UAA Faculty Senate Agenda
Lew Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 46450
2:30 - 4:30 p.m.
November 6, 2015

I. **Call to Order**

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

2015-2016 Officers:

	Smith, Tara – President		King, Carrie - Chair, UAB
	Fitzgerald, Dave - 1st Vice President		Schmuland, Arlene - Chair, GAB
	Widdicombe, Toby - 2nd Vice President		Hirshberg, Diane - Past President

2015-2016 Senators:

	Bartels, Jonathan		Foster, Larry		Nabors, Forrest
	Bennett, Brian		Fox, Deborah		Ohle, Kathryn
	Benningfield, Tim		Garcia, Gabe		Orley, Soren
	Bowie, David		Graham, Rachel		Palmer, DB
	Bridges, Anne		Harville, Barbara		Paris, Anthony
	Brown, Barbara		Hoanca, Bogdan		Pence, Sandra
	Bhattacharyya, Nalinaksha		Hollingsworth, Jeffrey		Piccard, LuAnn
	Cenek, Martin		Horn, Steve		Pfeiffer, Karl
	Cook, Sam		Ippolito, Mari		Robinson, Marc
	Dannenberg, Clare		Kappes, Bruno		Schreiter, Mark
	Davis, Leanne		Karahan, Gokhan		Shamburger, Carri
	Denison, Veronica		Kelley, Colleen		Smith, Cheryl
	Din, Herminia		Kirk, Sarah		Strobach, Cynthia
	Downing, Scott		Knott, Cathy		Thiru, Sam
	Dutta, Utpal		Kopacz, Eva		Toscano, Sharyl
	Flanders Crosby, Jill		Kuden, Jodee		Trotter, Clayton
	Folias, Stefanos		Laube, Jeff		Venema, Rieken
			McCoy, Robert		Ward, Jervette

II. **Agenda Approval** (pg. 1-3)

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

IV. **Administrative Reports**

A. UA President, Jim Johnsen

B. Chancellor, Tom Case

C. Provost, Sam Gingerich

D. Vice Chancellor of Administrative Services, Bill Spindle

E. Vice Chancellor of Advancement, Megan Olson (pg. 9-11)

F. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 12-15)

G. CIO, Patrick Shier (pg. 16-18)
    i. DRAFT Email Retention Policy (pg. 19-20)

H. Union Representatives
    i. UAFT
    ii. United Academics

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg.21-24)

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

V. Officer's Reports
A. President's Report (pg. 25-26)

B. First Vice President's Report

C. Second Vice President's Report

VI. Old Business
A. Motion: The Faculty Senate moves that for courses with enrollments of 10 or fewer students, no IDEA surveys be provided. In order to assist the faculty without IDEA surveys, and all interested faculty, the Faculty Senate recommends the following:
    i. The Provost provide a clarifying statement on the requirements regarding student evaluations for promotion, tenure, and periodic review as stated in the CBAs and FEGs;
    ii. CAFÉ provide web resources and/or workshops on gathering formative and summative student feedback;
    iii. IT and Academic Innovations (AI) collaborate to load student feedback templates in Blackboard.

Attachments:
Clarifying Statement from Provost (pg. 27-28)
IDEA Cost Data (pg. 29)
Quote from NWCCU regarding faculty evaluations (pg. 30)
Union of Students Resolution #16-07 (pg. 31-32)

VII. Consent Agenda
A. Graduate Curriculum (pg. 33)

B. Undergraduate Curriculum (pg. 34)
    i. UAB Motions
        a. Motion of Support for the Report on General Education Alignment across the UA System: A Proposal for Student Success (pg. 35-57)

        b.   Motion to Approve the Department of Geomatics Proposed Changes to Contact Hours (pg. 58-59)

     ii. UAB Board Vacancies
         Casey Rudkin, KPC Representative

VIII. Boards and Committees Reports

    A. Graduate Academic Board

    B. Undergraduate Academic Board

    C. General Education Review Committee (pg. 60)

    D. University-wide Faculty Evaluation Committee

    E. Academic Assessment Committee (pg. 61)

    F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 62-64)

    G. Budget, Planning, and Facilities Advisory Committee- BPFA

    H. Nominations and Elections Committee

    I. Diversity Committee (pg. 65-66)

    J. Faculty Grants and Leaves Committee

    K. Institutional and Unit Leadership Review Committee (pg. 67)

    L. Library Advisory Committee (pg. 68)

    M. Student Academic Support and Success Committee (pg. 69-70)

    N. Community Campus Committee

    O. Academic Honesty and Integrity Committee (pg. 71-72)

    P. Research and Creative Activity Committee (pg. 73)

IX.   New Business

VIX. Informational Items & Adjournment

    A. Parking Services Survey: Improving Parking on Campus
      https://www.uaa.alaska.edu/parking/index.cfm

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P	Bowie, David	P	Garcia, Gabe	P	Ohle, Kathryn
P	Bridges, Anne	T	Graham, Rachel	E	Orley, Soren
T	Brown, Barbara	T	Harville, Barbara	T	Palmer, DB
P	Bhattacharyya, Nalinaksha	P	Hoanca, Bogdan	T	Paris, Anthony
	Cenek, Martin	P	Hollingsworth, Jeffrey	P	Pence, Sandra
P	Cook, Sam	P	Horn, Steve	P	Pfeiffer, Karl
E	Dannenberg, Clare	P	Ippolito, Mari	T	Schreiter, Mark
P	Davis, Leanne	P	Kappes, Bruno	P	Shamburger, Carri
E	Denison, Veronica	P	Karahan, Gokhan	P	Smith, Cheryl
E	Din, Herminia	P	Kelley, Colleen	P	Strobach, Cynthia
T	Downing, Scott	P	Kirk, Sarah	P	Thiru, Sam
P	Dutta, Utpal	P	Knott, Cathy	P	Toscano, Sharyl
P	Flanders Crosby, Jill	E	Kopacz, Eva	P	Trotter, Clayton
			Kuden, Jodee	P	Venema, Rieken
				P	Ward, Jervette

II. **Agenda Approval** (pg. 1-4)
Approved

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

IV. **Officer's Reports**
   A. President's Report (9-10)
   Highlighted points from the written, specifically the deadline (October 20th) for submitting feedback on the report and recommendations from the Statewide Transformation Team.
   Discussed changing the Faculty Senate meeting date in May as it falls on the same day as faculty go off contract. A survey will be sent to senators for them to provide their preference/availability.

B. First Vice President's Report
    No report

C. Second Vice President's Report
    Highlighted committee vacancies

V. Old Business

VI. Consent Agenda
A. Faculty Evaluation Guidelines (11-57)

B. Graduate Curriculum
Add	GEOL A636	Petroleum Geology (Stacked with GEOL A436)
Add	GEOL A637	Adv Dep Systems and Stratigraphy (Stacked with GEOL A437)
Add	GEOL A638	Adv Sed Petrology and Diagenesis (Stacked with GEOL A438)
Add	GEOL A640	Advanced Hydrogeology (Stacked with GEOL A440)
Add	GEOL A645	Advanced Geothermal Energy (Stacked with GEOL A445)
Add	GEOL A657	Advanced Geology of Alaska (Stacked with GEOL A457)
Add	GEOL A699	Graduate Thesis

C. Undergraduate Curriculum
    i. Courses (pg. 58-59)

    ii. Programs
Chg	BS, Physical Education
Dlt	Minor, Geological Sciences
Chg	BS, Geological Sciences

    iii. Undergraduate Motions
    Motion to remove GER status from Liberal Studies courses (LSIS A101, A102, A201, A202).
    Rationale: Courses are no longer being offered and the Liberal Studies program is being deleted.

Motion to Approve the Consent Agenda
Unanimously Approved

VII. Boards and Committees Reports
A. Graduate Academic Board
    i. Goals for 2015-2016
        1. Review curriculum in an expeditious manner
        2. Review processes in the curriculum handbook in concert with UAB

B. Undergraduate Academic Board

C. General Education Review Committee (pg. 60)

    D. University-wide Faculty Evaluation Committee

    E. Academic Assessment Committee (pg. 61)

    F. Academic Computing, Distance Learning and Instructional Technology and e-Learning

    G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 62)

    H. Nominations and Elections Committee

    I. Diversity Committee (pg. 63-65)

    J. Faculty Grants and Leaves Committee

    K. Institutional and Unit Leadership Review Committee (pg. 66)

    L. Library Advisory Committee (pg. 67)

    M. Student Academic Support and Success Committee (pg. 68-70)

    N. Community Campus Committee

    O. Academic Honesty and Integrity Committee (pg. 71-72)

    P. Research and Creative Activity Committee (pg. 73)

VIII. New Business

    A. Motion: The Faculty Senate moves that for courses with enrollments of 10 or fewer students, no IDEA surveys be provided. In order to assist the faculty without IDEA surveys, and all interested faculty, the Faculty Senate recommends the following:

      i. The Provost provide a clarifying statement on the requirements regarding student evaluations for promotion, tenure, and periodic review as stated in the CBAs and FEGs;

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      iii. IT and Academic Innovations (AI) collaborate to load student feedback templates in Blackboard.

Motion to postpone until a clarifying statement is received from the Provost.
34 For
7 Against
Motion to postpone passes

IX.   **Administrative Reports**

     A. Chancellor, Tom Case

        Thanked senators for their service.

        Reflected on the active shooting incident that took place in Oregon. UAA is currently reviewing its active shooter process and procedures; President Johnson has requested a copy of the findings from each campus

        President Johnson will be on campus next week and will attend the cabinet meeting. Discussed process improvements and the change with Diversity and Compliance.

        Monday evening there will be a public hearing downtown regarding the Elmore road extension. Important items to consider are emergency access to providence and improving pedestrian safety.

        Chancellor was asked a question regarding the renovation for the hockey team and whether the funding came primarily from boosters. The renovation was part of the update to the Wells Fargo sports complex.

        Discussed enrollment numbers.

        Mentioned campus morale and offered suggestion on how to improve it.

     B. Provost, Sam Gingerich

       i. Vice Provost, Susan Kalina (pg. 74-75)

         Thanked senators for postponing the IDEA motion to allow more time to look into the details.

         Co-chairs of the Dispute Resolution Taskforce, Terry Kelley and Dennis Drinka, provided senators with a copy of the proposed changes to the policy and asked them to attend a forum and/or provide feedback.

     C. Vice Chancellor of Administrative Services, Bill Spindle

        Not present

     D. Vice Chancellor of Advancement, Megan Olson (pg. 76-77)

        Provided an update on the amount raised at the annual Green and Gold Gala which is now almost $80,000

     E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 78-81)

        Written report only

     F. CIO, Patrick Shier

        Working on protecting the network from a new application that has the ability to crash it

     G. Union Representatives

       i. UAFT

      ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 82-85)
    *Oct. 23ʳᵈ a Fall Faculty Training and Development will be held – will be available to
    community campuses*
    *Seeing evidence of poor faculty morale and asked faculty to reach out to one another,
    especially junior faculty*

I. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig
    *Introduced herself to the Senate and discussed changes and future aspirations for
    Alaska Natives and Diversity at UAA*

VIX.   Informational Items & Adjournment
A. Guidance for Academic Decisions in a Climate of Declining Budgets, AY2016-17
    (pg. 86-90)

B. Update from Task Force: Evaluation of Non-Tenure Track Unit Members (pg. 91)

Administration

- **Fall Hooding and Commencement Ceremonies – Dec. 12 and Dec. 13**
  Save the date for the fall Hooding and Commencement ceremonies! Hooding will be held Saturday, Dec. 12, 3 p.m. in the Wendy Williamson Auditorium. Commencement will take place Sunday, Dec. 13, 1 p.m. in the Alaska Airlines Center. For details and to RSVP, please visit – https://www.uaa.alaska.edu/commencement/faculty/index.cfm.

Alumni Relations

- **Alumni Night at the UAA-UAF Volleyball Game – Oct. 13**
  Two alumni chapters met on campus for the UAA-UAF volleyball game on Oct. 13. The College of Arts & Sciences chapter hosted their first official event, grabbing green foam fingers in the Varsity Sports Grill before filling their block in the alumni section. The Seawolf Athlete chapter caught the first of four home games against UAF, and will return for women's basketball, men's basketball and ice hockey this season.

  If you're interested in connecting with alumni for an event like this, please let us know. Alumni Relations can get you in touch with former students and generate ideas for a future event. Contact the Office of Alumni Relations at 907-786-1942 or alumnirelations@uaa.alaska.edu.

- **Alumni ParTee: 9 in the Spine Now Seeking Student Clubs – Feb. 24**
  Alumni Relations' annual indoor mini-golf event is coming up on Wednesday February 24. As in previous years, alumni teams will return to campus to putt their way through the Spine on a course designed by student clubs. If you advise a student club, encourage them to design a hole and participate in this fun, creative networking opportunity.

  Interested clubs can contact Alumni Relations at 907-786-1942 or alumnirelations@uaa.alaska.edu to get involved.

Development

- **GCI** donated $50,000, **UBS Financial Services** donated $40,000 and **Pepsi-Cola** donated $30,000 to the Building Futures for Seawolf Athletics.

- **EHD Enterprises** donated $10,000 to support the BAJA student project.

- **GCI** sponsored the Alaska Women's Summit. UAA is pleased to have served as event host and partner of this incredible Alaska event. Sponsor support helped create a high-quality, unique experience for hundreds of attendees in October.

- **Premera Blue Cross Blue Shield of Alaska** donated $34,000 to the WWAMI Clinical Faculty Development fund.

- **Frontier Precision, Inc.** donated a Virtual Reference Station to the College of Engineering.

- **ExxonMobil** donated $20,000 to KPC for a Process Technology Program in Kenai.

- **The Mixsell Piccard Family** gave a major gift to the Engineering Facilities fund.

- **Phonathon**
  Phonathon has raised over $39,000 to date for scholarships and programs with 430 donors. We have four weeks of calling left before the break and hope to reach our goal of $81,500 for the fall calling semester.

University Relations

- **Hashtags**
  o Share photos, posts, thoughts and school spirit via social media - #UAA, #UAAmazing, #SeawolfNation and #Seawolfinit

- **Social Media Updates**
  o UAA's announcement of the new in-state advanced pharmacy degree collaboration with Idaho State University's College of Pharmacy dominated likes, clicks and shares for this month's top Facebook story, while Alaska becoming the first state to declare Indigenous People's Day was Twitter's top news.
  o While tagging a page has always been popular on Facebook, students are now "checking in" when they come to UAA to attend class, study or meet with friends, averaging about 60 check-ins per week.
  o UAA's Facebook and Twitter continue to be a vehicle of customer service for students and community members and we are working with UAA's Parking Services to help promote their student, faculty and staff survey on how to improve the on-campus parking experience.

- **#AmazingStories**
  o **Six Years Strong for Green & Gold Gala, 1,024 views** http://greenandgold.uaa.alaska.edu/blog/37269/six-years-strong-for-green-gold-gala_jdh/

  o **A New Idea for Solving Intersection Ruts in Anchorage, 948 views** http://greenandgold.uaa.alaska.edu/blog/37620/research-a-new-idea-for-solving-rutting-intersections-in-anchorage/

  o **UAA Burnishes Skills of Young Leaders, 746 views** http://greenandgold.uaa.alaska.edu/blog/37485/uaa-burnishes-skills-of-young-leaders/

  o I **AM UAA: Rachel Bedsworth, 710 views** http://greenandgold.uaa.alaska.edu/blog/37524/i-am-uaa-rachel-bedsworth/

  o **Project 49: Rage City Rollergirls, 607 views** http://greenandgold.uaa.alaska.edu/blog/37961/project-49-rage-city-rollergirls/

- **ADAC Ribbon Cutting Media Coverage**
  - **Alaska Dispatch News**
    http://www.adn.com/article/20151101/coast-guard-anticipates-high-tech-future-new-arctic-rd-center
    (Photo and cutline also ran on October 22)

  - **Seapower – Official publication of the Navy League**
    http://www.seapowermagazine.org/stories/20151022-adac.html

  - **GCN**
    https://gcn.com/blogs/pulse/2015/10/arctic-domain-awareness-center.aspx

  - **Alaska Business Monthly** (magazine)
    http://www.akbizmag.com/Arctic/Arctic-Domain-Awareness-Center-Opens-at-University-of-Alaska-Anchorage/

  - **RadioResource International / MissionCritical Communications**
    http://mccmag.com/News/NewsDetails/NewsID/13547

  - **Anchorage Mayor Ethan Berkowitz – YouTube**
    https://www.youtube.com/watch?v=HPPD-dDYXYk

  - **KTVA – Channel 11 Anchorage – CBS**
    http://www.ktva.com/new-arctic-resource-will-improve-region-readiness-211/

  - **AOOS Alaska Ocean Observing System**
    http://www.aoos.org/arctic-domain-awareness-center-adac-works-with-aoos-data-team-at-axiom/

  - **Executivegov.com**
    http://www.executivegov.com/2015/10/dhs-st-unveils-arctic-domain-awareness-center-in-alaska/

  - **Homeland Security Website**
    http://www.dhs.gov/science-and-technology/news/2015/10/27/arctic-domain-awareness-center-launched

  - **Cruise Industry News**
    http://www.cruiseindustrynews.com/cruise-news/13205-arctic-domain-awareness-center-opens-at-university-of-alaska-anchorage.html

# # #

OFFICE OF STUDENT AFFAIRS — Vice Chancellor Bruce Schultz

Office of Student Affairs (OSA) & Assessment

As of July 17, 2015, there were 1,744 individuals who applied and were admitted into the University of Alaska Anchorage (UAA) Anchorage campus in either Fall 2014 or Spring 2015 and never enrolled in UAA courses. Why haven't they come to UAA? Did they enroll elsewhere? Do they still plan to enroll at UAA? What can UAA do to support their student success? The Office of Student Affairs and Admissions launched a UAA Admitted Non-enrolled Student Outreach pilot to further investigate.

Findings are based on the UAA Admitted Non-enrolled Student questionnaire completed electronically by 239 individuals (response rate = 14%) between July 21 and August 14, 2015. This questionnaire allows students to get started in reactivating their application or letting Enrollment Services know that they have made other plans. Questionnaire findings reveal information about factors that influence students' decision to not enroll at UAA. Findings reports can be viewed on the Student Affairs Assessment website:

- Complete Executive Summary: *https://www.uaa.alaska.edu/studentaffairs/assessment/upload/UAA-Admitted-Non-Enrolled-Student-Outreach-Pilot-Executive-Summary.pdf*
- Pilot Highlights: *https://www.uaa.alaska.edu/studentaffairs/assessment/upload/UAA-Admitted-Non-Enrolled-Pilot-Presentation.pdf*

Student Affairs staff also contacted respondents with personalized follow-up based on their respective answers. Students were able to receive support postponing their applications, registering for classes, applying for financial aid, and more. The pilot instrument was reviewed and refined; a Fall 2015 iteration of the questionnaire and student outreach is currently in progress. Student Affairs departments are currently reviewing the data and opportunities presented to strategize for positive action.

The Office of Student's Affairs released the first edition of the Student Affairs Staff Development Newsletter. Coming each month, this newsletter will provide resources to support professional growth and personal wellness, including upcoming workshops and events, self–directed professional development opportunities, and highlights from Student Affairs publications. The October 2015 Edition can be viewed here: *http://eepurl.com/bCBVaP*.

This newsletter kicked off in October with Careers in Student Affairs Month (CSAM). CSAM is a month-long initiative dedicated to the celebration of a career in student affairs, education and awareness in the profession, and engagement with professional associations and peers in the field.

ENROLLMENT SERVICES

Associate Vice Chancellor Eric Pedersen

Registration for Spring 2016 opens on November 6 for graduate students, followed by November 8 for seniors. Enrollment Services (ES) and Student Affairs are engaged in a major effort to increase the number of students registered for spring semester before they leave for winter break. Between last spring and this fall only 41% of students had registered for Fall 2015 before the end of the term.

Admissions Office

The Customer Relationship Management (CRM) system is in the final stage before going live for New Student Recruitment (NSR) communication. Beginning the second week of November, prospective students for Spring, Summer and Fall 2016 will receive e-mail communication from NSR through the system in a high-quality HTML format. This is the first milestone in the implementation and was reached through excellent cooperation and teamwork among the project manager, Cathy Ewing; UAA Electronic Student Services; UAA ITS; UAA New Student Recruitment; and Statewide OIT. The next milestone, completing phase I of the implementation, is the new application for admission and application processing, comes in February 2016.

Office of the Registrar

The end of the fall 2015 term is rapidly approaching. Some dates and deadlines related to the end of the term:

- Withdraw Deadline: November 13
- Fall Commencement: December 13
- Grades Due: December 16
- Grades available to students through UAOnline: December 17
- Satisfactory Academic Progress Calculated: December 17

On December 13 UAA will hold its second fall semester commencement ceremony at 1 pm in the Alaska Airlines Center. As of October 28, 906 students are eligible to graduate. This number may grow as the deadline to apply for fall graduation is December 4 (December 1 to be included in the program).

Staff from the Office of the Registrar recently presented information to Residence Life staff on Schedule Planner. This was just one of five different presentations and outreach efforts on Schedule Planner this month.

The first set of courses fully approved through the new electronic curriculum system came in the week of October 19. As of October 28, the Office of the Registrar has presented 17 different trainings for the electronic curriculum system.

Kudos to Shannon McClear, Transfer Evaluation Specialist. A student recently made the effort to call the Office of the Registrar from Spain to say how helpful Shannon was and what great service she provided.

Office of Student Information

Using software developed in-house, the Office of Student Information has reviewed data since July 1, 2015 and found that 95% of all issues presented to front line staff are resolved without assistance from other offices. This means faster processing times and less run around for students.

Office of Student Financial Assistance (OSFA)

As of October 28, OSFA processed 14,995 Free Applications for Federal Student Aid (FAFSA) for the 2014-15 academic year.

Institutional federal student loan default rates were announced last month. UAA's default rate remained the same as last year's: 12.4%.

OSFA staff are presenting to two different community groups in November: ANCSA Education Consortium and Alaska Family Services, Inc. to build partnerships, resulting in better service to students.

$avvy $eawolf Financial Literacy @ UAA is continuing it's successful $avvy $eawolf $eries this fall, encouraging students to take charge of their financial futures. Two-thirds of the 15 workshops have already been presented and have attracted 126 total participants. Data is still being analyzed but students are overwhelmingly self-reporting an increase of their knowledge of budget, credit or loans after attendance. OSFA looks forward to the final five workshops of the semester.

STUDENT ACCESS, ADVISING & TRANSITION — Associate Vice Chancellor Lacy Karpilo

Academic Advising

Meredith McIntire, Academic Coaching Mentor and Learning Resource Center (LRC) Committee Member, attended the grand opening of the Community & Technical College's new LRC Math Emporium & Academic Coaching Center. UA President Jim Johnsen shared brief comments regarding the importance of these services for university students.

Career Development (CD)

CD hosted its annual Fall Career Fair on October 8 in the Student Union. A total of 78 employers attended seeking to fill part-time, full-time, seasonal, and internship positions. Of the employers present, 89% provided positive feedback. On average in the past two years, 3,000-4,000 students, alumni, and community members have attended the Fall Career Fair at UAA.

Mapworks @ UAA

The Fall Transition Mapworks survey closed October 11; 1,144 UAA students completed the survey. Mapworks user groups received a Fall Transition Survey Report of their specific student cohort respondent rates and risk/intent to leave and suggestions of how to support high-priority students. A check-up survey will start November 9 and end November 29.

Native Student Services (NSS)

NSS coordinated an outreach/recruitment table during the Alaska Federation of Natives (AFN) Elders and Youth Conference on October 12-13.

On October 16, NSS partnered with the Arigaa Student Club to host "Hope in Hard Times." This two-hour event focused on the suicide epidemic afflicting the Alaska Native community and featured a candlelight prayer, drumming song, message of hope, and potluck; 20 people were in attendance.

NSS sponsored a community discussion "What is Native Cultural Identity" on October 23. The focus of the conversation was the development of a culturally congruent approach to the eWolf ePortfolio with a template that reflects the "total" being of Native students by addressing not just the academic and co-curricular aspects, but also the traditional knowledge, physical, spiritual, emotional, social, and provider aspects of the Native student as well.

New Student Orientation (NSO)

NSO Director Theresa Lyons and the Steering Committee for UAA NCBI (National Coalition Building Institute) under the leadership of Dr. Jeane Breinig, Interim Associate Vice Chancellor for Alaska Natives & Diversity, are pleased to announce the addition of three new members: Donna Bozeman, HRS Technician; Bryce Johnson, HRS UAK Jobs Helpdesk Technician; and Mandee Mlcek, Compliance Specialists. The new members will join UAA NCBI to continue the work of social inclusion and equity at the university. New members received training at North Carolina State University in Raleigh, North Carolina October 2-4.

New Student Recruitment (NSR)

NSR hit the road in mid-September for fall recruitment travel and has represented UAA at more than 100 out-of-state college fairs in Oregon, Washington, California, Texas, Illinois, and Colorado.

NSR is pleased to announce the first Alaska High School Counselor Appreciation Event which coincides with the Alaska School Counselor's Conference. NSR will host an evening of food, fun, and entertainment on Friday, November 13.

Fall Preview Day is scheduled for November 6. This event historically brings more than 500 prospective students, parents, and guests to campus for an experience in what it is like to be a Seawolf.

UAA TRiO Programs

Program directors and staff from all three TRIO Programs attended the NAEOP (National Association of Educational Opportunity Programs) Conference in Spokane, Washington on October 18-21.

EOC hosted the 34th Annual Anchorage Alaska College and Career Fair 2015 on October 18-19 at the Alaska Airlines Center; 107 college and career exhibitors served approximately 4,000 students and community members; 22 high schools participated from across the state. Sessions on admissions, financial aid & scholarships, My Major Discovery, and professional development and career readiness were presented.

STUDENT DEVELOPMENT — Dean of Students & Associate Vice Chancellor Dewain Lee

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

The DOS sponsored National Collegiate Alcohol Awareness Week (NCAAW) during the week of October 19-24.

The DOS partnered with the Faculty Senate Committee on Academic Honesty and Integrity to host a workshop on academic integrity during Faculty Training and Development Day on October 23.

The DOS is collaborating with the School of Nursing to sponsor a showing of the film titled *Telling Amy's Story* on Thursday, November 12, at 6:30 pm, at Gorsuch Commons Room 106. The film focuses on domestic violence. A panel discussion will take place following the film.

On November 13, the Dean of Students Office will be sponsoring two workshops for faculty on how to address disruptive student behavior.

The Statewide Behavior Intervention and Threat Assessment Coalition will participate in a training with Brian Van Brunt, Ed.D., from the National Association for Behavior Intervention Teams (NaBITA). He will present a two-day training on forming, growing, and managing behavior intervention teams and how to conduct a threat assessment in Spring 2016.

Department of Residential Life (DRL)

Residence Life completed bi-annual fire drills on October 20. Random rooms were checked in the MAC area and rechecks will be done the following week of any violations found.

Residence Life will be taking students to the Alaska World Affairs Council Luncheon "International Cooperation in the Arctic."

The Quality of Life Survey closed on October 22 with a total of 128 completed responses. The survey was sent to 828 people, giving DRL a completed response rate of 15.46%.

ANROP Coordinator, Karla Booth, hosted the Cama-i Room 10th Anniversary Celebration on Thursday October 8.

The Residence Hall Association will be hosting Relaxed Registration on October 26 to help residents plan for registration.

Disability Support Services (DSS)

DSS held a Disability Awareness Fair on October 5-6 in the Student Union. The theme was Disability Awareness: Celebrating 25 Years of the Americans with Disabilities Act (ADA).

Karen Andrews, DSS Director, held a two-day workshop at Kodiak College. There were three workshop sessions that included "Accessibility and Universal Design"; "Accessibility, Academics, and DSS"; and "What's in a Disability?".

Multicultural Center (MCC)

Makoto Izakura, Japanese Consul of Alaska, visited the Multicultural Center on October 8. Several faculty allowed their students to share their experiences with him in Japanese.

The International Student Thanksgiving Dinner will be held on Sunday, November 22.

Student Life & Leadership (SL&L) and Student Union & Commuter Student Services (SU&CSS)

The annual Homecoming celebration included USUAA Homecoming Dance, the Shopping Cart Parade, the 22nd Annual A Cappella Festivella, Royalty Court, Dodge Ball Tournament, Kendall Classic Tailgate and Howlgate hockey spirit events.

The Student Union Gallery presented the 30th Annual No Big Heads Self-Portrait Juried Art Exhibit with 40 works selected out of 104 submitted.

The Commuter Student Awareness Week was held October 19-23.

Club Council and over 40 clubs and organizations presented the annual Haunted Halloween Fun Night on Saturday, October 24, in the Student Union.

Information Technology Services

UNIVERSITY *of* ALASKA ANCHORAGE

3211 Providence Drive, SSB 120
Anchorage, Alaska 99508-4614
T 907.786.1880 • F 907.786.6000
www.uaa.alaska.edu/its

To: Tara Smith, President – Faculty Senate

From: Pat Shier, CIO/Associate Vice Chancellor for ITS

Date: August 31, 2015

Subject: First Fall 2015 Faculty Senate Report

Fall 2015 Information Technology Changes and Events

Executive Summary

Since the last written report, ITS operations reflect typical in-semester cadence, with a few notable exceptions:

1. <u>OU Campus – New CMS</u>. The first Anchorage departments to switch to the new OU Campus web page content management system (CMS) are now displaying their pages in the new environment. You will notice a new look and feel in these pages:
   a. https://www.uaa.alaska.edu/about/administrative-services/
   b. https://www.uaa.alaska.edu/about/administrative-services/departments/information-technology-services/index.cshtml

   More departments will be switching throughout the fall and through the spring semester, with all departments in the new system by mid-2016. Lessons learned from the first several conversions will make subsequent transitions easier. Training sessions for the new tool are scheduled continuously and advertised on the ITS web site.

2. <u>Blackboard Upgrade</u>. ITS and Academic Innovation & eLearning have been working closely to plan and execute an upgrade of our learning management system (LMS), Blackboard, over the winter break. Select faculty have been testing the new version already. AI&e will notify faculty about the new system's availability for Spring 2016 classes, soon. The collaboration has been invaluable in preparing us for a timely and successful transition.

Listening and Learning – more on Mail routing, HIPAA privacy considerations

1. The latest version of the https://me.uaa.alaska.edu software has been installed. This service harmonizes passwords and manages email routing. It now includes an option to

forward mail to a preferred email service. The uaa.alaska.edu domain remains the official email for UAA faculty and staff, and a copy of forwarded emails may be retained by the official UAA or UA email systems, regardless of forwarding. Appropriate FERPA, HIPAA and PII considerations should remain uppermost in the minds of those choosing to forward emails. Gmail does not meet HIPAA requirements. Users should also confirm any departmental preferences for email use with the appropriate departmental leadership.

2. OIT/Fairbanks has decided to embrace the Office 365 service and has activated the previously unavailable "@alaska.edu" tenant. This will greatly simplify mail routing for those students that choose to use the Office 365 service for software licensing and online collaboration. This spring, UAA will work with OIT to federate the "@ua.alaska.edu" and "@alaska.edu" Office 365 tenants. More on this as new capabilities are tested and confirmed.

3. HIPAA and general data security concerns remain a daily consideration with ITS. We structure networks in order to offer the best protection available to us. Here are some things to consider as you go about your daily routine:
   a. Is the online service I am using to share files secure? Does it have a Business Associate Agreement with the University? DropBox, Google+/Gmail and other services are not HIPAA covered entities. Office 365 does have a BAA in place.
   b. The shared drive provided by your department may or may not be behind an appropriate firewall. Ask your local IT support if it is, and ask if it should be encrypted. Known HIPAA networks supported by ITS are protected, but if HIPAA protected data is copied to an external drive or a home computer over a VPN connection – the data is at greatly increased risk of loss or unauthorized disclosure.
   c. If I use a laptop, tablet or smart phone to access data, is it password protected and encrypted? If not, you and your department may be assumed to have permitted unauthorized access to protected information in the event a device is lost or stolen.
   d. Before you plug a device into a network port in the wall where you work, take a moment to consider if that device is properly patched and anti-virus protected. Even printers and web cameras recently were used to launch hacker attacks against University networks. Your local IT support or the ITS call center are best able to advise you if you are unsure.

Keeping Existing Services Operating

As mentioned in the last report, OIT recently rebid UA's long-haul network, including internet services. I have been reviewing technical proposals from three vendors. This is step one. Pricing proposals are not available outside of a few people in procurement, at this time.

I am thrilled to report that we have been able to find much needed help for our Network and Messaging & Directory teams. While we are still not at 100% strength for this small team, the help is sorely needed as we move the needle from 99% operations to a place where we can effectively support the demand for innovation.

Clearing the Decks

1. ITS remains in the area of >98% effort supporting and remediating existing systems. Best practice for day to day operations is in the neighborhood of 65-70%, with the balance invested in innovation.
2. We remain concerned about the absence of true fail-over resiliency in some systems, and continue to investigate options, such as Software as a Service (SaaS) delivery, in concert with user groups.
3. Mailbox Overload: attached is a draft description of an email archiving strategy that will provide real $$ savings to UAA in terms of avoided costs for added storage space. Please read this important proposal and share it with your constituents.

What Do We Already Own?

1. Several departments and IR have lead the way in applying the new Office 365 software suite to existing challenges that would have required additional software purchases. One large research grant project is hosted almost entirely in the Office 365 UAA cloud. Please contact me directly if you would like to learn more about this secure, valuable service we already own. http://www.uaa.alaska.edu/informationtechnologyservices/office-365.cfm

2. Voice Mail alternative; Lync services and Skype for Business (Reprise)

   Remember, you can have all your voice mails delivered as sound files to your email inbox. It is easy to listen to them on your smartphone, PC/Mac or tablet. Also – there is likely no need for your department to spend any money on web conferencing software or licenses such as Citrix Go To Meeting, WebEx, Jabber or Skype. Note that Skype was acquired by Microsoft and will be combined with Lync as "Skype for Business." Lync is a very capable service we already own, accessed from your desktop using your UAA credentials and password. We can help you discover how to use it, and also trouble-shoot any problems you may experience. Here is a link to the UAA Lync page: https://www.uaa.alaska.edu/informationtechnologyservices/our-services/communication/messaging/
          (Did you know you can record Lync/Skype for Business sessions?)

Pat Shier, CIO/Associate Vice Chancellor

UAA Email Retention Policy

This policy defines the process and timelines for archiving and deleting email on the UAA email system. This policy is specific to UAA's Exchange platform which provides email services to UAA faculty and staff. Students are not impacted since they utilize google mail for mail service.

Active Account Retention

Mail older than 2 years is automatically archived each night for mailboxes with a total size over 2gb. This archived mail is available in a second mailbox labeled "Archive" attached to the account. The Archive mailbox is available in the Outlook client, OWA and any third party mail client. Mail moved to the Archive mailbox retains the folder structure it had in the main mailbox. If the folder structure doesn't already exist in the Archive mailbox, it is created as the archived mail is moved into it. All mail folders are subject to the archive rule including Deleted and Sent Items.

Mail stored in the Archive mailbox is available real time but is stored in the UAA Office 365 tenant, relieving local data stores. Archived mail takes slightly longer to retrieve.

The Archive mailbox is searchable just like all other email folders but is not included in searches by default. The default can be changed to include the Archive mailbox through the Search Options dialog through Outlook or OWA.

Benefits to UAA

Large inboxes use an inordinate amount of space in the exchange environment. Currently 5 terabytes of storage is consumed by old email that is rarely accessed. An additional 5 terabytes of backups is consumed by this data.

This policy helps ensure mail is being backed up properly, providing secure, enterprise level data integrity. Automatic archiving eliminates the need for staff and faculty to manually archive their email on to local media such as desktops and flash drives.

Inactive Account Retention

One month after an account has been set to expired, the mailbox is catalogued by Exchange. The Exchange catalogue process automatically moves the mailbox to a cloud archive in the Office 365 tenant.

One year after account expiration, the mailbox and all associated email data is deleted. (Unless the mailbox is set to "In-place Hold" status).

If a former employee returns to UAA and begins employment again before the mailbox is deleted, the mailbox and all associated mail will be restored upon request to the UAA Call Center.

The process for initiating an In-place Hold is as follows: A ticket is initiated by the Human Resources department through the UAA Call Center. The Call Center escalates the ticket to the Messaging team who will then set the In-Place Hold on the mailbox. The In-place Hold overrides all catalogue and account removal settings preventing archival and deletion.

Benefits to UAA
Currently 10-15% of Exchange storage is utilized by inactive account mailboxes. This equates to approximately 2.5 terabytes of data on primary storage. Backups of this data add several more terabytes that will be recovered from the UAA computing environment.

Definitions

Inactive account: An active directory account that has been set to expired through either automatic or manual processes. Automatic account expiration happens via Banner's update process. Each day Banner increments the UAARoleID by 1 day. Student accounts begin with a 365 day period while staff and faculty have a 14 day period. The Account expiration date is set equal to UAARoleID, and is incremented in the same fashion. For Example if a staff member's last day is July 1st, banner will stop updating the UARoleID on June 30th, and the account will expire July 14th.

Active Account: An active directory account that has not been set to expired.

In-Place hold: A setting on an Exchange mailbox that prevents mailbox archival or deletion.

INFORMATION UPDATE

CENTER FOR ADVANCING FACULTY EXCELLENCE

- The previous two cohorts of **Making Learning Visible** (CAFE's faculty learning community supporting the Scholarship of Teaching and Learning) offered a report out and showcase of their MLV Portfolios in a wide range of disciplines. Those in the new cohort continue the development of their projects which will be showcased in the spring term.

- **Faculty Conversations with the Provost:** At the request of the Provost, CAFE coordinated a conversation between Provost Gingerich and last year's new faculty, centered around what was helpful for them when they "onboarded" last year and things that might be improved. The conversation that ensued was frank and informative. Similar conversations are planned with other faculty cohorts, including recently tenured faculty and this year's new faculty.

- CAFE's new *Lunch and Learn* **workshops** continue to be well received. These workshops offer one-time, 90-minute sessions on occasional Fridays to allow faculty to gain valuable, pragmatic information and/or skills without having to commit to a longer "series" or multi-session project. In the most recent session AI&e's Dave Dannenberg addressed strategies for managing your digital life, including taking control of digital communication such as email. The audience was very enthusiastic, and Dave says he may be available for departments that would like him to repeat the training in a specific context.

- CAFE continues to support the work of two Faculty Senate Committees. First, related to the work of the *Academic Assessment Committee* and the Office of Undergraduate Academic Affairs, our Interim Director is serving in an *ex officio* capacity on the body leading the GER assessment effort. We are continuing to support a three-part series of follow up workshops stemming from the Academic Assessment Seminar hosted on September 11. Second, we are working with members of the *Faculty Senate Diversity Committee* to support their initiatives and activities. Additional information will be available on the FSDC effort as work develops.

- **October 23: A Day of Faculty Training and Development Opportunities** - CAFE coordinated a series of trainings and workshops for faculty on Friday, October 23, providing information on effective pedagogical practices, student support mechanisms, and career and professional development tools. Over 50 faculty attended, participating in sessions supported by individuals from CAFE, AI&e, CCEL, and Student Affairs. More than half the scheduled events were available via distance to encourage participation, but relatively few participated via distance. We will consider lessons learned as we move forward with future programming. Evaluations from the event were extremely positive.

CENTER FOR ADVANCING FACULTY EXCELLENCE *(continued)*

- On October 26 and 27, CAFE coordinated presentations of the video *Shots Fired on Campus* facilitated by Ron Swartz, Environmental Health and Safety and Risk Management (and former Lieutenant with University Police)**.** The discussion with faculty and staff provided attendees with useful information about how to respond in the highly unlikely event of an active shooter on the UAA campus. Those who did not attend may view the video via the Statewide Risk Management website. Departments can request viewing and discussion sessions with Mr. Swartz.

NOVEMBER OPPORTUNITIES

- CAFE is co-sponsoring **Title IX trainings** on November 10 and 11. The trainings will be conducted by Robin Clawson from the Office of Equity and Compliance. These sessions are available to anyone who is interested, but are especially aimed at new faculty who have not yet had this training.

- November is **Academic Writing Month**. CAFE is working with two faculty members in the Department of English to offer a workshop on scholarly writing that will serve as a kickoff for the month. In addition, there will be a series of open writing sessions (write on site) in GHH 105 for faculty who wish to focus on their scholarly writing. We are talking with a faculty member from History about a sustained, multi-week writing community that may be available to interested faculty in the spring term.

- On November 12, we will offer our annual **Difficult Dialogues Public Policy Debate** in partnership with the **Seawolf Debate Program**. This event includes a debate by UAA students, responses from faculty experts, and a facilitated public discussion on the topic "UAA should prioritize workforce development over a liberal arts education."

- On November 13, CAFE will offer a **Team-Based Learning training (TBL 101)** led by Sandra Erlich-Mathiesen from the College of Business and Public Policy. This training is for faculty who wish to get started with the transformative, active learning TBL pedagogy, an evidence-based approach to teaching that harnesses the power of groups and teams to improve learning and increase awareness of communication dynamics.

- Our November *Lunch and Learn* topic is **Addressing Disruptive Behavior in the Classroom**, presented by Michael Votava and Jessica Mason from Student Affairs. This will be the last Lunch and Learn of the fall term. We look forward to having the series resume in the spring.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- Our annual **Urban in Alaska Conference** will be held on **Friday, November 6** from 9:00-1:30 pm with breakout sessions featuring community-engaged projects and an opportunity from 12:00-1:30 pm for our "Rapid-Fire Community Engagement" with faculty that was so popular last year! Faculty are presenting from nearly 20 departments across the curriculum.

- A keynote presentation on Community Engagement for the October 23 **Faculty Development Day** featured short presentations by Dan Anteau, Theatre; Sally Carraher, Anthropology; and Hattie Harvey, Education. A short video of the **2014 Selkregg Awards** featuring projects with Rebecca Robinson and Jim Fitterling was shown.

- The Advanced Civic Engagement course will be deliberating in the next few weeks on grant proposals for 8 community organizations that were written this summer by students in Angela Andersen's English 212 classes. The course will be giving four $2,500 awards in their process of learning about philanthropy and non-profit management.

- Community-Engaged Student Assistants (CESA) are completing their two meetings each semester with the Director and/or Faculty Fellow Ira Ortega to share information about their community-engaged projects and the skills they are learning with their faculty mentors.

- The UAA Community Engagement Council is meeting monthly and addressing plans for the documentation and assessment of community engagement activities.

ACADEMIC INNOVATIONS & eLEARNING

Did you know that last year, AI&e consulted on over 400 classes and impacted over 8,000 students? Be sure to read the *AI&e Annual Report*, available on our website

Professional Development

- AI&e's November focus is on **eLearning.** Multiple workshops are being offered throughout the month. Sign up on AI&e's workshop page.
    - **November 4**: eLearning at UAA (classroom and web delivery)
    - **November 6**: Applying the Quality Matter's rubric (2 week online course)
    - **November 13**: Quality Matters Improving Your Online Course (classroom)
- The eLearning Workgroup is sponsoring the annual **eTech Fair, November 9-13**. All sessions are free and held online via Blackboard Collaborate. This year, they are offering sessions for faculty and students. Sessions are offered each day between 10:00 am - 3:00 pm and cover a range of topics. Be sure to sign up on their website.

ACADEMIC INNOVATIONS & eLEARNING *(continued)*

eWolf Update

- **Promotion and Tenure pilot**: Arlene Schmuland and Heather Caldwell are continuing to provide leadership and support for faculty in this process. Feedback to-date has been positive. Thank you to Faculty Senate leadership for your support.

- **Native Cultural Identity**: Native Student Services is working with eWolf staff on developing ways to support Native student cultural identity. An event on October 23 brought in local elders and national leaders (Tommy Woon and Helen Chen) to engage in a meaningful dialogue. Additional activities and events are being planned.

- **eWolf Student Showcase**: Held initial discussions with John Mouracade, Interim Dean of the Honors College, to explore partnering with the College on developing and promoting a student eWolf showcase. More discussions forthcoming.

- **Campus Technology**: Paul Wasko and Heather Caldwell and our UAA work were featured in the journal Campus Technology. The article was titled "*5 Lessons Worth Learning About E-Portfolios*" and was based on a presentation Paul and Heather did this summer at AAEEBL's annual conference.

Technology Innovation Grants

- We awarded the first set of what we hope to be annual **Technology Innovation Grants** (TIGs). Congratulations to the following faculty members:
    - **3D Technology and Heritage Preservation in Anthropology: A Capacity Building Project**, Dr. Medeia Csoba DeHass, Anthropology, CAS
    - **Revolutionizing Strategic Management with ePortfolio and Video**, Dr. Terry A. Nelson, Management and Marketing, CBPP
    - **Social Story Apps and Hybrid Models in Early Childhood Education**, Dr. Hattie Harvey, Early Childhood Education, COE & Dr. Kathryn Ohle, Early Childhood Education, COE
    - **Smoking Cessation Technology for the UAA Campus Community**, Dr. Pam Bowers, MSW, School of Social Work
    - **Creating an International Trade Classroom Experiment**, Dr. Paul Johnson, Economics, CBPP

November 2015
Report of the President

Budget
The budget request for UA from Statewide is awaiting BOR revisions/approval on Wednesday, November 4th. The agenda and materials for that meeting can be found here: http://www.alaska.edu/bor/agendas/2015/nov-4/

UA Board of Regents
The December meeting will be in Fairbanks. Please contact me with ideas or information you would like conveyed to the BOR through Faculty Alliance. You are also free to send feedback directly to the Board, or to testify in person when you have the opportunity. http://www.alaska.edu/bor/

Faculty Alliance
At our last meeting, Faculty Alliance members discussed and supported the importance of faculty expertise on the statewide task forces on Developmental Education, General Education, Teacher Education, and eLearning. VPAAR Dan White and Michelle Riszick are leading these teams and will be finalizing membership and charging the groups soon.

We meet twice a month on second and fourth Fridays from 1:30-3:30p. The meetings are held via Google Hangouts. Please contact me for more information on Faculty Alliance or visit http://www.alaska.edu/governance/faculty-alliance/

UA President Jim Johnsen
President Johnsen was scheduled to have received the revised recommendations from the Statewide Transition Team on October 30th. He will announce the plans for transforming Statewide in December and implementation will begin in January 2016. http://www.alaska.edu/swbir/transformation-team/

We welcome President Johnsen to the November Faculty Senate meeting.

Faculty Senate Executive Board
Your 'E-board' meets weekly to examine on going issues and prepare them for discussion of the boards, committees, and/or the senate. In October, we continued our focus on issues around IDEA and have included the information that Faculty Senate requested in order to inform our deliberations on the IDEA motion. We also met twice with Dave Dannenberg. The first was to discuss the interest from Statewide on pursuing a single instance of Blackboard In the second,

we helped brainstorm ways to approach the current Blackboard upgrade. We welcome your input on issues of concern to you and your fellow faculty members.

The December meeting of Faculty Senate will be a joint session with the Union of Students. We will have a joint motion from the students in support of student and faculty inclusion in importance governance groups. Please contact me if you have other items of joint concern for faculty and students that you would like to have on the agenda for the December meeting.

Please note that we will be scheduling the Faculty Forum for January soon. We have invited Interim Associate Vice Chancellor Jeane Breinig and the co-chairs of the Faculty Senate Diversity Committee to focus the forum on diversity. We'll announce the date as soon as we are able.

Parking Services is conducting a survey now. The link was emailed to faculty and is also available on the Parking Services webpage: https://www.uaa.alaska.edu/parking/
Please take the time to contribute your thoughts and ideas to improving parking and campus transportation for all of us. Best of luck in winning one of the incentives they are offering for participation, as well.

Questions or Concerns?
The Faculty Senate President meets biweekly with Provost Gingerich and monthly with Chancellor Case and Vice Chancellor Spindle and the Union of Students President. I am continuing with these regular meetings and invite you to send me governance issues or items you would like these leaders to consider.

Tara Smith
tmsmith@uaa.alaska.edu
PSB 102N

Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

October 27, 2015

TO: Tara Smith, President
                Faculty Senate

FROM: Sam Gingerich

SUBJECT: Role of Student Surveys in Evaluation Processes

Discussions about the use of the IDEA instrument as the tool that is used to survey students here at UAA continue. The institution recently transitioned to an online administration of this instrument and this has led to some unintended consequences. In the past year the administrative work to support the administration of this survey has grown to consume approximately three-quarters of an FTE primarily because some very time consuming practices have developed. Regardless, IT and Faculty Services remain committed to supporting the administration of the IDEA surveys.

In 2013 the Faculty Senate enacted a recommendation that the IDEA survey not be used for courses with enrollment of 10 students or less unless requested by the instructor. This is a common decision that ties back to the questionable significance of the survey if there are few students who respond. In fact, this is supported by the following statement on the IDEA website, "The average of these rating provides a good indication of how successfully objectives were reached, especially if at least 10 students provided ratings and if at least 75% of enrollees responded."

However, it appears that faculty, and especially faculty who are not tenured, full professors, are asking that surveys be done on all courses, probably to make sure these are available for committee review as they undergo tenure, post-tenure or promotion reviews. Unfortunately, it is these requests that have led to the time-consuming practices that require the staff administering IDEA to manually change processes. While we have been and continue to work with IT, to date few if any fixes have been found. Further, these requests are made with full knowledge that the results have very limited if any useful information other than providing proof that the survey was done.

The Senate is once again visiting this topic and I have been asked to provide an overview of my understanding of the requirements. To frame this, I did review all guiding documents including both the UNAC and the UAFT CBA's, Regent's policy, and UAA's faculty Evaluation Guidelines. The following sections frame the issue.

> Regent's Policy
> > 2. effectiveness in teaching, demonstrated by such things as: evaluation by peers; **reaction of students as determined by surveys and classroom and laboratory observations**; development of improved teaching materials and processes; development of new courses; advising of students; assessments of student achievement; and participation in necessary and routine duties that support classroom performance (P04.04.050. Evaluation of Faculty)

> UNAC CBA
> > Summarized teaching evaluations for the years under review, where applicable (Section 9.2)

UAFT CBA
Summarized student evaluations for each course for the years under review, where applicable. (Section 6.1.1)

Faculty Evaluation Guidelines
4. Section III: File sections that describe and document high-quality and significant scholarly achievements in each of the relevant areas of responsibility of teaching, academic research or creative activity, and professional and university service.
a. Within the teaching section of the file, candidates are required to include:
i. All student evaluations from the previous six years (or for all years of service if candidate has been in faculty rank fewer than 6 years),

There is a clear requirement that faculty continuously gather and demonstrate that they consider student evaluations of instruction. However, it appears to me that the practice here at UAA has swung to a focus on the application of the IDEA survey in every course to demonstrate unequivocally that this requirement is met rather than on the requirement that faculty demonstrate that they gather and consider student opinions.

The CBA's both qualify the requirement with the phrase, "where applicable." So while the expectation is established that student evaluations will be done for every class, it is apparent that this should reflect limits that do exist. One other note. The CBA's both refer to summarized evaluations but the FEG's flip this and require all student evaluations. I think this may be another area where lack of clarity in the language used may be adding to the confusion.

From my read of these materials and from my understanding of the evaluation processes that are at the core here, I believe there is ample room to consider the role of student evaluations within these processes. I offer the following points:

- Faculty, as they fulfill their instructional responsibilities, must routinely provide students in all classes opportunities to engage in formative and summative assessments.
- Faculty must demonstrate that they use these assessments to enhance and improve their skills as teachers.
- Summative assessments, such as the IDEA survey, are helpful tools in those cases where the summary results are statistically meaningful. However, in those cases where the results are simply a tally of responses, the benefit is probably not worth the cost.
- A suite of summative and formative classroom assessments should be established that can be used to supplement or to supplant IDEA.
- Specific limits on the requirements for the use of IDEA should be established.
- Specific expectations for the use of other approved assessment strategies should be established.
- These should be included in UAA's Faculty Evaluation Guidelines

If this is in line with the interests of the Senate, I will support planning and implementation work as needed.
I will be glad to discuss this with you or with the senate at your convenience.

IDEA costs							
	Summer	**Fall**	**Spring**	**TOTAL**			
FY12	$ 2,880.31	$ 13,404.87	$ 25,281.89	**$ 41,567.07**			
FY13	$ 4,730.07	$ 19,952.12	$ 18,859.25	**$ 43,541.44**			
FY14	$ 4,345.86	$ 17,150.18	$ 16,396.74	**$ 37,892.78**			
FY15	$ 4,084.11	$ 18,219.71	$ 18,578.17	**$ 40,881.99**	Note: Spring surveys were paid in FY16		
FY16	$ 4,155.75						
2016 quote	$ 52,722.00	increase					
2017	$ 54,831.00	$ 2,109.00					
2018	$ 57,024.00	$ 2,193.00					
2019	$ 59,305.00	$ 2,281.00					
2020	$ 61,677.00	$ 2,372.00					

Query about faculty evaluations and NWCCU

2.B.6

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Union of Students of the University of Alaska Anchorage

Resolution #16-07
Regarding IDEA Surveys

SPONSORED BY:	Garrison Theroux, *Senator;*
WRITTEN BY:	Garrison Theroux, *Senator*;
ENDORSED BY:	Jonathon Taylor, *President;*
DATE:	October 28, 2015

WHEREAS:	IDEA Course Surveys seek to generate student input and opinion on the quality of courses offered at the University of Alaska Anchorage; and,
WHEREAS:	As of May 2013, IDEA Course Surveys are administered at the conclusion of every semester for courses with 10 students or more;[1] and,
WHEREAS:	Students neither support nor participate in IDEA surveys on the whole because they are viewed as too long, too cumbersome, and non-anonymous; and,
WHEREAS:	Some Faculty attempt to incentivize student participation in IDEA surveys by awarding extra credit upon completion, which makes any received data biased; and,
WHEREAS:	Students rely on other third-party mediums like RateMyProfessor.com to express their unbiased opinions about professors and courses;

THEREFORE BE IT HEREBY RESOLVED
The Union of Students of the University of Alaska Anchorage recommends the discontinuation of IDEA Course Surveys and recommends the institution of a new student driven faculty assessment system; and,

THEREFORE BE IT HEREBY FURTHER RESOLVED
That a copy of this legislation be forwarded to University of Alaska Anchorage Chancellor Tom Case; Vice Chancellor for Student Affairs Dr. Bruce Schultz; Dean of Students and Associate Vice Chancellor for Student Development Dr. Dewain L. Lee; Director of Student Life and Leadership Annie Route; Assistant Director for Student Leadership Paula Fish; and the University of Alaska Anchorage Faculty Senate.

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[1] See https://www.uaa.alaska.edu/governance/facultysenate/upload/IDEA-evaluations.pdf.

The Assembly has passed the attached legislation by a <u>15-0-1</u> vote. This legislation required a <u>majority</u> vote of the Assembly, and has been through all of the Assembly's legislative processes. This requires the President's signature of approval or disapproval seven days from its receipt.

Samuel Doepken

November 5, 2015 9:30

Speaker of the Assembly Samuel Doepken　　　　　　　　　　　Date　　　　　　　Time

☒ Approved　　　　☐ Vetoed

Jonathon Taylor

November 5, 2015 9:49AM

President Jonathon Taylor　　　　　　　　　　　　　　　　Date　　　　　　　Time

Courses

Chg	ND A683	Clinical Immersion
Chg	ND A684	Clinical Concentration
Del	ND A696	Practice Inquiry IV: Capstone Project
Add	ND A696A	Practice Inquiry IV A: Capstone Project
Add	ND A696B	Practice Inquiry IV B: Capstone Project
Add	ND A696C	Practice Inquiry IV C: Capstone Project
Del	NS A631	Family Nurse Practitioner Focus on Women's Health and Obstetrics I
Del	NS A632	Family Nurse Practitioner Focus on Pediatrics I
Del	NS A635	Family Nurse Practitioner Focus on Women's Health and Obstetrics II
Del	NS A636	Family Nurse Practitioner Focus on Pediatrics II
Chg	NS A640	Teaching and Learning in the Professional Context
Chg	NS A641	Developing Curriculum for the Professions
Chg	NS A643	Course and Curriculum Evaluation for Professionals
Chg	NS A644	Technology for Learning and Collaboration
Chg	NS A647	Evidence-Based Practicum
Chg	NS A699	Thesis
Add	EE A672	Advanced Linear Systems
Chg	EDSE A635	Universal Design for Learning: Differentiation of Instruction for All Learners
Add	EE A617	Green Electrical Energy Systems

Programs

Chg	Graduate Certificate, Family Nurse Practitioner
Chg	Graduate Certificate, Nursing Education
Chg	Graduate Certificate, Psychiatric-Mental Health Nurse Practitioner
Chg	Master of Science, Nursing Science
Chg	Doctor of Nursing Practice in Nursing Science

Courses

Add	PSY A356	Psychology of Learning
Add	PSY A356L	Psychology of Learning Laboratory
Add	PSY A367	Cognitive Psychology
Add	LEGL A398	Individual Research
Add	LEGL A449	Jurisprudence and Legal Theory
Chg	PEP A384	Cultural and Psychological Aspects of Health and Physical Activity
Add	EE A472	Advanced Linear Systems
Add	EE A417	Green Electrical Energy Systems
Add	EE A427	Fundamentals of Smart Grids
Chg	CSCE A201	Computer Programming I
Chg	CSCE A211	Computer Programming II

Programs

Chg	BA, Psychology
Chg	BS, Psychology
Chg	BA, Computer Science
Chg	BS, Computer Science
Chg	AAS, Air Traffic Control
Chg	AAS, Professional Piloting
Chg	BS, Aviation Technology

Report on General Education Alignment across the UA System: A Proposal for Student Success

Faculty Alliance GER Alignment Task Force
May 2015

A. COMMON UA GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Based upon the work of the General Education Learning Outcomes committee from 2010-12, the GER Alignment Task Force of the Faculty Alliance committee acknowledges that the Faculty Senates of the University of Alaska Anchorage, Fairbanks, and Southeast have adopted following Common General Education Student Learning Objectives as guiding principles:

All baccalaureate graduates in the University of Alaska system shall achieve the following student learning objectives:

1. **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, mathematics, humanities, and the arts.

2. **Develop Intellectual and Practical Skills** across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

3. **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

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

The Common General Education Student Learning Objectives align with the General Education Requirements (GERs) as specified in BOR guidelines and University regulations, but the recommendations below also require a revision to university regulatory language

The aligned structure detailed in this report is based upon these shared principles.

B. ALIGNED GENERAL EDUCATION REQUIREMENT STRUCTURES

In furtherance of the above learning objectives, based upon the AAC&U's LEAP Outcomes (Liberal Education & America's Promise) as well as general principles for general education that are specific to the missions and accreditations of the individual universities, the GER Alignment Task Force recommends that three universities agree upon the following common General Education Requirement (GER) structure for students earning B.A. and B.S. degrees. In what follows, all courses described are at least three credits.

    1. <u>Written and Oral Communication</u>:   <u>9 Credits</u>

All students will take two courses emphasizing written communication and one course emphasizing oral communication.	(6 Credits Written) (3 Credits Oral)

2. <u>Humanities, Social Sciences, and Arts</u>:   <u>15 Credits</u>

All students will take 5 courses in the broad categories of Humanities, Social Sciences and Arts; at least one course must be in the category of Humanities, one must be in the category of Arts, and one must be in the category of Social Sciences.
(3 Credits Humanities)
(3 Credits Social Sciences)
(3 Credits Arts)
(6 credits from above)

3. <u>Natural Sciences and Mathematics</u>:   <u>9-10 Credits</u>

All students will take 3 courses in natural sciences and mathematics, at least one of which is a natural science course with laboratory and one of which is a mathematics course.
(4 Credits Natural Sciences)
(3 Credits Mathematics)
(3 Credits from above)

General Education Requirement Total   34 Credits minimum

C.   PROPOSED REVISION OF UNIVERSITY GER REGULATIONS & Alignment

In order (1) to achieve structural alignment of the GER described above across the three institutions, (2) to provide maximum curricular flexibility, (3) to facilitate assessment, (4) to enable innovation, and (5) to accommodate the faculty expertise, student bodies, and specific missions of each institution, the GER Alignment Task Force recommends the revision of the University Regulations governing the General Education Requirements. (See *Appendix 1: Proposed Revision of University Regulations Regarding GERs* for the details). The proposed structural GER alignment also facilitates each institution's ability to meet NWCCU accreditation requirements for General Education. In particular, the Task Force recommends changing the distribution of credits/courses among the categories to reflect the aligned GER structure described in section B and revising the definitions of courses corresponding to those categories.

D.   ARTICULATION OF COMMON BACCALAUREATE OUTCOMES ALIGNED TO GER STRUCTURES

Agreement upon the Common UA General Education SLOs and aligned GER structures and categories will facilitate a broader discussion concerning assessment of student learning and curriculum revision based upon GER assessment ('closing the loop'):

Common UA General Education Student Learning Objectives	>	Aligned General Education Structure	>	Aligned GER Categories	>	MAU GER Courses

The proposed alignment structure will allow each institution to adapt, define, and assess the GER according to their own institutional needs, faculty expertise, curricular requirements, and student populations.

E.   GER STRUCTURAL ALIGNMENT & INTER-INSTITUTION TRANSFERABILITY

Moreover, to fulfill the outcomes of the broad categories in the aligned GER structures, students will be allowed to take courses from any of the three universities to satisfy general education requirements; each university maintains a list (a "classification list") of courses offered at that institution that satisfy General Education Requirements for that category.

An individual course may appear in more than one category, but a single course cannot satisfy more than one general education or degree requirement for a single student. However, courses that satisfy GER for a student may also satisfy major, minor, or program requirements.

If a student chooses to take a GER-satisfying course from a UA institution other than the student's degree-granting institution (her "home" institution), then that course will transfer to the home institution and will satisfy the GER category requirement at the home institution according to its GER category course listing.

Current courses in each of the categories at each of the institutions are as follows. [1]

The Faculty Alliance GER Alignment Task Force, May 2015

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Appendix
1.   Proposed Revision to R10.04.040 – General Education Requirements

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[1] In the course equivalency matrices that follow, courses in the current UAF GER common core are listed. It is anticipated that UAF's proposed GER revision, currently under discussion and which is structurally aligned with UAA and UAS, will offer a substantially expanded slate of GER courses for each category.

GER Course Equivalency Matrix

All courses are three credits unless otherwise noted

Written Communication (Currently under revision to align with PRPE-DEVE)

UAA	UAF	UAS
ENGL A111 Introduction to Composition	**ENGL F111X** Introduction to Academic Writing (ENGL F190H may be substituted.)	**ENGL S111** Methods of Written Communication
ENGL A211 Academic Writing About Literature	**ENGL F211X** Academic Writing about Literature	**ENGL S211** Intermediate Composition Writing About Literature
ENGL A212 Technical Writing		**ENGL S212** Technical Report Writing
ENGL A213 Writing in the Social & Natural Sciences	**ENGL F213X** Academic Writing about the Social and Natural Sciences (3	
ENGL A214 Persuasive Writing		

Oral Communication

UAA	UAF	UAS
COMM A111 Fundamentals of Oral Communication	**COMM F121X**	**COMM S111** Fundamentals of Oral Communication
COMM A235 Small Group Communication	**COMM F131X** Fundamentals of Oral Communication: Group Context	**COMM S235** Small Group Communication and Team Building
COMM A237 Interpersonal Communication	**COMM F141X** Fundamentals of Oral Communication: Public Context	**COMM S237** Interpersonal Communication
COMM A241 Public Speaking		**COMM S241** Public Speaking

Mathematics (proposed aligned curriculum currently under review)

UAA	UAF	UAS
	MATH F113 Concepts and Contemporary Applications of Mathematics	**MATH S113** Concepts and Contemporary Applications of Mathematics
MATH A121 College Algebra for Managerial and Social Sciences		
	MATH F122 Precalculus for Business and Economics	
MATH A151 College Algebra for Calculus	**MATH F151** College Algebra for Calculus	**MATH S151** College Algebra for Calculus
MATH A152 Trigonometry	**MATH F152** Trigonometry	**MATH S152** Trigonometry
MATH A155 Precalculus (6)		
	MATH F156 Precalculus (4)	
MATH A221 Applied Calculus for Managerial and Social Sciences		
	MATH F222 Calculus for Business and Economics (4)	
MATH A231 Introduction to Discrete Mathematics		
	MATH F232 Calculus for Life Sciences	
MATH A251 Calculus I	**MATH F251** Calculus I	**MATH S251** Calculus I
MATH A252 Calculus II	**MATH F252** Calculus II	**MATH S252** Calculus II
MATH A253 Calculus III	**MATH F253** Calculus III	**MATH S253** Calculus III
		STAT S107 Survey of Statistics
	STAT F200 Elementary Probability and Statistics	
STAT A252 Elementary Statistics		
STAT A253 Applied Statistics for the Sciences		
STAT A307 Probability and Statistics		

Natural Science with Lab

UAA	UAF	UAS
		ANTH S205 Biological Anthropology (NO LAB)
ASTR A103/L Solar System Astronomy and Laboratory (4)		
ASTR A104/L Stars, Galaxies and Cosmology and Laboratory (4)		
		ASTR S225 General Astronomy (NO LAB)
	ATM F101X Weather and Climate of Alaska (4)	
	BIOL F100X Human Biology (4)	
	BIOL F101X Biology of Sex (4)	
	BIOL F103X Biology and Society (4)	**BIOL S103** Biology and Society (4)
BIOL A102 Introductory Biology (3) and BIOL A103 Introductory Biology Lab (1)		
	BIOL F104X Natural History (4)	**BIOL S104** Natural History of Alaska (4)
BIOL A108 Principles and Methods in Biology (6)	**BIOL F115X** Fundamentals of Biology I (4)	**BIOL S105** Fundamentals of Biology I (4)
	BIOL F116X Fundamentals of Biology II (4)	**BIOL S106** Fundamentals of Biology II (4)
	BIOL F120X Introduction to Human Nutrition (4)	

UAA	UAF	UAS
BIOL A111 Human Anatomy and Physiology I (4)	**BIOL F213X** Human Anatomy and Physiology I (4)	**BIOL S111** Human Anatomy and Physiology I (4)
BIOL A112 Human Anatomy and Physiology II (4)	BIOL F214X Human Anatomy and Physiology II (4)	BIOL S112 Human Anatomy and Physiology II (4)
BIOL/GEOL A178 Fundamentals of Oceanography and **BIOL/GEOL A179** Fundamentals of Oceanography Laboratory (4)		**OCN S101** Introduction to Oceanography (NO LAB)
BIOL/CPLX A200 Introduction to Complexity (NO LAB)		
		CHEM S100 Introduction to Chemical Science (NO LAB)
	CHEM F100X Chemistry in Complex Systems (4)	
CHEM A103/L Survey of Chemistry and Laboratory (4)	**CHEM F103X** Basic General Chemistry (4)	**CHEM S103** Introduction to General Chemistry (4)
CHEM A104/L Introduction to Organic Chemistry and Biochemistry and Laboratory (4)	**CHEM F104X** Beginnings in Biochemistry (4)	
CHEM A105/L General Chemistry I and Laboratory (4)	**CHEM F105X** General Chemistry (4)	**CHEM S105** General Chemistry I (4)
CHEM A106/L General Chemistry II and Laboratory (4)	**CHEM F106X** General Chemistry (4)	**CHEM S106** General Chemistry II (4)
		ENVS S102 Earth and Environment (4)

UAA	UAF	UAS
ENVI A211/L Environmental Science: Systems and Processes and Laboratory (4)		
GEOG A111/L Earth Systems: Elements of Physical Geography (NO LAB)	**GEOG F111X** Earth and Environment: Elements of Physical Geography (4)	**GEOG S102** Earth and Environment (4)
		GEOG S205 Elements of Physical Geography (NO LAB)
GEOL A111/L Physical Geology and Laboratory (4)		**GEOL S104** Physical Geology (4)
		GEOG S105 Geological History of Life (NO LAB)
GEOL A115/L Environmental Geology and Laboratory (4)		
GEOL A221 Historical Geology (4)		
	GEOS F100X Introduction to Earth Science (4)	
	GEOS F101X The Dynamic Earth (4)	
	GEOS F106X Life and the Age of Dinosaurs (4)	
	GEOS F112X History of Earth and Life (4)	
	GEOS F120X Glaciers, Earthquakes and Volcanoes (4)	
	GEOS F125X Humans, Earth and Environment (4)	

UAA	UAF	UAS
	MSL F111X The Oceans (4)	
PHYS A101 Physics for Poets (<mark>NO LAB</mark>)		
		PHYS S102 Survey of Physics (4)
	PHYS F102X Energy and Society (4)	
PHYS A123/L Basic Physics I and Laboratory (4)	**PHYS F103X** College Physics (4)	**PHYS S103** College Physics I (4)
PHYS A124/L Basic Physics II and Laboratory (4)	**PHYS F104X** College Physics (4)	**PHYS S104** College Physics II (4)
	PHYS F115X Physical Science I (4)	
	PHYS F175X Astronomy (4)	
PHYS A211/L General Physics I and Laboratory (4)	**PHYS F211X** General Physics (4)	**PHYS S211** General Physics I (4)
PHYS A212/L General Physics II and Laboratory (4)	**PHYS F212X** General Physics (4)	**PHYS S212** General Physics II (4)
	PHYS F213X Elementary Modern Physics (4)	
		PHIL S206 Symbolic Logic (<mark>NO LAB</mark>)

Natural Science — non-lab

UAA	UAF	UAS
	[All courses satisfying the Natural Science GER at UAF are lab courses]	**ANTH S205** Biological Anthropology
ASTR A103 Solar System Astronomy		

ASTR A104 Stars, Galaxies and Cosmology		
		ASTR S225 General Astronomy
BIOL A102 Introductory Biology **BIOL/CPLX A200** Introduction to Complexity		
BIOL/GEOL A178 Fundamentals of Oceanography		**OCN S101** Introduction to Oceanography
CHEM A103 Survey of Chemistry **CHEM A104** Introduction to Organic Chemistry and Biochemistry		**CHEM S100** Introduction to Chemical Science
CHEM A105 General Chemistry I **CHEM A106** General Chemistry II		
ENVI A211 Environmental Science: Systems and Processes		
GEOG A111 Earth Systems: Elements of Physical Geography		**GEOG S205** Elements of Physical Geography
		GEOL S105 Geological History of Life
GEOL A111 Physical Geology		
GEOL A115 Environmental Geology		
BIOL/GEOL A178 Fundamentals of Oceanography (duplicate)		**OCN S101** Introduction to Oceanography

UAA	UAF	UAS
		PHIL S206 Symbolic Logic
PHYS A101 Physics for Poets **PHYS A123** Basic Physics I		
PHYS A124 Basic Physics II **PHYS A211** General Physics I		
PHYS A212 General Physics II		

Humanities

UAA	UAF	UAS
AKNS A101A Elementary Central Yup'ik Language I (4)		
AKNS A101B Elementary Tlingit Language I (4)		**AKL S105** Elementary Tlingit I (4)
AKNS A101C Elementary Alaska Native Language I (4)		
AKNS A101E Elementary Alutiiq Language I (4)		
AKNS A102A Elementary Central Yup'ik Language II (4)		
AKNS A102B Elementary Tlingit Language II (4)		**AKL S106** Elementary Tlingit II (4)
AKNS A102C Elementary Alaska Native Language II (4)		
AKNS A102E Elementary Alutiiq Language II (4)		
		AKL S107 Elementary Haida I (4)
		AKL S108

UAA	UAF	UAS
		Elementary Haida II (4)
AKNS A201 Alaska Native Perspectives		
ART A261 History of Western Art I		
ART A262 History of Western Art II		
ART A360A History of Non-Western Art I		
ART A360B History of Non-Western Art II		
ASL A101 Elementary American Sign Language I (4)		**ASL S101** Beginning American Sign Language I (4)
ASL A102 Elementary American Sign Language II (4)		**ASL S102** Beginning American Sign Language II (4)
ASL A201 Intermediate American Sign Language I (4)		
ASL A202 Intermediate American Sign Language II (4)		
CHIN A101 First Year Chinese I (4)		
CHIN A102 First Year Chinese II (4)		
CHIN A201 Second Year Chinese I (4)		
CHIN A202 Second Year Chinese II (4)		
ENGL A121 Introduction to Literature		
		ENGL S215 Introduction to Literary Study
ENGL A201 Masterpieces of World Lit I		
ENGL A202 Masterpieces of World Lit II		

UAA	UAF	UAS
		ENGL S261 Introduction to Creative Writing
ENGL A301 Literature of Britain I		**ENGL S223** Survey of British Literature I
ENGL A302 Literature of Britain II 3		**ENGL S224** Survey of British Literature II
ENGL A305 National Literatures in English		
ENGL A306 Literature of the United States I		**ENGL S225** Survey of American Literature I
ENGL A307 Literature of the United States II		**ENGL S226** Survey of American Literature II
ENGL A310 Ancient Literature		
ENGL A383 Film Interpretation		
ENGL A445 Alaska Native Literatures		
FREN A101 Elementary French I (4)		
FREN A102 Elementary French II (4)		
FREN A201 Intermediate French I (4)		
FREN A202 Intermediate French II (4)		
FREN A301 Advanced French I (4)		
FREN A302 Advanced French II (4)		
GER A101 Elementary German I (4)		
GER A102 Elementary German II (4)		
GER A201 Intermediate German I (4)		
GER A202 Intermediate German II (4)		

UAA	UAF	UAS
GER A301 Advanced German I (4)		
GER A302 Advanced German II (4)		
HIST A101 Western Civilization I		
HIST A102 Western Civilization II		
		HIST S105 World History I
		HIST S106 World History II
HIST A121 East Asian Civilization I		
HIST A122 East Asian Civilization II		
HIST A131 History of United States I		**HIST S131** History of the U.S. I
HIST A132 History of United States II		**HIST S132** History of the U.S. II
HIST A341 History of Alaska		
HNRS A192 Honors Seminar: Enduring Books		
		HUM S120 A Sense of Place: Alaska and Beyond
HUM A211 Introduction to Humanities I		
HUM A212 Introduction to Humanities II		
		JOUR S101 Introduction to Mass Communications
JPN A101 First Year Japanese I (4)		
JPN A102 First Year Japanese II (4)		

UAA	UAF	UAS
JPN A201 Second Year Japanese I (4)		
JPN A202 Second Year Japanese II (4)		
JPN A301 Advanced Japanese I (4)		
JPN A302 Advanced Japanese II (4)		
LING A101 The Nature of Language		
MUS A221 History of Music I		
MUS A222 History of Music II		
PHIL A101 Introduction to Logic		**PHIL S101** Introduction to Logic and Reasoning
PHIL A201 Introduction to Philosophy		**PHIL S201** Introduction to Philosophy
PHIL A211 History of Philosophy I		
PHIL A212 History of Philosophy II		
PHIL A301 Ethics		**PHIL S301** Ethics
PHIL A305 Professional Ethics 3 Credits		
PHIL A313 Eastern Philosophy and Religion		
PHIL A314 Western Religions		
PS A331 Political Philosophy		
PS A332 History of Political Philosophy I: Classical		
PS A333 History of Political Philosophy II: Modern		

UAA	UAF	UAS
RUSS A101 Elementary Russian I (4)		**RUSS S101** Elementary Russian I (4)
RUSS A102 Elementary Russian II (4)		**RUSS S102** Elementary Russian II (4)
RUSS A201 Intermediate Russian I (4)		
RUSS A202 Intermediate Russian II (4)		
RUSS A301 Advanced Russian I (4)		
RUSS A302 Advanced Russian II (4)		
SPAN A101 Elementary Spanish I (4)		**SPAN S101** Elementary Spanish I (4)
SPAN A102 Elementary Spanish II (4)		**SPAN S102** Elementary Spanish II (4)
SPAN A201 Intermediate Spanish I (4)		
SPAN A202 Intermediate Spanish II (4)		
SPAN A301 Advanced Spanish I (4)		
SPAN A302 Advanced Spanish II (4)		
THR A311 Representative Plays I		
THR A312 Representative Plays II		
THR A411 History of the Theatre I		
THR A412 History of the Theatre II		

Social Sciences

UAA	UAF	UAS

UAA	UAF	UAS
ANTH A101 Introduction to Anthropology		**ANTH S101** Introduction to Anthropology
ANTH A200 Natives of Alaska		
ANTH A202 Cultural Anthropology		**ANTH S202** Cultural Anthropology
		ANTH S211 Fundamentals of Archaeology
ANTH A250 The Rise of Civilization		
BA A151 Introduction to Business		
CEL A292 Introduction to Civic Engagement		
		ECON S100 Introduction to Economics
ECON A123 Introduction to Behavioral Economics		
ECON A201 Principles of Macroeconomics		**ECON S201** Principles of Economics I: Macro
ECON A202 Principles of Microeconomics		**ECON S202** Principles of Economics II: Micro
ECON A210 Environmental Economics and Policy		
EDEC A105 Introduction to the Field of Early Childhood		
ENVI A212 Living on Earth: People and the Environment		
GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography		**GEOG S101** Introduction to Geography
PS A101 Introduction to American Government		**GOVT S101** Introduction to American Government
PS A102 Introduction to Political Science		**GOVT S102** Introduction to Political Science

UAA	UAF	UAS
		GOVT S230 Introduction to Political Philosophy
		GOVT S251 Introduction to International Relations
		HIST S105 World History I
		HIST S106 World History II
		HIST S131 History of the US I
		HIST S132 History of the US II
HNRS A292 Honors Seminar in Social Science		
HS A220 Core Concepts in the Health Sciences		
HUMS/SWK A106 Introduction to Social Welfare		
JPC A101 Media and Society		
JUST A110 Introduction to Justice		
JUST/SOC A251 Crime and Delinquency		
JUST A330 Justice and Society		
JUST A375 Juvenile Justice and Delinquency		
PS A311 Comparative Politics		
PS/SOC A351 Political Sociology		
PSY A111 General Psychology		**PSY S101** Introduction to Psychology
PSY A150		**PSY S250**

UAA	UAF	UAS
Lifespan Development		Lifespan Development
PSY A200 Introduction to Behavior Analysis		
SOC A101 Introduction to Sociology		**SOC S101** Introduction to Sociology
SOC A110 Introduction to Gerontology: Multidisciplinary Approach		
SOC A201 Social Problems and Solutions		**SOC S202** Social Problems
SOC A202 Social Institutions		
SOC A342 Sexual, Marital and Family Lifestyles		
SWK A243 Cultural Diversity and Community Service Learning		
URS A121 Methods of Inquiry		
WS A200 Introduction to Women's and Gender Studies		

Fine Arts

UAA	UAF	UAS
AKNS A215 Music of Alaska Natives and Indigenous Peoples of Northern Regions		
AKNS A216 World Indigenous Music		
ART A160 Art Appreciation		**ART S160** Art Appreciation
ART A261 History of Western Art I		**ART S261** History of World Art I
ART A262 History of Western Art II		**ART S262** History of World Art II

UAA	UAF	UAS
ART A360A History of Non-Western Art I		
ART A360B History of Non-Western Art II		
DNCE A170 Dance Appreciation		
MUS A121 Music Appreciation		**MUS S123** Music Appreciation
MUS A124 History of Jazz		
MUS A215 Music of Alaska Natives and Indigenous Peoples of Northern Regions		
MUS A216 World Indigenous Music		
MUS A221 History of Music I		
MUS A222 History of Music II		
THR A111 Introduction to the Theatre		**THR S111** Theatre Appreciation
		THR S211 Theatre History & Literature I
		THR S212 Theatre History & Literature II
THR A311 Representative Plays I		
THR A312 Representative Plays II		
THR A411 History of the Theatre I		
THR A412 History of the Theatre II		

*History courses at UAS can be used as humanities OR social science requirements, but not both; at UAA history courses fill a humanities requirement; at UAF, the proposed GER revision calls for history to fill a social science requirement.

Appendix 1: Proposed Revision to R10.04.040 – General Education Requirements

This document contains proposed changes to University Regulation R10.04.040. The proposed additions to existing regulation have been underlined and deletions are noted with strikeouts.

R10.04.040. General Education Requirements.

A.   Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1.   Oral Communication Skills
~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice~~. Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.

2.   Written Communication Skills
~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.~~ Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.

3.   ~~Quantitative Skills~~ Mathematics
Courses that fulfill this requirement ~~are those which emphasize the development and application of quantitative problem solving skills and~~ expose students to the theory, methods, and practice of mathematics as an intellectual discipline, rather than focusing on rote computation. ~~as well as skills in the manipulation and/or evaluation of quantitative data.~~

4.   Natural Sciences
~~Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.~~
Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.

5.   Arts
Courses that fulfill this requirement introduce the student to the methods and context of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.

~~5.~~6.   Humanities
~~Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.~~ Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the humanities, integrating basic knowledge   and   disciplinary   methodologies.

~~6~~7.   Social Sciences
~~Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.~~ Courses that fulfill

this requirement introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B.   Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills   6 credits ~~minimum~~
Oral Communication Skills   3 credits ~~minimum~~
Humanities~~/Social Sciences~~(non-arts)   ~~15~~3 credits ~~minimum~~
Arts   3 credits
Social Sciences   3 credits
     ~~at least 3 credits in the arts~~
     ~~at least 3 credits in general humanities~~
     ~~at least 6 credits in the social sciences, from 2 different~~
          ~~disciplines~~
~~Quantitative Skills/Natural Sciences~~   ~~10 credits minimum~~
     ~~at least 3 credits in mathematics~~
     ~~at least 4 credits in the natural sciences, including a laboratory~~
Mathematics   3 credits
Natural Sciences, including a laboratory   4 credits

In addition, students must take:
     At least 6 more credits from among arts, humanities, and social sciences
     At least 3 more credits from among natural science and mathematics
                                                ----
Total general education credits: 34 credits ~~minimum~~

C.   Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1.   All credits must be at 100 level or above.

2.   Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.

3.   ~~Credit may be counted towards general education or a degree major requirement, but not both.~~
         No course may satisfy more than one general education requirement for a single student. However, general education courses may also satisfy degree or major requirements.

4.   General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.

5.   Additional general education curricula beyond these general education requirements may be implemented by individual institutions for accreditation or other purposes and are not subject to transfer or commonality mandates set forth in Board of Regents policy or university regulation.

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October 15, 2016

To: Vice Provost, Susan Kalina

Cc: University Registrar, Lora Volden
        Faculty Senate President, Tara Smith
        Undergraduate Academic Board Chair, Carrie King

Fr: Governance Coordinator, Kimberly Swiantek,

Re: Department of Geomatics Proposed Changes in Contact Hours

The Department of Geomatics submitted a memo to the Undergraduate Academic Board (UAB) requesting a change in contact hours, from (2+2) to (3+0), for several courses that were approved through the curriculum process in 2014. The UAB approved the change in contact hours on April 17th, 2015. As a result of the memo not going to the Faculty Senate for approval and to ensure the changes in contact hours were made prior to the opening of Spring 2016 registration, the Faculty Senate Executive Board approved the change on behalf of the Faculty Senate on October 13, 2015. The memo will proceed to the Faculty Senate for approval at their regularly scheduled meeting in November.

Attachment: Department of Geomatics memo to the UAB

If I may be of further assistance, please let me know.

MEMORANDUM

To: Undergraduate Academic Board, UAA

April 14, 2015

The Department of Geomatics proposes changes in contact hours for several courses.

The Department has implemented the major curriculum review in 2014. It became apparent that allocation of the contact hours for many classes is not aligned well with the delivery mode. This prompted the Department to modify the CCGs in line with the optimal course delivery. The CCG's are all written in a general way and do not specify information about lab activities. Per instructor's preference, hands-on activities would be handled by in-class demonstrations, reinforced through homework assignments and outside of class activities. It is proposed to change contact hours from (2+2) to (3+0) for the following courses:

GEO A157 - Computer-Aided Drafting for Surveyors
GEO A355 - Land development design
GEO A357 - Photogrammetry
GEO A410 - Airborne LiDAR Surveying
GEO A420 - High Density Spatial Data Analysis
GEO A466 - Geopositioning
GIS A201 - Intermediate GIS
GIS A301 - Spatial Data Structures
GIS A351 - Remote Sensing
GIS A366 - Spatial Analysis
GIS A367 - Image Analysis
GIS A433 - Coastal mapping
GIS A458 - Spatial Data Management

There are no any other changes apart from updating implementation date and coordination emails.

Thanks,

Gennady Gienko, Ph.D.
Professor and Chair
Department of Geomatics
University of Alaska Anchorage
p: 907-786-1919

Committee Member	Oct. 9	Oct. 16	Oct. 23
Sandy Pence, UAB/COH	X	X	X
Utpal Dutta, UAB/COEng	X	X	X
Alberta Harder, UAB/CAS Quant. Skills	X	X	X
Patricia Fagan, CAS Humanities	X	X	X
Marcia Stratton, CAS Oral Comm	X	X	X
Michael Lamb, CAS Written Comm	X	X	X
Kathryn Ohle, COEd	X	X	X
Joel Condon, CTC	X	X	X
Kyle Hampton, CBPP, Social Sciences	X	X	E
Jennifer McKay, Library	X	X	X
Rachel Graham, Community Campus	X	X	X
VACANT, Natural Sciences			
VACANT, Fine Arts			
VACANT, Student			
Carrie King, Ex Officio UAB Chair	X	X	X
Susan Kalina, Ex Officio OAA	X	X	E
Dan Kline, Ex Officio GER Director	E	X	E

- Curriculum approvals:
    - LEGL A449 as integrative capstone
    - PEP A384 as integrative capstone
- Approved CIM template for integrative capstone.
- Motion approved to support the General Education Alignment report with GERC comments/concerns.

Academic Assessment Committee November Report to UAA Faculty Senate

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

Guest(s) and Public Attendee(s)

Committee discussion(s)
> Update on GER curriculum mapping sessions
> Program review: seven year schedule with updated template
> Invitation of Erin Holmes from IR to review student/program data
> Assessment funding for strategic and creative options
> GER data mining outside of GER classes
> Accreditation: Core Theme 1 Indicator Rationale
>> o Discuss the data, what it means to/for us, and report our findings to the Accreditation Steering Committee
> Brian Bennett: Lexington, KY conference on Assessment in Higher Education
>> o Feels UAA is leading at institutional and staff/support levels - many institutions not at that level of conversation yet
>> o Lots of conversation about measures/metrics

Motions

Informational Items
> Erin Holmes will visit on 11/20

Programs whose assessment plans were reviewed during the period
> Consultation for consideration of changes to the Special Education MEdGC assessment plan.

Submitted by: Brian Bennett   Date: 2 Nov., 2015

October 26, 2015 ACDLITe Committee Report
Faculty Senate October 2015

Committee Members:

Dave Fitzgerald (CBPP)-S	Barbara Harville(CAS)-E	Marianne Murray (COH)-E	Lorelei Sterling (LIB)-P
Bruno Kappes (CAS)-P	Matt Kupilik (CoENG)-E	Lynn Paterna (CAS)-E	Ammie Tremblay (COH)A
Naomi Everett (CTC)-E	Ed McLain (COE)-A	Todd Petersen (CoENG)-P	Cindy Trussell (Kodiak)-S
Getu Hailu (CoENG)-P			

(P)resent   (S)kype   (E)xcused   (A)bsent
   <BB- BlackBoard; CMS- course management system; LMS- learning management system>

- Guests CIO Pat Shier and AI&e Director Dave Dannenberg - Updates
  Pat
  - A draft copy of the Email Retention Policy Handout was dispersed for review by the committee. (electronic copy to be posted to the BB shell). Pat is soliciting comments and concerns from ACDLITe on the draft copy. Email storage hosting is expensive, thus a desire to move archiving services to the cloud.
    - Discussion on what is the appropriate time before archiving?
  - There is a new BB update coming over Winter Break.
    - Dave and Pat are setting up a BB test environment for instructors to use prior to the launch.
  - IT is still working on bandwidth issues—closing peer-2-peer sharing sites, and adware

  Dave

  - AI&E won a large grant with which they will be strengthening the Distance Ed services.
    - Working with faculty to design online versions of GER bottleneck courses.
    - This will add 3 to 3.5 new staff for this focus
  - Bruno asks—Desire2Learn and Brightspace are so wonderful compared to BB [as LMS environments], how can we promote usability in CMS [or LMS]?
    - Dave D.—Pat is committed to moving BB or whatever CMS we use to a cloud environment to reduce costs. When UA shelved the cloud hosting decision Pat and Dave launched a LMS search with faculty and student, etc. participation. Dave has been meeting with LMS options. Statewide wants a single LMS across all campuses and has closed the LMS search at UAA.
      -Dave recommends for senate pushback against one BB for all statewide campuses being managed out of UAF. -official/unofficial – dave is being told that this will be happening next fall.
  - Pat and Dave meeting with Senate e-board next week.

- Bruno will bring a single statewide BB controlled at UAF up with the union meeting on Saturday and at Faculty Senate.
- Bruno asks about the BB policy meeting scheduling and if Dave D can give updates.
  - The BB policy committee has compiled suggestions to move forward with.
  - Update existing policy to reflect current usage
  - What new policy to add→ admin access definition
    - Current admin policy request is a call to the help desk with a request to have admin privileges granted. Help Desk forwards request to BB specialists.
      - Process needs to be formalized and amount of admin privileges tailored to request.
    - How to request plug-ins to BB. → formulate policy
- Reports/Discussions
  - Goals
    - On pace
  - Website maintenance –Todd
    - Committee membership has been updated on the website
  - Blackboard maintenance – No report
  - Blackboard policy evaluation – Covered under Dave D.'s report
  - ELearning workgroup
    - eLearning Faculty Handbook - Subcommittee met to organize and take the Faculty Handbook and make it a living document, web hosted rather than pdf format. Heather Nash is leading efforts to update web host the document
    - eTech Fair in November – Cindy's update was sent in via email.

      - eLearning and Distance Student Services
      Daily themes: (to be wordsmithed and subject to change)
      - Monday 11-9 - ePortfolio/Folio Thinking (Heather Caldwell can decide)
      - Tuesday 11-10 - Increasing student engagement
      - Wednesday 11-11 - Accessibility or UDL (ask DSS)
      - Thursday 11-12 - Ensuring quality experience (QM – and throughout)
      - Friday 11-13 - Advanced topics

  - ELearning luncheon – Subcommittee needs to meet with the priority topics of picking a speaker/subject for the event.
    - Previous luncheon survey results and comments were emailed to the subcommittee.

- The date of February 19th was forwarded as the target date.
- Topic ideas were discussed
  - Subcommittee should be scheduling a meeting soon

- Other Items
  - UTC is next week. Bruno and Todd will attend.
  - Discussion about the inclusion of *Quality Matters* in the eLearning handbook.
    -Language to reflect " not required but provides a framework for the design of an online and distance course"
  - Course redesign discussions are happening currently
  - Dave F. → issues with moving BB to the cloud?
    - Dave D.-> lack of communication with the could services side was a problem. Lack of response from the BB team. New BB account rep with ongoing adjustments in communication lines. << this is Todd summarizing here> relationship with BB not sunshine and rainbows>.
      - The UAF hosted BB will not be cloud based, but physical hosted at Fairbanks
      - UAS will only consider a single instance of BB if it is hosted at one of the three MAU
        - UAA wants cloud
        - UAS wants onsite
        - UAF wants to host
    - Dave D suggests Dave F bring this up at Faculty alliance meeting.

Meeting Adjourns.

Next meeting: Friday November 13th, 2015

9am-11am –I.T. Services Conference Room SSB 120B

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY, OCTOBER 16, 2015

P	Rachael Ball History	P	Sean Licka Art History		
E	Pam Bowers Social Work	P	Yelena Yagodina Mathematics		
P	Herminia Din Art Education	P	Jervette Ward English 2nd Co-Chair		
P	Gabe Garcia Health Sciences, 1st Co-Chair	E	Maria Williams Alaska Native Studies		
E	Erin Hicks Astronomy	P	Song Ho Ha History		
P	Wei-Ying Hsiao Education	E	Toby Widdicombe English		
P	Colleen Kelley Nursing	P	ChristIE Ericson Library		
Consultants and Representatives					
_P_ Jeane Breinig, Vice Chancellor of Alaska Natives & Diversity					

I. Meeting began at 3 pm. Quorum was established. September 18, 2016 meeting minutes was approved. CAFÉ representatives and some international faculty members attended the meeting.

II. FSDC AY 2015-2016 GOALS

     i. Lead two Diversity Dialogues

    ii. Engage committee members in themed meetings to discuss and address diversity-related topics

   iii. Support the Interim Associate Vice Chancellor of Alaska Natives & Diversity with initiatives such as Faculty Mentoring and Diversity Action Plan

III.   FSDC discussed successes and challenges of international faculty. Additionally, the group discussed recommendations to improve the experience of international faculty at UAA.

IV.   Meeting adjourned at 4:30 pm.

UAA UNIVERSITY *of* ALASKA ANCHORAGE

**Institutional and Unit Leadership
Review Committee (IULRC) Report
October 30, 2015**

The Committee's tasks for this academic year include:

1. Confer with the Deans of the Library and CBPP on the survey process, as administered last year.
2. Confer with the Provost on the survey process for this academic year. Topics will include a review of last year's survey process, the utility of the data collected, cost estimates, and the selection of colleges to be surveyed this year.
3. Consulting with the deans of colleges to be surveyed.
4. Assisting the staff in developing an analogous survey.
5. Formatting and testing the survey(s); 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.
10. Continue dialogue, and provide support as requested, with/to the Faculty Senate's Community Campus Committee as it explores survey options.

Since the Committee's report of September 28th, the Committee has conferred with the Deans of the Library and CBPP. The Committee's foci for November are the second and third tasks noted above.

Committee members include: S. Orley (Co-chair), L. Foster (Co-chair), F. Nabors, T. Hinterberger, G. Blackmon, E. Kopacz, David Ampong, and D. Fox. The Committee's next meeting is at 10:00 AM, November 6th; the location will be announced.

_____
Prepared by Larry Morris Foster (Mathematics & Statistics Department).

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE
October 2, 2015

- ATTENDANCE. Anna Bjartmarsdottir, Doug Kelly, Erik Carlson, Amanda King (APU co-chair), Steve Rollins, Ian Hartman, Sean Licka, Sherri LaRue, Regina Boisclair, Nathan Wolf, Sam Cook, Cynthia Strobach, Leanne Davis (UAA co-chair). Excused: Nancy Nix.

- Dean's Report.
    o More news on the budget.
    o Discussed the emphasis of private giving.
    o Pre-bidding for the north entrance construction will be Friday, October 7th.
    o Dave Dannenberg, Director of Academic Innovations and eLearning, received a grant from the DOE for $2.5 million.

- SUBCOMMITTEES REPORT
    o **Place**
        ▪ Scheduling for the art gallery is continuing
        ▪ Trash and garbage pick-up has changed. Discussion about what that means for the library.
        ▪ The 5 new study rooms will be open after 10/14. Also, the time a student can schedule will increase to 3 hours!

    o **Resources**
        ▪ Discussed applying for grants.
        ▪ Collection of soft money to bolster the budget.

    o **Services**
        ▪ Main discussion was about the budget.
        ▪ Doug reported that his post-production class would not be held again until SP17. This class aids the library in making PDA's

- **NEXT MEETING: November 6, 2015 in CL 302A, 11:30am-1pm**

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

REPORT FOR OCTOBER 2015 TO UAA FACULTY SENATE

Membership

The members of the 2015-2016 SASS Committee are Tracey, Burke, Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer, Ruth Terry, and Sharyl Toscano. Karl Pfeiffer will serve as chair of the committee. The second meeting of the academic year was held 10/16/15.

2015 – 2016 SASS Committee Goals

1. Review prior years' goals. Assess accomplishment, continued priority, or discontinued priority. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.

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

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

4. Review latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being "college ready." Status: ongoing. SASS would like to invite an ASD representative to serve on the committee. Continue for the coming year.

5. Continue promoting committee participation to include students, parents of students, and alumni. Status: ongoing. The SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and will be done again during the 2015-2016 school year.

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

7. Advocate for transparency and predictability in course sequencing. Status: ongoing.

8. Advocate for the development of more effective, "student friendly" self-advising tools. Status: ongoing.

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

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

Chair Summary: The SASS Committee met for the second time of the 2015-2016 academic year on October 20, 2015. Goals for the coming year are noted above. Additionally, SASS will review proposals from the Academic Dispute Resolution Task Force during the coming year. It will also maintain ongoing review of the UA System Alignment process. Subsequent meetings are scheduled for: November 20, January 15, February 19, March 18 and April 15. All meetings are scheduled for the third Friday of the month, 2:30-4:00 PM, in ADM 101A.

Student Academic Support and Success (SASS)
Friday, October 16, 2015
ADM 101A, 2:30-4:05 PM
Meeting Minutes

Present: Tracey Burke, Connie Fuess, Jo Gottschalk, Patricia Jenkins, Kamal Narang, Galina Peck, Karl Pfeiffer (Chair), and Ruth Terry. Excused: Keith Hackett, Irasema Ortega, Sharyl Toscano.

I.   Old Business
   a. Review/approve minutes from 9/18/15 SASS meeting. Approved.

II.   New Business
   a. October 2, 2015 Faculty Senate Meeting was discussed. Main concerns continue to be UA budgetary problems and UA system alignment. Other discussion included recent school violence and IDEA utilization.
   b. Review began of the Academic Dispute Resolution Task Force's proposed policy changes. SASS will continue this review during the November 20th meeting and invite Terry Kelly (Task Force Co-Chair) to join the discussion.
   c. GER Alignment – Connie provided the document *Report on General Education Alignment across the UA System: A Proposal for Student Success.* SASS began reviewing the document and will continue the discussion during the November 20th Meeting

III. Strategies for at-risk students.
   a. Connie raised the issue of mandatory advising and provided documentation on the current plan that will be implemented for Spring 2016 registration.
   b. Tracy facilitated the discussion of a course in-development that is intended to help new students integrate into the university community. The working title is Guidance 150.

IV.   Adjourn: 4:05 PM

Academic Honesty and Integrity Committee (AHI)

12 October 2015, 8:30–9:30 AM

Present: David Bowie (Chair), Wei-Ying Hsiao, Mari Ippolito, Megan Kolendo, Jeff Laube, Michael Votava, David Yesner

Excused: Dede Allen, Clare Dannenberg, Jennifer Stone, Jacque Woody

Clare Dannenburg was very helpful in setting up a meeting between Shawnalee Whitney and David Bowie to discuss a home for the Academic Integrity's online information on the CAFÉ website.

There were multiple absences due to influenza and out-of-town travel. For that reason, the first training session was repeated for members who could not be present. The third session, and final, training session will be completed during the 26 October 2015, meeting.

Next Meeting: Monday, 26 October 2015, 8:30–9:30 AM, in NSB 202.

Academic Honesty and Integrity Committee (AHI)

26 October 2015, 8:30–9:30 AM

Present: Dede Allen, David Bowie (Chair), Clare Dannenberg, Wei-Ying Hsiao, Mari Ippolito, Megan Kolendo, Jeff Laube, Carri Shamburger, Michael Votava, Carri Schamburger, David Yesner

Shawnalee Whitney and David Bowie have discussed the presence of academic integrity information having a home on the CAFÉ website. Shawnalee is amenable and will likely attend the next AHI meeting to discuss this issue further.

David Bowie will not be on Faculty Senate in 2016–2017 and at least one chair of AHI is required to be on Faculty Senate. We should plan for the future in this regard.

Mari Ippolito and Michael Votava reported on the CAFÉ Development Day presentation. The presentation went well. There were several request for syllabus language, links to the Faculty Guide, Student Code of Conduct, and Academic Integrity tutorial. Two individuals also expressed interest in joining AHI.

One question that came up at the presentation was why UAA does not ask students to sign an honor code. A second issue raised was the suggestion to convene a student judicial body to be part of the student conduct review process. A third issue Michael received questions about was transcripting suspensions and expulsions, which UAA does not yet do. There were also questions on the range of sanctions possible and the student conduct databa. (e.g., whether the database should encompass the whole UA system).

The balance of the meeting constituted the third and final session of the training of AHI members as Student Conduct Administrators including going over the Outcome of Administrative Review Form.

Next Meeting: Monday, 9 November 2015, 8:30–9:30 AM, in NSB 202.

Faculty Senate Research and Creative Activity Committee

November 2015 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee met October 1. In attendance were Diane Hirshberg, Jonathon Bartels, Seong Dae Kim, Ray Ball, Robert Boeckmann, Travis Hedwig, Catherine Knott, Carrie King, Ajit Dayanandan, Tom Dalrymple and Jill Flanders-Crosby

The committee met with Jeanne Breinig and Susan Kalina to discuss accreditation indicators in preparation for the Fall 2017 re-affirmation of UAA's accreditation.

After this we continued discussing goals for the upcoming year and plans for the fall. The committee decided to add another issue to our goals for the year, exploring how bi-partite faculty can record and receive credit for research/creative activity in activity reports even if they don't have a research workload. Different parts of the UAA system have different practices around this; some bi-partite faculty are told to record research as creative activity regardless of the content of the activity while others are told to count it as service. The committee discussed whether there might be a way to re-configure the meaning of bi-partite faculty, because we agreed that faculty need to be current in their field in order to be quality instructors, and that includes engaging in research and/or creative activity depending on the discipline.

We will engage UAFT to talk about this.

The committee discussed issues around research administration at UAA. The committee's next meeting is November 5 at 10 am and will include a discussion with Provost Gingerich on this. Issues to discuss include Grants and Contract administration, Office of Sponsored Project and indirect cost allocation issues.