8/1/2014</td>
<td>1/1/2015</td>
<td>Requirements Analysis</td>
<td>SEC 15006</td>
<td>Due Jan 1, 2015</td>
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2
<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>Priority</th>
<th>Project Owner</th>
<th>Begin Date</th>
<th>Target Completion Date</th>
<th>Actual Completion Date</th>
<th>Phase</th>
<th>Type</th>
<th>ID</th>
<th>Notes/Status</th>
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<tr>
<td>APP14027</td>
<td>DocuSign</td>
<td>1</td>
<td>Pat</td>
<td>9/1/2013</td>
<td>12/15/2013</td>
<td>Requirements</td>
<td>APP</td>
<td>14027</td>
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<td>Ended up not being an ITS project</td>
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<td>APP14028</td>
<td>ePortfolio</td>
<td>2</td>
<td>Pat</td>
<td>9/1/2013</td>
<td>12/15/2013</td>
<td>Requirements</td>
<td>APP</td>
<td>14028</td>
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<td>Ended up not being an ITS project</td>
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<td>NWK14041</td>
<td>Student Housing Phones</td>
<td>2</td>
<td>Adam</td>
<td>3/1/2014</td>
<td>8/1/2014</td>
<td>Not Started</td>
<td>NWK</td>
<td>14041</td>
<td></td>
<td>Note: the project plan should include decommissioning school messenger server once</td>
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<tr>
<td>Projects</td>
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<td><strong>ID</strong></td>
<td><strong>Description</strong></td>
<td><strong>Priority</strong></td>
<td><strong>Project Owner</strong></td>
<td><strong>Begin Date</strong></td>
<td><strong>Target Completion Date</strong></td>
<td><strong>Actual Completion Date</strong></td>
<td><strong>Phase</strong></td>
<td><strong>Type</strong></td>
<td><strong>ID</strong></td>
<td><strong>Notes/Status</strong></td>
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<td>For Consideration</td>
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<td>15002</td>
<td>List serve replacement (Mailman)</td>
<td>2</td>
<td></td>
<td></td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
<td>15002</td>
<td>Group was leaning towards implementing a new tool: L-Soft Listserv and Listserv Maestro. Many departments are interested in a new solution.</td>
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<tr>
<td>15003</td>
<td>Streaming server replacement</td>
<td>2</td>
<td></td>
<td></td>
<td>Not Started</td>
<td></td>
<td></td>
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<td>15003</td>
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<td>15004</td>
<td>File Server Content Migration (anc-filesrv01 to anc-fs01)</td>
<td>2</td>
<td></td>
<td></td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
<td>15004</td>
<td>Also, make FS folders available over internet</td>
</tr>
<tr>
<td>15005</td>
<td>Directory Tuning and remediation</td>
<td>1</td>
<td></td>
<td></td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
<td>15005</td>
<td>Known open issues include:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- AD timeout when trying to log into domain over internet</td>
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<td></td>
<td></td>
<td></td>
<td>- Scripts that are not documented but must be run periodically</td>
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<td></td>
<td></td>
<td></td>
<td>- Cross realm referral problem</td>
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<td></td>
<td></td>
<td>- Excessive active objects (ROOK)</td>
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<td></td>
<td>- Anc-UD03 is still in production</td>
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<td></td>
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<td></td>
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<td></td>
<td>- Blackboard has a bind to 01 domain controller - single point of failure</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Physical server architecture review</td>
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<td></td>
<td></td>
<td></td>
<td>- Systemwide rules for determining &quot;active&quot; users</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td>- Systemwide rules for schema population, including UPN (required for Office 365)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Intermittent &quot;Trust relationship has failed&quot; message on workstations at login (reported by College of Engineering)</td>
<td></td>
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<td></td>
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<td></td>
<td>- Manual account disable does not work (banner update script turns account back on until account disabled in banner)</td>
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<td>- Password expiration occurs at 400 days. Password expiration notice window does not allow faculty gone over summer to reset their passwords before expiration.</td>
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<td>- Alter AD password requirements so that Windows enforces the same password requirements that the ma.uae site requires. (Original request from Andy Tibo, ticket 220444)</td>
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<td>15007</td>
<td>SAN Upgrade for ESX environment</td>
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<td></td>
<td>15007</td>
<td>Allow VM environment to continue to grow and provide high performance</td>
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<td>15008</td>
<td>DR Project 1 - Geographically diverse hosting/SAN</td>
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<td>Data center UPS replacement</td>
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<td>Impending UPS replacement costs</td>
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<td>Data center evaluation</td>
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<tr>
<td>14025</td>
<td>Community campuses GCI wireless - other campuses</td>
<td>3</td>
<td>Mark</td>
<td></td>
<td>Not Started</td>
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<td></td>
<td></td>
<td>NVX14025</td>
<td>Medium impact, medium priority as defined by joe. Some analysis has been performed and Microsoft Forefront could be a good solution. They have an enterprise solution and a free version called Security Essentials (makes student downloads easier - no license tracking) Note: this is a student resource, paid for by student tech fees to offset the cost. May also include decommissioning some community campus exchange servers</td>
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<td>Private cloud</td>
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<td>Exchange 2013 upgrade</td>
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<td>Desktop engineering - remote management, patch management, desktop management tools</td>
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<td>As-built network documentation</td>
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<td>IS or support tasks - MS System Center?</td>
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<td>VPN - decommission old concentrator</td>
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<td>Documentation up to date, need to conduct review of documentation, ensure location of documentation is well understood</td>
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<td>VPN 3000 Concentrator, formally move Anyconnect into production Racks are in place, re-cabling not required, need to install equipment, bring in circuit</td>
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<td><strong>Target Completion Date</strong></td>
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<td>CMS Replacement - Phase II (Implementation)</td>
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<td>Collaborate part II - Long term solution</td>
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<td>IT Balanced Scorecard update</td>
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<td>Timetrade calendaring</td>
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<td>Cable Management</td>
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<td>UPS replacements II - smaller units in com closets</td>
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<td>Security/Firewalls - standardize config, IOS and hardware (if possible) on all 13 firewalls</td>
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<td>Productionize Lync</td>
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<td>VDI Phase II: Persistent Desktop Pilot</td>
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<td>VDI Phase III: Productionize</td>
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<td>LAB14002</td>
<td>Lab switch infrastructure assessment</td>
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<td>LAB</td>
<td>14002</td>
<td>Some of the infrastructure (switches and cabling) is aging. Review and report back to customers to determine if they are interested in replacement.</td>
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<td>Fix recurring IP address space issues around campus</td>
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<td>Fax Service</td>
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<td>Voicemail migration</td>
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<td>Wireless Lan Controller Expansion</td>
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<td>Exchange/email Tuning and remediation</td>
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<td>Backup Architecture Review</td>
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<td>Calix Replacement</td>
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<td>Password Management</td>
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<td>e911 conversion</td>
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<td>C-Class server consolidation</td>
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</table>

- Summer implementation would work best
- Potential to start this project now since Ryan needs a project for his class, wallboard rewrite could also be a potential project.
- Internal need and possible external need as well. Advisors group, distance ed, college of ed looking for this capability (Mat-su, Kenai currently using). In the long term, Live25 could provide this functionality in the future once exchange integration is available (vendor is working on this)
- Once part I is complete, need to look at smaller units that weren't in scope of the original project
- e911 and other gaps
- Suggested by Jerry Tibor
- Migrate unity voicemail to Microsoft
- The limit for one controller is 500 nodes. Will need to add a second controller with the sports arena and engineering building coming online.
- Known open issues include:
  - AGEN issue
  - Add FNX active users to the GAL
  - Free/busy
  - Finish rewriting dyn lists
  - Collapse exchange infrastructure where appropriate (PWSCC, Kodiak)
  - Systemwide rules for inter-campus mailbox moves
  - SMS "from" number is not user oriented
  - Implement e-discovery for legal holds (Recoverable Items folder or journaling?)
- Investigate replacing this call recording software
  - Old user accounts are left active because scripts are hardcoded
  - Root passwords have not been changed in more than 5 years
  - Local accounts are used on servers and networking equipment rather than authenticating to a AAA server.
  - Rights are too broad
- Migrate to a product that can provide this functionality for both Cisco and Lync (this is also included in the Productionize Lync project).
<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>Priority</th>
<th>Project Owner</th>
<th>Begin Date</th>
<th>Target Completion Date</th>
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<tbody>
<tr>
<td>NWK14012</td>
<td>PCI Compliance - open items</td>
<td>1</td>
<td>Devin</td>
<td>9/1/2013</td>
<td></td>
<td></td>
<td>Pre-production</td>
<td>NWK</td>
<td>14012 Qualis scan tool, facilities issues, quarterly/annual scans, 1/10/14 update: Mat-su currently on legacy domain, net1 code, AV Services Scheduling app resides on this server. See tasks - Rachel to develop list of users/apps (top 10) 2/4/14 update: wait to start this project until web/apps work on the actdir project ramps down. 4/14 update: this is planned for summer.</td>
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<td>Web04 decommission/migration</td>
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<tr>
<td>NWK14040</td>
<td>Informacast/School Messenger</td>
<td>3</td>
<td>Adam</td>
<td>1/1/2014</td>
<td>3/1/2014</td>
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<td>Not Started</td>
<td>NWK</td>
<td>14040 Fix Informacast errors, Migrate Sch Messenger to Smartcall</td>
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<tr>
<td>APP14033</td>
<td>UAA mobile app version 2</td>
<td>2</td>
<td>Rachel</td>
<td>9/1/2013</td>
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<td>Planning</td>
<td>APP</td>
<td>14033 Look at elucian Go app, can this replace the blackboard mobile functionality</td>
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<td>CCN14026</td>
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<td>Mark W.</td>
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<td>CCN</td>
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<tr>
<td>APP14034</td>
<td>Upgrade Pinnacle (LD billing system)</td>
<td>2</td>
<td>Rachel</td>
<td></td>
<td></td>
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<td>Not Started</td>
<td>APP</td>
<td>14034 Meeting 9/5 w/ Diane, Rachel, Karolyn. Karolyn will set up onsite meeting w/ Pinnacle reps. Get better understanding whether we want to upgrade.</td>
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<td>APP14003</td>
<td>Online Telephone Book</td>
<td>1</td>
<td>Diane</td>
<td>5/1/2014</td>
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<td>Not Started</td>
<td>APP</td>
<td>14003 Diane is going to discuss with stakeholders, normalized database schema has been created, project development in progress.</td>
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UAA Office 365 Pilot Summary Report
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Background

The University of Alaska Anchorage currently offers enterprise communication and productivity tools to its employees via locally hosted Microsoft Exchange, Lync, and Sharepoint servers, as well as local desktop installations of the Microsoft Office productivity suite. As our university community increasingly adopts technology platforms beyond the traditional desktop/laptop computing environments and continues to expand their near-real time and real time collaboration practices it is incumbent upon the university to identify solutions that can meet these growing needs in an effective and sustainable manner.

UAA’s existing Exchange and Lync services are currently supported on both traditional desktop/laptop environments as well as various types of mobile devices (e.g. iOS, Androids, etc.) for UAA employees (e.g. staff and faculty). The university currently offers the Microsoft Office productivity suites solely to the traditional OS X and Windows platforms. The Office 365 cloud service offers similar communication and collaboration features as currently offered by IT Services with our Exchange, Lync, and Sharepoint services and extends these by offering Lync, and if desired Exchange Online, to students as well as offering Office Web Apps (Word, Excel, PowerPoint, OneNote) via a web browser which enables university patrons to utilize the Office productivity suite regardless of which computing resource they currently have available or their geographical location. The integration of these online tools allows for the potential to increase collaboration between all members of the university community.

Pilot Group Feedback

A Qualtrics survey was sent out to the pilot group to gather their feedback regarding the overall Office 365 experience. Of the 61 surveys sent out we had 14 responses from the group. Looking at the individual components of Office 365 (i.e. OneDrive for Business, SharePoint Online, Office Web Apps) on a scale of 1-5 (e.g. Very Unsatisfied to Very Satisfied) the mean response for each was 3.9 with most respondents reporting a “satisfied” experience. Twelve of the respondents would probably or definitely recommend the use of Office 365 with the other two not sure.

OneDrive for Business

Six of the respondents reported using OneDrive for Business at least once a week with four reporting using it three or more times per week. Those individuals that rarely used OneDrive for Business indicated that the only reasons for not utilizing it was either they had other more urgent things preventing them from “setting it up properly”, or there was “no one else to use it with.” They all agreed that if the service was made available to the rest of the university community they would find it very helpful. Those individuals that used it on a daily basis found it very easy to access their documents if they were not at their computer and could easily sync them across devices.

SharePoint Online

Eight of the respondents reported using SharePoint Online at least once during the pilot with six reporting never having used it. Those individuals that reported not using SharePoint Online
indicated that it would be “used significantly more when everyone is on Office 365”, or that they had no time to change their normal means of doing business.

**Office Web Apps**

Ten of the respondents reported using Office Web Apps at least once during the pilot with four reporting never having used it. Eight individuals reported using one or more times per week. Those individuals that reported not using Office Web Apps indicated they didn’t have the time to learn to use them, or that the functionality was limited to the basics however they do see the potential for making minor changes to documents when at other locations.

**Word, Excel, PowerPoint for iPad**

When asked if they’d be interested in using Word, Excel, or PowerPoint on an iPad on a scale of 1-5 (Definitely not interested to Strongly interested) the mean response was 4.21 with the majority of respondents reporting “strongly interested.”

**Pilot Group Summary**

When asked based on their experience with Office 365 if they’d recommend that UAA offer it as a production service on a scale of 1-5 (Strongly disagree to Strongly agree) the mean response was 4.07 with eleven somewhat or strongly recommending it be offered with the remaining three neither agreeing nor disagreeing.

Overall the respondents liked the concepts offered by being able to use Office 365 to share and manage information. Several individuals mentioned concerns with regards to data security when utilizing OneDrive for Business, but the amount of storage provided likely make it advisable. One individual expressed that adopting the service should “either … reduce cost, or … address a problem, [otherwise] the disruption may not provide overall organizational value.” There is strong agreement that if the service becomes production that training and resources for Office 365’s applications and use is necessary along with a significant communication campaign to educate the university community about it’s availability and utility.

All of the CIS/CS faculty members participating in the pilot have expressed strong interest in making both Office 365, and Office 365 ProPlus available to their students as part of their academic curriculum.

**Office 365 Licensing options**

There are three general Office 365 Education plans available for both students and employees. The major feature differences are highlighted in Appendix A.

The base level plan is referred to as “Office 365 Education A2” which is available at no additional cost to both students and employees. This plan offers most of the functionality that individuals affiliated with the university would utilize (e.g. SharePoint Online, Exchange Online, Office Web Apps, Lync Online) and is the plan that was utilized during the course of the Office 365 pilot.

The next two plans “Office 365 Education A3” and “Office 365 Education A4” are available with a monthly subscription fee for both students and employees. These plans expand upon the
“A2” plan by offering Office desktop applications (i.e. Office 365 ProPlus), 99.9% guaranteed uptime, advanced email features such as archiving, legal hold and ediscovery, and voicemail. The “A4” plan further adds enterprise voice and audio calling. The feature sets offered as part of the “A3” and “A4” options are currently available to UAA in our existing licensing for the on-premises Exchange and Lync services.

**Office 365 ProPlus**

In addition to the defined Office 365 education plans previously mentioned, Microsoft offers Office 365 ProPlus as a separate licensing option. This includes Access, Excel, InfoPath, Lync client, OneNote, Outlook, PowerPoint, Publisher, and Word. It does not include Project, Visio, or SharePoint Designer. Office 365 ProPlus is the full version of Office with the same features and functionality as Office 2013. Office 365 ProPlus is installed on the user’s local computer and is not a web-based version of Office. Individuals do not need a persistent connection to the Internet in order to utilize this software.

Microsoft recently released versions of Word, Excel, and PowerPoint for the iOS as a free download through the iTunes store. By default these applications allow for reading/viewing documents; however, in order to create and edit documents the individual must configure the application to use an Office 365 account that has the Office 365 ProPlus license enabled.

**Licensing Differences**

- Office 365 ProPlus is offered as a monthly subscription. If the subscription is canceled Office 365 ProPlus goes into reduced functionality mode. In reduced functionality mode, individuals can open and view existing Office files, but can’t use most of the other features of Office 365 ProPlus.
- To use Office 365 ProPlus, an individual must have an Office 365 account and have been assigned a license. If the organization’s Office 365 administrator removes an individual’s license or account, the individual’s installations of Office 365 ProPlus goes into reduced functionality mode.
- Even though individuals don’t need a persistent Internet connection to use Office 365 ProPlus, they must connect to the Internet at least once every 30 days. This is so that the status of their Office 365 subscriptions can be checked. If individuals don’t connect within 30 days, Office 365 ProPlus goes into reduced functionality mode. After they connect to the Internet and their subscription status is verified, all the features of Office 365 ProPlus are available again.
- Individuals can install Office 365 ProPlus on up to five different computers with a single Office 365 license (i.e. UA identity). For example, an individual can have Office 365 ProPlus installed on a computer in the office, on a laptop to use when traveling, and on a home computer.

**Deployment differences**

- Office 365 ProPlus uses a technology called **Click-to-Run** to install Office. It provides a faster installation, so individuals can be up and running with Office 365 ProPlus in a matter of minutes.
- Office 365 provides a web-based portal where individuals can install Office 365 ProPlus themselves. This feature can be globally disabled if desired; however, it cannot currently
be disabled per group or on an per individual basis.

- Because Office 365 ProPlus uses a different installation technology, there's a different way to apply software updates, such as security fixes. By default, Click-to-Run is configured to automatically install updates from the Office 365 service. But, Click-to-Run can be configured to install updates from a location within an organization’s own network. Or, an organization’s existing software distribution tools can be utilized to distribute updated builds of Office 365 ProPlus.

- By default, Office 365 ProPlus installs as one package. This means that all Office programs are installed on the individual’s computer. However, the deployment can be configured to exclude certain programs from being installed, such as Access or InfoPath.

- Group policies can be created to enforce standard configurations for Office 365 ProPlus installations. These settings can be applied to users and computers that are in an Active Directory domain.

- Device management tools such as Microsoft System Center Configuration Manager (SCCM) can be utilized to configure and deploy Office 365 ProPlus from a local repository.

### Student Costs

As of December 1, 2013 Microsoft offers Office 365 ProPlus at no cost for students when Office is licensed for faculty and staff via the traditional desktop, ProPlus, or A3/A4 license for employees. The number listed under the `Qty` column indicates the number of student FTE currently covered by the existing FY14 UA Microsoft campus agreement. The table below lists all part numbers required for students to be licensed for Office 365 ProPlus.

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Price</th>
<th>Full Description</th>
<th>Mfg/Part #</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>19385</td>
<td>$0.00/mo.</td>
<td>Microsoft Office 365 Plan A2 Shared All Lng Monthly Subscriptions-Volume License Microsoft Volume License 1 License Per User (Student)</td>
<td>M6K-00001</td>
<td>$0.00</td>
</tr>
<tr>
<td>19385</td>
<td>$0.00/mo.</td>
<td>Microsoft Office 365 ProPlus A Shared All Lng Monthly Subscriptions-Volume License Microsoft Volume License 1 License Per user with Faculty (Student)</td>
<td>5XS-00002</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

### Employee Costs

There are two general options available for employees if the Office 365 ProPlus software is offered. Option 1 is to only purchase the Office 365 ProPlus license and use it in conjunction with Office 365 Education A2 plan. Option 2 is to purchase Office 365 Education A3 for employees. Microsoft requires the number of licenses purchased to be equal to the number of employees covered under our existing UA campus agreement.
### Option 1

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Price</th>
<th>Full Description</th>
<th>Mfg/Part #</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5335</td>
<td>$1.88/mo.</td>
<td>Microsoft® Office 365 ProPlus A Shared All Lng Monthly Subscriptions - VolumeLicense Microsoft Volume License 1 License Per User</td>
<td>5XS-00001</td>
<td>$120,357.60</td>
</tr>
</tbody>
</table>

### Option 2

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Price</th>
<th>Full Description</th>
<th>Mfg/Part #</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5335</td>
<td>$2.06/mo.</td>
<td>Microsoft® Office 365 Plan A3 Shared All Lng Monthly Subscriptions - VolumeLicense Microsoft Volume License 1 License Addon from CoreCAL/ECAL/OffProPlus</td>
<td>M7K-00018</td>
<td>$131,881.20</td>
</tr>
</tbody>
</table>

The above costs assumes no other changes within the UA campus agreement; however, it would be possible to substitute the Office 365 ProPlus license for some of the traditional Microsoft Office desktop licenses thereby offsetting some of the cost associated with the ProPlus license. It is important to note that it would not be possible to 100% substitute the traditional desktop Office licenses for Office 365 ProPlus as there are some use cases where the licensing methodology involved will not function either due to FERPA/HIPAA compliance (e.g. CHD and other locations with restricted network connectivity), or other uses case such as virtual desktop clients, computer labs, and other workstations which are not assigned to a single user.

### Recommendation

The overall consensus from the individuals participating in the pilot is to offer Office 365 as a production service. Even with the limited size of the pilot group, participants recognized the value available with Office 365 for increasing collaboration between students, staff and faculty. As UAA and UAS continue to see increasing utilization of Microsoft Lync there have been inquiries with Lync enabling students. Our current Lync On-Premises licensing does not include students within the FTE count. With Lync Online we can easily enable all students affiliated with the university as part of the default account provisioning process and they can elect to utilize, or not, the service as they desire without any negative impacts to their technology experiences. Furthermore the availability, ease of access, and maintainability associated with both Sharepoint Online and One Drive for Business will further facilitate collaboration by simplifying the process by which individuals can share files amongst each other. Additionally, by utilizing One Drive for Business it will provide the means of offering network storage to university students without increasing the costs incurred by university IT departments associated with purchasing and maintaining additional storage hardware.
Since Microsoft offers Office 365 A2 with Office 365 ProPlus at no cost to the university for students, and most employers are requiring familiarity with the Microsoft Office suite of applications it makes for a very logical business case to offer these services to students. Many higher education institutions across the United States are offering Office 365 to their students, and while the availability of Office 365 will not be the final deciding factor for an individual’s decision whether to attend UAA or not, it may very well be one item among many that perspective students consider as they evaluate what resources are offered to them from each institution on their finalist list.

A determination will need to be made with regards to university employees (staff and faculty) as to what level of Office 365 service will be made available to them. Since UAA and UAS employees already utilize Exchange and Lync On-premises the logical licensing option will be Office 365 A2. However, Office 365 ProPlus licensing is not offered to employees at no cost and with the limitations associated with Office 365 ProPlus licensing model it will require maintaining some degree of the standard desktop Office licenses for the foreseeable future. Accordingly the only benefit that would be realized by licensing Office 365 ProPlus for employees will be the availability of the full functionality of the iOS versions of Word, Excel, and PowerPoint as well as the ability, if enabled, for employees to install licensed copies of Microsoft Office onto up to five computers associated to them. Since employees already have access to the “Home Use Program” which allows them to purchase, at their own expense, a fully licensed copy of Microsoft Office for a nominal charge (~$10) for use on their personal devices the only benefit to the university would be related to the iOS versions of the core office applications (e.g. Word, Excel, and PowerPoint). Whether this functionality is worth both the cost associated with it and the potential difference in service offering between students and employees if it is not offered will need to be carefully considered before the services “go-live” date.
**Action Items**

In order to support the recommendations identified by the Office 365 Pilot the following action items have been identified that have a direct, or indirect, influence to Office 365. These action items should be addressed either as part of an Office 365 Production project, or as part of multiple individual, but linked projects. Whether accomplished as individual linked, or a single unified project these items must be addressed before Office 365 can be offered and supported in a production environment.

**Policies**

Currently within the University System’s published policy documents (UAA, UAS, UAF, SW/Board of Regents) there are several Information Technology related policies; however, the specific nature of hosted (cloud) services offers opportunities to clarify several areas that are essential to successful utilization and management of Office 365.

UA wide IT management, in consultation with UA Active Directory enterprise administrators (EA’s), MAU and SW policy makers, and other appropriate stakeholders will need to confer with regards to these proposed policies in regards to their use cases as applied at the University of Alaska. Regardless of any decisions associated with offering Office 365 as a production service or not, it is in the best long-term interests of the university to establish clear and consistent policies with regard to those areas identified below.

**Patron Data Retention**

There is no defined data retention policy associated with user account data resources (e.g. Exchange and/or Gmail mailbox, personal network file share, streaming media, Google Drive, Microsoft OneDrive for Business, etc.) with regards to how long these resources are retained after an individual’s association with the university is over. This is identified within the UA domain as a timestamp stored in the user object’s `accountExpiration` attribute and is automatically maintained for most identities based upon data entered into Banner in association with their roles at the university (e.g. student, staff, faculty, affiliate, etc.) which is also stored in the `uaRoleExpiration` attribute.

Since user resource retention within Office 365 is directly associated with the individual’s ability to access the service any provision process developed to support the service should have support of written, approved, and published data retention policies by which to operate. This will enable IT service desks to provide consistent and uniform responses to all customer requests. Additionally, regardless of any decisions made in association with Office 365, a user data retention policy will assist all MAU IT systems administrators with effectively managing their storage footprint by providing clear guidelines for when, and how to delete user data after the account has been expired and/or disabled.

**Cloud Services**

There are many online (cloud) services offered with a wide range of both functional capabilities and legal compliance with various laws and polices applicable to the University, such as but not limited to, HIPAA, FIRPA, etc. Depending on the type of data, federal law, state law, UA policy, and UAA policy may restrict specific content from being utilized with some cloud services.
Policy and patron (staff, faculty, and student) documentation should be created and published indicating which of the services are approved for use in accordance with university business based on the service’s compliance with both applicable laws, and signed legal agreements (e.g. HIPAA Business Associate Agreement) between the service’s provider and the University. These agreements provide accountability and responsibility for data access without which data provided to third parties is at risk for unauthorized use, possibly resulting in interruptions of access, loss of funding, and other penalties for the university.

Communication Strategy

A communication strategy should be developed to communicate the planned deployment of Office 365, the features and capabilities it offers to the university community, and the planned “go live” date. The communication plan should include a focus on both user, and IT support to ensure a successful deployment of the service.

Documentation / Training

With the role out of any new service appropriate documentation needs to be developed for both user, and IT support in order to ensure proper levels of support. This documentation needs to be developed and disseminated to the relevant stakeholders in accordance to the Office 365 communication plan.

Active Directory attributes

Per Microsoft’s TechNet articles (Prepare user-related attributes for Office 365 deployment, Duplicate or invalid attributes prevent directory synchronization in Office 365,) there are several attributes settings required for successful directory synchronization between on-premises Active Directory and Windows Azure which is utilized by Office 365. This requires that the on-premises UA directory objects and attributes to be properly prepared and maintained. Appendix B has a full detailed listing of the required attributes and character restrictions associated with each.

Additionally per Microsoft’s Developer Network article (User Naming Attributes) several conventions adopted by the University system will need to be revised to conform to Microsoft’s recommended best practices, and corresponding services dependent upon the existing directory attribute assumptions will need to be updated to reflect the conformance to Microsoft’s best practices.

The UA wide IT management, in consultation with UA Active Directory enterprise administrators (EA’s), and other appropriate stakeholders, will need to confer with regards to these identified Active Directory attributes in regards to their use cases as applied at the University of Alaska. Regardless of any decisions associated with offering Office 365 as a production service or not, it is in the best long-term interests of the university to revise our use of these attributes in accordance to Microsoft’s recommended best practices.

userPrincipalName

Currently the userPrincipalName (UPN) attribute is defined within the UA domain for all programmatically generated (i.e. Banner generated users) as <UA Identifier>@ua.ad.alaska.edu. Microsoft’s recommended convention is that this should map to the user’s primary email.
address. The point of the UPN is to consolidate the email and logon namespaces so that the user need only remember a single name. The UPN must be unique among all security principal objects within the directory forest. The domain suffix may be the name of a domain in the forest, or an alternate name listed in the upnSuffixes attribute.

The Office 365 environment utilizes the UPN attribute as a patron’s login username. Currently many resources which utilize the UA domain for user authentication rely upon the sAMAccountName attribute and not the UPN attribute. In environments following Microsoft’s recommended conventions the use of these two different attributes would cause minimum impact to patrons when they login to various resources with their UA domain account. The only difference would be that of logging in with a short (cwhowell) vs. fully qualified (cwhowell@uaa.alaska.edu) username. In our current environment it would require the individual to use two distinctly different usernames (short: cwhowell vs long: 30109999@ua.ad.alaska.edu).

Since the UA system consists of four primary unit’s (e.g. UAA, UAF, UAS, SW) and within each unit a variety of affiliated groups (e.g. community campuses, research groups, etc.) all of which provides a wide range of possible domain suffixes it is recommended that one of the following standards for the userPrincipalName be adopted:

1. UPN is equal to <UA Username>@alaska.edu
   • Pro: Provides the simplest experience for all UA patrons with everyone associated as a member of the University of Alaska without regards to any campus affiliations. Allows easiest accommodation for individuals with multiple active roles across the UA system. Additionally it could allow for the possibility for students to choose their primary email provider (i.e. UA @ Google or UA Exchange Online).
   • Con: This would require that the MX record for @alaska.edu be removed from Google Mail and pointed at a UA owned/operated mail multiplexer which would route the mail to Exchange or Gmail as appropriate. This would replicate mail routing behavior before the adoption of Gmail as the MX owner for the @alaska.edu namespace. This option does not necessarily mean an increase in costs associated with hardware or software licensing as the mail multiplexer role could be added to existing enterprise mail systems.

2. UPN is equal to <UA Username>@<Primary MAU Suffix> (e.g. cwhowell@uaa.alaska.edu, jpdoe@uas.alaska.edu, adsmith@uaf.alaska.edu, mdsmith@alaska.edu)
   • Pro: Provides easy implementation without conflicts to @alaska.edu MX record with Gmail. Individual’s identity is clearly associated with primary MAU affiliation.
   • Con: Individuals affiliated with @alaska.edu address would be able to login to Office 365; however, if they are Exchange enabled, either on-premises or online, email originating from outside the UA Exchange environment addressed to their @alaska.edu address will not be correctly routed, being delivered instead to the individual’s Gmail account, and reliant upon a mail forward configured within the Gmail account to deliver their email to their Exchange mailbox. Individuals with multiple active roles would only have a single primary association. An individual may not have an easily (e.g. programmatically) defined means of identifying their
primary MAU association (e.g. UAA Faculty & UAF Faculty). Additionally
username format may change (e.g. cwhowell@uaa.alaska.edu
vs. cwhowell@uas.alaska.edu) as individuals move across the system.

3. UPN is equal to <UA Username>@ua.ad.alaska.edu
   (e.g. cwhowell@ua.ad.alaska.edu)
   • Pro: Provides easy implementation without conflicts to @alaska.edu MX
     record with Gmail.
   • Con: Individuals would have a UPN value that is not their primary email
     address. This goes against Microsoft’s recommended best practices. An ongoing
     training/communication campaign would need to be adopted in order to educate
     existing individuals within the university system, as well as new arrivals with
     regards to the naming convention for the UPN “username.” As this doesn’t
     conform to either the university (e.g. @alaska.edu), or MAU (e.g.
     @uaa.alaska.edu) identity branding this option will most likely generate the
     largest increase to the various university IT service desks.

Regardless of which option is selected, individuals will still be able to have email proxy
addresses (aliases) reflecting affiliation with either their campus (e.g. @matsu.alaska.edu), or
vanity address (e.g. seawolf@uaa.alaska.edu).

mail
The value set to the mail attribute must be unique for each object within the forest. If there are
duplicate values in the mail attribute, the first user who has such a value is synchronized to
Windows Azure. All other users who have duplicate values will not appear in the Microsoft
Online Services Portal.

The resolution to this is two fold.

1. Existing duplicate mail attributes will need to be resolved across the UA system by
each MAU’s IT support desk. In cases where one user object has active UA roles, and
the other one has no active UA roles the mail address should be left with the active
account, and the account with the expired role should be set to a value that
corresponds to their sAMAccountName attribute.

2. Account provisioning/management tools will need to be updated to ensure that
regardless of if the mail attribute is automatically generated, an individual
“regenerates” their identity within Banner, or IT support personnel editing an attribute
the tools must first validate the value across the AD forest ensuring no duplicates
exists before allowing the value to be saved to the object’s mail attribute.

mailNickname
Per Microsoft’s Office 365 support article mailNickname attribute should be set to match that of
the user object’s sAMAccountName attribute within the on-premises Active Directory domain.
The Alias attribute within the Exchange Online environment, if utilized, is synchronized from the
on-premises domain’s mailNickname.
**proxyAddresses**

In an on-premises environment, you can have alias values that are the same as long as they are unique based on the suffixes after the at sign (@) in the SMTP address (e.g. john@uua.alaska.edu, john@uas.alaska.edu). Within Windows Azure all alias values must be unique for a given organization. Even if you have multiple unique suffixes after the at sign (@) in the SMTP address, all alias prefix values must be unique. For objects that have duplicate alias values created on-premises AD DS, an object collision occurs when directory synchronization runs, and object synchronization fails.

Additionally, in accordance with email messaging standards the attribute values defined for the `proxyAddresses` must not contain a space “ ” character.

The resolution to this is three fold.

1. Existing duplicate `proxyAddresses` will need to be resolved across the UA system by each MAU’s IT support desk. In cases where one user object has active UA roles, and the other one has no active UA roles the proxy address should be left with the active account, and removed from the account with no active roles.

2. Existing `proxyAddresses` with spaces within their value must have the space removed from the value.

3. Account provisioning/management tools will need to be updated to ensure that regardless of if the `proxyAddresses` is automatically generated, a result of the individual using EMLO to add a “vanity” address, or IT support personnel editing an attribute the tools in use must first validate the prefix value across the UA domain ensuring no duplicates existing, and validating that no invalid characters are present before allowing the value to be saved to the user’s `proxyAddresses` attribute.

**targetAddress**

According to Microsoft’s Reference: Directory objects and attributes used by Office 365 “for all mail-enabled objects and alternate addresses, the `targetAddress` attribute is required.” This is especially true for user accounts utilizing a third-party messaging system (e.g. Gmail) as their primary mail system, and individuals with mail forwards (e.g. alumni) but no mailboxes. If no value is specified for the `targetAddress` attribute, the value for the `mail` attribute is applied to the `targetAddress`.

**extensionAttribute1**

As part of the UAA Office 365 pilot program the UA system enterprise administrators agreed to the use of the `extensionAttribute1` attribute in association with Windows Azure and Office 365 account provisioning. This attribute will be a programmatically set based on other user identity attributes such as `uaRoleExpiration` and `accountExpires` attributes. The currently defined values for `extensionAttribute1` are:

- `<not set>` – This is the default value of the attribute and allows for the object to sync with Windows Azure and access/utilize Exchange Online Protection and Office 365 resources.
- `WindowsAzureDisableAccess` – Used with PowerShell scripts to programmatically disable user’s ability to access Office 365 resources without deleting any content/data.
- **WindowsAzureDoNotSync** – Used with DirSync to indicate if the account should be synced with Windows Azure. If this value is set on an account that currently exists within Windows Azure the next time the sync process runs the Windows Azure identity will be deleted and all user specific data within Office 365 is deleted with no ability to retrieve/recover it.

**Note:** during the Office 365 pilot these values were “Office365…”; however, the underlying service is Windows Azure which Office 365, Exchange Online Protection, and other services utilize. In keeping with logical naming conventions it is recommended that this be changed from “Office365…” to “WindowsAzure…” to better reflect resource/service association and ease troubleshooting steps. Making this change will involve making a minor configuration update to the DirSync filter settings to reflect the changed value.

**displayName**

The **displayName** attribute stores the human readable name for the object and is the attribute that is displayed to individuals when accessing objects (e.g. users, locations, etc) in applications such as Outlook Calendar scheduling. Additionally, Windows Azure uses this attribute when syncing mail-enabled groups. If this attribute is not set, even if the group has a valid email address the object will not be synced with Windows Azure, and not accessible within Office 365.

Objects range from programmatically generated users (i.e. automatically created users from Banner) with **displayName** values such as “Charles W Howell”, to manually created users and objects used for a variety of purposes. Many of these manually created objects are created with **displayName** values that may only be relevant to the individual(s) utilizing it (e.g. “walrus-RAS-413-P4E2”, “student099”, “ftp-server”, “2 2”, “% Bukowski”, etc.) whereas others provide some association to the purpose of the object (e.g. “UAA Facilities Scheduling”, “Alaska Medical Library”, “Alumni Relations”, “CBPP 207A”, “UAS Sitka Room 109”, etc.)

Windows Azure requires only the population of the **displayName** attribute; however, since the objects in the domain are visible across the university system it is recommend that a consistent and uniform naming convention is developed and utilized by all IT groups. This will provide an improved experience for all individuals across the system and minimize potential confusion associated with non-descriptive **displayName** values when members of the university utilize the global address list (GAL) in applications such as Microsoft Outlook and Lync.

Conventions should be developed for, at minimum, the following:

- Users
- Department Accounts
- Service Accounts
- Testing Accounts
- Lync enabled Video Conferencing devices
- Rooms
- Security / Distribution Groups

**Account Provisioning Scripts**

User’s within the UA domain are provisioned and updated by multiple scripts/processes since a user identity actually exists in multiple directories (e.g. UA AD domain, eDIR).
Create.cpp

The create program queries banner to obtain the following information about banner records:

- UA Username
- SPRIDEN_ID
- First Name
- Middle Initial
- Last Name
- UA Confidentiality Flag

The create program does some initial checking to determine how to process the user’s record. It will create, rename, or update the record as appropriate. This provisioning tool’s logic will need to be updated in accordance to the decisions reached by the UA wide IT management with regards to Active Directory attributes.

Extend.cpp

The extend program is used to extend roles in the UA domain. In the UA domain accounts are never deleted, and rarely disabled, they just expire when the user no longer has an active role in the system. The expiration date of a user account is the role expiration date that’s furthest in the future. The currently defined role types are listed in Appendix C.

The `accountExpires` attribute is what actually controls account access and this value is updated nightly to match the greatest of any roles a user holds. Once the user loses a role the timestamp of that role stops being evaluated and applied to the `accountExpires` attribute. The account becomes disabled after all roles have expired and the FileTime last set within the `accountExpires` attribute is past. Note: Individuals affiliated with UAF/SW often times will have the `accountExpires` attribute value set two or more years ahead of the FileTime associated with the UAF_*, or SW_* roles.

The extend provisioning tool’s logic will need to be updated in accordance to decisions reached by the UA wide IT management with regards to the user resources/data retention duration policies. Additionally logic should be added to properly manage syncing identities with the Windows Azure domain. When the FileTime set within the `accountExpires` attribute is reached the tool should set the `extensionAttribute1` attribute to the value of “WindowsAzureDisableAccess”. The Office 365 provisioning PowerShell scripts will use this value to disable access to the identity’s Office 365 account without deleting any data. Furthermore once the data retention period is exceeded the `extensionAttribute1` attribute value is changed to “WindowsAzureDoNotSync” at which point all of the identity’s resources (e.g. Exchange Online, Lync Online, OneDrive for Business, SharePoint Online personal page, etc.) is deleted and is unrecoverable. Alternatively the logic associated with managing the `extensionAttribute1` attribute associated with Windows Azure could be separated out into a script who’s sole purpose is to manage this task.

Provision.ps1

The provision script is specific to UAA to retrieve information from the RPTS snapshot and adds the user to appropriate security groups. In some cases it dynamically creates security groups if new groups are created within Banner. It also makes changes to AD attributes when required.
The logic within the provision script will need to be reviewed for consistency and conformance with the decisions reached by the UA wide IT management with regards to user object attribute standards.

ELMO

The primary user management tool makes certain assumptions with regards to user objects within the UA domain. These assumptions work with the existing use-case for the UA domain; however, they are not valid assumptions in accordance with Microsoft’s best practices and as the above identified attributes are adjusted to conform to best practices ELMO’s logic will need to be updated accordingly.

The following components will need to be changed or added:

- Management of userPrincipalName values. ELMO’s application logic assumes that the UPN value is equal to <uaIdentifier>@ua.ad.alaska.edu. For user objects that do not match this use case paradigm ELMO will cease to function as intended/expected. The application logic will need to be updated to remove this expectation and be updated in accordance with the decisions reached by UA wide IT management with regards to user object attribute standards.
- User object OU locations. ELMO’s application logic assumes that all user accounts are located within the OU userAccounts located at the root of the ua.ad.alaska.edu domain. While all programmatically generated accounts (i.e. accounts created from Banner data) exist here manually created department accounts might not exist in that location. This results in user objects for which the account’s owner cannot successfully utilize ELMO to manage identity information and/or reset the account’s password. Accordingly ELMO’s application logic should be updated to search the entirety of the domain in order to provide a single tool to manage all user objects.

Office 365 Provisioning Script

Individuals utilizing Office 365 need to have several attributes assigned to their Windows Azure account. These include geographical location (e.g. United States) as well as which specific features (e.g. Lync Online, SharePoint Online, etc.) they’re entitled to use. Since at this time the Exchange Online feature will not be utilized it is possible to provision the university community in one of two methods without creating any negative impact to any existing use case by organizations within the university system.

- Option 1 is to automatically provision every UA identity as its created or re-enabled.
- Option 2 is to develop a self-provisioning website similar to that done with the UAA Lync service where an individual can login and enable/provision their access to Office 365.

Regardless of which provisioning strategy is adopted the underline method will relay on a PowerShell scripts to set the desired attributes. It is only a matter of the scope (i.e. individual vs batch) in which the PowerShell scripts will be executed that needs to be determined.

Call Center Dashboard

The Call Center Dashboard serves as the primary account management tool for many UAA MAU IT support personnel. This tool provides visibility to support personnel with regards to
which services an individual is provisioned for (e.g. Exchange, Lync, etc.) as well as attribute information such as UA Roles and their corresponding expiration dates.

If Office 365 is moved into a production status this tool will need to be updated in order to indicate if the account is being synced with Windows Azure, as well as indicate which of the Office 365 services the account is provisioned for (e.g. STANDARDOFFPACK_FACULTY, STANDARDOFFPACK_STUDENT), and if applicable which components (e.g. Office Web Apps, Office ProPlus, SharePoint Online, etc.) they are licensed for. Ideally this tool could also include the necessary logic to allow the IT support personnel to enable/disable user access (but not delete), and adjust service provisioning (e.g. switch from student to employee licensing).

Other Provisioning/Account Management Programs and Scripts

There may be, as yet, other unidentified provisioning or account management programs or scripts utilized by either community campuses, or MAU’s with certain assumed business logic based upon how Active Directory attributes are currently defined. It will be necessary to reach out to departmental, community, and MAU IT groups in order to validate all automated provisioning, and other user identity management tools are updated in accordance to any decisions reached by UA wide IT management with regards to user object attribute standards.
# Appendix A: Office 365 Licensing options

<table>
<thead>
<tr>
<th>Feature</th>
<th>Office 365 Education A2</th>
<th>Office 365 Education A3</th>
<th>Office 365 Education A4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Educational Cost:</strong></td>
<td>Students: Free</td>
<td>Students: $2.50 user/month</td>
<td>Students: $3.00 user/month</td>
</tr>
<tr>
<td></td>
<td>Employees: Free</td>
<td>Employees: $4.50 user/month</td>
<td>Employees: $6.00 user/month</td>
</tr>
<tr>
<td><strong>Email:</strong> Business-class email, shared calendars, 50 GB of storage per user</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Web conferencing:</strong> Conduct meetings over the web with HD video conferencing, screen sharing, and instant messaging</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Simple file sharing:</strong> OneDrive for Business provides each individual with 25 GB of personal storage (1 TB coming soon) they can access from anywhere. Easily share files internally and externally and control who sees and edits them</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Intranet sites for your teams:</strong></td>
<td>SharePoint sites provide workspaces with customizable security settings for individual teams within the institution.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Active Directory integration:</strong></td>
<td>Manage user credentials and permissions. Single sign-on and synchronization with Active Directory.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Spam and malware protection:</strong></td>
<td>Premium anti-malware protection and anti-spam filtering.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Community and phone support:</strong></td>
<td>IT-level web support and 24/7 phone support for critical issues.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Office Online:</strong></td>
<td>Create and edit Word, Excel, PowerPoint, and OneNote files via a web browser.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Mobile apps:</strong></td>
<td>Access, edit, and view Word, Excel, and PowerPoint documents on iPad®, iPhone®, Android phone, and Windows Phone. Use the OneNote, OWA, Lync Mobile, and SharePoint Newsfeed apps on most devices.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Guaranteed 99.9% uptime:</strong></td>
<td>Get peace of mind knowing that your services are available with a guaranteed 99.9% uptime, financially backed service level agreement (SLA).</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Office applications:</strong></td>
<td>Subscription to Office for up to 5 PCs/Windows</td>
<td>Word, Excel, PowerPoint,</td>
<td>Word, Excel, PowerPoint,</td>
</tr>
<tr>
<td>Feature</td>
<td>Office 365 Education A2</td>
<td>Office 365 Education A3</td>
<td>Office 365 Education A4</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>tablets/Macs per user.</td>
<td></td>
<td>Outlook, Project,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access, Lync, Notebook</td>
<td></td>
</tr>
<tr>
<td>Advanced email:</td>
<td></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Archiving and legal hold capabilities, plus unlimited storage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eDiscovery Center:</td>
<td></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Tools to support compliance. Search across SharePoint sites and Exchange mailboxes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voicemail:</td>
<td></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Hosted voicemail support with auto attendant capabilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise voice:</td>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Enhance or replace traditional PBX phone systems with the call capabilities offered in Lync Server 2013 Plus CAL.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio calling:</td>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Make voice calls from your computer using Lync-to-phone.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: List of Attributes synced by DirSync

Source:

- TechNet: List of Attributes that are Synced by the Windows Azure Active Directory Sync Tool
- TechNet: Reference: Directory objects and attributes used by Office 365
- Prepare to provision users through directory synchronization to Office 365

<table>
<thead>
<tr>
<th>AD Attribute</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>sAMAccountName</td>
<td>• Maximum number of characters: 20</td>
</tr>
<tr>
<td></td>
<td>• Invalid Active Directory characters: ! #$ % ^ &amp; { } ` ~ &quot; / [ ] : @ &lt;&gt; + = ? *</td>
</tr>
<tr>
<td></td>
<td>• If a user has an invalid sAMAccountName attribute but has a valid</td>
</tr>
<tr>
<td></td>
<td>userPrincipalName attribute, the user account is created in Office 365.</td>
</tr>
<tr>
<td></td>
<td>If both sAMAccountName and userPrincipalName are invalid, the on-premises</td>
</tr>
<tr>
<td></td>
<td>Active Directory userPrincipalName attribute must be updated.</td>
</tr>
<tr>
<td>givenName</td>
<td>• Maximum number of characters: 64</td>
</tr>
<tr>
<td></td>
<td>• Unexpected characters: ? @ \ +</td>
</tr>
<tr>
<td>sn (surname)</td>
<td>• Maximum number of characters: 64</td>
</tr>
<tr>
<td></td>
<td>• Unexpected characters: ? @ \ +</td>
</tr>
<tr>
<td>displayName</td>
<td>• If the attribute exists in the user object, it will be synchronized with Office 365</td>
</tr>
<tr>
<td></td>
<td>• If this attribute exists in the user object, there must be a value for it. That is, the attribute must not be blank</td>
</tr>
<tr>
<td></td>
<td>• Maximum number of characters: 256</td>
</tr>
<tr>
<td></td>
<td>• Unexpected characters: \ ? @ \ +</td>
</tr>
<tr>
<td>mail</td>
<td>• Maximum number of characters: 256</td>
</tr>
<tr>
<td></td>
<td>• Invalid characters: [ ! # $ % &amp; * + / = ? ^ ` { } ]</td>
</tr>
<tr>
<td></td>
<td>• The attribute value must be unique within the directory</td>
</tr>
<tr>
<td></td>
<td>• Duplicate values: The mail attribute cannot contain any duplicate value</td>
</tr>
<tr>
<td></td>
<td>• NOTE: if there are duplicate values in the mail field, the first user who has such a value is synchronized to Office 365. All the other users who have duplicate values don’t appear in the Microsoft Online Services Portal. As a result, you must modify the mail attribute value for those users with the matching value that did not synchronize to the portal</td>
</tr>
<tr>
<td>mailNickname</td>
<td>• Maximum number of characters: 64</td>
</tr>
<tr>
<td></td>
<td>• Invalid characters: [ \ ! # $ % &amp; * + / = ? ^ ` { } ] ~ &lt;&gt; ( ) ; : , ] “ @ a space</td>
</tr>
<tr>
<td></td>
<td>• This attribute should match the sAMAccountName value.</td>
</tr>
<tr>
<td>proxyAddresses</td>
<td>• Multi-value attribute</td>
</tr>
<tr>
<td></td>
<td>• Maximum number of characters per value: 256</td>
</tr>
<tr>
<td></td>
<td>• Invalid characters: \ % &amp; + / = ? ^ ` { }</td>
</tr>
<tr>
<td></td>
<td>• All SMTP address should comply with email messaging standards.</td>
</tr>
<tr>
<td></td>
<td>• Duplicate values: The proxyAddresses attribute cannot contain any duplicate values.</td>
</tr>
<tr>
<td>AD Attribute</td>
<td>Requirements</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **targetAddress** | • For mail-enabled objects and alternate addresses, the targetAddress attribute is required. This is especially true in third-party messaging migration and coexistence scenarios. If no value is specified for the targetAddress attribute, the value for the mail attribute is applied to the targetAddress.  
  • Maximum number of characters: 255  
  • The attribute must not contain a space “ ”  
  • Invalid characters: `\ % & * + / = ? ` `{ `| `< `>` `; ` `, ` `[ `] `“` |
| **userPrincipalName** | • The userPrincipalName (UPN) attribute must be in the Internet-style logon format where the user name is followed by the at sign (@) and a domain name; for example, `user@uaa.alaska.edu`  
  • Maximum number of characters for the user name that is in front of the at sign (@): 64  
  • Maximum number of characters for the domain name following the at sign (@): 256  
  • Invalid characters: `! # $ % \ $ * + - / = ? ^ ` `{ `| `< `>` `; ` `, ` `[ `] `“`  
  Additional requirements for a valid userPrincipalName attribute:  
  • The @ character is required in each value  
  • The @ character cannot be the first character in each value  
  • The username cannot end with a period (.), an ampersand (&), a space, or an at sign (@).  
  • The username cannot have any spaces  
  • Routable domains must be used; for example local or internal cannot be used  
  • Unicode is converted to underscore characters.  
  • userPrincipalName cannot contain any duplicate values in the forest. |
| **Groups** | • Mail-enabled character check: All mail-enabled groups must use the *@* pattern. |
| **Contacts** | • Mail-enabled character check: All mail-enabled contacts must use the *@* pattern. |
Appendix C: UA Role Types

The following roles are currently in use across the UA system and stored as part of the multi-valued attribute uaRoleExpiration in the format of “RoleName:FileTime”.

<table>
<thead>
<tr>
<th>Role Name</th>
<th>Description</th>
<th>Expiration Increased By</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA_Student</td>
<td>Active course enrollment with UAA MAU</td>
<td>365 days</td>
</tr>
<tr>
<td>UAA_Employee</td>
<td>Active job assignment with UAA MAU</td>
<td>14 days</td>
</tr>
<tr>
<td>UAA_Faculty</td>
<td>Active faculty job assignment with UAA MAU</td>
<td>14 days</td>
</tr>
<tr>
<td>UAA_New_Admits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAA_Patron</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAF_Student</td>
<td>Active course enrollment with UAF MAU</td>
<td></td>
</tr>
<tr>
<td>UAF_Employees</td>
<td>Active job assignment with UAF MAU</td>
<td>7 days</td>
</tr>
<tr>
<td>UAF_Staff</td>
<td>Active job assignment with UAF MAU</td>
<td>7 days</td>
</tr>
<tr>
<td>UAF_Faculty</td>
<td>Active faculty job assignment with UAF MAU</td>
<td>7 days</td>
</tr>
<tr>
<td>UAF_New_Admits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAS_Student</td>
<td>Active course enrollment with UAS MAU</td>
<td></td>
</tr>
<tr>
<td>UAS_Employee</td>
<td>Active assignment with UAS MAU</td>
<td>14 days</td>
</tr>
<tr>
<td>UAS_Faculty</td>
<td>Active faculty job assignment with UAS MAU</td>
<td>7 days</td>
</tr>
<tr>
<td>UAS_Patron</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW_Staff</td>
<td>Active job assignment with Statewide</td>
<td>14 days</td>
</tr>
<tr>
<td>SW_Employees</td>
<td>Active job assignment with Statewide</td>
<td>14 days</td>
</tr>
</tbody>
</table>
CENTER FOR ADVANCING FACULTY EXCELLENCE

- **Responding to Toxic Behavior in Departments:** The first performance and faculty discussion of “Toxic Friday,” the interactive theatre piece that explores ways academic bullying can affect the dynamics within a department, took place September 19th. The discussion that followed was extremely productive and faculty evaluations were very positive. This was the first in a series of faculty discussions about best steps to ensure that all faculty can work in safe and supportive environments. The intention is to ensure a strong faculty voice in the development of policies in this area. Performance of this piece will be repeated **10 am – Noon on October 3 in Library 307.** An interactive workshop on how to intervene on toxic behavior will be offered on **October 17 from 2:30-4:30 pm in LIB 307.** CAFE also hopes to offer additional workshops in the spring semester, depending upon funding, and there are preliminary conversations about sharing the performance with UAF.

- **Alaska Native Ways of Teaching & Learning/Difficult Dialogues:** CAFE received a large number of applications for the 5-session Faculty Learning Community based on the recently published book *Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in the Classroom.* Thirteen faculty were selected; the series begins **October 3,** facilitated by Don Rearden.

- CAFE is hosting its each-semester **Public Policy Debate and Faculty Forum** on Wednesday **October 8 in Library 307 from 7-9 pm.** Response panelists will include E. J. David from Psychology, Forrest Nabors from Political Science, and Robin Bronen, Director of the Immigration Justice Center. The topic will be immigration in Alaska.

- CAFE is working with the Office of Academic Affairs and the Office of Student Affairs to bring George Kuh to UAA to work with faculty and staff on diffusing **High Impact Practices** into curricular and extra-curricular teaching and learning throughout the university. His visit will most likely be at the end of February.

- This year there are two cohorts working with CAFE’s **Making Learning Visible** program (which requires faculty to research new pedagogies they introduce into the classroom and report back to colleagues about their success). One group contains faculty who are focusing strictly on Community Engagement pedagogy and is being facilitated through a partnership between CCEL and CAFE. The other group, facilitated solely by CAFE, consists of 10 faculty awarded MLV Implementation Grants last spring who will be implementing a variety of new pedagogies.
6 Faculty Minigrants awarded for Fall 2014: Amanda Walch, Nutrition & Dietetics; Patrick Cunningham, Social Work; Bree Kessler, Health Sciences; Caroline Wilson, Biological Sciences; Dan Anteau, Theatre & Dance; & Kathryn Ohle, Early Childhood Education.

Community-Engaged Student Assistants (CESAs) awarded to faculty for projects in Fall 2014: Dorn Van Dommelen for GEOG/INTL 101; Kimberly Pace, Political Science, for Model UN; Amanda Walch, Dietetics and Nutrition, for Alaska Native Food Security; Karen Roth, Early Childhood Education, for Creative Activities Fair; Caroline Wilson, Biological Sciences, Brain Bee; Hattie Harvey, Early Childhood Education, Anchorage Kindergarten Ready Network; Gabe Garcia, Public Health, Start the Conversation; Donna Aguiniga, Social Work, & Stephanie Bauer, Philosophy, Dialogues for Public Life; and Dan Anteau, Theatre, ASD Drama Partnership.

ENGAGE Week 2014, with a theme of “A Welcoming Community” November 3-7 will include community-engagement activities and presentations at the noon hour and late afternoon or early evening each day of the week. Jeff Hou, a professor of landscape architecture at the University of Washington, will be a keynote speaker on Monday, November 3 at 6 pm on how cities are designed to engage and empower their citizens in the use of public space. Hou will also lead a workshop in the community on Saturday, Nov. 1. More information on Jeff Hou: http://faculty.washington.edu/jhou/.

CCEL was instrumental in having the municipality of Anchorage join a national initiative to be a “Welcoming City” (http://www.welcomingamerica.org/about-us/cities/). On September 9, the Anchorage Assembly passed a resolution that resolves: “That the Municipality of Anchorage, Alaska is a member of the Welcoming Cities and Counties Initiative, and supports the Municipal Ombudsman’s Office and community partners in their work to act as a resource for intercultural awareness, education, and celebration among all Anchorage residents.” The CCEL Director accepted the resolution along with the Ombudsman’s Office, the Equal Rights Commission, and the Refugee Assistance & Immigration Services program http://www.muni.org/Residents/Pages/MuniMeetings.aspx.

Think Tank October 9, 1-2:15 pm in Lib 307 will feature Housing Anchorage, a coalition that includes the United Way, asking “How can we spur housing development in Anchorage that is affordable to our workforce?” All are welcome for interactive discussion, pizza provided by Moose’s Tooth.

ACADEMIC INNOVATIONS & eLEARNING

Professional Development

- Our fall workshops series are in full swing. October is Quality Matters month. If you, or your department, would like a specific training session please contact Dave Dannenberg.
  - Quality Matters Overview – Oct 2 & 10
  - Course Architecture and Planning – Oct 15 & 24
ACADEMIC INNOVATIONS & eLEARNING - continued

Professional Development

- Quality Matters implementation is proceeding. Recent activities include
  - Applying the Quality Matters Rubric training Sept 15-29. Trainings have been scheduled once per month for the rest of the academic year, dates posted on the AI&e Workshops page
  - Meetings and presentations within colleges and departments
  - Additional AI&e staff and faculty have completed training as Peer Reviewers
  - Instructional Designer Melissa Banker, one of the leads on the QM project, has also completed Course Review Management Certification and will be starting training certifications in October
  - Several faculty members are starting with informal reviews
  - Discussion with ACDLITe
- Assistant Director Heather Nash and Instructional Designer Melissa Banker flew to Kodiak in September for collaboration and work with faculty and instructional design staff.

Distance Education

- The creation of a distance education support strategic plan is commencing to improve our services within. If you would like to be involved please contact Dave Dannenberg.
- The UAA distance education fee was increased and approved by the Provost. The increase in revenue from this fee adjustment will provide the means to improve our services as guided by the strategic plan.

ePortfolio Initiatives

- ePortfolio procurement efforts are on schedule with oral presentations planned for October.
- The Advisory Committee is starting conversations around identifying university pilots for spring and summer of 2015.

Staffing Notes

- The open instructional designer is posted and we hope to fill that position later this fall. It has been advertised nationally.
- An additional ePortfolio position has also been posted. The hope is to have the position filled in time to work with the spring ePortfolio pilots.
- Sarah Frick, Assistant Director of Professional Development, has accepted a position at Kenai Peninsula College. While we hate to see her go, we are thrilled to have her as a collaborator in KPC. Her last day with AI&e is Dec 5th. It is anticipated that we will conduct a national search to refill her position, with a proposed start date of Jan 5th.

INSTITUTIONAL RESEARCH

- Retention and graduation rate information is available at the IR website and includes figures by college and campus.
- Fall Opening Freeze Report has been posted. This report details student credit hours, enrollments, and course section and capacity information.
- 2014 Fact Book will be available in early October.
UAA/APU BOOKS OF THE YEAR

The UAA/APU Books of the Year, in partnership with the Loussac Library and Alaska Public Media, is hosting the “Read Watch Think: Unpacking our Propaganda” series throughout the year. This monthly series features films and community discussions based on themes explored in Blaine Harden's *Escape from Camp 14* (a Books of the Year 2014-15 selection). Harden will be in Anchorage October 22-23, and his visit includes on-campus sessions with Justice, Journalism, Honors and Preparatory Composition classes as well as public events.

October's Theme: Power & Control

- **Tuesday, October 21:** Movie: *Disco & Atomic War*, 7 p.m, Alaska Public Media TV Studio
- **Thursday, October 23:** An Evening with Blaine Harden, author of *Escape from Camp 14*, facilitated by Alaskan author and UAA faculty Don Rearden, 7 p.m, Wilda Marston Theatre, Loussac Library

INSTITUTIONAL EFFECTIVENESS, ENGAGEMENT & ACADEMIC SUPPORT

- *Performance '14* Report will be available in October.
Submission of the Office of Diversity & Compliance report to UAA Faculty Senate President, Dr. Diane Hirshberg
Monday, September 29, 2014

The Office of Campus Diversity and Compliance (OCDC) is the institutional focal point for promoting, supporting, and celebrating diversity through inclusion. The UAA National Coalition Building Institute (NCBI) team (Administrators, Faculty, Staff and Students), works to increase cultural competence, prejudice reduction and provide techniques for effective interventions skills to shift inappropriate behaviors. An NCBI, Social Inclusion & Equity workshop for UAA faculty and staff will be offered Friday, October 17, 9:00am to 4:15p.m., Gorsuch Commons 106. Registrations are open via www.uaa.alaska.diversity/ncbi. The importance of this work helps stakeholders to embrace individual differences, and recognition of the diverse experiences individuals brings to the campus communities. Additionally, the NCBI experiential process builds connectivity among constituents (academic and non-academic) and often which leads to resources to better serve UAA students.

The Office of Campus Diversity and Compliance, is working in partnership with the Multicultural Center and UAA Latino Student Union, developing programming and events in recognition of Hispanic Heritage Month and in alignment with UAA’s International and Intercultural Learning Outcomes. UAA launched a kickoff celebration in the UAA Student Union Cafeteria, with keynote speaker, the Honorable George Martinez, cultural ambassador, political scientist, and author. A plethora of events will continue through the month including events with co-partnerships with UAA Black Student Union, La Tertulia, UAA Spanish Department, and UAA Women’s Studies Programs, featuring film showing, critical conversations, our story panel, and a student showcase. The co-curricular events supports UAA International and Intercultural learning outcomes (1.) Understands one’s own culture(s) within an Alaskan, national and global context.

A UAA committee is also planning for the celebration of Alaska Native/Native American Heritage Month, which is November. UAA will launch Alaska Native/Native American Heritage Month, Wednesday, November 5th from 12:00 Noon – 2:00 pm in the UAA Student Union Cafeteria. Traditional Alaska Native foods will be served and remarks will be conveyed to the campus community by keynote speaker Sheri Burretta, Chairman of the Board for the Chugach Alaska Corporation. Entertainment and blessing will be performed by the Mt. Susitna Drum Group. We plan for the month to be full of activities, and truly reflective of the different cultures of the Alaska Native and Native American communities. Attendance is encouraged, and it would be empowering if UAA faculty could offer extra credit for the learning outcomes.

The OCDC staff is working diligently to support and facilitate a campus environment that provides constituents with opportunities for excellence. As the entity, which investigates reports of Equal Employment Opportunity violations, implements American with Disabilities Act reasonable accommodations for faculty and staff, as per BOR policy. The ADA coordinator facilitates the interactive process for providing a reasonable accommodation for faculty members who have a qualified disability.
Intentional work is devoted to the delivery of “Respectful Workplace” training and critical conversations with stakeholders to role play potential transitional conversations and brainstorm approaches to drive resolutions. OCDC welcomes requests for Respectful Workplace training.

The United States Department of Education’s Office for Civil Rights (OCR) will conduct the onsite Title IX compliance review of the University of Alaska (UA) system IX. OCR representative will be on the UAA campus Oct. 8 and Oct. 9. During the onsite visit, the OCR team will conduct interviews, hold focus groups to learn more about how UAA handles allegations and complaints of sexual harassment and sexual violence involving students. The Title IX team has amped our educational efforts for the 2013-14 academic year, providing over 40 summer Faculty and Staff Trainings and over 15 New Student Orientations to equip our community members with the proper tools and resources to assist in ending all instances of Gender-based and sexual misconduct. In addition to trainings at UAA, Title IX offered trainings in support of UAS's efforts to train faculty and staff, and over the academic 2013-2014. Training also provided to UAA stakeholders at PWSCC, Kodiak Kenai Peninsula College, and Mat-Su colleges. In an effort to support a non-biased and objected investigation, Title IX has also offered investigative resources to supporting our MAU's and UAS when needed.

Since Title IX's arrival onto campus, well over 3000 faculty, staff and students have been trained in Title IX. Additionally, Title IX has worked to establish compliance with the Campus SaVE and supported efforts in Cleary compliance. As a result of training to the campus community, Title IX has seen a steady increases in reporting of incidents, and the Title IX team has intervened early to prevent future harassment. Title IX works closely with University Police, Human Resources, Student Health and Counseling Center and Residence Life on campus to foster a safer, more inclusive environment for all students.

Respectfully submitted,

Marva Watson,
Director, Office of Campus Diversity & Compliance
October 2014

Report of the President

 UA Regents Meeting September 18-19
The University of Alaska Board of Regents met in Juneau September 18-19. According to Dave Valentine, Faculty Alliance chair, who was in attendance, the UA Regents expressed anger at UA faculty for not moving forward quickly enough on implementation of the common calendar across the three universities. Moreover, the UAA resolution from the September 2014 meeting requesting that the Regents reconsider their decision especially angered them.

The Regents also voted against a tuition increase, with several stating that UA needs to overhaul budgeting processes and delete "mediocre" programs. We do not know what data they were using in making these statements.

In response to public testimony at this and previous BOR meetings, Regent Wickersham has indicated that he will introduce a motion in December to change policy to make the UA system smoke-free.

A summary of actions taken by the Board of Regents is at: http://www.alaska.edu/bor/agendas/2014/sep-18-19/

The Board of Regents will be meeting in Anchorage December 11-12. Each day, there should be time for public testimony, generally at 8:30 am on Thursdays and 9:00 am on Fridays. Sign-up sheets are available each morning prior to the meeting. The Comments are limited to three minutes and are at times shortened to two minutes, depending on how many people show up. In addition the chair determines when public testimony is closed, whether or not everyone who has signed up has had time to speak. That said, we encourage faculty to come and share their input on issues before the Regents and also on broader issues of concern. If you cannot attend in person and would like to listen to the discussion, there is live video streaming except during executive session at: www.alaska.edu/oit/services/video-conferencing/streaming-conferences/

Tara Smith and I are also discussing with USUAA Student Body President Stacy Lucason a strategy for student outreach to the Regents and to the public (e.g., via Compass pieces) to make sure that their voices are heard on issues such as the common calendar.
Faculty Alliance
Faculty Alliance met on September 12. The Alliance finalized language on recommended actions in response to the Board of Regents policy on a common calendar, and resolution concerning UA General Education Requirements. The policy on the common calendar is attached to the Faculty Senate agenda as an information item, but in short calls for a task force including three faculty members, three student services professionals (e.g., registrars), one “technical advisor” and a representative from a rural campus. The task force is charged with scoping and assessing “the benefits, costs and any mitigating or prohibitive circumstances to aligning elements of the calendar…” and also is to reach out to affected communities such as students, school districts, faculty members and so forth. A preliminary report is due December 1, 2014 and a final report February 16, 2015.

As a response to the resolution on developmental and GER courses, the Faculty Alliance is requesting that the English Community of Practice across the universities be reconvened, with representation from all three universities, and with support from University of Alaska Office of Academic Affairs and Research to meet and continue their work. Alliance is also the UAS Department of Mathematics, UAA Department of Mathematics and Statistics, UAA College Preparatory and Developmental Studies department, UAF Department of Mathematics and Statistics, and the UAF Department of Developmental Studies to form a working group who will work with the UA Registrars to:

1. Address the unifying of shared 200 and below course prefix, names, and numbers
2. Address the unifying of shared 200 and below course outcomes and descriptions
3. Determine how to proceed with the discussion on unifying placement tests, cut scores, and the length of time placement tests and prerequisite courses are valid
4. Determine what changes in current UA systems are necessary to implement these actions.

UAA Provost Search
The search for a new provost is moving forward. The committee has met and collaborated on developing the job description including the desired attributes for successful candidates. A rough timeline for the search is as follows:

- Early October – recruitment begins
- December – screening of candidates
- Early January – videoconference interviews with semi-finalists
- Early to mid-February – campus visits by finalists
- End of February – selection of provost

As soon as the job announcement is released, we will share it with faculty. We encourage you to reach out to your colleagues on our and other campuses you think would be good, and get word out about the opening through your professional networks as well. Please contact me or other faculty members on the search committee with any questions or ideas you have.

University of Alaska Vice President of Academic Affairs Search
The search committee for the VPAA has been set. Both Mark Fitch and I are serving on this committee. The position will be posted this week, with a closing date of December 31. Screening of candidates will be done in January, and the goal is to complete the search in mid-March. We
will keep you informed on the progress, and again, if you know good candidates for this position, please encourage them to apply!

**GELO GER Outcomes and UAA GER Outcomes**

On September 14 the GERC committee put forth a proposal around adopting the GELO GER outcomes, per the request of Faculty Alliance. The response from faculty members was very thoughtful and made it clear that we needed time to have more discussion on this issue, in order to determine how we might best link the UAA GER outcomes to the GELO GER outcomes, which represent a collaborative effort by our colleagues at UAA, UAS and UAF to develop common outcomes across the UA system.

We are working on a process that will include as many voices as possible in creating a consensus around the GELO work. We are planning an open forum October 24 to gather input on some ideas which we will share with faculty before the meeting. We will pull together this information and share out the results by November 3 and ask for feedback again on how we proceed. GERC will consider all of the input on November 14. Our goal is for UAB to do a first reading that day, and, if necessary, a second reading on November 21, and the Faculty Senate to do the final vote on December 5.

**Survey of faculty and staff on Smoke-Free Policy and Related Issues**

Dr. Gabriel M. Garcia and Dr. Joy Chavez Mapaye have finished summarizing the results of the survey of faculty and staff around the proposed smoke-free policy for UAA. 439 staff and 313 faculty members completed the survey, with approximately 39% and 53% response rates, respectively, and around 200 departments/programs represented. More than 80% of UAA faculty and staff who responded to the survey support having a comprehensive smoke-free policy on campus, with more than 60% strongly supporting it. These results have been communicated to the UAA administration.

**Community Campus Visits**

I visited the Kenai River campus of the Kenai Peninsula College in September. I had a chance to meet with faculty and administrators, and see the beautiful new residential hall and advanced career and technical center. I urge faculty members from other campuses to stop by KPC if you are headed down the peninsula for any reason. Tara Smith and I will visit the Mat-Su campus on October 14.

**Homecoming**

UAA Homecoming is October 3-12. There are many fun events planned for the week, and I urge you to join in! A calendar of events is at: [http://www.uaa.alaska.edu/sll/cpb/homecoming.cfm](http://www.uaa.alaska.edu/sll/cpb/homecoming.cfm)

**IDEA**

Please remind your colleagues who teach smaller seminars and courses IDEA will not automatically generate surveys for classes with 10 or fewer students. Surveys for small classes can be added by emailing: ayidea@uaa.alaska.edu.
TO: Elisha "Bear" Baker, Provost
FROM: Dave Dannenberg, Academic Innovations & eLearning
SUBJECT: Online Course Quality
DATE: April 16, 2014
CC: Renee Carter-Chapman, Senior Vice Provost; Susan Kalina, Vice Provost
     Mark Fitch, Faculty Senate President; David Fitzgerald, ACDLITE

In response to your question last summer regarding evaluating online course quality, my office, as well as the eLearning Workgroup, formed a committee to examine the matter. The committee met for seven months over the course of the year and included faculty and staff from UAA, Kenai Peninsula College, and Kodiak College. After a review of eight separate programs, including UAF, UAS, The Sloan Consortium and other institutions, the committee proposes that my office officially adopt Quality Matters, which is current in use by both Kodiak and KPC.

Quality Matters (QM) is a leader in quality assurance for online education and has received national recognition for its peer-based approach to continuous improvement in online education and student learning. Quality Matters is recommended because:

- It is a research-based and internationally recognized program
- Contains a high-quality rubric and clear course review process
- Draws attention to learning outcomes and requires alignment of learning outcomes, assessment, and learning activities
- It continuously stressed course improvement
- Ensures consistency and collaboration across UAA

Furthermore, in order to best take advantage of Quality Matters across the MAU, the committee further proposes that UAA by a consortium membership which allows us to share trainers and resources which reduces our MAU's overall costs. The cost of the annual membership fee is $5,500, plus there is additional training we need to fully implement the program. In total, I am estimating it will cost UAA approximately $20,000 the first year and $10,000 annually after that. These funds will be covered by the recent changes to the Distance fee.

Moving forward, I have asked the committee to begin drafting an implementation plan to begin this fall. Once that plan is developed, I will circle back to share it with you.
September 25, 2014

To: Elisha Baker IV
   Provost and Vice Chancellor

From: Marian Bruce
      Assistant Vice Provost, Faculty Services

Re: Proposed correction to the UAA Faculty Evaluation Guidelines (FEGs)

The new Faculty Evaluation Guidelines say that any faculty member, administrator, academic unit, administrative unit, or faculty union may propose changes to the guidelines using the following process: "A proposed change is to be submitted in writing to the Provost. The Provost will coordinate a review of the proposed change by the University administration, the University-wide Faculty Evaluation Committee, and UNAC and UAFT. The Provost will share any suggestions for modifications and other comments with the proposer of the change. A proposed change will be implemented only upon the approval of the Provost, the UAA Faculty Senate, UNAC, and UAFT" (page 34).

I am proposing two corrections to the FEGs regarding the period of review for promotion. The current language says:

"Promotion Review. Tenure-track and tenured faculty being considered for advancement in rank shall receive a promotion review. The promotion review is a summative assessment of a faculty member's scholarly achievements in teaching, academic research or creative activity, and professional and university service, as appropriate to his or her appointment and position. The evidence for this review shall cover the time period since the candidate's last tenure or promotion decision" (pages 25-26).

This language is sufficient for faculty hired without tenure, where tenure and promotion are simultaneous decisions. It does not suffice for faculty hired without tenure who are then tenured without promotion. For example, in the case of a faculty member hired as an Associate Professor without tenure, who receives tenure and later applies for promotion to Professor, the current language would require the period of review to be the time since receiving tenure, not the entire time in the rank of Associate Professor. Our practice at UAA,
based on page 3 of Chapter III of the Faculty Handbook, has been to consider the entire time spent in rank when a faculty member is being considered for promotion.

In addition, the Faculty Senate Executive Board has requested a correction to clarify that promotion files should include material from the year of review for tenure or last promotion. The current language says the review should be since the “last decision.” They are asking that this to be modified to be since review initiation, which would allow faculty to include material during the year of review, as that material was not considered in the last review. This change is consistent with the current practice for post-tenure review as specified in Article 9.2.5.a of the UNAC CBA, as well as with current practice at UAF and UAS.

My proposed corrections, copied from similar language in the Faculty Handbook, Chapter III, page 3 and the post-tenure language in UNAC CBA 9.2.5.a, is “The evidence for this review shall cover the time period since the candidate's most recent tenure or promotion review was initiated, or since initial appointment to a tenure-track position if there has been no promotion.”

See attached for a track changes version of these corrections.
promotion in rank are two separate actions.¹⁹

**Types of Evaluation**

**Annual Progression towards Tenure Review.** In an academic year or work year in which a non-tenured, tenure-track faculty member is not scheduled for comprehensive fourth year, tenure, or promotion review, the faculty member shall receive a Progression towards Tenure Review. The faculty member shall submit an Abbreviated File (see following section). The evaluation will be completed by the Dean or Director, or designee, of the faculty member’s unit, and in the case of community campus faculty members by the Campus Director or President, or designee. In those units that have developed procedures for the inclusion of peer review in this process, such action shall occur before the evaluation by the unit administrator. The annual review should evaluate and provide feedback on the faculty member’s performance with respect to his or her progress in scholarly accomplishments toward promotion and/or tenure expectations.

**Comprehensive Fourth Year Review.** During the fourth year of a tenure-track appointment a faculty member will undergo a comprehensive and diagnostic review by peer review committees and administrators, and the Provost. The faculty member may also request that the review proceed to the Chancellor. The purpose of this review is to provide a comprehensive assessment of the candidate’s progress toward tenure and promotion, and to notify him or her of any gaps or areas that need to be strengthened, as well as areas of strength to be sustained and enhanced. Once the faculty member begins the comprehensive review process, he or she may not request that it be converted to a tenure or promotion review. The faculty member is required to submit a Full File for this review (see following section).

**Tenure Review.** Tenure review is conducted to determine whether a tenure-track faculty member's work has demonstrated a consistent pattern of high-quality and significant scholarly achievements in teaching, academic research or creative activity, and professional and university service, as appropriate to his or her appointment, faculty rank, and position. The deciding factor in tenure decisions is whether the faculty member’s scholarly achievements have contributed in sufficiently significant ways to the University mission, so as to merit the right to continuous employment at the institution. The faculty member is required to submit a Full File for this review. The Chancellor makes the final decision on tenure, giving due consideration to the recommendations of the peer review committees and appropriate administrators, and other relevant sources.

**Promotion Review.** Tenure-track and tenured faculty being considered for advancement in rank shall receive a promotion review. The promotion review is a summative assessment of a faculty member’s scholarly achievements in teaching, academic research or creative activity, and

¹⁹ Note that while these are two separate decisions, non-tenured faculty undergoing review for promotion to Associate Professor shall also be reviewed for tenure. Promotion to Associate Professor shall not be made without prior or simultaneous award of tenure.

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professional and university service, as appropriate to his or her appointment and position. The evidence for this review shall cover the time period since the candidate’s last-most recent tenure or promotion decision review was initiated, or since initial appointment to a tenure-track position if there has been no promotion. The deciding factor in promotion decisions is whether the faculty member’s scholarly achievements have met the established unit and University criteria so as to merit appointment at a higher academic rank. For this review, the faculty member will be required to submit a Full File.

Post-tenure Review. Some tenured faculty will be reviewed every three years in accordance with the relevant CBA (UAFT only). The post-tenure review process should review and encourage progress toward promotion where applicable, and provide formative feedback to faculty to assist their continued development, and production of high-quality and significant scholarly achievements. Every three years, the Dean or designee, or in the case of a community campus faculty member the Campus Director or President, or designee, will complete the review and provide written feedback. The tenured department chair may provide review at the request of the dean, director or designee. The faculty member will submit an Abbreviated File for this review.

Comprehensive Post-tenure Review. Every sixth year, the faculty member will submit an Full File and undergo a comprehensive post-tenure review by peer review committees, unit administrators, and the Provost in accordance with the relevant CBA. The peer review committees and administrators shall make an evaluation of the faculty member’s scholarly achievements over the preceding six years in teaching, academic research or creative activity, and professional and university service, in accordance with the unit and University expectations for his or her rank in place at the time of the last promotion or tenure decision. The committee shall comment on specific strengths and/or weaknesses in performance. If the overall evaluation of the post-tenure review by the unit peer review committee and administrator(s) are satisfactory, the review proceeds no further and is complete. An unsatisfactory review by the peer review committee or the administrator(s) will proceed to the university-wide evaluation committee and the Provost. The review may proceed to the Chancellor at the written request of the faculty member.

For UNAC-represented faculty members, at any time prior to a scheduled evaluation, the Dean or Director of the faculty member’s unit, or the Campus Director or President of the faculty member’s community campus may initiate the post-tenure review process. In addition, a post-tenure review shall be conducted upon the request of the unit member.

For UAFT-represented faculty members, non-scheduled evaluations may only be initiated for just cause and pursuant to the applicable article dealing with disciplinary investigations of the Collective Bargaining Agreement between the UAFT and the University of Alaska. Provided that the non-scheduled evaluation meets these criteria, the initiator will provide the same timely notice as required for scheduled evaluations. While the primary purpose of post-tenure review is

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A. CAS

<table>
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<td>Zooarchaeology (stacked with ANTH A483)</td>
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<td>Advanced Multivariate Statistics (stacked with STAT A408)</td>
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Add BIOL A474  Ecotoxicology (3 cr)(3+0)
Chg BIOL A478  Biological Oceanography (3 cr)(3+0)(Stacked with BIOL A678)
Add BIOL A480  Ecological and Conservation Genetics (3 cr)(3+0)
Add JUST A432  Crime Analysis and Mapping (3 cr)(3+0)
Chg STAT A253  Applied Statistics for the Sciences (4 cr)(4+0)
Add STAT A401  Statistical Methods (stacked with STAT A601)(3 cr)(3+0)
Chg STAT A402  Scientific Sampling (stacked with STAT A602)(3 cr)(3+0)
Chg STAT A403  Regression Analysis (stacked with STAT A603)(3 cr)(3+0)
Chg STAT A404  Analysis of Variance (stacked with STAT A604)(3 cr)(3+0)
Del STAT A405  Nonparametric Statistics (3 cr)(3+0)
Chg STAT A407  Time Series Analysis (stacked with STAT A607)(3 cr)(3+0)
Chg STAT A408  Multivariate Statistics (stacked with STAT A608)(3 cr)(3+0)

B. Mat-su
Add VTCH A101  Introduction to Veterinary Technology (1 cr)(1+0)
Add VTCH A102  Veterinary Medical Terminology (1 cr)(1+0)
Add VTCH A110  Medical Calculations for Veterinary Technicians (1 cr)(1+0)
Add VTCH A111  Veterinary Office Procedures and Hospital Management (3 cr)(3+0)
Add VTCH A112  Veterinary Anatomy and Physiology (3 cr)(3+0)
Add VTCH A112L Veterinary Anatomy and Physiology Laboratory (1 cr)(0+3)
Add VTCH A113  Veterinary Nursing Skills (3 cr)(3+0)
Add VTCH A113L Veterinary Nursing Skills Laboratory (1 cr)(0+3)
Add VTCH A120  Pharmacology for Veterinary Technicians (2 cr)(2+0)
Add VTCH A121  Small Animal Medicine (3 cr)(3+0)
Add VTCH A122  Veterinary Surgical Nursing (3 cr)(3+0)
Add VTCH A122L Veterinary Surgical Nursing Laboratory (1 cr)(0+3)
Add  VTCH A130  Applied Small Animal Behavior I (1 cr)(1+0)
Add  VTCH A195  Clinical Externship I (3 cr)(0+9)
Add  VTCH A223  Veterinary Microbiology and Parasitology (3 cr)(3+0)
Add  VTCH A223L  Veterinary Microbiology and Parasitology Laboratory (1 cr)(0+3)
Add  VTCH A231  Veterinary Diagnostic Imaging and Dentistry (2 cr)(2+0)
Add  VTCH A231L  Veterinary Diagnostic Imaging and Dentistry Laboratory (1 cr)(0+3)
Add  VTCH A232  Veterinary Anesthesia and Analgesia (3 cr)(3+0)
Add  VTCH A232L  Veterinary Anesthesia and Analgesia Laboratory (1 cr)(0+3)
Add  VTCH A233  Veterinary Clinical Pathology (3 cr)(3+0)
Add  VTCH A233L  Veterinary Clinical Pathology Laboratory (1 cr)(0+3)
Add  VTCH A240  Applied Small Animal Behavior II (1 cr)(1+0)
Add  VTCH A241  Laboratory and Exotic Animal Medicine (2 cr)(2+0)
Add  VTCH A241L  Laboratory and Exotic Animal Medicine Laboratory (1 cr)(0+3)
Add  VTCH A242  Large Animal Medicine and Clinical Procedures (2 cr)(2+0)
Add  VTCH A242L  Large Animal Medicine and Clinical Procedures (1 cr)(0+3)
Add  VTCH A243  Career Success for Veterinary Technicians (1 cr)(1+0)
Add  VTCH A244  Veterinary Technician National Exam Preparation (1 cr)(1+0)
Add  VTCH A295  Clinical Externship II (3 cr)(0+9)
**Motion:** After reviewing the workflow for GER courses, the eCurriculum Workflow Subcommittee (comprised of UAB and GAB members), proposes that all GER courses be reviewed by the General Education Committee (GERC) first, before being reviewed by the Undergraduate Academic Board (UAB). This changes the current process of having the courses be reviewed by UAB before and after going to the GERC.

**Justification:** This shift will allow for a more efficient workflow process in the eCurriculum software (CIM) and avoid unnecessary delays in approval.

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**Figure 3.1: Permanent Academic Course Approval Process**

- **Faculty Initiated:** Addition/Change/Deletion of Course
  - Department Curriculum Committee/Chair
  - College/School Curriculum Committee
  - College/School Dean/Director
  - Governance Office
    - General Education Review Committee (GERC)
      - 439 level or below courses
      - GERs
    - Undergraduate Academic Board (UAB)
    - Faculty Senate
  - Graduate Academic Board (GAB)
  - Provost
  - Office of the Registrar
  - Curriculum Office
    - Updates Banner with course additions and changes. After update, courses can be added to semester schedules.
Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements
The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The General Education Review Committee (GERC) is a standing committee of the UAB reporting to the UAB.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC) and referred to the UAB for approval with recommendations.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

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.
     o Courtesy coordination is recommended to determine potential transfer conflicts.
     o Check other campus’ catalogs to see if they have a course with the same prefix and number.
     o 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.
     o 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/)
   • 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

   o 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.

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

   o 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:

- 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.

- 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.

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second 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).

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 1c),
      - 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 UAB/GABGERC.

c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liason_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.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The purge list of GER courses will be provided to GERC and UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by GERC and UAB in the spring semester.
Date: September 10, 2014
To: Susan M. Kalina, Vice Provost for Undergraduate Academic Affairs
Lora Volden, Registrar
From: Patricia Linton, Associate Dean, College of Arts and Sciences
Karl Pfeiffer, Chair, CAS Course and Curriculum Committee
Subject: Catalog Copy for Repeatable, Variable-Credit Courses

CAS has become aware of a set of repeatable, variable-credit courses for which a maximum number of credits has been established, but not communicated to students in the catalog copy. These courses all have both variable credit options and a maximum number of credits stated in CARs and CCGs that were approved through the full curriculum review process. However, because existing constraints do not allow variable credit courses to indicate both a repeat and maximum credit limit, the catalog copy for these courses indicates the number of repeats, but not the maximum number of credits.

Where multiple contingencies exist, the most important information for students is the maximum number of credits of a particular course that can be counted toward a degree. The number of times a student registers for a variable credit course is less important than the maximum number of credits applicable to program or university requirements.

We request that changes in catalog copy be made so that this critical information is visible to students. We ask that this be treated as a minor catalog change, since no modification of the approved CARs and CCGs is involved. The intention of the faculty is already established in the curricular documents. The problem we need to address is the fact that the maximum number of credits is not published for students. As a result, some students have registered for a given course beyond the maximum number of credits that can actually be applied to their academic programs; it is unreasonable to enforce curricular constraints about which students have not been informed.

The courses affected are the following:
ANTH A690: 1-3 credits, may be repeated for a maximum of 6 credits
ANTH A698: 1-9 credits, may be repeated for a maximum of 18 credits
ANTH A699: 1-6 credits, may be repeated for a maximum of 6 credits
BIOL A490: 1-3 credits, may be repeated for a maximum of 12 credits
BIOL A490L: 1-3 credits, may be repeated for a maximum of 12 credits
BIOL A690: 1-3 credits, may be repeated for a maximum of 12 credits
BIOL A690L: 1-3 credits, may be repeated for a maximum of 12 credits
MUS A163: 1-2 credits, may be repeated for a maximum of 4 credits
MUS A164: 1-2 credits, may be repeated for a maximum of 4 credits
July 30, 2014

To: Sandra Pence, GER Chair  
CC: Francisco Miranda, UAB Chair  
From: Lora Volden, University Registrar

Re: General Course Requirements English A111

Issue:
Current catalog language for the general course requirements for AA and AAS degrees requires all students earning these degrees to complete English A111 as one of the Written Communication Skills courses. If a student places higher than ENGL A111, they need to file a petition, and these petitions must route all the way to the provost’s office.

Proposal:
Rather than require the specific course ENGL A111 and then a choice of one more course from a list, require 6 credits from one list. Since the other courses all require ENGL A111 as a pre-requisite, there is no reason to separate out ENGL A111. This will be more accurate and more student-friendly.

Please see the suggested catalog track changes below.

Catalog Change

Written Communication Skills

ENGL A111
Introduction to Composition and one of the following:
CIOS A260A
Business Communications
ENGL A211
Academic Writing About Literature
ENGL A212
Technical Writing
ENGL A213
Writing in the Social and Natural Sciences
ENGL A214
Persuasive Writing
Graduate Academic Board Goals
2014-2015

1. Review curriculum in an expeditious manner

2. Take a closer look at stacking

3. Evaluate and assist with workflow for e-curriculum

4. Begin reviewing processes in the curriculum handbook as they pertain to the Graduate Academic Board
Goal 1: Improve the efficiency and maintain the quality of curriculum review by adopting new procedures and by promoting the use of new technologies.

Goal 2: Work with the Office of Academic Affairs and the Office of the Registrar on academic policies and procedures.

Goal 3: Work with the Office of Academic Affairs and the Office of the Registrar on the implementation of the Course Inventory Management System.

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

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

Goal 6: Update the Curriculum Handbook as needed.

Goal 7: Create a shared values document which includes the review process, priorities and procedures of the Board.
• Sandy Pence elected chair. Still need COE and Natural Sciences representatives.
• Approved AY15 goals.
• Approved ANTH A454, ANTH A464 and JUST A432 as integrative capstones.
• Approved STAT A253 as quantitative skills GER.
• Approved motion for eCurricular Workflow that has general education curriculum coming through GERC before it goes to UAB for first read instead of after.
• Approved motion to change catalog on AA/AAS written communication skills to align with GER requirements, allowing students to take 6 credits from the list of courses instead of requiring ENGL A111 and three additional credits.
• Discussed dual-category GER courses (ART A261, A2262, A360a, A360b; MUS A221, A222; THR A311, A312, A411, A412). Registrar had requested that these departments choose one category each course will meet. Comments:
  o What is the history of this? Nothing in the curriculum handbook prohibits this, but members remember the discussion, circa 2005?
  o Fine arts faculty strongly oppose the change and the FA representative presented a solid argument of the humanities/fine arts qualities of these courses. This topic was thoroughly debated when these courses were initially approved.
  o If we make a change, it might be best to implement it when the courses come to GERC for revision.
  o We need a consistent policy for all GER courses, regardless of the decision made.
  o What is Best Practice in this area? Do other institutions allow this? Discussion will continue on this topic after some research has been done.
• Initial discussion on GE outcomes, GELO 4 and UAA 9.
  o E-Board requested action on adoption of the GELO outcomes. This work was initiated over 18 months ago, before the BOR actions on general education began last spring. GERC approved adoption of the outcomes last spring, but the motion could not go to Faculty Senate because it was deemed curricular in nature and needed to go through UAB first. With that requirement, it became clear that this was really a proposed catalog copy change starting at the GERC level. The need for notice on the faculty list serv was suggested and implemented. With a proposal originating at the GERC level, the notice on the list serv was necessary to initiate university-wide dialog.
  o The faculty feedback we received is appreciated and noted. One member suggested the GELO 4 were broad enough to be considered university goals. This could provide direction without (possibly) requiring the additional assessment work that Institutional Learning Outcomes would.
  o Sandy is going to meet with Diane Hirshberg and Susan Kalina next week to discuss possible actions and necessary processes and will bring that information back to GERC.
  o Discussion will continue at the next meeting, time permitting.

2014-2015 General Education Review Committee Goals:
1. Review general education curriculum and assist faculty developing general education curriculum.
2. Check course review dates to see if any are due or past due; notify units to update curriculum where needed.
3. Compare current general education outcomes and category outcomes to determine they are aligned. Work with departments to review/revise outcomes as needed.
4. Support the General Education Assessment Task Force in any way possible.
5. Support the UA Faculty Alliance work in UA System general education alignment.
6. Serve as a resource for internal general education projects and discussion.
7. Support implementation of curricular information management system.
UAA Faculty Senate Academic Assessment Committee AY 2014-2015

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)
Melodie Mackey – PWSCC

Meeting dates
The committee meets the first and third Friday of the month during the academic calendar - Sept. 5 & 19 in ADM 204 for this report. The scheduled length of the meetings is ninety minutes.

The Academic Assessment Committee is charged by the Faculty Senate to:
- Develop, maintain, and implement the current UAA Academic Assessment Handbook with the primary focus of program improvement;
- Provide professional development opportunities around best practices in assessment;
- Recommend academic assessment-related actions to the appropriate bodies;
- Provide guidance for the collection and analysis of academic assessment documents;
- Field and respond to requests for information on UAA academic assessment results and achievement of Program Student Learning Outcomes;
- Review requests to modify assessment policies and procedures;
- Refer curricular and academic issues to the appropriate Faculty Senate Boards; and
- Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.

The annual goals of the AAC are:
- Update of the Committee Bylaws;
- Host the Annual Academic Assessment Seminar;
- Host an Academic Assessment Workshop Series;
- Explore the role of colleges and campuses in the assessment process;
- Research how UAA is approaching quality and eLearning;
- Review and update (if necessary) the Annual Academic Assessment Survey; and
- Continue to spread the word about the culture of assessment.

Motions

Informational Items
- Hosted the annual Academic Assessment Seminar on Sept. 12. Emphasis on the GER assessment process, the presentation of national speaker Dr. Susan Hatfield on her perceptions of assessment and UAA’s progress, and presentations of best practices in assessment from the Anthropology and Business programs highlighted the event.
- CTC representative Sarah Kirk has resigned from the AAC.
Programs whose assessment plans were reviewed during the period

- AAS in Veterinary Technology from Mat-Su

Submitted by: Brian Bennett                  Date: 25 Sept., 2014
September 12, 2014 ACDLITe Committee Report
Faculty Senate, October 2014

Committee Members:

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<th>Committee Member</th>
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<td>Jane Haigh</td>
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1. Welcomed new committee members
2. Dave Fitzgerald and Bruno Kappes reelected as Co-chairs
3. Guests CIO Pat Shier and AI&e Director Dave Dannenberg – Updates
   - **Pat**: Work continues testing Virtual Desktop Infrastructure (VDI), which creates the ability to log into all files from any device
   - Discussion of e-Portfolio for students and for faculty evaluation files
   - Distribution of list of current projects and related costs
   - Learning Management System (LMS) talks continue regarding Blackboard vs. other systems
   - Should Blackboard be moved to the cloud
   - ECHO 360 will no longer be supported when the current license expires

   - **Dave D**: Further discussion regarding e-Portfolio roll-out, expected by fall 2015
   - Further discussion regarding Blackboard policy, cloud implementation, and archiving lectures
   - Discussion of Quality Matter (QM) implementation. Further discussion scheduled for next ACDLITe Committee meeting
   - E-learning group meets online the 2nd and 4th Friday of each month at 2:00 p.m.
4. Sub-committee assignments:
   - Blackboard maintenance – Aimee Tremblay
   - Blackboard policy evaluation – Bruno
   - ELearning luncheon – Todd, Aimee, Lynn, Matt, and Naomi
   - ELearning workgroup –Dave F
   - F.S. Ad Hoc Committee to investigate e-faculty evaluation files - Bruno
   - LMS – Dave
   - Meeting Technology – Dave
   - UAOnline – System has fourteen overrides. Which of them are valid, and what are their functions?
   - Website maintenance –Todd
5. Committee Goals for 2014-2015
   A. E-Portfolio policy development for electronic promotion and tenure files
   B. Host luncheon for UAA’s eLearning Community
   C. 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
   D. Research/Promote Faculty Technology Accessibility and Collaboration

Next Meeting: Friday, October 10, 2014
9:00 to 11:00 a.m. – IT Services Conference Room SSB120B
The first meeting of BPFA was held on Fri, Sep 19 in LIB 302A from 1:30pm – 2:30pm.

The next meeting is scheduled to be held on Oct 17 in SSB 250 from 1:30pm – 2:30pm.

Members Present: Gökhan Karahan, Jodee Kuden, Marcia Stratton, Sam Thiru (Chair), Sarah Kirk, Stefanos Folias, Tim Hinterberger

Guests: Larry Foster, Paula Williams

Faculty Senate Representation:
PBAC – Jodee Kuden
Facilities PBAC – Sam Thiru

GOALS for AY 2014 - 2015

1. To represent the Faculty Senate on FBAC
   Provide oral reports to BPFA monthly.
2. To represent the Faculty Senate on Facilities PBAC
   Provide oral reports to BPFA monthly.
3. Communicate with Facilities PBAC to address instructional goals in the selection and replacement of classroom seating, reconfigurations of classroom that effect seating options, and conversion of classrooms to other purposes.
4. Facilitate communications with the Associate Vice Chancellor for Facilities on management of space in facilities and structures owned or leased by UAA.
5. Facilitate communications with the Associate Vice Chancellor for Facilities on UAA smoking policy.
6. Work with the Office of Sustainability to initiate a Green Office Certification for individual offices.
7. Encourage event planners to obtain Green Event Certification from the Office of Sustainability.
8. Work with the Office of Sustainability to continue and encourage Green Office Certification for Departments.
9. Promote displays of arts of academic themes in a building consistent with the major disciplines that occupy the building.
10. Prepare students, staff and faculty to react safely during an earthquake.
Reports

a. Sam Thiru – Facilities PBAC
   The Facilities PBAC had their first meeting for the academic year on Sep 12.
   The members were briefed on the status of current constructions and updates on
   ongoing maintenance.

Jodee Kuden – PBAC
PBAC has not met since summer.
FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY SEPTEMBER 12, 2014

| P | Philippe Amstislavski  
Health Sciences | E | Wei-Ying Hsiao  
Education | P | Maria Williams  
Alaska Native Studies |
|---|------------------------|---|-----------------|---|------------------------|
| P | Rachael Ball  
History | P | Zeynep Kilic  
Sociology |
| P | Yong Cao  
Business | P | Sean Licka  
Art History |
| P | Herminia Din  
Art Education | P | Marc Robinson  
Education (Mat-Su) |
| P | Gabe Garcia  
Health Sciences,  
1st Co-Chair | P | Mary Weiss  
Nursing, 2nd Co-Chair (Bethel) |
| E | Rebeca Maseda Garcia  
Languages | P | Yelena Yagodina  
Mathematics |
| P | Erin Hicks  
Astronomy | P | Jervette Ward  
English |

Consultants and Representatives
___ Marva Watson, Director, Campus Diversity & Compliance Office
___ Indigenous & Alaska Native Faculty Subcommittee Representative(s)

P=Present  *E=Excused  *A=Absent

Meeting called to order by Gabe Garcia at 3:00 PM

1. Gabe Garcia started the meeting with introductions of members and new members.
II. The motion to approve the minutes of the April 2014 meeting was made by Maria Williams and seconded by Herminia Din. The motion was approved as read.

III. The committee discussed nominations for the 2nd co-chair position due to the retirement of the current 2nd co-chair in January 2015. The discussion was suspended until the end of the agenda.

IV. The committee discussed Gabe Garcia will be FSDC’s representative in the Diversity Action Council.

V. The committee proposed the following goals for the Faculty Senate Diversity Committee for 2014-2015:

1. Continue with the Diversity Dialogue Series
2. Develop a mentorship program to serve UAA’s diverse group of junior faculty
3. Create a database of faculty involved in diversity-related issues whether in teaching, creative activity/research, and/or service.

The motion to accept the goals was made by Sean Licka and seconded by Maria Williams. The motion passed unanimously.

VI. Subcommittees were created to deal with the three goals and will report at the next meeting.

Subcommittee members for Goal 1 include Erin, Herminia, Marc, Yong (volunteered by email), Yelena (volunteered by email), and Wei (volunteered by email).
Subcommittee members for Goal 2 include Sean, Maria, and Gabe.
Subcommittee members for Goal 3 include Rachael (Ray), Zeynep, Philippe, Jervette, and Rebeca (volunteered by email).

VII. Maria Williams gave an update of the Alaska Native & Indigenous Faculty Subcommittee. She discussed the teleconference that was held, discussions with University of Alaska Fairbanks and a conference in April.

VIII. The committee returned to nominations for the 2nd co-chair position. Jervette was nominated by Marc Robinson and seconded by Maria Williams. The nomination was approved by the committee unanimously. She will begin her appointment as a second co-chair in Spring Semester 2015.

IX. The committee made announcements about upcoming diversity events, including the Hispanic Heritage Month and Filipino American History Month.

X. The meeting was adjourned at 4:36 PM.
In the Committee’s report of last month, the Committee defined its foci for this upcoming academic year; these include:

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.

At its September 5th meeting the Committee divided the above tasks amongst its members, with each task assigned a committee member lead. Most of these tasks will be completed over the course of this academic year. However, several are short term tasks that will be reported on over the next three months.

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, October 3rd, in SSB 366.
ATTENDANCE. Amanda King, Leanne Davis, (UAA co-chair), Doug Kelly, Sean Licka, Gina Miller (APU co-chair), Nancy Nix, Steve Rollins, Anna Bjartmarsdottir, Sherri Larue, Kathy Cronen, Pete Olsson

Introduction of new members.

Deans Report.
- The library is now open at 10:00am on weekends
- The PSA’s are available on YouTube
- The SLED program has been extended
- The archive downtown recently closed. The library received 3 records to keep in ANC.
- The replacement of the heating and cooling system in the old building will start next spring. The north entrance will be opened at that time also.

LibQual report- Rebecca Moorman and Anna Bjartmarsdottir gave us an update on LibQual and when it was being distributed. Faculty and students will get an email early November. They also discussed the questions the library can add. Motion to support using the questions as presented by L. Davis, seconded by G. Miller. For: 10, against 0, abstain 0. Motions passes.

SUBCOMMITTEES REPORT
LIBRARY AS PLACE (LP):
- Sherri LaRue remains as chair of LP
- The Library as Space subcommittee has three goals...
  - Install an emergency telephone outside the library near the sidewalk.
  - Work on landscaping, particularly when we build/open new exit
  - Work on other building landscaping

LIBRARY RESOURCES (LR):
- Elected Nancy Nix as chair of LR

Library Resources Subcommittee

AY 2014-201 Goals

- Identify ways to increase awareness and visibility of the library and its resources
  - Continue conversations with CAFÉ to sponsor presentations on specific library resources, e.g., government documents, archives, specialized databases, ebooks, etc.

- Continue to identify ways to integrate library resources into Blackboard
  - Templates for library liaison profiles/contact information for course shells
  - Video tour of library resources

- Aid the library in developing a marketing plan
  - Increase awareness of new and existing resources
  - Identify ways to promote the library in the individual databases, e.g. branding
• Identify best methods for library to communicate about resources to both UAA and APU communities
  • Email list-serves (Faculty, graduate school, etc.)
  • University news sources (UAA Green & Gold, etc.)
  • Library newsletter
  • Social Media (Library currently uses Facebook, Twitter, and blogs to promote resources)

• Continue to advocate for funding for library resources
  • Continue to send annual letter to university administration requesting funding for the library
  • Identify grants/funding for acquiring library materials, resources, technology, etc.

• Continue working with LibQual survey results
  • Identify relevant groups at UAA and APU for further follow-up study
  • Prepare for 2014 LibQual survey
    ▪ Identify major issues from previous survey results
    ▪ Target more specific questions toward addressing major issues

• Identify tools/resources that will help faculty with library research
  • Browzine (iPad app for browsing scholarly journal content subscribed to by library)
  • Other applications/platforms being used by faculty

• Promote awareness of ScholarWorks@UA https://scholarworks.alaska.edu/
  • Identify scholarly content from UAA appropriate for depositing into institutional repository
  • Identify and promote ways institutional repository content can benefit research

LIBRARY SERVICES (LS):
• Elected Anna Bjartmarsdotsis as chair of LS

Goals for 2014-2015

1. Work on newsletter regarding library targeted to students.
2. Support the Institutional Repository by participating
3. Assist with marketing of library services and information literacy

• NEXT MEETING: October 3, 2014 in CL 302A, 11:30 am – 1 pm.
STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE
REPORT FOR SEPTEMBER 2014 TO UAA FACULTY SENATE

Membership

Members of the 2014-2015 SASS Committee are Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Sara Juday, Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore, Sharyl Toscano, and Ruth Terry. Karl Pfeiffer and Sharyl Toscano are co-chairs of the committee. The first meeting for this academic year was held 9/19/14.

2014 – 2015 SASS Committee Goals

During the September 19, 2014 SASS meeting, the Committee discussed Senate actions since the April 2014 meeting, including program prioritization and course sequencing for the e-catalogue. The following goals are for the 2014-2015 academic year.


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

3. Continue review of latest requirements for AA degrees.


5. Explore committee participation to include students, parents of students, and alumni. Outcome: summary report to Senate. Ongoing. For the coming year, reports to Senate as requested.

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.

10. Request follow-up meetings with: Provost Baker re: student incentives; Mark Fitch re: GER synchronicity between MAUs; Susan Kalina re: course sequencing.

Co-Chair Summary: The SASS Committee met for the first time of the 2014-2015 academic year on September 19, 2014. Minutes are attached. Membership has changed for the coming year as noted above. The focus of the first meeting was reviewing and establishing goals for the coming year.
Student Academic Support and Success (SASS)
Friday, September 19, 2014
ADM 101A, 2:30-4:00 PM
Meeting Minutes

Present: Jo Gottschalk, Keith Hackett, Trish Jenkins, Linda Morgan, Kamal Narang, Galina Peck, Karl Pfeiffer (Co-Chair), Tom Skore, Sharyl Toscano (Co-Chair) and Ruth Terry. Excused: Tracey Burke, Connie Fuess.

I. Welcome new members: Ruth Terry, Keith Hackett (ex-officio)

II. Old Business
   a. Minutes from 4/18/14 SASS meeting were approved with one correction. Karen Parrish will return to SASS membership for the coming year.

III. New Business
   a. Reviewed progress re: student participation/representation on SASS – Linda will continue to request input for SASS from student government.
   b. SASS schedule for the 2014-2015 school year: 9/19/14, 10/17/14, 11/21/14, 1/16/15, 2/20/15, 3/20/15, 4/17/15
   c. 2013-2014 Committee Goals were reviewed. Preliminary goals for 2014-2015 are below.


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

3. Continue review of latest requirements for AA degrees.


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


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

10. Request follow-up meetings with: Provost Baker re: course incentives; Mark Fitch re: GER synchronicity between MAUs; Susan Kalina re: course sequencing.
IV. Strategies for at-risk students.
a. Kamal raised the issue of student-athletes absences from class, UAA policy, and inconsistency in the way these absences are treated by faculty. Follow-up will be discussed at a 10/17 meeting.

V. Open Agenda
   NA

VI. Adjourn: 4:00 PM
Committee for Community Campuses Report  
October 3, 2014

2014-2015 Committee for Community Campuses (CCC) Members:

<table>
<thead>
<tr>
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<td>KPC/KRC</td>
</tr>
</tbody>
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Contact information:

The Committee for Community Campuses did not meet on September 5, 2014 due to the Grand Opening Ceremony of the Alaska Airlines Center.

**CCC Goals for Academic Year 2014-2015**

1. Bring the issue of community campus faculty teaching Upper Division courses to the Faculty Senate.

2. Initiate a dialogue between leadership of community campuses (Faculty Forum and Directors) and CCC about a.) the goals of CCC and b.) Faculty Forum concerns.

3. Begin exploring mechanisms/processes whereby Faculty Forum at each community campus can evaluate their Campus Directors.

4. Continue to develop processes to improve communication between Anchorage campus and community campuses.

Next Meeting:

Friday, November 7, 2014  
Following Faculty Senate meeting
Academic Honesty and Integrity Committee

September 8, and September 22nd meetings

Returning members: Dede Allen, David Bowie (Co-chair), Sally Bremner (Co-chair), Clare Dannenberg, Dayna DeFeo, Ganhua Lu, Megan Kolendo, Ganhua Lu, Shiosha McDonald, Jennifer Stone, Michael Votava, Jacque Woody, Dean David Yesner. Beth Barnett retired and Jared Griffiths has stepped down due to other obligations.

New Members: Mari Ippolito (Psych), Jeff Laube (Process Technology – KPI), Carri Shamburger (Dental Hygiene). The AHI Committee now has its three requisite senators: David Bowie, Clare Dannenberg and Mari Ippolito.

AHI Committee Goals for 2014-2015

In process from last year
1) Promote the academic integrity tutorial.
2) Finish the Faculty Guide to Student Academic Integrity.
3) Increase accountability for students withdrawing under suspicion of academic dishonesty.
4) Finalize the process for AHI Committee members to serve as student conduct hearing officers for academic misconduct cases.
5) Monitor our proposed revisions to B of R policy (Student Code of Conduct Part A). (Currently awaiting input from other MAUs).

New
6) Develop strategies to raise visibility regarding academic integrity issues. Ideas include:
   a) Freshman Convocation speaker or activities
   b) Revamping the Consortium Library Academic Honesty webpages
   c) improving the educational value of the new AI Tutorial by adding explanatory pop-ups for both correct and incorrect answers
   d) Identifying a good online tutorial on citing sources that could be made available campus wide
   e) Develop CAFÉ session to provide information on the AIH Tutorial and Faculty Guide
   f) Propose and execute a Development Day session on academic integrity
7) Examine campus services that would benefit from increased access to information, training, and resources on academic integrity. (Staff partners on academic integrity include Disability Support Services (DSS) and the Learning Resources Center (LRC)).
8) Consider some common mandatory student experience providing information on academic integrity and avoiding plagiarism.

The Committee approved the continuing and additional goals in summary format for submission to Faculty Senate. An additional long-term goal is to repeat the survey on academic integrity perspectives at UAA undertaken in 2010-2011 to see if the efforts of the AHI Committee have been fruitful.

Clare Dannenberg agreed to spearhead work on the AI Quiz pop-ups with Megan, Jennifer and Paola.

Final revision of the Faculty Guide to Student Academic Integrity

Comments received on the drafts had been incorporated by Sally as sticky notes and were discussed in turn along with additional comment. Appropriate changes were noted as consensus was reached. Time did not permit completion of this work or revisions to the insert so the work will be continued at the next meeting. AHI Committee members can now look at the membership list, schedule of meetings, updated current project documents and meeting notes from this and last year on our Dropbox account.

Next meeting: Monday, October 6th at 8:30 am in LIB302A

Submitted by Sally Bremner, Co-Chair, AHI Committee
Academic Honesty and Integrity Committee Goals for 2014-2015

In Process

1. Promote upgraded Academic Integrity Tutorial and quiz to faculty, adjuncts and TAs.
2. Complete and distribute Faculty Guide to Student Academic Integrity.
3. Increase accountability for students withdrawing under suspicion of academic dishonesty.
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.
5. Follow up on our proposed revisions to Board of Regents policy (Student Code of Conduct, Pt.A).

New initiatives

6. Develop strategies to raise visibility of academic integrity Issues.
7. Identify online tutorial on how to cite sources that could be made available campus-wide.
8. Examine campus learning infrastructure that would benefit from increased access to information, resources, and training regarding academic integrity.

Submitted by David Bowie and Sally Bremner, Co-Chairs.
Report to Faculty Senate

1. First meeting of Committee on Research and Creative Activity (CORCA) for the 2014-2015 year was held on September 22, 2014 at 10:00 a.m. in ADMIN 201.

2. The committee members in attendance were: Jill A. Flanders-Crosby, Thomas A. Dalrymple, Landry B. Signe Gnechie, Gökhan Karahan, Seong Dae Kim, Joshua K. Swift.

3. The following topics/tasks were discussed/completed:

   a) An official election for the committee officers was held. Gökhan Karahan and Landry B. Signe Gnechie were elected as co-chairs. Jill A. Flanders-Crosby was elected to serve as the secretary.

   b) The committee’s 2013-2014 annual report was discussed.

   c) A set of potential goals for the 2014-2015 academic year was disseminated and further discussed (please see the “Annual Goals’ file).
Committee on Research and Creative Activity (CORCA)

ANNUAL GOALS

2014-2015

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.
TO: UAA Faculty Senate
FROM: Eric R. Pedersen, Associate Vice Chancellor for Enrollment Services
DATE: October 1, 2014
RE: Priority Registration Exception for University Honors College

I am requesting an extension of University Honors College early priority registration for spring 2015 registration and fall 2015 registration. I understand there are many things under discussion surrounding the Honors College, including some higher-level issues that need to be resolved, before registration can be addressed.

We have a large number of current University Honors students with the expectation they can register prior to the official opening of priority registration. For the benefit of the students and meeting their expectations I respectfully request University Honors College students be allowed to register one business day early, as they have in the past, for the spring 2015 and fall 2015 terms.

Enrollment Services will work with the Honors College to ensure only qualified students are given access to early registration.

CC: John Mouracade, Interim Dean University Honors College
    Susan Kalina, Associate Vice Provost
    Bruce Schultz, Vice Chancellor for Student Affairs
    Lora Volden, University Registrar
MEMORANDUM

DATE: September 29, 2014

TO: David Valentine, Faculty Alliance Chair

FROM: Pat Gamble, President

RE: Common Calendar Implementation

Thank you for your good guidance on how we might develop the implementation of the UA common calendar. As a result, please review and share the following information with the Faculty Alliance.

To facilitate the Board of Regents’ mandate that UA adopt a common calendar across the system (P10.04.100. Academic Calendar¹) we have agreed on the formation of UA Common Calendar Advisory Task Force with representation, charge, and timeline as follows:

**UA Common Calendar Advisory Task Force:**

The task force will consist of 3 faculty, 3 student services professionals (perhaps the University Registrars), a technical advisor, and a representative from a rural campus. I am appointing Associate Vice President Saichi Oba as group facilitator. In addition, the following characteristics, or ready access to the following, should be present within the task force membership:

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¹ *P10.04.100. Academic Calendar*

A common academic calendar for all university campuses will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days; start and end dates, recesses, and daily schedules, i.e., course blocks, will be common among all campuses. Class schedules must provide for a minimum of 800 minutes of instruction per credit hour.

(04-04-14)
a. Experience and familiarity with synchronous e-delivery of courses;

b. Familiarity with "non-traditional" as well as traditional student needs and patterns;

c. Familiarity with accreditation requirements;

d. Familiarity with main campus and rural campus needs and patterns; and

e. Familiarity with space needs and constraints.

The charge of the task force is to scope and assess the benefits, costs, and any mitigating or prohibitive circumstances to aligning elements of the calendar, including but not limited to the following: semester start and end, break timing and duration, and class period (including labs and passing times) duration and timing. The scoping might also include evaluation of partial implementation options that successfully address major problems (e.g., synchronous e-learning, evening, a subset of weekly classes). The task force should reach out to affected communities (students, school districts, faculty, military, state agencies) to request ideas, constraints, and feedback for various proposals. The task force will take into account the modifications of the various technical systems in use at UA, i.e. - Banner, Blackboard, etc. The taskforce will also make a recommendation as to potential unified start and end dates for Academic Year 2017.

Timeline: the task force will provide a brief preliminary report by December 1, 2014 to the President, Faculty Alliance, and university leadership. The final report will be due February 16, 2015 and will include both a summary and set of recommendations and/or options for implementation of the of calendar alignment mandate.

PKG

cc: Dana Thomas, Vice President Academic Affairs & Research
Saichi, Oba, Associate Vice President Student & Enrollment Services
Faculty Alliance Resolution 2014-01
Concerning Alignment of Mathematics
General Education Requirements across the University of Alaska System

Whereas, on April 4, 2014, the UA Board of Regents passed a resolution concerning UA General Education Requirements: “the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016;” and

Whereas, the Faculty Alliance agrees with the Board of Regents that the curricular revisions intended in their Resolution regarding Revisions to Regent’s Policy 10.04.040 is the work of the faculty; and

Whereas, the Faculty Alliance supports the work of existing statewide and local faculty groups in reviewing and revising General Education Requirements and developmental education courses; and

Therefore, the Faculty Alliance asks the UAS Department of Mathematics, UAA Department of Mathematics and Statistics, UAA College Preparatory and Developmental Studies department, UAF Department of Mathematics and Statistics, and the UAF Department of Developmental Studies to form a working group who will work with the UA Registrars to:

1. Address the unifying of shared 200 and below course prefix, names, and numbers
2. Address the unifying of shared 200 and below course outcomes and descriptions
3. Determine how to proceed with the discussion on unifying placement tests, cut scores, and the length of time placement tests and prerequisite courses are valid
4. Determine what changes in current UA systems are necessary to implement these actions.

Passed unanimously at the September 12, 2014 meeting of the Faculty Alliance

___________________________
David Valentine, Ph.D., Chair
Faculty Alliance
October 1, 2014