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

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II. Agenda Approval (pg. 1-4)

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

IV. Officer’s Reports
   A. President’s Report
      i. Faculty Senate President, Tara Smith (pg. 10-11)
      ii. USUAA President, Jonathon Taylor

   B. First Vice President’s Report
      i. Faculty Senate Vice President, Dave Fitzgerald
      ii. USUAA Vice President, Matthieu Ostrander

   C. Second Vice President’s Report

V. Old Business

VI. Consent Agenda
   A. Graduate Curriculum
      Add EE A627 Fundamentals of Smart Grids (Stacked with EE A427)

   B. Undergraduate Curriculum (pg. 12-13)

   C. Curriculum Motions
      i. Prefix Approval Process (pg. 14)
      ii. Restricting Registration for CSCE Upper-Division Courses (pg. 15-16)

VII. Boards and Committees Reports
    A. Graduate Academic Board

    B. Undergraduate Academic Board

    C. General Education Review Committee

    D. University-wide Faculty Evaluation Committee

    E. Academic Assessment Committee (pg. 17)

    F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 18-19)

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

    H. Nominations and Elections Committee

    I. Diversity Committee (pg. 20-22)
J. Faculty Grants and Leaves Committee

K. Institutional and Unit Leadership Review Committee (pg. 23)

L. Library Advisory Committee (pg. 24)

M. Student Academic Support and Success Committee (pg. 25-26)

N. Community Campus Committee

O. Academic Honesty and Integrity Committee (pg. 27-29)

P. Research and Creative Activity Committee (pg. 30-31)

VIII. New Business

A. Shared Governance
   i. Motion: The Faculty Senate and USUAA Student Government endorse shared governance as crucial to the effective running of the university. Shared governance provides for maximum participation by university community members and provides transparency in decision-making.

   ii. Motion: The Faculty Senate and USUAA Student Government support the inclusion of faculty and students on governance groups, task forces, boards, and committees charged with evaluating and making recommendations on policy.

B. Motion on the Taskforce for the Student Evaluation of UAA Faculty and Courses
   Motion: The Faculty Senate moves that a joint student-faculty taskforce be created to develop a student evaluation system for UAA faculty and courses. The charge of this taskforce is to explore and develop an evaluation method for faculty and courses that students endorse and enthusiastically participate in, that faculty approve and meets evaluation requirements. The deadline for the committee’s report is April 2016.

C. First Reading: UAA Final Course Grade Assignment Review Policy (pg. 32-38)

IX. Administrative Reports

A. Chancellor, Tom Case
   i. Title IX Update – Office of Campus Diversity and Compliance Acting Director, Bridget Dooley

B. Provost, Sam Gingerich

C. Vice Chancellor of Administrative Services, Bill Spindle
D. Vice Chancellor of Advancement, Megan Olson (pg. 39-42)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 43-46)

F. CIO, Patrick Shier

G. Union Representatives
   i. UAFT
   ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 47-51)

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

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

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

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

IV. Administrative Reports
A. UA President, Jim Johnsen

“There is no great state without a great university” – discussed the challenge in how we serve this critically important role in an environment of fiscal uncertainty. Discussed the best/worst case scenario with the budget and how they are addressing the potential shortfalls. Board of Regents approved a 5% tuition increase effective next academic year (this was lessened from the original request of a 9% increase).
Recognized the students for their hard work in presenting to the BOR and for volunteering the 5% increase.  

Base case budget was presented and approved by the BOR.  

Stressed the importance of advocacy, communicating with the public continuously about the University’s role, and continuing to deliver for the people of Alaska.  

Discussed opportunities for additional revenue: tuition increase, alumni contributions (will be launching a new campaign to encourage alumni to contribute more), reinvigorating a federal strategy (with the decline of earmarks this has hurt us) of working with agencies to increase the support for research, building on the already generous tax credit for corporations who contribute to the university, and private partnerships (example would be student residences which would not involve state money – capital is received from the private sector with long term lease agreements).

B. Chancellor, Tom Case

Addressed the recent publicity regarding the Title IX process (primarily UAF) and the responsibility of the campus to maintain a safe environment.  

Reminded faculty of the upcoming smoke-free implementation which will go into effect on November 15th.  

Discussed international partnerships.

C. Provost, Sam Gingerich

No report

D. Vice Chancellor of Administrative Services, Bill Spindle

Working on developing a LEAN culture at UAA – LEAN is a process improvement policy. Looking at administrative processes first (improving the travel process is a priority). UAKJobs will be replaced by a new system.

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

Written report only

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

Written report only

G. CIO, Patrick Shier (pg. 16-18)
   i. DRAFT Email Retention Policy (pg. 19-20)
      
      Highlighted the draft email retention policy

H. Union Representatives
   i. UAFT
   ii. United Academics

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

Written report only

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig
V. Officer’s Reports
   A. President’s Report (pg. 25-26)
      *Discussed the Parking Services survey on improving parking on campus and encouraged faculty to participate. A link to the survey website has been provided under informational items.*
   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)*

   Amendment 1: Delete items ii and iii
   21 In Favor
   9 Opposed
   6 Abstain
   Amendment Passes

   Motion as amended: 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;

   27 In Favor
   12 Opposed
   3 Abstain
   Motion as amended passes
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

**Motion to approve the consent agenda.**
Unanimously Approved.

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
December 2015
Report of the President

Budget
Budget request for UA included 300k for “course redesign” and a link to The National Council on Academic Transformation website http://www.thencat.org. The current plan from Statewide would be to divide the money equally amongst the universities, though they remain open to discussion.

UA Regents
At the November BOR meeting, the regents approved a budget request to the State and a 5% tuition increase. The 5% tuition increase had previously been endorsed by the UAA Union of Students.

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/

UA President Johnsen & Statewide
President Johnsen has received the revised recommendations from the Statewide Transition Team and has revised the Statewide Transformation process and timeline. The updated plan and the membership on the implementation teams can be found at http://www.alaska.edu/swbir/transformation-team/

The taskforces on Developmental Education, General Education, Teacher Education, and eLearning have all scheduled their meetings and will begin meeting this week or next. Please contact Statewide Vice-President for Academic Affairs and Research Daniel White for more information on these task forces (dmwhite@alaska.edu).

Faculty Alliance
The Faculty Alliance has received a report from their statewide task force on aligning general education. The group was created in response to the BOR resolution on aligning developmental and general education across all three universities passed in April 2014. The report will be part of the Faculty Alliance report to the BOR next week. It calls for a three-year process for aligning the GER through disciplinary teams of faculty from all three universities.
We meet twice a month on second and fourth Fridays from 1:30-3:30p, except the fourth Friday of December and the first Friday of January we will not meet. The meetings are held via Google Hangouts. Faculty Alliance will hold its annual retreat on January 22nd and 23rd in Anchorage.

Please contact me for more information on Faculty Alliance or visit http://www.alaska.edu/governance/faculty-alliance/

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 November, we have heard from a number of faculty that they have been told to change the schedule of course offerings to align with institution-wide blocks. Please let us know if you or your colleagues are having any similar experiences. We are hoping to gather information and discuss this at our February Faculty Senate meeting. We also welcome your input on issues of concern to you and your fellow faculty members. Please note that Eboard will not be meeting after December 14th until January 19th, but you can still send us issues or questions during that time.

We will be meeting with the Full Council of Deans & Directors on January 15th to facilitate a discussion on the role of shared governance at UAA. We hope to produce a shared vision for the collaboration between administration and faculty at this retreat and to continue this discussion with other governance groups at UAA and statewide groups.

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
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Chg  DNCE A223   Contemporary Modern II
Chg  DNCE A321   Intermediate Contemporary Modern I
Chg  DNCE A322   Intermediate Contemporary Modern II

Add  JPN A391   Selected Topics: English-Language Studies in Japanese Culture and Society
Add  HIST A495   History Internship

Programs
Chg  Minor, Environmental Studies
Chg  Bachelor of Science, Environment and Society
Chg  Minor, Communication
Chg Minor, Languages
Chg  Bachelor of Arts, Languages
Chg  AAS, Computer Systems Technology
Chg  BS, Aviation Technology
Faculty Initiator
1. Memo to the Provost
2. Coordination email to the faculty listserv
3. Receive approval from the following:

- Department Chair
- College Curriculum Committee
- College Dean/Director

UAB/GAB/Faculty Senate

Informational Agenda Item

Provost

Forwarded to be Entered into Banner

Office of the Registrar
From: Frank Moore  
Chair, Computer Science & Engineering Department  

To: UAB  

In re: Restricting Registration for CSCE Upper-Division Courses  

The Computer Science & Engineering Department faculty would like to restrict registration in all CSCE upper-division undergraduate courses to students who have declared a major in Computer Science, Computer Systems Engineering, or Electrical Engineering, or Instructor Approval. By forcing students to declare a major, we:

1. Guarantee that students in Computer Science and Computer Systems Engineering are receiving mandatory advising earlier in their studies. This change will make it easier for students to eliminate errors and make better progress towards graduation.
2. Prevent the situation in which a student waits until very late to declare a major, only then to be subject to degree requirements in place at that time, rather than at the time he or she actually began CS/CSE coursework. This change will eliminate the need for these students to submit a large number of academic petitions in order to graduate under older degree requirements.

All upper-division courses would be subject to this change, including:

CSCE A302 Object-oriented Programming II  
CSCE A305 Android Programming  
CSCE A311 Data Structures and Algorithms  
CSCE A320 Operating Systems  
CSCE A331 Programming Language Concepts  
CSCE A342 Digital Circuits Design  
CSCE A351 Automata, Algorithms, and Complexity  
CSCE A360 Database Systems  
CSCE A365 Computer Networks  
CSCE A385 Computer Graphics  
CSCE A395 Internship in Computing  
CSCE A401 Software Engineering  
CSCE A411 Artificial Intelligence  
CSCE A412 Evolutionary Computing  
CSCE A415 Machine Learning  
CSCE A431 Compilers  
CSCE A442 VLSI Circuit Design  
CSCE A445 Computer Design and Simulation  
CSCE A446 Digital Media and Interactive Systems
CSCE A448 Computer Architecture
CSCE A450 Mobile Robotics
CSCE A460 Database Systems
CSCE A462 Data Mining
CSCE A465 Computer and Network Security
CSCE A470 Computer Science and Engineering Capstone Project
CSCE A485 Computer and Machine Vision
CSCE A490 Topics in Computer Science and Computer Systems Engineering
CSCE A495 Computing Internship Project
CSCE A498 Individual Research

If you have any questions, please do not hesitate to contact me. Thanks!

Frank Moore, PhD
CS&E Department Chair

Fred Barlow, PhD.
Dean, College of Engineering
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)
Assessment funding for strategic and creative options
GER data mining outside of GER classes
Accreditation: Core Theme 1 Indicator Rationale
  ○ Discuss the data, what it means to/for us, and report our findings to the Accreditation Steering Committee
College/Campus Interviews on Assessment Process and Structure
Mat-Su Assessment Seminar Update

Motions

Informational Items
Erin Holmes visit will be rescheduled

Programs whose assessment plans were reviewed during the period
Nursing Science MS/ Family Nurse Practitioner GC/Nursing Education GC/Psychiatric Mental Health Nurse Practitioner GC. Program Representative: Professor Jill Janke

Submitted by: Brian Bennett
Date: 30 Nov., 2015
November 13, 2015 ACDLITe Committee Report
Faculty Senate November 2015

Committee Members:

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<BB- BlackBoard; CMS- course management system; LMS- learning management system>

- Guests CIO Pat Shier – Updates
  - Update on the BB update and course migration
  - Pat requests feedback from the academic community re: BB, cloud options, streaming services, needs as we move into the future.
  - Suggestion to form a subcommittee to address needs of offering completely online courses, Pat would be happy to serve on it. Streaming delivery services, costs, methods, etc.
  - Statewide Taskforce has split into subdivided committees to address “unification” of the UA campuses w.r.t. LMS and Banner, et. al. More information about push for centralized BB control at UAF, and discussion.
  - Questions from Dave F. on email account information; retention of old files, accounts for people who leave, 3 year deletion and retention of file policy.
  - Motion amended in Faculty Senate where it was agreed to discontinue any IDEA forms for class enrollments less than 10. Have faculty create their own survey using Qualtrix. This seems like reinventing the wheel, again. This item has been put on the agenda to discuss with AI&E to come up with a better way to demonstrate and quantify the teaching experience / effectiveness.

- Reports/Discussions
  - eLearning workgroup –
    - Met and have reviewed the eLearning Handbook looking at the current sections.
    - Attendance for the workgroup is up and there are more people in the group that are more widespread across campus.
    - Last year Renee Carter-Chapman was sent a letter to bring together a university wide forum and she thought this was a good idea.
  - UTC
    - Bruno attended. Issues discussed, where to spend money, how to get grants, etc. Piracy and email issues. Discussion of new BB system.
  - eLearning luncheon –
    - Subcommittee has scheduled a November meeting for the week following this ACDLITe meeting.
    - Lucy’s has been reserved for February 19th
Other Items

Bruno is still concerned about detecting cheating and plagiarism. Safe Assign needs to be set up manually for Dropbox, etc. He wants anything copied highlighted in yellow. However there are complications. He has seen a lot of cheating. He spoke of his policy to his department. If a student has more than 20 or 30%, a notification is sent to the student that they must meet and address the problem. The student is then given an explanation, in detail, on what plagiarism is. They are then required to re-do their paper. Bruno believes 50% of people on campus want to turn in students and 50% think they should be taught what plagiarism is. Perhaps incorporating the criteria into all assignments? A lot of speculation about Safe Assign.

Next meeting: Friday December 11th, 2015

9am-11am – I.T. Services Conference Room SSB 120B
FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY, NOVEMBER 20, 2015

| P | Rachael Ball  
History | E | Sean Licka  
Art History | P | Gokhan Karahan  
CBPP |
| P | Pam Bowers  
Social Work | E | Yelena Yagodina  
Mathematics |
| P | Herminia Din  
Art Education | P | Jervette Ward  
English  
2nd Co-Chair |
| P | Gabe Garcia  
Health Sciences,  
1st Co-Chair | P | Maria Williams  
Alaska Native Studies |
| P | Erin Hicks  
Astronomy | P | Song Ho Ha  
History |
| P | Wei-Ying Hsiao  
Education | P | Toby Widdicombe  
English |
| P | Colleen Kelley  
Nursing | P | Christie Ericson  
Library |

Consultants and Representatives

P Jeane Breinig, Vice Chancellor of Alaska Natives & Diversity

I. Garcia: Roll call and Welcome

II. Approval of agenda
   a. Widdicombe: Motion
III. Updates and announcements from the Vice Chancellor of Alaska Natives & Diversity (Jeane Breinig)

a. Diversity Action Council – had a facilitated talk with Libby Roderick – what should DAC be – who should be on it – retreat plans being finalized
b. Diversity Action Plan – attend AACU annual meeting – had first meeting – starting in early Spring will have discussions with key players – conversations on rhetoric, diversity, inclusion – two year process – integrate some action items over those two years – pushing for systemic change and not window dressing
c. NCBI – workshops across campus
d. Faculty Mentoring Program – would like to have recommendations for a working group of people – add people from CAFÉ
e. Attended SREB Faculty Recruiting Event - over 200 prospects – 5-6 interested in Alaska

IV. Updates from the Alaska Native and Indigenous Faculty Subcommittee (Maria Williams)

a. Alaska Native Heritage Month currently going on – see her report and information on month events
b. New faculty member Beth Leonard coming from UAF transferring tenure to UAA – can help with curriculum initiatives
c. Alaska Native Conference coming in April to UAA – theme is Wellness and Healing – expecting hundreds
d. Giving Thanks event tonight at Cuddy

V. Feedback sought: Accreditation Indicators Related to Diversity (Megan, Susan, et al.)

a. In middle of 7 year cycle of accreditation – preparing for Fall 2017
b. Mission and Outcomes – what’s our purpose – why are we here
c. Looking for insight on how well we are doing on diversity
d. Degree to which UAA students reflect Alaska’s racial diversity and degree to which UAA faculty reflect Alaska racial/ethnic diversity
e. Jeane Breinig led discussion with post-its about Core Theme 3: Student Success
   a. Importance of economic growth – helps to facilitate it – equity issues if there isn’t diversity
   b. Improves Pedagogy – Improves Student Climate – Social Fairness
   c. Workforce development – better prepared to work with groups different from them
   d. Need to move away from bubble/tower mentality of university and become more of resource/problem solver
   e. Diversity of thought/ideas in classroom; provides better understanding of larger world; respect land/culture in which UAA resides
   f. Campus is very diverse
   g. What are we doing to recruit more minority students?
f. Core Theme 4: UAA Community – Degree to Which UAA Faculty and Staff reflect Alaska’s Racial and Ethnic Diversity
   a. If diversity not reflected, minority students have fewer role models and disengagement among people who don’t see themselves reflected
   b. Role Models for career opportunities needed
   c. To make faculty feel they belong to the community – impacts productivity
   d. Contribution to community – wider reach and focus
   e. Diversity of ideas/experiences in classroom; confront institutional racism; resist cultural and racial stereotypes; better understanding of larger world
   f. Opens understanding of world; students do better when teachers reflect student background
   g. Failing to attract the best and brightest
   h. Think Internationally
   i. Are there exit interviews on why faculty leave?

Kalina: Will take this feedback and draft more refined document for steering committee and cabinet – this will be an ongoing cycle

Committee asked why are core themes ranked in this way – Kalina: things will probably change soon – it’s time for a new Strategic Plan – we should probably have only three core themes

VI. Faculty Mentoring (Toby and Sudarsan)

   a. What Learned about Mentoring
      a. PowerPoint Presented
   b. How UAA Mentoring Program Should Look
      a. PowerPoint Presented

VII. Discussion on LGBTQ (Pam)

   a. Student Driven Issue – possible Diversity Dialogue – abbreviated discussion due to time – will be addressed at future meeting

Meeting Adjourned at 4:45 pm.
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 October 30th, the Committee has conferred with the Provost. The Committee’s foci for December and January become the third and fourth 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, December 4th; the location will be announced.

Prepared by Larry Morris Foster (Mathematics & Statistics Department).
ATTENDANCE. Anna Bjartmarsdottir, Erik Carlson, Steve Rollins, Ian Hartman, Sherri LaRue, Regina Boisclair, Sam Cook, Nancy Nix.

There were no individual meetings of the subcommittees. Steve determined that due to low attendance a joint meeting with a report out from him would be preferred. Library Report followed by a discussion of an initiative that Steve is interested in regarding Scholar Works. He pointed to the California policy to extend free access to all scholarly articles written by UC employees. Steve handed out copies of the document from the Office of Scholarly Communication (UC) and the document from the University of California, Academic Senate regarding the Open Access Policy for the Academic Senate of the University of California (Adopted 7/24/2013).

http://guides.lib.berkeley.edu/openaccess/faq

During the meeting he said that he would later (after the meeting) share the documents via email to all LAC members to read and discuss.

We then concluded the meeting.

• NEXT MEETING: February 5, 2016 in CL 302A, 11:30am-1pm
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 (Chair), Ruth Terry, and Sharyl Toscano. The third meeting of the academic year was held 11/20/15.

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.


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.


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 third time of the 2015-2016 academic year on November 20, 2015. Goals for the coming year are noted above. SASS met with Terry Kelly and reviewed the proposal from the Academic Dispute Resolution Task Force during this meeting. It will also maintain ongoing review of the UA System Alignment process. Subsequent meetings are scheduled for: 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, November 20, 2015
ADM 101A, 2:30-3:50 PM
Meeting Minutes

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

I. Old Business
   a. Reviewed/approved minutes from 10/16/15 SASS meeting. Approved with corrections.

II. New Business
   a. November 6, 2015 Faculty Senate Meeting was discussed. Main concerns continue to be UA budgetary problems and UA system alignment. Presentations were made to the Senate by both UA President Johnsen and UAA Chancellor Case.
   b. Review continued of the Academic Dispute Resolution Task Force’s proposed policy changes. Terry Kelly (Task Force Co-Chair) met with SASS to discuss the process and recommendations of the Task Force. SASS generally supports the current versions of recommended changes to the existing policy.
   c. GER Alignment – Connie provided the document Report on General Education Alignment across the UA System: A Proposal for Student Success. SASS continued reviewing the document and will continue the discussion during the January 15, 2016 Meeting. Concerns were expressed with regard to potential impacts of unified schedules.

III. Strategies for at-risk students.
   a. Postponed until the January 15, 2016 meeting

IV. Adjourn: 4:05 PM
Present:  David Bowie (Chair), Wei-Ying Hsiao, Mari Ippolito, Liisa Morrison, Jeff Laube (via Skype), Carri Shamburger, Michael Votava, Shawnalee Whitney (via telephone), Jacque Woody

The meeting was devoted to a discussion of housing the academic honesty and integrity material (for faculty and students) on the CAFÉ website. Currently, the main source of information – the academic integrity blog – is on the Consortium Library website. This means that the material posted should accommodate both UAA and APU. (The official policies would remain on the Dean of Students website and the academic integrity tutorial would remain on the Library website.) The information linked to the CAFÉ webpage would center around pedagogical issues, e.g., syllabus language and ancillary strategies to promote academic honesty and integrity. The new CMS will restrict to a large degree how the website is structured. Liisa Morrison suggested setting up an ePortfolio on academic honesty. That way, the AHI Committee could update the information at the will of the Committee provide the link this ePortfolio to CAFÉ for posting on their website. It is not completely possible for us to link to ePortfolios but this will likely be an option in the near future. Liisa’s suggestion was met very favorably by the Committee.

Shawnalee will talk to Heather Caldwell about the possibility of housing this material in Digication and, possibly, Heather providing a tutorial session for the AHI Committee as to how to upload and effectively utilized multimedia materials on Digication. The plan is to utilize the November 23 meeting to decide on website content. Chair David Bowie asked that suggestions for content be sent out in advance of the November meeting. Shawnalee will again join the December 14 AHI Committee meeting to report on the prospects for housing this website on Digication with a link to the CAFÉ webpage, the prospect of a training session on Digication, and a discussion of the content of the an academic integrity and honesty webpage.

A discussion followed on how to guide faculty in constructing syllabuses, i.e., a list of components and/or specific language. The Committee discussed making a motion to Faculty Senate next semester that standard language on academic honesty and integrity be included in all UAA syllabuses, which language could include a link to the UAA academic honesty tutorial.

Next Meeting: Monday, November 23, 2015, 8:30-9:30 a.m., in NSB 202.
Academic Honesty and Integrity Committee (AHI)

November 23, 2015, 8:30 – 9:30 a.m.

Present: David Bowie (Chair), Dede Allen, Clare Dannenburg, Wei-Ying Hsiao, Mari Ippolito, Jacque Woody

Excused: Jeff Laube has moved to the Community Campus Committee of Faculty Senate and will not be able to continue with AHI. Michael Votava had a meeting with the Dean of Students and was unable to attend this AHI meeting.

A list of suggested contents for the website (based on the website worked on last year) and a brief list of what some other universities are including on their websites regarding academic integrity was provided by Mari. (See attached.)

David may be late for the meeting on December 14. It is hoped that Shawnalee or Liisa will be in attendance to discuss issues relevant to the website.

There was some discussion of the effect of reporting academic dishonesty on course evaluations; Mari has the information and will provide it for the committee.

A discussion ensued of what the goals should be for AHI once the website is completed. The result of the brainstorming gave the following, which may or may not be adopted by the committee:

• Making the academic integrity statement distributed by the Dean of Students Office a required part of all course syllabuses. This would require Faculty Senate action.
• Increasing the number of ways information about AHI (including the tutorial) is distributed: freshman orientation, through academic advisors, faculty orientation, included as part of the syllabus language on academic integrity…
• Finding a way to place the academic integrity tutorial on UAOnline (like FERPA training) with a recommendation that students should complete it. Would the tutorial need to be revised if this was done?
• Having student involvement in Code of Conduct hearings? What role could they play? At what level? What are the confidentiality issues, legal issues? Would this require FERPA training for students?
• Should we include a student representative from USUAA? Maybe it would be better to attend a USUAA meeting for a guided discussion of UAA academic integrity policy.

It was decided that, at the beginning of the Spring semester, AHI should build on this session and create a wish list for UAA Academic Integrity policy with advice from, e.g., Michael Votava as to what is feasible.

David reminded AHI that the chair or co-chair of AHI has to be a Faculty Senator; David will not be continuing in Faculty Senate in 2016-2017.

Next Meeting: Monday, December 14, 2015, 8:30-9:30 a.m., in NSB 202.
Suggested AHI Website Contents

**What is academic integrity?** (Center for Academic Integrity Definition)
**Why is it important** (to students, instructors, the university, society)?
**What are the types of academic dishonesty?**
- Cheating, plagiarizing, fabricating and falsifying, aiding and abetting, violating professional standards
- For each type: definition, examples/scenarios
**What are strategies for promotion of academic integrity?**
- Syllabus language
- Tutorials/information on appropriate writing/research strategies
- Other preventive strategies

**What are the sanctions for academic honesty at UAA?** (links to Student Code, Faculty Guide, faculty reporting forms)

**FAQs**
What are additional available resources?

Content of similar websites at other universities:

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<th>Definitions</th>
<th>Sanctions, Code, Reporting</th>
<th>Appropriate Strategies for Prevention, Tutorial</th>
<th>Statistics</th>
<th>Syllabus Language</th>
<th>Why Important?</th>
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Faculty Senate Research and Creative Activity Committee

December 2015 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee met November 5. In attendance were Carrie King, Tom Dalrymple, Cathy Coulter, Travis Hedwig, Robert Boeckmann, David Ampong, Ajit Dayanandan, Jonathan Bartels, Ray Ball, Jill Flanders-Crosby, Catherine Knott and Diane Hirshberg. In addition, we were joined by Provost Sam Gingerich.

We asked the Provost to share his vision for research administration. He has heard a broad array of concerns about research administration at UAA. He worked with Vice Chancellor Bill Spindle to commission an ad hoc committee to propose improvements.

They looked at peer institutions. The majority of them are structured the same way we were until grants & contracts were removed from under the Vice Provost for Research & Graduate Studies (VPRGS). On campus is an office with Grants & Contracts (G&C), research compliance and outreach support, and they might have technology development and other similar functions. The sense was if this is the structure most institutions use, there is a reason, and UAA is probably best served if re-adapt that structure.

There are some changes as we move back to that structure.

Responsibility for managing grants will be at the unit level. If there is a grant received, someone at a department or unit level will be in charge. If this is not working then there will be conversations at that level about what needs to happen. At G&C level they will have individuals who are responsible for oversight and handle one-off questions; they will be a resource while making sure the administrivia of grants performed. That’s where responsibility lies. If that is working well, there is no responsibility in finance and administration. It becomes like pro cards – everyone has them, everyone makes sure is okay – finance and administration might do spot check but not a transactional audit.

As part of this, they recognize this will be a transition, and they do need to make sure there is expertise and support for people within units to assume responsibility. They have discussed a hub model.

Now they are developing a transition plan with dates to make sure things are getting done.

One other thing will happen – a general evaluation of how F&A is allocated internally. One of issues – F&A is supposed to support research enterprise. There is a rubric that does allocate F&A but it hasn’t been evaluated for a long time, so we need to take a look.

We need to make sure we are managing our enterprise well; we’ve gotten too big not to, so we need a higher level of scrutiny.

The provost wants to know if there are things that are not working; he will work with the people responsible for those areas.

Other topic discussed was meeting with the Office of Undergraduate Research and Scholarship to create a plan for 2016-2017 on how to best coordinate theirs and our efforts.
In the meantime, we will hold the spring faculty research & creative activity symposium April 7-8, and send out a heads up and request for themes. These must be transdisciplinary – examples of themes could be internationalization, arctic, but we want them to invite a broad array of proposals and spark creative imagination across the disciplines.
UAA Final Course Grade Assignment Review Policy

These policies, procedures, and guidelines are designed to promote consistent, fair, understandable, and timely review of course grade assignments. They are based on Board of Regents policy and regulations, and UAA procedures governing such reviews.

The objective of all individuals involved in reviewing the assignment of a final course grade should be to maintain an uncontroversial process based on clear expectations and open communication. The goal of this document is to outline a review process that is both fair and efficient.

This document applies to all UAA students, regardless of their location or campus. Grades assigned prior to the final course grade (e.g., assignment/exam grades) are not subject to review under this section.

1. Definitions Applicable to Academic Grade Reviews

1.1. Academic Grade Decision Review Committee (hereafter “Review Committee”): An Academic Decision Review Committee is an ad hoc committee composed of three faculty members, a non-voting student representative, and a non-voting committee chairperson (who may be either a faculty member or administrator). The Review Committee is appointed by the academic leader after the student requests a formal review of the assignment of a final course grade. Each spring the college Deans and community campus directors will forward to the Office of Academic Affairs a list of faculty willing to serve on review committees. Academic leaders will select from this pool in composing review committees.

1.2. Academic Leader: The term “academic leader” is used to denote the head of the academic unit offering the course or program from which the academic decision or action arose. At UAA, academic leader is the College/Library Dean (or designee) or community campus Director (or designee).

1.3. Academic Unit: The term “academic unit” generally refers to a department or other group with responsibility for academic decisions within a school, college, institute or center. The term may refer to a school, college, institute or center in instances when a smaller unit is either of insufficient size for a given purpose or nonexistent.

1.4. Arbitrary or Capricious Grading: Arbitrary or capricious grading means the assignment of a final course grade on a basis other than performance of the course; the use of standards different from those applied to other students in
the same section of the course; or the substantial, unreasonable and/or unannounced departure from the course instructor’s previously articulated standards or criteria. "Arbitrary and Capricious” does NOT mean “subjective.” Legitimate academic judgments may be subjective provided that the judgment is based on announced and consistently applied course standards.

1.5. **Day**: Timeframes noted in these regulations refer to days that the University is officially open for business – Monday through Friday. This excludes weekends, University closures and official holidays.

1.6. **Dean/Director**: At UAA, the Dean is the head of the school offering the course or program from which the academic decision or action arises. For students at extended campuses, the campus director may substitute for the dean/director of the unit offering the course or program. If the academic dispute arises through courses taught at the Consortium Library, the Library Director will respond to the dispute.

1.7. **Final Grade**: The final grade is the course grade as determined by the faculty member.

1.8. **Grading Error**: A grading error is a mathematical miscalculation of a final grade or an inaccurate or incomplete recording of the final grade.

1.9. **Next regular semester**: The next regular semester is the fall or spring semester that follows the semester in which the disputed academic decision was made. Summer semesters are not used to resolve spring semester disputes. Unless an extension has been authorized by the dean/director, resolution of disputes concerning final grades must be completed no later than the last day to submit grades at the end of the next regular semester following the assignment of the grade.

1.10. **Non-voting Committee Chairperson**: A staff or faculty member who guides the Review Meeting and helps identify relevant documents and interviewees.

2. **Procedures and Timelines for Resolving Disputes Regarding Final Grade Assignments**

UAA encourages the informal resolution of disputes regarding final grade assignments. A student should first attempt to reconcile a grade dispute by communicating directly with the course instructor.

A student may request an Informal Review pursuant to the procedures outlined below.
Students are required to request an Informal Review of the final grade assignment with the instructor prior to initiating a Formal Review.

Students may challenge a final grade assignment on the basis of alleged (1) grading error or (2) arbitrary or capricious grading (see definitions above).

If a student needs assistance, each college and community campus will designate an individual who will inform the student about the review process.

2.1 Informal Review

2.1.1. A request for informal resolution must be submitted by email, memo, or in person to the course instructor or academic leader (or designee) (see 1.2) by the 15th day (see 1.5) of the next regular semester. The instructor or academic leader must respond in writing to the student within 5 days of receipt.

2.1.2. If the instructor’s decision is to change the final grade, he or she must promptly initiate the grade change process in accordance with UAA rules and procedures concerning grade changes (see University Catalogue and Faculty Handbook). If the instructor does not respond to the student within 5 days of the request for informal review, or does not change the grade, and the student’s concerns remain unresolved, the student shall contact the Department Chairperson or Program Head in an effort to resolve the matter.

2.1.3. If the course instructor is no longer an employee of the University or is otherwise unavailable, the student must submit the request for informal resolution to the Department Chairperson or Program Head. All time frames remain as outlined herein.

2.2. Initiating Formal Review

2.2.1. If the student’s concern remains unresolved despite the above informal procedures, a student may request a formal review of the course grade assignment. A student formally requesting review of a final grade assignment must submit to the Dean (or designee) of the academic unit offering the course a signed and properly detailed Formal Course Grade Assignment Review Form. The request must be submitted by the 20th day of the next regular semester or within 5 days of response from the Department Chairperson/Program Head under the informal procedure, whichever is later.
2.2.2. The Academic Leader (Dean/Community Campus Director/or designee) having established that informal procedures have been followed and upon receipt of the written request for a formal review, will convene a Review Committee from the pool of faculty described in 1.1.

2.2.3. When selecting faculty for the committee, the Dean/Community Campus Director should strive to create a committee that is impartial in both fact and appearance, and one that can function efficiently. Considerations for committee membership may include: conflicts of interest and the appearance thereof, location of faculty, faculty with expertise (including knowledge of relevant professional standards) related to the review, and faculty availability. At least one member of the committee must be from outside the College/Community Campus that offered the course in question.

The non-voting committee chairperson may be an administrative staff member or be selected from any other member of the faculty pool described in 1.1 above.

2.2.4. The Review Committee must initiate proceedings within 10 days of the Dean/Director's receipt of the student's request for formal review. The Committee will first consider whether the request submitted by the student warrants a formal Course Grade Review Meeting (as outlined in Section 2.3). The committee is not required to meet in person when making this initial determination.

2.2.4.1. The committee may dismiss the student request for a formal review without conducting a formal Course Grade Review Meeting if (1) the request for formal review falls outside the required deadlines; (2) this is not the first request for formal review of this issue; (3) the facts as presented would not constitute a case of arbitrary or capricious grading or grading error.

2.2.4.2. If on initial review, the Review Committee determines that the facts as presented would not constitute arbitrary or capricious grading or a grading error (as defined in Section 1 of this document), the Review Committee will dismiss the student request for formal review without conducting a formal Course Grade Review Meeting. The decision will be made by simple majority of voting members. This decision is the final decision of the University and cannot be appealed.

The determination of the Review Committee will be provided in writing to the student, the course instructor, and the Dean and Campus Director (as
applicable). The non-voting committee chairperson will be responsible for the preparation of this document.

If the Review Committee determines that the facts as presented may constitute arbitrary or capricious grading or a grading error, the Review Committee will proceed to a formal Course Grade Review Meeting.

2.3. Formal Course Grade Review Meeting Procedures

2.3.1. The resolution of disputes regarding course grades is an academic decision made by faculty members. It is not a legal or administrative process and is not held to standards applied to legal proceedings. Legal rules of evidence may help guide the Review Committee in weighing the evidence presented but do not control admission or consideration of evidence presented.

2.3.2. Dates and times for the Course Grade Review Meeting (hereafter “Review Meeting”) will ordinarily be scheduled between 5 and 10 days after the Review Committee determines that a formal review is warranted. The Committee Chairperson will arrange the Review Meeting with all parties. All parties will be notified in writing.

2.3.3. The university cannot guarantee confidentiality but will make a reasonable effort to preserve the legitimate privacy interests of the persons involved. In order to preserve the legitimate privacy interests of the persons involved, all participants in the proceedings will be expected to maintain confidentiality.

2.3.4. Student dispute resolution proceedings will normally be closed. A party prior to the start of the proceeding may request an open proceeding. Such requests will be granted to the extent allowed by law unless the facilitator determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors. A party may choose an advisor to be present at all times during the proceedings.

2.3.5. All relevant documents and list of potential interviewees must be provided to the Committee Chairperson at least three days before the Review Meeting. The Committee Chairperson will contact the student and instructor informing them of the Formal Review and the deadline for submission of relevant documents and the list of potential interviewees.
The Committee Chairperson will inform all parties, including potential interviewees, of the Review Meeting date, time and location.

2.3.6. Interviewees who cannot attend the Review Meeting, including the student or instructor, may submit a written statement to the Review Committee instead.

2.3.7. During the Review Meeting, the Review Committee will interview the student (if available), the instructor (if available), and others that it deems relevant.

2.3.8. The student, instructor and their advisors may be present for the Review Meeting except for the Committee’s deliberations. The Committee Chairperson may direct that other persons being interviewed be excluded from the Review Meeting except during their interview. The deliberations of the Review Committee will be closed to all except Committee members.

2.3.9. Should the student or instructor fail to appear at the Review Meeting, the Committee Chairperson may proceed in their absence.

2.3.10. Individuals may participate in Review Meetings by audio-conference or audio-visual conference. Review Meetings regarding a community campus course normally will be held at that campus.

2.3.11. The student and the instructor will have the opportunity to present information regarding the assignment of the final grade. This information can include relevant documentation, explanations, etc. Consideration of information will be at the discretion of the non-voting Committee Chairperson, in consultation with the Committee as a whole.

2.3.12. Aside from the Review Meeting, the student and the instructor are to have no contact with the Review Committee, with the exception of the non-voting Committee Chairperson, regarding the matter.

2.3.13. The Review Committee will discuss information presented by all parties in closed deliberations. Decisions will be made by a simple majority vote. Final determination will be made within 5 days of the conclusion of the Review Meeting, unless granted an extension by the Dean (or designee).

2.3.14. The Review Committee proceedings will result in the preparation of written conclusions. Conclusions will result in one of the following:

(1) The request for a grade change is denied.
(2) The request for a grade change is upheld; the Review Committee requests the course instructor to change the grade; and the course instructor changes the grade.

(3) The request for a grade change is upheld; the course instructor is either unavailable to change the grade or refuses to, and the Review Committee directs the dean/director to change the grade to that specified by the Review Committee.

2.3.15. The conclusions of the Review Committee will be provided in writing to the student, the course instructor, and the Dean and Campus Director (as applicable). The meeting will be recorded and the non-voting Committee Chairperson will be responsible for the preparation of a record of the Review Meeting and its conclusions. A copy of the conclusions will be filed with the Provost’s Office in keeping with accreditation standards.

2.3.16. The decision of the Review Committee constitutes the final decision of the University on this issue and that decision may not be appealed.
**Administration**

- **Fall Hooding and Commencement Ceremonies – Dec. 12 and Dec. 13**
  If you have not RSVP’d for the fall Hooding and Commencement ceremonies, please visit – [https://www.uaa.alaska.edu/commencement/faculty/index.cfm](https://www.uaa.alaska.edu/commencement/faculty/index.cfm).

  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.

**Alumni Relations**

- **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.

- **Smoked Turkey**
  The short video from Alumni Relations promoting the GCI Great Alaska Shootout was the most widely shared post to date on the UAA Alumni Association’s Facebook page. In case you missed it, click here to check out Spirit, a turkey and a surprise guest appearance from junior transfer Augustus Simmers (and make sure to stay tuned through the end of the clip).

- **Board Work Sessions in November**
  The Alumni Board kept busy in November with two meetings focused on building a strong alumni network through chapters. Alumni interested in launching new chapters—including a multicultural group and a chapter for student media alumni—met with Board members to discuss resources, vision and next steps in the chapter-planning process.

**Development**

- **Individual Donors**
  - The Pauline Therese Carpenter estate gave $70,500 to Excellence in Nursing in memory of Raymond Carpenter.
  - Bruce and Janna Chandler donated to the School of Nursing and Alaska WWAMI Biomedical Excellence Endowment funds.
  - Ermalee Hickel fulfilled her multi-year pledge to the Governor Walter Hickel Papers fund to process his papers, including developing finding-aids and inventories for the Hickel collections.
- **The Mixsell Piccard Family** generously donated to the Engineering Facilities fund. In recognition of their gift, the group study area on the second floor of the Engineering & Industry Building will be named the Mixsell Piccard Family Collaboration and Learning Center.

- **Dean and Ana Weidner** fulfilled their $3 million pledge to the Weidner Property Management and Real Estate Professorship. Their generosity enables UAA to bring distinction and leadership in the study of property management and real estate and its relevance to Alaska’s future.

### Corporate and Foundation Gifts

- **Alaska General Seafoods, Icicle Seafoods, North Pacific Seafoods** and **Trident Seafoods** collectively gave $150,697 to the ISER Bristol Bay Research fund, which allows our faculty to discover new knowledge and understanding of Bristol Bay salmon ecosystems and fisheries and the economies, communities, industries and other stakeholders that depend on them.

- **Alaska Kidney Foundation** continues to support the Alaska Kidney Foundation Scholarship with a gift of $40,404.

- **American Petroleum Institute, BP** and **GCI** sponsored the Alaska Women’s Summit. Sponsors helped create a high-quality, unique experience for hundreds of attendees in October.

- **AT&T** gave $53,000 to support ANSEP and its Acceleration Academy summer session, which encourages Alaska Native high school students around the state who are interested in STEM and provides hands-on experience to students as they prepare for college and eventual STEM careers in Alaska.

- **Columbia Helicopters** donated $10,000 to the Community and Technical College in memory of its former employee, Mark Debates. CTC will partner with the Department of Labor and Workforce Development, Division AKOSH to develop and distribute guidelines for danger tree identification in Alaska and train logging industry stakeholders in implementing the guidelines.

- **Costco** established the RRANN Program Scholarship in 2006. This marks the ninth year Costco has supported students in the Recruiting and Retention of Alaska Natives into Nursing (RRANN) program, providing more than $250,000 in scholarships.

- **Fred Meyer** renewed its support of Lemonade Day Alaska. With Fred Meyer’s investment, kids obtain the tools to develop business plans and operate their own lemonade stands. This program can transform not only the young people who participate, but the entire community.

- **International Foundation for Research in Experimental Economics (IFREE)** donated $20,251 to the CBPP Experimental Economics Laboratory General Support fund.

- **National Defense Transportation Association North Pole Chapter** gave $19,000 to the NDTA Arne Michaelsen Scholarship.

- **The Rasmuson Foundation** provided $25,000 to ISER to develop an extensive analysis of Alaska’s fiscal situation and publish its findings to inform a long-term fiscal plan for Alaska. Additionally, it gave $20,251 to the CBPP Experimental Economics Laboratory General Support fund for education and outreach activities.

### Legacy Society

- The Legacy Society recognizes donors who have made provisions to include UAA in their estate plans. The most recent additions include: **Paul and Leigh Bates**.

### Gifts-in-Kind

- **Aero Twin** donated a 1997 OMAX 55100 Waterjet Cutting System to the College of Engineering.

- **Frigid North Company** donated a Fluke thermal imager, FLK TI55FT-20 to the College of Engineering.
Larry Levine donated a three-axis motion flight training device to the Aviation Technology Division. Linda Outcalt donated a Baldwin grand piano, Model R to Mat-Su College.

- **Phonathon**
  Phonathon has raised over $50,000 to date for scholarships and programs with 530 donors. We have two weeks of calling left before the break and hope to reach our goal of $81,500 for the fall calling semester.

**University Relations**

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

- **Social Media**
  - Seawolf athletics dominated the university’s Facebook and Twitter in November with UAA’s volleyball breaking a new school record and about 130 posts generated across Facebook, Twitter and Instagram during the Great Alaska Shootout over the Thanksgiving holiday. On UAA’s Instagram, scenery photos continue to delight our followers and with all the unusual weather we posted eight “#campusview” photos over the course of the month, generating 717 likes.
  - In our ongoing efforts to partner with campus groups and organizations UAA’s institutional social media accounts, Facebook and Twitter worked with UAA’s Parking Services on two campaigns, one in early November for the department’s Parking Services Survey to students, faculty and staff and one mid-month for people who had received parking tickets to erase their violation with peanut butter and jelly donations.

- **Advertising/Media**
  - UAA has recently installed Amazing Stories graphic displays in the Anchorage International Airport. If you’re traveling in the next few months, please check out the display poles in C concourse.
  - UAA installed a 26’x11’ Amazing Stories banner at the 5th Ave mall for the holiday season.
  - A new rich-media online ad is running in the Alaska Dispatch News as well as other online venues. This new Amazing Stories ad features UAA student Ariane Audett. Check out her moving story by visiting [https://www.youtube.com/watch?v=QmqaDD5vpps](https://www.youtube.com/watch?v=QmqaDD5vpps).
  - UAA had more than 600 mentions in the local and national print and online media during November. Stories with the most hits included:
    - Travis Rector’s new book, *Coloring the Universe*
    - Smoke-free, tobacco-free campus launch
    - ISER economists on Alaska’s economy

- **Amazing Stories (Top Five Hits from November)**
  - Gone too soon: Honoring a WWAMI student’s life [http://greenandgold.uaa.alaska.edu/blog/38774/gone-much-too-soon/](http://greenandgold.uaa.alaska.edu/blog/38774/gone-much-too-soon/)
  - Alumni get drone company off the ground [http://greenandgold.uaa.alaska.edu/blog/38483/alumni-get-drone-company-off-the-ground/](http://greenandgold.uaa.alaska.edu/blog/38483/alumni-get-drone-company-off-the-ground/)
  - Trial by fire [http://greenandgold.uaa.alaska.edu/blog/38224/trial-by-fire/](http://greenandgold.uaa.alaska.edu/blog/38224/trial-by-fire/)
  - Online learning gets a giant boost at UAA
http://greenandgold.uaa.alaska.edu/blog/38158/online-learning-gets-a-giant-boost-at-uaa/

- Urban in Alaska: Cultivating community
  http://greenandgold.uaa.alaska.edu/blog/38307/urban-in-alaska-cultivating-community/

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Office of Student Affairs (OSA) & Assessment

OSA, in collaboration with Center for Advancing Faculty Excellence (CAFÉ) and the Seawolf Debate Program, is hosting “Equity, Activism, & Free Speech: Engaging in Productive Debates and Difficult Dialogues” on Thursday, December 3, from 11:30 am to 1:30 pm in the Student Union Den. The discussion will consider questions such as: “Does UAA face racial and identity inequities on campuses?”; “How does UAA balance the intersection of race issues and bias incidents with free speech?”; and “With the rise of racial incidents and student activism being reported on campuses across the country, how do we engage in difficult dialogues surrounding these topics with our colleagues and students?”

Campus members invited to bring their thoughts and join faculty, staff, and students in a conversation about these issues. The program will open with a debate on the motion, “Colleges and universities should not strive to protect students from offense.” Facilitated by Steve Johnson, Associate Professor of Communication & Discourse Studies and Director of Seawolf Debate Program, students from the Seawolf Debate Program, Libby Roderick, Associate Director of CAFÉ and Associate Editor of Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education, and Whitney Brown, Coordinator of Student Affairs Research, Assessment, & Staff Development.

OSA is also co-hosting a Military & Veteran Student Survey Findings Discussion on Friday, December 4, from 12 – 1 pm in the Lyla Richards Conference Room in the Student Union. Military & Veteran Student Services invites campus members to come discuss the outcomes from UAA’s recent military and veteran student survey. What do these results tell UAA about this population? How can these insights help UAA better serve this group of students? Come join the discussion.

Staff and students participated in a professional development opportunity during the Lavender Lunch on November 20, Transgender Remembrance Day. SafeZone hosted guest speaker Jonathan Taylor, USUAA President and 31st Annual Student Showcase Academic Conference Winner, who presented his winning showcase “Portraying Her: A Narrative Analysis of Media Coverage of the Trans Community.” SafeZone is a campus-wide program designed to increase the overall campus community’s understanding and awareness of issues faced by gay, lesbian, bisexual, transgender, queer/questioning, allies (GLBTQA+) and other marginalized persons. For more information, see https://www.uaa.alaska.edu/deanofstudents/SafeZone/index.cfm.
Priority Registration for spring semester opened without any difficulty; there were no reports of students having trouble accessing UAOnline to register. Headcount and enrolled credit hours for spring is off to a good start. The numbers are lower than one year ago, but the Anchorage campus is doing must better than one year ago, when the Anchorage campus was over 7% behind the Fall 2013 to Spring 2014 transition in both headcount and credit hours. This year in the opening week the Anchorage campus is only 2% in both headcount and credit hours. This is good sign for the campus – early registration means more students are planning for spring enrollment and securing seats in the classes they need.

Military & Veteran Student Services
November was Veteran’s Appreciation Month and the Military and Veteran Student Resource Center hosted a number of events, including a special showing of the movie Stray Dog and a Veteran’s Day 5K run. In a continued partnership with the Alaska Department of Labor, more than 100 potential employers participated in a job fair that was attended by approximately 500 students and family members. The final event was a resource fair with more than 30 organizations showcasing their services for veterans and their families.

Office of Admissions
Applications and admissions for new spring students is very strong, with 6% more applications received and 5.5% more students admitted compared to one year ago. The Office of Admission is prioritizing spring applicants daily to complete their files and issue decisions so they can register and make plans to attend for spring. It is a difficult balancing act this time of year, as applications from high school seniors for next fall arrive daily. During the week of November 30 the office made a push to get as many fall applicants as possible through the process so the students receive their admission decisions before the Winter Break.

Office of the Registrar
The fall grading deadline is Wednesday, December 16, 11:59 pm. Final grades are submitted in UAOnline, not Blackboard. Grades are viewable to students the day after entry in UAOnline.

At the end of each semester, UAA Transfer Credit Specialists automatically transfer coursework UAA students complete at other campuses in the UA system. The Transfer Credit Specialists will transfer Prince William Sound College and UAS credits on December 17 and UAF credits on January 4. Students and staff may contact transfer@uaa.alaska.edu if they do not see their UA system coursework from the fall on their UAA record by January 11.

Office of Student Financial Assistance (OSFA)
OSFA has implemented a new process to identify and contact all students who will lose financial aid at the end of the fall semester due to the 150% rule (i.e., maximum timeframe rule) under UA’s Satisfactory Academic Progress (SAP) policy. The purpose is to encourage students to submit an appeal prior to the end of the fall semester. Previously these students were not notified until the end of the semester, leaving little time for the student to meet with their advisor and submit their appeal to the financial aid office. This should alleviate demand on academic advisors and the financial aid office during a peak demand time and help prevent students from experiencing delays with their spring financial aid disbursements.

The office has a Request For Proposal (RFP) pending through the Procurement Office to outsource financial aid verifications. Outsourcing would result in significant processing time reductions, benefiting students substantially. Most vendors guarantee 24-48 hour turnarounds even during peak periods. This is a significant improvement over the UAA’s current 14-45 day turnaround, a timeframe that depends on the time of year.

Nominations are still being accepted for Spring 2016 UA Completion Grant Awards. Academic advisors can nominate a student by submitting the following form: https://www.uaa.alaska.edu/financialaid/upload/UA_Completion_Grant_Nomination_201601.pdf. Awards are $1,000 per student and eligibility criteria can be found at https://www.uaa.alaska.edu/financialaid/aid-types.cfm.
Academic Advising & Career Development (AA&CD)
On Thursday, November 19, AA&CD Academic Advisor Kristin Bogue partnered with Alaska Middle College and presented in Eagle River’s GUID class the My Major Discovery program. Students completed an interest inventory, learned about steps to explore their values, strengths and personality qualities, and how to explore potential pathways. In addition, the program discussed top attributes employers seek and ways to gain experience while exploring through General Education Requirements (GER’s), co-curricular activities, job shadowing, volunteering, and internships.

AA&CD collaborated with a College of Business and Public Policy (CBPP) class, Introduction to Alaska Native Business, to host the Fall 2015 Etiquette Lunch on Friday, November 6 in the Lucy Cuddy Restaurant. A total of 27 students attended, along with seven employers from various Native corporations and CBPP faculty members Sharon Lind, Stasia Straley, and Lynn Koshiyama. This lunch provided students an educational setting to learn about business and lunch etiquette with networking opportunities with employers from the community.

Native Student Services (NSS)
NSS partnered with the UAA Native Student Council (NSC) and UAA American Indian Science and Engineering Society (AISES) to host the second annual Giving Thanks Potluck and Dance Celebration on Friday, November 20. This event was held from 6:00 pm to 9:30 pm in the Lucy Cuddy Hall with 368 students, staff, and community members in attendance.

New Student Recruitment (NSR)
The first Counselor Appreciation event held on November 13 was a great success. NSR hosted 47 counselors from 14 schools districts throughout Alaska. Chancellor Case provided the welcome followed by a casual dinner with UAA personnel, including the academic deans. After dinner the counselors toured the Residence Hall and then attended a women’s basketball game at the Alaska Airlines Center.

Application Days offer Alaska high school students the opportunity to meet one-to-one with UAA recruiters and advisors to complete an application for admission at high schools throughout the state. This fall, NSR hosted application days at Grace Christian, Eagle River, Chugiak, Seward, Su-Valley, Nikiski, Soldotna, Kenai, West, South, Eielson, Lathrop, Hutchison, West Valley, North Pole, East, Houston, Bartlett, Service, Kodiak, Bethel, and Homer. An additional opportunity for students in the Anchorage area to receive personal assistance with the application process will be offered on December 15 in the University Center One Stop.

UAA TRiO Programs
Educational Talent Search (ETS)
ETS hosted Career Exploration Field Trips for ETS students for middle and high school students on October 16 and 23. Students were able to interview a panel of professionals, tour the College of Engineering and the Community and Technical College; 50 students participated.

UA Scholars @ UAA Program
The UAA University of Alaska Scholars ceremony and reception was held on November 16 at the Alaska Airlines Center. The event was among one of the largest hosted by UAA with 503 scholars and guests attending the event. Participants were presented with certificates by President Johnson and, following the awards ceremony, were invited to meet with representatives from each of the UAA colleges and enjoy some jazz music provided by the UAA Jazz Ensemble.
Dean of Students Office, Student Conduct; Alcohol, Drug, and Wellness Education; and Care Team
Over the past month, the Care Team coordinator provided outreach and education to the community in the form of presentations and tabling events.

The Statewide Behavior Intervention and Threat Assessment Coalition will participate in a two-day training on forming, growing, and managing Behavior Intervention Teams and how to conduct a Threat Assessment in the Spring of 2016. The training will be presented by Brian Van Brunt, Ed.D., from the National Association for Behavior Intervention Teams (NaBITA).

Department of Residential Life (DRL)
On November 12, the second part of Relaxed Registration was presented and students had the opportunity to register for their classes. Individuals who participated had the chance to win a Kindle Fire or a Samsung Chromebook.

On November 5, the Alaska Native Heritage Month Kick Off event was hosted in the Student Union. Lieutenant Governor Byron Mallot was the keynote speaker. The students from the Alaska Native Cultural Charter School performed Yupik dances and the Native Student Council demonstrated Alaska Native games.

ANROP Coordinator Karla Booth and the Cama-i Room Peer Mentors reached out to rural students living on campus the week of November 9 to inform them about the deadline for withdrawal and options to pay remaining balances.

Multicultural Center (MCC)
On Sunday, November 22, the Multicultural Center co-hosted the second annual International Student Thanksgiving Dinner at UAA. Approximately 95 students and a host of administrators, including the Chancellor, attended.

The bi-annual AHAINA Graduation Recognition Ceremony will be held on Saturday, December 12 from 11:00 a.m. to 1:00 p.m. in the Cuddy Center.

Student Health & Counseling Center (SHCC)
SHCC supported the Smoke Free Campus Initiative through the provision of individual physical health and mental health appointments to support students who have identified a desire to quit using tobacco products.

During the month of November, SHCC made flu vaccines within the clinic available to U.S. military active duty and veterans at no charge.

On December 1 and 2, SHCC hosted the annual Free Soup Lunch from 11:00 am to 2:00 pm in Rasmuson Hall.

Student Life & Leadership (SL&L) and Student Union & Commuter Student Services (SU&CSS)
Rudy Abam will be the 2015 Fall Student Commencement Speaker.

USUAA completed their review and endorsements of fee increase requests for SHCC as well as Student Activities.

The Northern Light (TNL) produced the annual Shootout Edition. This paper was on stands Tuesday, November 17, and was distributed by TNL staff at the Shootout over Thanksgiving weekend.

The Student Union Gallery opened the annual exhibit, Foundations, featuring works of UAA Art students in 100- and 200-level courses.

The Student Union was the site of Alaska Common Grounds public forum on Alaska Climate Change. Students, faculty, staff, legislators, and other public officials attended the day-long program.

The UAA Crafts Fair will be held on Saturday, December 5 from 10:00 am until 5:00 pm in the Student Union.
CENTER FOR ADVANCING FACULTY EXCELLENCE

- CAFE co-sponsored **Title IX trainings** on November 10 and 11. Trainings were conducted by Robin Clawson from the Office of Equity and Compliance. The sessions are available to any interested party.

- CAFE sponsored several opportunities for **Academic Writing Month**, a nationally-recognized event that happens each November. Heather Adams and Jennifer Stone (English Department) offered a workshop on scholarly writing and helped faculty work on strategies to promote more effective writing practices. We also offered three write-on-site opportunities for those who wanted to focus on their scholarly writing.

- November 12, we hosted our annual **Difficult Dialogues Public Policy Debate** in partnership with the **Seawolf Debate Program**. The event drew approximately 125 people including students, faculty, and many members of the community. The debate addressed the topic “UAA should prioritize workforce development over a liberal arts education.” Robert Hockema and Nick Tabaczka spoke in favor of an emphasis on liberal arts, while Demry Mebane and Kathryn Casello spoke in favor of workforce development as a priority. A panel of faculty experts weighed in after the debate, including Kyle Hampton (Economics), Dan Kline (English), LuAnn Piccard (Engineering), and Landry Signe (Political Science). Libby Roderick facilitated the public discussion. The debate concluded with a poll of the audience that reflected strong support for the liberal arts.

- On November 13, CAFE offered an introductory training in **Team-Based Learning (TBL 101)** led by Sandra Ehrlich-Mathiesen (College of Business and Public Policy), designed for faculty wanting to get started with this transformative, active learning pedagogy. Attendees represented a range of disciplines (English, Justice, Biology, Accounting, Nursing, WWAMI), and Sandra’s presentation was outstanding. We’ll be offering a follow up session on facilitation of TBL in the spring. Sandra Ehrlich-Mathiesen is pursuing certification in the Team-Based Learning Collaborative’s Train-the-Trainer program.

- Our November **Lunch and Learn** event was entitled **Addressing Disruptive Behavior in the Classroom**. The session was led by Michael Votava and Jessica Mason from Student Affairs.
CAFE Opportunities on the Horizon

- **Save the date!** On **February 12 and 13**, CAFE will welcome Dr. Michael Sweet, Senior Associate Director of Northeastern University’s Center for Advancing Teaching and Learning Through Research. An internationally-recognized expert and speaker in effective pedagogies and learning processes, particularly in groups and teams, Dr. Sweet will join us for two days of programming. He will lead faculty in workshops on flipped classrooms, contemplative teaching practices, and critical thinking. In an attempt to make faculty development programming available to adjunct faculty, we will offer sessions on Saturday, February 13.

- In December, CAFE will release an **RFP for mini-grants**, open to departments and/or community campuses, to develop support structures or programs to enhance faculty development opportunities for part-time and term faculty.

- In December, CAFE will release an **RFP for mini-grants**, open to departments and/or community campuses, to develop support structures or programs to enhance faculty development opportunities for part-time and term faculty.

- In December, CAFE will open enrollment in a **faculty community** focused on scholarly writing projects. The group, led by Ray Ball (History), will work on writing projects using the book *12 Weeks to Writing Your Journal Article*.

- In December, CAFE will open enrollment in a **faculty community focused on inclusive excellence and Difficult Dialogues** grounded in the methods found in the book *Stop Talking*. In the wake of student protests and events at Mizzou, Yale, and other campuses, faculty and other members of the University community are thinking about the best, most respectful ways to listen to and engage with students. Our long-standing Difficult Dialogues program, which has received international attention, includes faculty-developed materials that are specifically designed to promote and support meaningful conversations about a range of highly sensitive issues. Faculty who experienced Difficult Dialogues learning opportunities in the past tell us they have found the approaches and perspectives an invaluable tool as they engage their students on some of the most challenging topics of our time.

- In January, CAFE will continue supporting ongoing work with the Office of Undergraduate Academic Affairs on curriculum mapping and assessment of general education learning outcomes. Sessions will occur on **Thursday, January 7**, and more details will be shared via the faculty listserv and the CAFE website.

**CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING**

- RFPs are out for Community-Engaged Student Assistants and Faculty Mini-Grants, and both are due back on **Friday, December 11**: mini-grant applications are due at noon and CESA applications by **5 pm**. Access RFP at [www.uaa.alaska.edu/engage](http://www.uaa.alaska.edu/engage) or check faculty listserv announcement. Faculty mini-grants are available up to $2,000 and are reviewed by committee. CESAs can support faculty with a course, research project or creative activity that is community-engaged. Proposals will be reviewed the week of December 14-18 and announced by December 21st.
The Second Bridge Award Nomination is also out for students and due back Friday, January 29, 2016. The invitation to students is "Oh, the places you'll go!" to design a learning and developing experience for themselves that addresses a community need. In the past, students have gone to Guatemala, Nepal, and rural Alaska. The award is for up to $2,000. The Alex Hills Engineering & Civic Engagement Award is due the same day and provides a student or group of students with $2,500 for an engineering project for the public good. Please encourage students to apply and have them contact the Center to discuss ideas.

The November 6th Urban & Rural in Alaska conference was very well attended with a keynote address by Mara Kimmel on "Our Collaborative Impact" and nearly 25 faculty giving "Rapid Fire Community Engagement" summaries of their teaching, research and creative activity. An afternoon workshop on facilitating public dialogue resulted in 14 faculty, staff and community members receiving certificates in beginning public facilitation skills. Both the keynote address and the Rapid Fire Community Engagement were taped, which will be available shortly.

Our CEL A392 Advanced Civic Engagement class recently awarded $2,500 each to four different community organizations: AWAIC, STAR, Children's Lunchbox, and Mountain View Boys & Girls Club. Students in the class have $10,000 to award to 4 different agencies, and they learn about philanthropy, non-profits and state and local issues before reviewing proposals written by Angela Andersen's ENGL 212 Technical Writing class (Summer 2015). The funding is given by the Learning by Giving Foundation with a local match contributed in part by The Foraker Group and The Atwood Foundation. Several foundations and community organizations contributed to this project as guest speakers including the UA Foundation, The Alaska Community Foundation, Rasmuson Foundation, and Foraker. An awards celebration attended by the award winners, guest speakers, and students was held on Thursday, November 19th.

The Certificate in Civic Engagement is being proposed as an 18 credit Minor in Civic & Community Engagement as a change from a 30 credit Certificate. Three CEL courses will be required, the first of which, Introduction to Civic Engagement, is a social science GER. Nine additional credits will be comprised of our courses that are designated as CE or SL. In addition, students completing a practicum or internship in their discipline with a civic focus may request that this substitute for the required Civic Engagement Internship.

ACADEMIC INNOVATIONS & eLEARNING

Blackboard:

Over the UAA winter break Blackboard will be unavailable from Dec 24, 2015 - Jan 1, 2016 in order for technicians to perform much needed systems maintenance and equipment upgrades. Blackboard will again be available on Jan 2, 2016. We urge all faculty to plan their course preparation activities well in advance to account for the system downtime. To help faculty update their spring courses before the holiday break, we are offering workshops that aid instructors through the procedure. We guide faculty on the upgrade Export/Import development process and offer an overview of the new features. The upgraded features include: SafeAssign as an Assignment Option, new Student Preview, easier feedback view for students, anonymous and delegated grading options and more.
Professional Development:

- This month we are focusing faculty professional development on “Accessibility”, hosting workshops that instruct faculty how to make their course materials more accessible to all students. The workshops will open a wider conversation on the latest trends in higher education accessibility “policies/programs/initiatives” at campuses nationwide. They will also teach faculty how to update older materials and create new ones. We will advise on how to find OER materials and how to work with the library liaison to find materials already created for accessibility.

  - December 1, 2015: How To Get Started Early and What’s New To You Workshop
  - December 3, 2015: How To Get Started Early and What’s New To You Workshop/Webinar
  - December 8, 2015: Availability Workshop
  - December 10, 2015: Availability Webinar

eLearning:

- Distance Student Services is in the process of establishing a committee to review Online Testing Services for Distance Education at UAA. In working towards the goal that eLearning courses are available in a 100% online format, our office is looking into online testing as another provided service. If successful, this new service would allow instructors teaching online courses to offer proctored exams for purposes such as student validation and subject matter assessment, without requiring student to go to a physical testing center. An introductory meeting open to all was held on 10/26/2015 to discuss the proposed service and to gain initial input. Following the meeting, a survey was distributed to eLearning faculty for input on usability and wanted features. Through these responses a Request For Proposals, RFP, will be sent out to all identified vendors with the hopes or the committee reviewing the responses by the beginning of January.

eWolf:

- **Promotion and Tenure**: Work continues to progress well with the Promotion and Tenure pilot efforts. For questions, please contact Arlene Schmuland (or Heather Caldwell) directly.

- **Pilots with ASD (Anchorage School District)**: Working in partnership with College of Education and College of Business and Public Policy, Polaris and Clark schools are piloting e-portfolio (Digication) services.

- **eWolf Coach**: We still have an eWolf student coach position available. The coaches, which are housed in the Learning Resource Center, provide direct support services to students involved in eWolf efforts.

- **Future opportunities**: Discussions are beginning with Stanford (based on the Helen Chen UAA visit) to partner with them on a number of efforts: work with Native Student Services, connecting to institutional repositories, and workforce functions (this discussion has also drawn initial interest by the Department of Labor).
INSTITUTIONAL EFFECTIVENESS, ENGAGEMENT AND ACADEMIC SUPPORT

  - In a review in Vol. 30, No. 2, Fall 2015 of *Alaska History*, reviewer William G. Robbins of Oregon State University wrote: “This short book, the creation of a caring faculty member and administrator, deserves a wide reading in Alaska.”

- New reports available on our website [https://www.uaa.alaska.edu/institutionaleffectiveness/](https://www.uaa.alaska.edu/institutionaleffectiveness/)
  - UAA’s *Performance ’15*, an annual look at institutional highlights and performance on selected metrics.
  - *eLearning at UAA, 2014-15*, an annual look at eLearning courses, programs, and support provided to faculty and students.
  - *2015 Completion Profile*, provides a look back at graduates and their patterns of behavior.

INSTITUTIONAL RESEARCH

- Institutional Research has distributed its 2014-15 Fact Book to the campus. Additional copies can be requested from IR.

UAA/APU BOOKS OF THE YEAR

- The film *Liberty 9500* documents the first, and possibly only time in U.S. history when an Arizona-style immigration law was actually implemented, and the surprising grassroots opposition that led to its repeal. It will be shown on **January 27th at 6:30 pm at the Loussac Library, 4th floor**. Shown in partnership with Lousacc Library’s *Watch and Learn* program to explore the Books of the Year theme of "Negotiating Identity in America".