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

2012-2013 Officers:

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III. Agenda Approval (pg. 1-3)

IV. Meeting Summary Approval (pg. 4-7)

V. Reports
   A. Chancellor Tom Case
      i. President Highlights (pg. 8-13)
B. Interim Vice Chancellor and Provost Bear Baker

C. Vice Chancellor Bill Spindle

D. Vice Chancellor Megan Olson (pg. 14-15)

E. Vice Provost for Research and Graduate Studies, Helena Wisniewski

F. Provost Search Committee Co-Chairs Anne Bridges and Susan Kalina

G. Employee Satisfaction Survey Working Group – Susan Garton

H. Union Representatives
   i. UAFT
   ii. United Academics

I. CAFE Update
   http://www.uaa.alaska.edu/cafe/

VI. Officer’s Reports
   A. President’s Report (pg. 16)

   B. First Vice President’s Report (pg. 17)

   C. Second Vice President’s Report
      i. Election of UAB COE representative, Ira Ortega

VII. Boards and Committees
   A. Graduate Academic Board
      i. Curriculum (pg. 18)

   Joint UAB and GAB motions:

   ▪ Curriculum Handbook Changes (pg. 19-35)
   ▪ Proposed Modification of Catalog Language Regarding Course Repeats (pg. 36-38)
   ▪ Summer Add/Drop Deadlines (pg. 39)
   ▪ Posthumous Degrees (pg. 40-41)
   ▪ Electronic Signatures:

      Motion to accept scanned or faxed signed copies of the CAR and PAR as long as
      signatures up to the Deans level are there and legible and the approved or disapproved
      boxes are checked.

   B. Undergraduate Academic Board
      i. Curriculum (pg. 42-43)
      ii. Motions (pg. 44-45)

      Motion to accept the Proposed Modification of Catalog Language Regarding Catalog Year and
      Course Prerequisites memo.

   C. General Education Review Committee (pg. 46)
D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 47-49)

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 50)

H. Nominations and Elections Committee

I. Diversity Committee (pg. 51-52)

J. Faculty Grants and Leaves Committee

K. Institutional and Unit Leadership Review Committee (pg. 53)

L. Library Advisory Committee (pg. 54)

M. Professional Development Committee

N. Student Academic Support and Success Committee (pg. 55-58)
   i. Motion Memo (pg. 58)

O. Community Campus Committee

P. Ad Hoc Committee for Academic Integrity (pg. 59-61)

Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 62)

R. GER Assessment Task Force (pg. 63)

VIII. Old Business

A. 

IX. New Business

A. Motion: The faculty senate supports the institutional availability and effective support of e-portfolios for enhancing, assessing, and showcasing student learning as an option for those faculty and programs that choose to use them and recommends that appropriate resources be committed to support them.

X. Informational Items & Adjournment

A. Ton in Ten – Human Services Peanut Butter and Jelly Drive
I. Call to Order
II. Roll- (P=Present; A=Absent; E=Excused)

2012-2013 Officers:

| P | Boeckmann, Robert - President | P | Fitzgerald, Dave - Chair, UAB |
| P | Fitch, Mark - 1st Vice President | P | Schmuland, Arlene - Chair, GAB |
| P | Smith, Tara - 2nd Vice President & Parliamentarian | P | Bhattacharyya, Nalinaksha - Past President |

2012-2013 Senators:

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| E | Boege-Tobin, Deborah | P | Garton, Susan | P | Orley, Soren |
| P | Bowie, David | P | Green, Amy | P | Pence, Sandra |
| E | Campbell, Elizabeth | P | Haigh, Jane | P | Predeger, Betty |
| E | Cates, Keith | P | Harder, Alberta | P | Rawlins, Katherine |
| P | Chamard, Sharon | P | Harville, Barbara | E | Russ, Debra |
| P | Cook, Sam | P | Hazelton, Bill | | Schreiter, Mark |
| P | Davis, Leanne | P | Hoanca, Bogdan | P | Siemers, Cheryl |
| P | Denison, Sheri | P | Ippolito, Mari | P | Skore, Tom |
| P | Dennison, Elizabeth | P | Jache, Anne | P | Smiley, Len |
| P | Din, Herminia | P | Kappes, Bruno | P | Spieker, Rena |
| E | Dirks, Angela | P | Kelly, Terry | P | Theno, Christine |
| P | Drinka, Dennis | P | Kirk, Sarah | P | Thiru, Sam |
| P | Dutta, Utpal | P | Kopaz, Eva | P | Toscano, Sharyl |
| P | Fitzgerald, Dave | E | Kuden, Jodee |
| P | Folias, Stefanos | P | LaRue, Sharon |
| P | Foster, Larry | P | McCoy, Robert |
| P | Fox, Deborah | P | Miranda, Francisco |
| | | | P | Mole, Deborah |
| | | | E | Nabors, Forrest |

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

IV. Meeting Summary Approval (pg. 4-9)
Approved

V. Reports
A. Chancellor Tom Case
   i. President Highlights (pg. 10-16)
B. Interim Provost and Executive Vice Chancellor Bear Baker
   BOR met last week and approved two new programs for UAA (Certificate in Retail Management and the Paralegal Studies program)

C. Vice Chancellor Bill Spindle
   Met with the Board of Regents last week to discuss the new parking garage at UAA
   Budget requests have been presented to the Regents and they have a month to review it
   Looking at improving traffic flow on UAA drive, including straightening out Mallard road and creating a new path way for students to cross
   Received approval to renovate the Beatrice McDonald building, the MAC housing and the Allied Health building
   The Valley Center for the Arts addendum was approved by BOR

D. Vice Chancellor Megan Olson’s Report

E. Vice President of Academic Affairs, Dana Thomas
   A set of questions were distributed to Dana before the meeting
   Discussed that how we do business is changing, not the business we’re in
   A list of themes for SDI will be available to faculty on October 15th and feedback will be encouraged
   Would like to see more communication between the university and the high school
   Discussed why is change needed: Alaska is ranked one the lowest for collegiate student completion rate and was ranked one of the highest for cost per student
   Discussed the cost of the SDI process so far: 80 listening sessions required overnight travel, refreshments were provided, no cost for space; did not include personnel cost
   Asked faculty to think about what would be the counter cost if we didn’t listen to faculty, staff, community, and alumni?
   What is the role of administration considering we are three separate accredited universities?- The Alaska Constitution does not establish separate institutions. The BOR saw a need for separate universities and they can take action to establish or eliminate an institution.
   Discussed Statewide contraction including their 4.8% budget reduction this year

F. Union Representatives
   i. UAFT
   ii. United Academics

G. CAFE Update
   http://www.uaa.alaska.edu/CAFE/

VI. Officer’s Reports
   A. President’s Report (pg. 17)
      Executive Board reviewed the charge of the PDC and has decided to suspend the activities of the committee for the year. The Nominations and Elections committee will review the charge further and make a recommendation to the Senate.
      Working on finding faculty volunteers for the new committees.
B. First Vice President’s Report

C. Second Vice President’s Report

Welcomed new members

Vacancies still exist on several committees

VII. Boards and Committees

A. Graduate Academic Board
   i. Curriculum (pg. 18)
   ii. Goals (pg. 19)
      
      Approved

B. Undergraduate Academic Board
   i. Curriculum (pg. 20-21)
   ii. Goals (pg. 22)
      
      Approved

C. General Education Review Committee
   i. Goals (pg. 23)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment (pg. 24)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 25-27)
   i. Goals (pg. 26)

G. Budget, Planning, and Facilities Advisory Committee- BPFA
   i. Goals (pg. 28)

H. Nominations and Elections Committee

I. Diversity Committee (pg. 29-31)
   i. Goals (pg. 30)

J. Faculty Grants and Leaves Committee

K. Institutional and Unit Leadership Review Committee
   i. Goals (pg. 32)

L. Library Advisory Committee (pg. 33-35)
   i. Goals (pg. 34-35)

M. Professional Development Committee

N. Student Academic Support and Success Committee (pg. 36-40)
   i. Goals (pg. 39-40)

O. Ad Hoc Committee for Academic Integrity (pg. 41)
i. Goals (pg. 41)

P. Ad Hoc Committee for Community Campus (pg. 42)
   i. Goals (pg. 43)

Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness
   i. Goals (pg. 44)

VIII. Old Business
   A. Change to Campus Smoke-Free Environment Policy (pg. 45-46)

      Motion from the University Assembly: The University Assembly recommends accepting the changes to the Campus Smoke-Free Environment Policy with an amendment to change the length from 20 feet to 50 feet and include the language ‘unless otherwise specified’.

      Motion: Faculty Senate recommends accepting changes to the Campus Smoke-Free Environment Policy with an amendment to say “smoking and smoking receptacles are not permitted within 50 feet of doorways and air intake areas.”

      1st Mari Ippolito
      Approved

IX. New Business

X. Informational Items & Adjournment
   A. Alaska Quarterly Review Liberty and Justice (For All) exhibition at APU (pg. 47-48)
UAA

UAA anthropology professor Dr. Steve J. Langdon received the 2012 Edith R. Bullock Prize. Dr. Langdon also gave the keynote address on the opening night of the 100th Centennial Convention of the Alaska Native Brotherhood on Tuesday, Oct. 2 in Sitka.

UAA’s Safety Awareness Month included over 20 campus-wide programs throughout September including crime prevention, physical safety, and personal safety responsibility.

On Oct. 5, Vice Provost for Research and President of Seawolf Holdings, LLC, Dr. Helena S. Wisniewski, received a Letter of Intent from the 49th SAF, for $1.5M in funding for Seawolf Venture Fund, LP. They are entering the due diligence phase.

UAA’s Child Welfare Academy (CWA) and the Office of Children’s Services are partnering to designate a position that would enhance support and outreach services to current and former foster youth ages 16-23.

Kenai Peninsula College Kachemak Bay Campus Director Carol Swartz has been named one of the 2012 Recipients of the Governor’s Awards for the Arts and Humanities. She will be honored for her Distinguished Service to the Humanities on Oct. 18 during a dinner at the Hotel Captain Cook.

The North America Process Technology Alliance (NAPTA) invited Jeff Laube, KPC’s assistant professor of process technology to conduct two instructional workshops at the 2012 NAPTA Conference for more than 130 attendees.

Matanuska-Susitna College (MSC) adjunct Meggie Aube has been invited to speak at the Percussive Arts Society International Convention, the largest percussion event in the world.

Justice faculty Dr. Marny Rivera and Dr. Cory Lepage, will be research partners with the Alaska Victim Legal Assistance Network under a grant awarded by the U.S. Office for Victims of Crime (OVC).

UAA’s Institute of Social and Economic Research has received a $288,000 check from the estate of Roxolana Pomeroy, for the Harold E. Pomeroy Public Policy Research Endowment.

The 20th Annual Celebrity Chef Invitational raised nearly $40,000, between the UAA Culinary Arts Hospitality Scholarship ($20,000) and the Dean Radcliffe Memorial Scholarship ($19,820).

Dr. Heather E. Hudson has been invited to be an inaugural Fellow of Columbia University’s Institute for Tele-Information.

MSC held its annual legislative forum featuring Susan Parsons Herman (2012 Democratic candidate for District 5), Senator Charlie Huggins, Representative Mark Neuman, Pam Rahn (candidate for House District 10), Representative Wes Keller, Senator Fred Dyson, Jamey Duhamel (Democratic candidate for State House District 6), Lynn Gattis (Republican candidate for State House – District 9), Representative
Blake Merrifield, Click Bishop (Republican candidate for District 3), Representative Shelley Hughes, Representative Eric Feige.

**UAF**

The christening and launch ceremony for the research vessel Sikuliaq took place Oct. 13; a reception is planned for Oct. 20 in Fairbanks. Outfitting and testing of the ship will continue until delivery in September 2013. The 261-foot vessel is owned by the NSF and will be operated by SFOS. Seward will serve as the ship’s homeport beginning in December 2013.

UAF was awarded $5.3 million to continue the work of the Center for Alaska Native Health Research. The five-year grant is the final in a series of NIH grants to build biomedical research infrastructure. CANHR has been studying obesity, genetics, nutrition and cancer in Alaska Natives for 11 years.

The Apache Corp. is sharing its Cook Inlet 3-D seismic data with the Division of Geological and Geophysical Surveys and UAF to better characterize and identify seismic hazards in Southcentral Alaska—one of the most seismically active and densely-populated regions in the state. The quality of quantity of this data set makes it a significant donation to basic scientific research.

Construction of the newest SuperDARN, or Super Dual Auroral Radar Network radar in Adak is complete. Scientists at the Geophysical Institute led the project, with participation from Virginia Tech, Johns Hopkins Applied Physics Lab and Dartmouth College. The total network consists of more than 20 radars.

UAF hosted Campus Safety and Preparedness week. Highlights included testing the emergency notification system.

A ribbon-cutting took place at the Chukchi Campus in Kotzebue for a $1.8 million construction and renovation project that includes a new aviation wing housing the new aircraft simulator.

Joe Usibelli and Peggy Shumaker recently made a $25,000 gift in support of the Alaska Literary Series at the UA Press. The fund was established in 2011 with their donation of $20,000.

More than 1000 students took part in the Student Job and Research Fair and the Careers in Energy Job Fair hosted by Career Services. Students connected with 43 UAF departments and 15 major energy industry employers participated. More than 100 students have already been interviewed.

The Kodiak Seafood and Marine Science Center conducted research on salmon as a source of omega-3 fatty acids to support space crew health.

Pulitzer Prize-winning journalist and foreign correspondent Lewis Simons is this year’s Snedden Chair in journalism. More information is available at www.uaf.edu/journal/snedden/.

Ron Templeton is the new assistant chief of fire and life safety (fire marshal). Templeton has more than 20 years of experience in fire safety and prevention.

U.S. News and World Reports online magazine named UAF one of the 2013 best colleges in photos.
More highlights are available at www.uaf.edu/chancellor/highlights/.

**UAS**

The governments of Yukon and Alaska, along with Yukon College and the University of Alaska Southeast, signed a new Memorandum of Agreement (MOA) Oct. 11 in Juneau to promote mutual cooperation in industrial and mine training. “There is mutual benefit for Yukon and Alaska to share mining-related educational programming and information,” Yukon Education Minister Scott Kent said. “This Memorandum of Agreement provides an opportunity for further cooperation in the pursuit of our similar needs and interests.” Hard rock mines – both surface and underground – in addition to placer mines, operate in Yukon and Alaska. The need for common training and expertise is just one aspect of the expanding relationship between the territory and state.

The UAS Center for Mine Training held a graduation ceremony for thirteen students Oct. 12 who completed an Entry Level Miner course. With an emphasis on personal and job safety, the 240-hour class prepares students to be “work ready” for mine employers. The ceremony was attended by family and friends of the graduates as well as elected officials from local, state and federal government. This class is made possible through a partnership between the Alaska Department of Labor, UAS, UA Mining and Petroleum Training Service, UA Corporate Programs and the support of local mines.

In collaboration with scientists from NOAA, UAS, UAF, and his students, Marine Biology faculty David Tallmon studies how sculpin and salmon in Auke Creek, Alaska, are adjusting and adapting to a changing environment. At an Evening at Egan lecture Oct. 19, Dr. Tallmon described projected future changes of stream conditions in Southeast Alaska. Salmon availability has decreased for humans and non-humans who live along Auke Creek’s banks and look forward to an annual salmon harvest. However, despite these shifts in migration, Auke Creek salmon have not decreased in abundance. Further study is underway to determine if they will remain resilient in the future.

The article, “Atticus Finch Looks at Fifty,” authored by Associate Professor of Law Science Michael Boyer will be published in the Fall 2012 issue of the Maryland Law Journal of Race, Religion, Gender & Class. Boyer’s article is an interpretive and reflective review of the famous literary lawyer Atticus Finch on the 50th anniversary of the book and film *To Kill a Mockingbird*.

**STATEWIDE**

**Finance & Administration**

Records & Information Management finished digitizing a six year backlog of time sheets during October by changing the business process of archiving time sheets via transferring microfilm to digital images in the OnBase system.

We are delighted to announce that once again Alaska’s T. Rowe Price Plan (section 529) has received a Gold (top) rating from Morningstar (one of the premier mutual fund rating services). Only 4 out of 64 large plans, who were evaluated, received this Gold rating.
PRESIDENT’S COMMENTS

Met with Staff Alliance, Faculty Alliance chair, UAF Provost’s Council & Research Working Group, UAA Assembly, Community Campus Director’s Conference, and the SW Fairbanks/Anchorage/Soldotna staff on SDI and current UA activities.

Met with Anchorage School District Superintendent on the subject of curriculum and instruction alignment.

Met with Kodiak School District Superintendent regarding District – Kodiak College joint programs.

Participated in the Statewide Longitudinal Education Database Executive Committee meeting.

Attended the SW Policy Research Alliance Panel meeting on achieving student success.

Attended Arctic Winter Games Commission reception at UAF Museum of the North.

Attended AFN in Anchorage to hear AFN’s education workgroup presentation and visit with our UAF/RAHI booth team.

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Compiled by UA Institutional Research and Analysis.

October 18, 2012
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Alumni Relations
The Third Annual Green & Gold Gala
On Sept. 29, 400 alumni and friends gathered to honor three Alumni of Distinction and raise funds for UAA Alumni Association Scholarship fund. The alumni honored for their service to the community were Carol Comeau for Alumni of Achievement, Roald Helgesen for Alumni Humanitarian and Candice McDonald for Emerging Alumni Leader. The festivities brought in over $78,000 for the UAA Alumni Scholarship fund. Thanks to all of you who came out to show your support and make this event a tremendous success.

Chancellor's Implementation Committee
Alumni Relations continues to work with Chancellor's Implementation Committee (IC) and the UAA Alumni Association on moving forward with best practices for institutional alumni relations. Following the October IC meeting, UAA and the IC have decided to proceed with a restructure of the Alumni Association. Moving forward the UAA Alumni Association will be inter-related with UAA meaning the association will not maintain a 501(c)3 status and will not fundraise or advocate independent of the university. This is a positive development that allows the association to focus primarily on engaging alumni with UAA. Members of the UAA Alumni Association, the IC and UAA Alumni Relations are meeting over the next two weeks to develop the governance documents for the structure. The Alumni Association is in the process of sunsetting it's dues-paying membership program and paving the way to welcome all alumni of UAA into the new UAA Alumni Association.

Development
Outstanding Professional in Philanthropy
Beth Rose has been awarded the 2012 Outstanding Professional in Philanthropy. This award honors an outstanding individual fundraising professional who works directly for a nonprofit, charitable organization in Alaska. She will be honored on November 9 at the National AFP Philanthropy Awards Luncheon at 11:30 a.m. held at the Dena’ina Center.

Estate Gifts
ISER has received a $288,000 donation from the estate of Roxolana Pomeroy, for the Harold E. Pomeroy Public Policy Research Endowment. Dolly Farnsworth and John Havelock, longtime friends of the Pomeroy’s, presented the check to ISER on October 17.

Roxolana Pomeroy established the endowment in 1985, to honor her husband, Harold Pomeroy, who died in 1983. Both Harold and Roxolana Pomeroy took a keen interest in public policy in Alaska and were active in state and local government during the early decades of statehood.

The endowment supports faculty research on Alaska public policy, and ISER faculty will determine which issues to study in the future. Since receiving the original endowment in 1985, ISER has used it to support research on the critical issues of Alaska Native subsistence and health care.

Pick.Click.Give.
As of October 19, Pick.Click.Give. donations from the 2012 Alaska Permanent Dividend Fund have brought in over $25,000 to the University of Alaska system (over $11,800 to UAA campuses). This is more than a 57 percent increase over 2011. With the one-to-one match, provided by the generosity of ExxonMobil, the total 2012 giving to the University of Alaska through Pick.Click.Give. will exceed $50,000.
Corporate and Foundation

- The Rasmuson Foundation contributed $193,000 to Rasmuson Foundation/ANSEP Fund, providing support for ANSEP’s participation in a Regional Math and Science Student Cohort Intensive with Bethel Regional High School and Yuut Elitnaurviat. ANSEP provides support of this project through computer building activity and an Acceleration Academy. This is the final installment from the Rasmuson Foundation, which received funding for this program through a grant from the Bill & Melinda Gates Foundation’s College Readiness and Postsecondary Success Initiatives. The Gates Foundation’s focus for the initiative is to identify strategies to support education for “low income, minority populations” in Alaska.

- Rasmuson Foundation contributed $12,192 to the Small Business Development Center

University Relations

- Accolades has been delivered to the printer and will be in mailboxes by mid-November. You can look forward to reading the fall/winter edition that focuses on the theme, "UAA: Making our Mark on Alaska."

- UAA won a 2012 Prism Award at the inaugural American Marketing Association, Alaska Chapter, event earlier this month. The "I am UAA" campaign dominated in the Marketing Campaign category, Nonprofit.

- We are excited to launch a preview of UAA’s new branding campaign at the 2012 Chancellor's Holiday Party in mid-December. You’ll get to hear about what our new brand can do for UAA, see what the look and feel is for upcoming creative pieces, view a newly created (and yet-to-be-released) television commercial, and hear our awesome new tagline. Keep your eyes open for an invitation to this upcoming campus-wide party.

- Kathleen McCoy from UAA’s Office of Advancement has a new weekly column in the Anchorage Daily News that highlights amazing stories of UAA’s faculty, staff, students. Her first piece featured faculty member EJ David, her second piece featured UAA’s debate team [http://www.adn.com/2012/10/27/2674017/kathleen-mccoy-uaas-debating-success.html](http://www.adn.com/2012/10/27/2674017/kathleen-mccoy-uaas-debating-success.html), and her upcoming piece, which will be in next Sunday’s online and print editions, will feature staff member Mike McCormick. You can also check out UAA’s new blog [http://community.adn.com/adn/blog/128390/](http://community.adn.com/adn/blog/128390/) on the ADN website called Hometown U.

# # #
In my duties as Faculty Senate President I have done the following since the last meeting of UAA’s Faculty Senate:

- Convene Faculty Senate Executive Board Meetings
- Attend GAB, GERC, and UAB and participate in discussions relating to curriculum and curriculum management.
- Represent Faculty Governance perspective on Provost search committee – finalizing short list of candidates to visit Campus in November
- Meet with Interim Provost Bear Baker and Asst. Vice Provost Marian Bruce to discuss Faculty Evaluation Guidelines timeline and systems for accounting for annual productivity in research and creative activity
- Attend and participate in Faculty Alliance meeting
- Establish working group to assist Lora Volden in developing a consistent approach to evaluating international transcripts
- Establish a working group to investigate the variety of forms electronic faculty review / evaluation files may take
- Attend and participate in Provost’s discussion group on eportfolios
- Develop proposal for UA Statewide to have a UA wide AAC&U workshop hosted at UAA in January
- Attend meeting with Interim Provost and Vice Chancellor of Administrative Services and others regarding UAA mission alignment, strategic guidance, and program prioritization
- Attend UAA’s National Coalition Building Institute Leaders Group – discuss plans for workshops and strategic planning for UAA.
November 3rd, 2012

Report of the 1st Vice President

- Distance GER Natural Science Lab discussion
  I have had conversations with faculty who teach GER natural science lab courses both distance and elsewise. A list of principles which can lead to recommendations and policies is currently being organized based on these conversations as well as the work of the Faculty Alliance task force from spring 2012. The list with initial recommendations will be released soon for comments from all faculty and later brought to the Faculty Senate for approval.

- Copious meetings
  As usual I have attended many meetings which are already documented in the president’s report.
Program/Course Action Request

A. SOE
   Add  PM A690  Selected Topics in Project Management (3 cr)(3+0)
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review
A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:
A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. Note: Deans/ Directors may require this information for new courses.

E. Impact on other affected UAA programs and courses.

E.F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review
The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):
The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.

The Governance Office forwards Workforce Credential proposals to OAA for review and approval.

Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

14. New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website (www.uaa.alaska.edu/governance) for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

12. New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying SAC of the curriculum actions.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU, the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level

2. Grammatical change in course description

3. Co-requisite changes that only affect the prefix department

4. Fee change

5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

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

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:
      - school/college, department, course prefix, course number, course title: (as found in CAR boxes 1a, 1c, 2, 3)
      - course description (as found in CAR box 15)
      - add/change/delete and if change, a summary list of changes (as found in CAR box 8)
2. Coordination should take place early in the curriculum process and consists of three steps:

a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before approval by OAA as well as:

- School and department (CAR boxes 1a and 1c).
Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. When Filling out the CAR, only the following boxes need to be completed:
   - Course Prefix (Box 2)
   - Course Number (Box 3)
   - Complete Course Title (Box 6)
   - Type of Action (Box 8)
   - Implementation Date (Box 11)
   - Cross Listed or Stacked (Box 12)
   - Coordination Email Date (Box 13b.)
   - Justification for Action (Box 19)

2.3 Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

      Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3.4 Purge List

   A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

4.5 GER Course Purge List

   UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in
• Addresses GER student learning outcomes from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)
• Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
• Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
• Provides rationale for adding this course to the GER menu

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

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

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

GER courses are approved through the curriculum approval process outlined in section 3.

GER changes should have an implementation date of fall. In order to ensure approval is received in time, it is recommended that first reading take place no later than first week in March.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Examples:
0.1 CEU = 1 hour of instruction and no additional hours of work for the course.
1 CEU = 10 hours of instruction and no additional hours of work for course.
1.5 CEUs = 15 hours of instruction and no additional hours of work for course.
3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. Minimum Course Length (Compressibility Policy) – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. Course Title – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. Grading Basis – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. Implementation Date – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in full semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be approved for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first read no later than the first week of March.

Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for full semester, final courses for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

H. Cross Listing (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.
**Special Notes** are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. **Course Attributes** (GER if applicable)

L. **Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s)** – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite, registration restriction, etc indicated on CAR will be automatically enforced through Banner.

i. **Course Prerequisite** – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which may be taken concurrently must also be included in this area (this differs from a co-requisite which must be taken concurrently).

ii. **Test Scores** – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

iii. **Corequisites** – Identifies a course which must be taken concurrently and requires simultaneous enrollment and withdrawal.

iv. **Registration Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission, major, class standing, or level). Must be enforced by the program/department/instructor.

   a. College or school admission – identifies a college/school to which a student must be admitted in order to enroll in the course.

   b. Major – identifies a major which a student must have declared in order to enroll in the course.

   c. Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

   d. Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee**: Yes or No – Indicates that there are student fees associated with the course.

**Note: The sections of the CAR referenced above and the CCG must match word for word.**

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

**Course Level Expectations for Academic Course Levels** – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:
Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/ECUs</th>
<th>5b. Credit Hours (carry forward)</th>
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<th>6. Type of Action</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
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<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Preparatory/Development</th>
<th>Non-credit</th>
<th>U/SU</th>
<th>Professional Development</th>
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<th>9. Repeat Status chosen</th>
<th># of Attempts</th>
<th>Max Credits</th>
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<tr>
<th>10. Grading Basis</th>
<th>A/F</th>
<th>P/N</th>
<th>U/G</th>
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<th>11. Implementation Date</th>
<th>From:</th>
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<th>12. Code Listed With</th>
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<tr>
<th>13a. Impacted Courses or Programs</th>
<th>List any programs or college requirements that require this course:</th>
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<tr>
<th>14. Credit/ECU Requirements</th>
<th>Mark appropriate box:</th>
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<tr>
<th>15. Course Description</th>
<th>up to 7 lines of 75 words</th>
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<tr>
<th>16a. Course Discrepancy</th>
<th>Discrepancy found/missed</th>
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<tr>
<th>16b. Test Schedule</th>
<th>16c. Co-implement (if course is co-implemented)</th>
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<tr>
<th>17. Other Restrictions</th>
<th>18. Mark if course in a selected topic course</th>
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<th>19. Justification for Action</th>
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<th>Date Approved: Director (School College)</th>
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<th>Date Approved: Dean/Director of School/College</th>
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<th>Date Approved: Department Chair</th>
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<tr>
<th>Date Approved: Undergraduate Graduate Committee Chair</th>
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<th>Date Approved: Graduate Committee Chair</th>
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<th>Date Approved: Graduate Committee Chair</th>
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The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390 3 credits  
Repeat Status: Yes  Number of Repeats: 1  Max Credits: 6

**Box 10. Grading Basis**  
Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**  
Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

   The overall principles affecting the date for implementation of academic policy or program change include the following:

   A. **Students must receive adequate notice of a program change.**

   B. **Staff must have adequate time to implement the change effectively.**

   Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

   Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.
Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

**Box 13b. Coordination Email Submitted to Faculty Listserv**
Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.
   - School and department (CAR boxes 1a and 1c),
   - course prefix (CAR box 2),
   - course number (CAR box 3),
   - course title (CAR box 6),
   - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
   - course description (CAR box 15),
   - justification for action (CAR box 19),
   - any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

**Box 13c. Coordination with Library Liaison**
The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

**Box 14. GERs**
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

**Box 15. Course Description**
Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. "May be repeated for credit with a change in subtitle," or "Offered Spring Semesters").

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.
**Box 16a. Course Prerequisite(s)**

Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course(s) listed with prefix and number in alpha-numerical order must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.

A course prerequisite which may be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

- ECON A429 (Business Forecasting)  
  {CIS A110, BA A273, and [BA A377 or ECON A321]} with minimum grade of C

- EDFN A303 (Foundations of Teaching and Learning)  
  [EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

- EE A324 (Electromagnetics II)  
  [EE A314 or PHYS A314] and MATH A302

- ENGL A311 (Advanced Composition)  
  [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

- FIRE A214 (Fire Protection Systems)  
  FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

- SWK A342 (Human Behavior in the Social Environment)  
  PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

**Box 16b. Test Scores**

Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required. It is assumed that faculty may waive the requirement.

**Box 16c. Corequisite(s)**

Identifies a course (must be listed with prefix and number) which must be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180  
Corequisite: NURS A125 and NURS A125L
- After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 6d. Program Assessment Review with Academic Assessment Committee (AAC)
The Academic Assessment Committee supports faculty in the design of assessable programmatic learning outcomes and assessment strategies, with a goal to enhance a culture of continuous improvement based on the measurable assessment of learning outcomes.

Program assessment review with the AAC should occur before the program and PAR is submitted to UAB/GAB for review. The faculty initiator is required to send their complete program assessment plan to the AAC at ayaac@uaa.alaska.edu. The AAC will then contact the initiator to schedule a review. Following their program’s review with the AAC, the initiator will receive a memo stating completion of the review. On the PAR form, please include the date noted on the memo from the AAC. Should a program already be accountable to an accreditation board in the design or review of their programmatic change, they may be eligible for an AAC exemption. If so, this would be reflected in the memo.

Further details on Program Student Learning Outcomes can be found in section 2.1.4 of the Curriculum Handbook and in the Academic Assessment Handbook http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm

Box 7. Title and Program Description
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Date: 20 March 2012

To: Undergraduate Academic Board
    Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)
      T. Bart Quimby, Chair

RE: Proposed modification of Catalog language regarding course repeats.

The PAC has been approached about issues regarding the number of times a student can repeat a course. The PAC has identified UAB and GAB as the appropriate venue for the development of any policy in this area. To initiate this discussion, the PAC has drafted new catalog language to address this issue (see below).

In most cases students retake the course to achieve a passing grade, however there are cases of students trying to improve on an earned passing grade for purposes of increasing their GPA.

The problems with this practice seem to be:

- These students are often times taking up seats in oversubscribed courses,
- Students chances for success in the course are low (for example the student who took a course 15+ times in an attempt to pass) and they need advising to help them either be successful or find another educational alternative.

In discussion, it seems that the problem is primarily with specific courses which tend to be oversubscribed (the first bullet).

Challenges

Experience shows that it is difficult to enforce an enrollment requirement based on number of attempts unless the course is a specialty program requirement and the program is small and shares information about their students’ performance within the program. There is not a Banner option at the time of registration for checking number of times a student has enrolled.

It would be difficult to thoroughly enforce any such policy in a large general education course, or other high demand course with multiple sections and multiple instructors. Consequently any solution should make enforcement a faculty option instead of a hard requirement which would require extensive resources to enforce. This way the requirement could be enforced only where there is a significant problem.

There is some thought that programs could change their program catalog copy to restrict course with their prefix. The problem with this approach is that program catalog copy only applies to admitted majors.
Possible Solutions

It appears that there are two paths for addressing the problem.

- Modify the catalog section on Faculty Initiated Withdrawals to allow faculty to withdraw students who have taken the course at least twice. Faculty would have to do their own check on enrollment history in order to invoke this option.

- Modify the registration restrictions for each course with a statement that limits number of times a student may enroll in the course.

Both options could also be pursued. The language should probably capture students who withdrew from the course in addition to those who followed all the way through to a grade.

Action Sought

The PAC concluded that the first solution could be easily implemented with the second being offered to programs where there are specific course problems. The following suggested catalog copy would address the first bullet. It is requested that the two boards consider this action for inclusion in the Catalog. It would be nice to have in the next catalog, however there would be little harm done if left for the following catalog.

Proposed Catalog Copy

The highlighted text is the proposed new language.

Retaking Courses (currently p. 58)

Any course for which a student has received a transcripted grade may be retaken once at the student’s discretion, if the course is available and if permitted by the program offering the course. After a student has retaken a course once, faculty have discretion to initiate a drop or withdrawal of a student who registers for additional retakes. The student’s transcript will reflect all grades earned by the student in each semester in which the course is taken. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation.

The credit/no credit grading option cannot be selected when courses are to be retaken for GPA improvement. Students may not retake a course through credit-by-examination, correspondence, or through work at another college or university for the purpose of raising their grade point average at UAA.

To determine eligibility for graduation with honors, all credits and grades from retaken courses are included in GPA calculation.

Faculty-Initiated Drop or Withdrawal (currently p. 66)

A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.
The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class. Faculty have discretion to initiate a drop or withdrawal of a student who has already received a transcripted grade for the course and has already retaken the course once. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus.

Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
September 14, 2012

To: UAB/GAB Governance Boards
From: Lora Volden, University Registrar

Re: Summer Add/Drop Deadlines

Issue
Add/drop deadlines for summer were historically established by the Office of the Registrar and have never been approved by faculty. With the removal of the 50% refund and the increasing numbers of “miscellaneous” part of term courses these dates are frequently called into question.

Considerations
• Having multiple deadlines is confusing for students, faculty, and staff and is difficult to enforce.
• There is strong belief that students should be able to attend one class period before being financially accountable for course.
• Banner cannot produce different add/drop dates for every scenario.

Proposal
Add/Drop Deadline for any summer course will be one week after the published start date. (i.e. class begins June 12, students may drop through 5 p.m. June 19th and get full refund. Students may also add through June 19th assuming faculty approval).

Faculty approval will be required for all classes after the first class meeting. Even if space is available, faculty will need to approve a student adding the class.

Withdrawal deadline will be the 3rd Friday of first and second five week term. All courses with a start date prior to June 10th will be held to the first withdrawal deadline, all other summer courses will be held to the second.
AWARD OF POSTHUMOUS DEGREES

University of Alaska Anchorage may confer posthumous degrees and certificates upon students who are deceased prior to but nearing formal completion of all degree/certificate requirements of the programs being pursued. Students who are not considered “nearing completion” as outlined below may still be considered for a Certificate of Attendance.*

A. Eligibility

To be eligible for the award of a University of Alaska Anchorage degree posthumously the student generally must have met the following conditions:

1. At the time of death, the student was nearing completion of work required for award of the degree. “Nearing completion” is defined as being registered in the final coursework required for degree. For graduate students in thesis programs, significant coursework should have been completed and the student should have commenced the research process. Graduate students in non-thesis programs should have completed a substantial portion of the required coursework.

2. The student was in good academic standing and was successfully progressing toward completion of requirements for the degree to be awarded. Put another way it is reasonable to assume that they would have graduated at the end of the semester.

3. Recommendation for award of the degree was made by faculty in the student’s major department, and approved by the department head, school or college dean and Provost, and, in the case of graduate students, the Dean of the Graduate School.

Final approval for awarding of posthumous degrees shall rest with the Provost.

B. Approval Process

The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:

1. The Vice Chancellor for Student Affairs, Provost, or the Dean of the Graduate School, upon learning of the death of a University of Alaska Anchorage student, shall ascertain the relative academic standing of the student, as specified in paragraphs 1 and 2 of Section A above.

2. If the deceased student is determined to be eligible as a candidate for posthumous award of the degree being pursued, the Vice Chancellor for
Student Affairs, of the Dean of the Graduate School, will so certify to the Provost.

3. Upon learning that the deceased student is eligible for consideration for the award of a posthumous degree, the Provost will communicate this information to the appropriate school or college dean.

4. The departmental faculty, department head and dean will determine if the student’s overall record merits further consideration and recommendation that the posthumous award be granted; such information will be communicated to the Provost.

5. The Provost will weigh all information relating to each case independently. The Provost’s will communicate a decision to posthumously confer a degree to the deceased student’s family and to the University Registrar.

C. **Awarding of Posthumous Degrees**

Upon approval by the Provost the following procedure will be followed:

1. The Provost will notify the family of the deceased student.
2. The degree will be conferred at the next regularly scheduled commencement exercise.
3. The University Registrar will note the posthumous nature of the award on the diploma, the student’s permanent record and in the commencement program.

D. **Extraordinary Circumstances**

Cases that do not meet the above specified criteria may be considered when extraordinary circumstances prevail. In such cases, the appropriate faculty, department head, dean, and the Registrar will be consulted prior to a recommendation being prepared for the Provost’s consideration.

*CERTIFICATE OF ATTENDANCE*

University of Alaska Anchorage may present a certificate of attendance upon students who are deceased who have attended the university but were unable to complete degree/certificate requirements of the program(s) being pursued.
Program/Course Action Request

A. CAS
   Add SOC A380 Sociology of Globalization (3 cr)(3+0)
   Chg SOC A488 Capstone Seminar (3 cr)(3+0)

B. CBPP
   Chg ACCT A310 Individual Income Tax (3 cr)(3+0)
   Chg ACCT A342 Managerial Cost Accounting (3 cr)(3+0)
   Add CIS A490 Advanced Topics in Management Information Systems (3 cr)(3+0)
   Add ECON A211 The Economics of Fish (3 cr)(3+0)

C. COH
   Add BIOM A490 Selected Topics in Biomedicine (1-3 cr)(1-3+0)
   Chg HUMS A324 Introduction to Paraprofessional Counseling II (3 cr)(3+0)
   Chg AAS, Human Services
   Chg Minor, Justice
   Chg BA, Justice
   Chg MEDT A202 Clinical Chemistry (6 cr)(3+6)
   Chg MEDT A203 Clinical Microbiology (6 cr)(3+6)
   Chg MEDT A206 Immunology and Blood Banking (6 cr)(3+6)
   Chg MEDT A208 Urine and Body Fluid Analysis (3 cr)(2+2)
   Chg MEDT A250 Cultural Diversity in Health Care (1 cr)(+0)
   Chg MEDT A302 Clinical Laboratory Education and Management (4 cr)(4+0)
   Chg MEDT A303 Advanced Clinical Microbiology (6 cr)(3+6)

D. CTC
   Add PER A190 Selected Topics in Health, Physical Education and Recreation (1-4 cr)(1-4+0-8)
   Add PEP A490 Selected Topics in Health, Physical Education and Recreation (1-6 cr)(1-6+0-18)

E. Mat-Su
<table>
<thead>
<tr>
<th>Action</th>
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<td>CNT A243</td>
<td>Industry Application Infrastructure</td>
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Date: August 8, 2012

To: Undergraduate Academic Board
   Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)

RE: Proposed modification of Catalog language regarding catalog year and course prerequisites

This request is to clarify catalog language regarding enforcement of course prerequisites. This was the subject of two recent student appeals. In one case, the student maintained that only the prerequisites found in the catalog for his catalog year could be enforced. The faculty understanding was that the student needed to meet the current prerequisite for the course. In AY12 Interim Vice Provost Bart Quimby discussed the issue with faculty leaders, and the consensus was that students must meet the course prerequisites in place at the time they take the course.

It is proposed that the language be clarified as shown below.

2011-2012 Catalog, pg 62
Catalog Year

Certificates and Associate Degrees
Each student’s program catalog year is established when the student is first admitted into a certificate or degree program as a major or pre-major. A student’s program catalog year is adjusted if the student formally postpones admission (see Postponed Admission in this chapter) or executes a change of major (See Change of Major or Degree in this chapter).
Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a certificate or associate degree program or the catalog in effect at the time of graduation.
If the requirements for a certificate or associate degree as specified in the entry-level catalog are not met within five years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Baccalaureate Degrees
Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular General Education Requirement (GER) in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.
If the requirements for a baccalaureate degree as specified in the entry-level catalog are not met within seven years of formal acceptance into the program, admission expires and the
student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Course Requirements
Students must meet the enrollment requirements in effect for courses at the time they enroll in each course.

2011-2012 Catalog, pg 66

Faculty-Initiated Drop or Withdrawal
A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.

The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class at the time the course is taken. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus. Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
Program/Course Action Requests

Approved the following courses: Integrative Capstones SOC A488 and MEDT A302

Other Items

1. Continued discussion on the need for review and possible revision of general education outcomes ("The 9") and of catalog copy for each category or discipline area. Developed a tentative timeline but postponed further action until after a January 2013 retreat on general education for the UA system.

2. Reviewed BOR policy and regulations re: general education per Faculty Senate request. Received informal approval by UAF general education committee, could not contact UAS. Approved the following to go forward to the Faculty Senate for presentation to Statewide:

Consider deleting BOR regulation R10.04.040.C.3:
Credit may be counted towards general education or a degree major requirement, but not both.

Rationale:

1. We do not see a compelling reason to keep this restriction. The general education requirements in R10.04.040.A-B are sufficient to provide a broad educational experience.

2. The regulation may force programs to add course work to address content already included in the major. This increases the time, effort, and cost of education.

3. Some programs have heavy credit loads due to external accreditation, yet strive to keep the program requirements close to 120 credits. Allowing a course to satisfy both general education and degree major requirements could open the door for more elective and interdisciplinary choices for students by freeing up valuable credit ‘space’.
ACDLIT Committee Report

Meeting Date: Friday, October 12, 2012

Committee Members:

<table>
<thead>
<tr>
<th>Angela Dirks-P</th>
<th>Gail Johnston-P</th>
<th>Dave Fitzgerald-P</th>
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<tr>
<td>Amy Green-P</td>
<td>Jane Haigh-A</td>
<td>Hilary Davies-P</td>
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<td>Sunny Mall-P</td>
<td>Susan Mircovich-D</td>
<td>Barbara Harville-P</td>
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<td>Bruno Kappes-P</td>
<td>Todd Petersen-P</td>
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<td>Liliya Vugmeyster-E</td>
<td>Matt Cullin-P</td>
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P-present   E-excused   A-absent   D-Distance

Guest Speaker: Professor Mark Fitch (Faculty Senate eBoard)

1. Approval of September 2012 minutes

2. Approval of October 2012 agenda

3. New Business:

Mark Fitch, Guest Speaker- Mark provided an update on the distance education lab issue. Mark stated the intent for this year was talk to people involved in the discussion of the natural science distance labs, collect a list of issues, lay them out and bring them back through the process so that everything is addressed. There wasn’t a lot of progress made in the last FS meeting due to disagreement on this issue. It’s evident that all areas need to be addressed. Mark has conducted a lot of individual conversations with the faculty impacted by this issue and a proposal draft is at eBoard and that will be brought to the faculty soon. We don’t know how it will be introduced back into the process through committees or senate? Most issues are not distance or technology related. Concerns are specific to the natural science/GER issue. The broad outline issues on curriculum control, specific list of GER science philosophy (same as task force report), actions- task force alliance from all MAU’s- all labs need to be reconsidered, but not all will be run through UAB. GER assessment task force will examine how they will assess GER/accreditation issue. If all outcomes are achieved, then there is no longer an issue. This is for assessment to determine. Upper division courses are set apart from the lower division classes. Mark will continue to monitor this issue and communicate to ACDLITe the outcomes.

Comments/Discussion from Committee Members on the Natural Science/GER Issue: Why should distance educators have a different standard to meet? It’s up to the different departments to decide at their level how to handle this issue. Assessment is assessment- evidence of learning needs to be defined. Have we looked nationwide on what other colleges are doing? ACDLITe members have researched this and found several colleges are doing this. ACDLITe member reported that she uses hybrid/virtual labs-and in a comparison of traditional labs vs. hybrid labs- the hybrid lab students do a little better. It is understood that some portion of the lab needs to have a physical manipulation component. Still an
issue on measuring outcomes -a bad class is a bad class whether it’s distance or lab. Will we accept transfer students from other colleges where they do only virtual labs? Our geographical location needs to be considered too; extension campuses are concerned about this. Some Alaskan Bush students can’t complete their chemistry pre-requisites so we have to modify things to make it work. We need to consider our military students as well- UAA has many non-traditional students that need to be considered.

**eLearning Handbooks update:** Committee members met to discuss updates and they found the same issues in the handbook. Several small formatting issues were addressed. We checked links and noted if it was unclear or didn’t fit or didn’t work. The correct link was inserted. It was felt that the structure was not orderly. It was recommended to keep the same information but change the order in which it was presented. Committee members disagreed. The handbook continues to be under advertised to faculty. It was recommended at the beginning of the year to send out the link to the faculty listserv as a resource tool. A few other minor things- when do email accounts expire? The eLearning Handbook subcommittee will send this out to the committee for review and will do the final accept changes.

**eLearning workgroup update:** The committee information was placed on BB- reports for individual committees. Committees- adjunct support, digital detours, online science labs, MAU wide forum software, mixed mode, sharestream (clunky- might not be adopted), web conferencing (Collaborate and Adobe Connect, WebIQ- 3 tools being testing), respondus testing (locks down their browser during open book tests) and Google apps for education. Luke Weld has left- concerns about when he will be replaced.

**CIO search committee update:** The search committee went through the first stage and second stage and video/audio interviews start next week. ACDLiTe representative will update the committee as the search progresses.

ACDLiTe committee concluded that given that technology is central to our teaching and research mission, we feel the CIO should report to the Provost as it has been up until recently. **MOTION: ACDLiTe recommends that the CIO report directly to the Provost. Majority approval; motion passed.**

Committee members were encouraged to attend open forums with the CIO candidates when they arrive on campus.

**ACTION: Bruno can construct an email on the language of this motion**

There is a concern about the lack of interim CIO. **Motion: take the CIO interim issue to the eBoard on Monday. Motion- ACDLiTe recommends that an interim CIO be appointed since we don’t know how long it will be until the new CIO will be hired. Motion passes.**

**UTC update:** first meeting next week, October 18- ACDLiTe co-chairs will attend.

**ePortfolio:** At the last meeting, it was recommended that UAA join AAEEBL. The FTC director supported this as well and it was approved so UAA is now a member. A report will be given since there was an
invitation from the interim provost to discuss eportfolio issues. Bruno will report back on the direction that the committee will take on this issue.

**WolfLync:** some training sessions but the advertisement came out late and ACDLITe members couldn’t attend.

**Polycom:** video conferencing system in RH- video conferencing with other buildings that also have polycom- it can be recorded and played back. There we mixed reviews- some issues with end point users. It was suggested that we put the polycom information sheet in the eLearning Handbook.

**ACTION:** The information will be sent to eLearning Handbook subgroup to be added.

**New Issues:** Could we cut down the time frame of the monthly meeting and still get the agenda done? **Motion to move to the move the meeting to 1.5 hours instead of 2.0 hours - approved.** **ACTION:** An invitation will be sent to Interim Provost Baker to attend our next meeting in November.

**Blackboard Upgrade** scheduled for December- no significant changes are anticipated but we still need to have faculty training. As soon as ACDLITe gets information from FTC on how to access to the new BB, the committee will be given chance to input on whether or not we need to have additional information/training for faculty.

Next Meeting- Friday, November 9, 2012 - RH 204
Budget, Planning, and Facilities Advisory Board

Report to Faculty Senate – 11/2/2012

The BPFA Board met Friday, Oct. 5, from 1:10-1:55 pm in SSB 258.

Present: Sharon Chamard, Sarah Kirk, Marcia Stratton, Sam Thiru
Absent: Jodee Kuden

1. Sarah Kirk reported on the Master Plan:
   • The firm overseeing the plan has had several 75 minute-long meetings with various key stakeholders. The group met with members of the Senate executive board. Feedback from Tara Smith is that the contractors seem to be well-informed and listened well.
   • The contractors will be presenting a draft plan to group membership for input. The last Master Plan was done in 2004. The last Strategic Plan was done in 2009. Group members are expected to read these documents. The Master Plan focuses on the physical structure of the campus--buildings, classrooms, landscaping, dorms, etc. The contractors advised group members that there will be some controversy because not everyone will be happy with the draft plan.
   • The schedule for the Master Plan:
     • Oct-Dec 2012 - continued fact-finding
     • Jan 2013 - presentation of draft plan to working group
     • Mid-Feb 2013 - draft presented to Board of Regents
     • April 2013 - end of review period

There was discussion about who is going to be interviewed for the Master Plan. Sarah Kirk said her other duties re: the Master Plan are to give comments and keep the E-Board apprised.

Marcia Stratton said she is interested in furniture set-up in classrooms and scheduling of rooms. She said she wants to have classrooms close to offices. Sarah Kirk replied that the Master Plan doesn't address things like furniture at this specificity, but that she will pass on comments about classroom location.

2. Sam Thiru reported on the last Facilities meeting, which was in August. He said there may be a meeting again in October. The main thing discussed last year was the possibility of a smoke-free campus.

3. There was discussion of whether there is a Faculty Senate Ad-hoc committee for fire and public safety. Sharon Chamard said she would look into this and volunteered to be on it if needed.

4. There was more discussion of classroom set-up. The Faculty Senate did not take action on the recommendations from the BPFA committee last year. Marcia Stratton said she heard the plan is to put tables in just about every classroom, and that this would negatively affect her ability to teach her classes as she sees fit. She said we need to find out what is going on, and how faculty can influence this process. Sarah Kirk suggested inviting Chris Turletes to the next BPFA meeting to find out how the process works. Sharon Chamard said she will contact him.

5. Sam Thiru said he will e-mail the link to the Master Plan interview questions.

Respectfully submitted,

Sharon Chamard, Chair, BPFA
FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR OCTOBER 19, 2012

<table>
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<tr>
<th>P</th>
<th>Michihiro Ama, Languages</th>
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<th>Susan Garton, Education</th>
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<td>E</td>
<td>Gabrielle Barnett, Liberal Studies</td>
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<td>Beth Graber, English (Kachemak Bay)</td>
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<td>Marc Robinson, Education (Matsu)</td>
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<td>Yong Cao, Business</td>
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<td>Hiroko Harada, Languages</td>
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<td>Rena Speiker, Nursing</td>
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<td>Ping-Tung Chang, Math (Matsu)</td>
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<td>Weiying Hsiao, Education</td>
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<td>Mary Weiss, Nursing, 2nd Co-Chair (Bethel)</td>
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<td>Herminia Din, Art Education</td>
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<td>Sun-il Kim, Computer System Engineering</td>
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<td>Yelena Yagodina, Mathematics</td>
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<td>Gabe Garcia, Health Sciences, 1st Co-Chair</td>
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<td>Sean Licka, Art History</td>
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Consultants, Representatives, and Guests

E: Marva Watson, Director, Campus Diversity & Compliance Office

Guests Present:
Maria Williams
Emily Mueller
Ron Kamahele

P=Present  E=Excused  A=Absent

I. Welcome & Introduction

Gabe Garcia introduced the guests and welcomed the FSDC members, and the FSDC members introduced themselves.

II. Approval of the Minutes

Minutes of the September 21 meeting were approved—motion to approve by Sean Licka, seconded by Rena Speiker.
III. Indigenous Subcommittee Discussion

Maria Williams thanked the committee for the reformation of the standing committee for Indigenous issues. She will meet with the members of the indigenous subcommittee and return next month for updates regarding the subcommittee’s plans.

IV. Provost Search Update

Diversity committee members were encouraged to attend the open forums held by the provost search committee to provide input regarding diversity issues. The open forums are scheduled for October 31-November 2, November 5-7, and November 7-9. Information about the open forums can be found on the Chancellor’s website.

V. Ron Kamahele: Presentation on International Faculty and Diversity on Campus

Ron Kamahele, from UAA Human Resources, presented information regarding the diversity of the faculty in UAA campus. He also discussed the process used to hire faculty from foreign countries.

VI. Diversity Potluck

Gabe reminded the committee the Diversity Potluck Dinner for new faculty will be held at the Kimura Gallery at the Arts Building from 5pm to 7pm on Thursday, November 1. The College of Health Diversity Committee and the DAC were invited to attend.

VII. Announcement

The next meeting of the faculty senate diversity committee will be held on the third Friday in November (November 16) from 3PM – 4:30 PM at GHH 103. This will be the last meeting of the Fall Semester.

VII. Adjournment

Meeting adjourned at 4pm.

Minutes respectfully submitted by Gabriel Garcia and Mary Weiss, October 29, 2012.
The IULRC met October 5th to divide the Committee’s tasks between its members as follows:

Task 1: Finalize, through Senate readings, a Bylaws change allowing the Committee to delay surveying a college or school if its dean is new or about to leave his or her posting.

This task is now complete following adoption of the Bylaws change by the faculty.

Task 2: Assess commercially available faculty survey products other than those available from IDEA. Committee members working on Task 2 include Katherine Rawlins and Deborah Fox. A timeline for this task is expected November 2nd.

Task 3: Assess the continued use of the IDEA instrument. All committee members are working on Task 3.

Task 4: Assess the feasibility of authoring and implementing our own survey instrument. Committee members Larry Foster and Christine Theo are working on this task.

Task 5: Assess the availability and use/Modification of faculty surveys developed at other institutions. Task 5 will be completed by Forrest Nabors and Barbara Brown.

Tasks 2 through 5 will require considerable dialog with our Provost and deans, and the Faculty Senate’s Executive Board.

Committee members include: Barbara Brown, Larry Foster (chair), Deborah Fox, Forrest Nabors, Katherine Rawlins, and Christine Theno; the Committee meets next on November 2 in SSB 223 at 1:00 PM.

Prepared by Larry Morris Foster (Mathematical Sciences).
LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE (FS)
October 5, 2012 Meeting
Consortium Library Room 302A, 11:30 am – 1:00 pm

• MEMBERS IN ATTENDANCE. Amanda Booth, Page Brannon, Sam Cook, Leanne Davis, Elizabeth Dennison, Christie Ericson, Alberta Harder (UAA Co-chair), Garry Kaulitz, Sharon LaRue, Sean Licka, Francisco Miranda, Nancy Nix, Steve Rollins, Rieken Venema

MEMBERS EXCUSED. Elizabeth Campbell, Steve Godfrey, Beth Kersey, Richard Lazur, Ann McCoy (APU Co-chair), Peter Olsson

• MEMBERSHIP ISSUES. LAC welcomes Francisco Miranda from the UAA Languages Department. Francisco is also a UAA Faculty Senator. For 2012-2013, Mandy Booth from APU and Christie Ericson from UAA will co-chair the Library Resources Subcommittee.

• FROM THE DEAN’S LIBRARY REPORT. The Consortium Library received several ILC grants for statewide library programs. These include statewide licensing for language and school resources and two statewide online services, Live Homework Help and EBSCO’S Auto Repair Reference Center. A grant was also received for the 1964 Earthquake: Resources Access Project. Banned Books Week was observed from September 30th to October 6th. October has been designated as Information Literacy Awareness Week by Governor Parnell. The Archives and Special Collections Department scheduled several events during October to celebrate Archives Month. Don Decker’s exhibit is currently in the Arc Gallery, and the Magadan exhibit is in the main reading room and on the third floor.

• SUBCOMMITTEE UPDATES. The Library Services Subcommittee is working on a newsletter for APU and UAA faculty. Members of the Information Literacy Interest Group will be invited to attend the November LAC meeting to update LAC members on the work of the interest group. The Library as Place Subcommittee reported on the completion of the new way finding maps. The subcommittee also discussed landscaping issues with Paula Williams, the UAA Office of Sustainability director. Christie Ericson, co-chair of the Library Resources Subcommittee, discussed with CAFE the possibility of presentations on library resources.

NEXT MEETING: November 2, 2012 Consortium Library Room 302A, 11:30 am – 1:00 pm.
Subcommittees meet at 11:30.

Submitted by LAC UAA co-chair Alberta Harder (10-29-2012)
Student Academic Support and Success (SASS)  
Friday, October 19, 2012  
ADM 101A, 2:30-4:00 PM  
Meeting Minutes


I. Old Business  
a. Reviewed/approved minutes from 9/21/12 SASS meeting.

II. New Business  
a. Report from Faculty Senate – Ann summarized a presentation from Dana Thomas related to Assessment of Math and English skills and college readiness.

b. Report from 10/16/12 CAFE Session: What do students think? – Ann summarized David Weaver’s presentation on MAPworks and MAPworks referral process. The PowerPoint and information about the referral process has been posted to the SASS BlackBoard site.

c. Presentation scheduled for David Weaver – MAP works: November 30th SASS meeting at 3:00 PM.

d. President’s announcement re: Stay on Track initiative. SASS discussed the President’s memo of October 18, 2012. The question of incentives for improving student performance and outcomes has been an ongoing concern of SASS. A motion was made by Tom Skore to reinstate the consolidated tuition cap for students with a ‘B’ average or above who are enrolled in 13-19 credits. The motion was seconded by Michael Buckland. It passed unanimously. It is therefore the recommendation of SASS that the full Faculty Senate consider endorsing this recommendation to UA Administration.

III. Open Agenda  
a. SASS will begin reviewing prior years’ goals since 2002, and revise goals for 2012 accordingly.

IV. Adjourn: 4:00 PM

Comment [U1]: I added the specific number. You can remove if you want. I recall that Score said “over 12 credits”
STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

SUMMARY REPORT FOR NOVEMBER 2012 TO UAA FACULTY SENATE

Membership

Members of the 2012-2013 SASS Committee are Michael Buckland, Tracey Burke, Connie Fuess, Shannon Gramse, Tom Harman, Ann Jache, Patricia Jenkins, Sara Juday, Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore, and Sharyl Toscano. Ann Jache and Karl Pfeiffer are co-chairpersons of the committee. Eight monthly meetings are scheduled for September 21st, October 19th, November 30th, December 14th, January 18th, February 15th, March 22nd, and April 19th in ADM 101A from 2:30 pm to 4:00 pm.

2012-2013 SASS Committee Goals and Current Status

During the October 19, 2012 SASS meeting, goals for 2012 were reviewed and modified as follows:

3. Explore consolidated tuition fee for 3.0 GPA and better students as an incentive to better student outcomes. Outcome: Proposal for consideration by the Senate as a potential recommendation to the UA Board of Regents. Status: Complete.
7. Review and discuss Board of Regents policy as directed by the Senate Executive Board. Outcome: summary report to Senate. Status: Incomplete.
11. Explore committee participation to include students, parents of students, and alumni. Outcome: summary report to Senate. Status: Incomplete.
**Co-Chair Summary:** The SASS Committee met for the second time of the 2012-2013 academic year on October 19, 2012. Three members were excused. Patricia Jenkins and Shannon Gramse were attending meetings in Fairbanks regarding the Accuplacer Tests. Tracey Burke had a schedule conflict with a departmental meeting needed for the development of discipline specific faculty evaluation guidelines. One member, Mariecris Gatlabayan has resigned from the committee due to other professional commitments.

The committee continues to focus on specific current goals and re-articulation of prior goals with regard to improving student performance and outcomes. (See attached meeting minutes.) The President’s memo regarding the “Stay on Track Initiative” was reviewed. SASS is formally recommending that the consolidated tuition cap be reinstated (see attachment), as a mechanism for motivating and recognizing improved student outcomes.
**Student Academic Support and Success (SASS)**

Recommendation to the UAA Faculty Senate: Reinstatement of a Consolidated Tuition Cap

October 19, 2012

**Present:** Michael Buckland, Connie Fuess, Ann Jache (Co-Chair), Sara Juday, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer (Co-Chair), Tom Skore, and Sharyl Toscano.

The members of the SASS Committee noted above, subsequent to the discussion of President Gamble’s October 18, 2012 memo regarding the “Stay on Track Initiative,” and based upon prior similar discussions, concluded the consolidated tuition cap should be reinstated for students with ‘B’ averages or above who are taking 13-19 credit hours. The committee believes this will create economic incentives for improving student outcomes, in addition to being a mechanism for recognizing improved student performance. Additionally, SASS expects this action to be viewed very positively by the broader community and stakeholders of UAA as a generous, yet cost-effective method to promote the value of the university.

Motion: Tom Skore

Second: Michael Buckland

Vote: Unanimous in favor.
Ad Hoc Committee on Academic Integrity

October 8th and 22nd, 2012, 8:30 – 9:45 am

Members: David Bowie (Co-chair), Paola Banchero, Sally Bremner (Co-chair), Carter Caywood, Dayna DeFeo, Dawn Dooley, Steffen Peuker, Jennifer Stone, Michael Votava, Jacque Woody. Dede Allen (Athletics) and Terri Coker (student) will be joining us in November.

UAA AI Tutorial

Quiz feedback: Currently students get instant feedback for quiz answers, so they can try until they can move on. Why not return the student to the appropriate section of the tutorial for review before retaking the quiz? Should there be a limit to the number of retakes? After two failed attempts, a student could be referred to the LRC for tutoring. We’ll look into this and a better quiz design for rerouting students back to tutorial for review.

Audience: We see this as general overview of AI/plagiarism for freshmen, ideally all incoming students. Upper classmen should have more specific information tailored to their disciplines. Steffen suggested instructors could provide this in a single lecture and then customize the tutorial’s core set of questions with additional ones.

Platform issues: Currently quiz does not run on iPhone. Not all faculty use BlackBoard.

Audio: Irritating and makes the tutorial more difficult to edit. Could this be handled by screen reader? Videos within the tutorial should have descriptions. DSS used to have interns who would review campus project to ensure accessibility. Dawn will find out if they still do this.

Content gaps and improvements:
--No mention of DOIs in citations
--No attribution for images and clip art.
--The examples at the end are structured awkwardly.
--Some attributions appear in boxes, rather than more conventionally – needs to model best practice!
--References to specific numbers should be omitted – harder to make accurate updates.
--Tools section should be expanded. Digital Composition Studio (English Dept), Live Homework Help could be added. DCS tutors could provide guidance for non-text citing. We’ll watch for other tools available on campus.
--Dayna suggested the tutorial and quiz should specifically address the kinds of examples in the Student Code of Conduct. Currently it’s focused on plagiarism. We’ll review the tutorial’s objectives before further work.

Analysis of Quiz Questions: Scott Gavorsky reviewed these last year with a view to categorizing them and adding more to a database. Steffen will analyze the quiz questions, and our student code of conduct examples. So we can decide on categories of questions needed for an expanded database.

Library AHI pages. Sally mentioned the need to add a section on cultural practices regarding attribution, academic work, and collaboration. Carter said he would provide an overview, and we could search for some good links. Dayna mentioned an upcoming panel presentation on writing that will cover these issues, details and date to be announced. Sally will make a posting to bring the AI Tutorial Link into a more accessible prominent on the website, and remind faculty of it availability via the faculty list.

New division planned for Student Affairs: This is coming in 6 months to one year and will focus on first year experience, and will include Advancement and Testing, Recruitment and MapWorks.

Next meeting: November 5th in LIB207B, at 8:30 am.

Submitted by Sally Bremner, Co-Chair
sjbremner@uaa.alaska.edu
III. Proposed Changes to Board of Regents Policies

The ultimate authority for the Student Code of Conduct lies in the University of Alaska Board of Regents’ Policies. UAA Policies mirror those policies established by the UA Board of Regents, resulting in a singular unified text.

The Faculty Senate Ad Hoc Committee on Academic Integrity proposes the following changes, which are intended to clarify the existing text and account for changes in teaching practices. These policies are presented below, with both the current text and the proposed changes recommended by the Ad Hoc Committee on Academic Integrity.

Text Added – Text added to the current policy.

Text deleted – Text deleted from the current policy.

REGENTS' POLICY
PART IX – STUDENT AFFAIRS
Chapter 09.02 - Student Rights and Responsibilities. Page 5.

UNIVERSITY REGULATION
PART IX – STUDENT AFFAIRS
Chapter 09.02 - Student Rights and Responsibilities

R09.02.010. General Statement: Student Rights and Responsibilities

The purpose of this regulation is to further define the University of Alaska’s Student Code of Conduct, or Code, and to establish a framework for the enforcement of the Code. These procedures, and their elaboration in MAU rules and procedures, will allow for fact-finding and decision-making in the context of an educational community, encourage students to accept responsibility for their actions, and provide procedural safeguards to protect the rights of students and the interests of the university. These procedures are applicable to all students and student organizations.

R09.02.020. Student Code of Conduct

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code.

The examples provided in this section of actions constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

A. Cheating, Plagiarism, or Other Forms of Academic Dishonesty
Academic dishonesty applies to examinations, assignments, laboratory reports, fieldwork, practicums, creative projects, or other academic activities. Examples include:

1. presenting as their own the ideas or works of another person without proper acknowledgment of sources;
2. utilizing devices that are not authorized by the faculty member during an examination or assignment;
3. using material sources not authorized by the faculty member during an examination or assignment;
4. providing assistance without the faculty member’s permission to another student, or receiving assistance not authorized by the faculty member from anyone another student during an examination or assignment (with or without their knowledge) in a manner;
5. submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current instructor;
6. knowingly permitting their works to be submitted by another person without the faculty member’s permission;
7. acting as a substitute or utilizing a substitute; in any examination or assignment;
8. deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course;
9. fabricating or misrepresenting data in support of laboratory or field work;
10. possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment examination or in an assignment in advance of its administration;
11. altering grade records of their own or another student’s work; or
12. offering a monetary payment or other remuneration in exchange for a grade; or
13. violating the ethical guidelines or professional standards of a given program.
Faculty Senate Report
ad hoc Committee on Investigating Methods of Teaching Effectiveness (IMETE)
Committee

(Acting) Chair: Mari Ippolito

Committee Roster:
Marian Bruce (ex officio) Alan Peabody
Mari Ippolito Galina Peck
Stephanie Olson Filipinas Tibayan
Megan Ossiander-Gobeille

- The members are still trying to come up with a meeting time that captures all members. (Mari Ippolito’s e-mail asking for feedback on availability somehow went astray.)

- In the meantime, the Qualtrics link is active and members are contacting faculty members individually to request their preference to be interviewed or complete the survey. The list of faculty contacted is being updated weekly. (While the survey itself is anonymous, we would like to track the individuals contacted so that we can confirm that a representative sample of faculty members from the various campuses, colleges, and departments were contacted and that a faculty members at various ranks and with differing appointments were given opportunities to provide input.)

- Construction of a Blackboard site to include information on the Committee and on methods of documenting teaching effectiveness. (Some of this information has been located by Committee members and some has been contributed by faculty members and CAFÉ staff members. It is expected that additional information will be located as a product of the faculty survey/interview responses. We would like to include alternative course evaluations being used by various departments; please submit an electronic copy of this information to Mari Ippolito at mfippolito@uaa.alaska.edu.)

- The Committee recommendations previously approved by Faculty Senate are being pursued.

- As the result of members’ service on peer review committees, an issue is being revisited: exploring means of making IDEA course evaluations mandatory. The Committee would like to have a panel discussion of this topic at the next meeting. We have more than three possible individuals to speak in favor of mandatory IDEA course evaluations. We are seeking faculty members who are knowledgeable about and would be interested in joining the panel to speak against making IDEA course evaluations mandatory.

New Committee members would be welcomed.

Prepared by Mari Ippolito / 10-29-12
Summary of the GER Assessment Task Force’s work to date.

- As per Faculty Senate charge, we formed a task force to research and report on national level best practices in assessment of GER student learning outcomes (committee formed by mid-Oct. 2012).

- We have met 3 times in October. Our first task was to design a Research Project Request for Hanover Research. Hanover does academic and institutional on a contract basis for UAA. The Task Force will be requesting that Hanover compile research information on GER outcomes assessment practices and designs at selected universities across the nation.

- In creating the list of institutions for Hanover to research, the Task Force examined several lists of UAA Peer Institutions (there is an older list, and a new one that has been suggested by Hanover via another research project). Each Task Force member individually examined several institutions from the Peer lists, as well as several other institutions not on the list, to determine whether they were suitable for further investigation.

- We have come up with a list of 13 institutions that we will request Hanover to research more fully and give us a report (hopefully, before the Semester Break). This list is not definitive, we will continue to examine other institutions, if we find they have worthwhile models of General Education outcomes assessment.

- At this stage, the Task Force is gathering information on institutional approaches and practices to assessment of GER student learning outcomes. Our initial investigations have already yielded engaging discussions on potentials and challenges with the various approaches.

- Our future plans this semester are to continue our broad-based exploration of GER assessment models. Next semester we will begin to mine down more deeply into the information that Hanover provides us, as well as the information that we continue to gather. By the end of the Spring Semester we hope to have a working draft of a report on best practices and our recommendations on what might work best for UAA. This draft would be finalized over the summer, ready to deliver to Faculty Senate, Provost and UAA by the beginning of Fall 2013.

- We have generally discussed the need to keep the faculty and UAA community aware and involved with our work. Although we have not yet discussed the specifics, we will be sure to include opportunities next semester for faculty and UAA involvement in this process.