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

2012-2013 Officers:

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III. Agenda Approval (pg. 1-4)
IV. Meeting Summary Approval (pg. 5-9)
V. Reports
   A. Chancellor Tom Case
      i. President Highlights (pg. 10-20)
   B. Provost and Vice Chancellor Bear Baker
   C. Vice Chancellor Bill Spindle
D. CIO, Patrick Shier

E. Vice Chancellor Megan Olson

F. Union Representatives
   i. UAFT
   ii. United Academics

G. Office of Institutional Effectiveness

VI. Officer’s Reports
   A. President’s Report (pg. 21)

   B. First Vice President’s Report

   C. Second Vice President’s Report
      i. Distinguished Service Awards (4:15)
      ii. Certificates of Appreciation (4:15)
      iii. Faculty Senate Committee Membership

VII. Old Business
   A. Second reading of the Faculty Senate Constitution (pg. 22-30)
   B. Second Reading of the Faculty Senate By-laws (pg. 31-47)

VIII. Consent Agenda
   A. Graduate Curriculum
      i. Courses
         Chg BIOL A601 Experimental Design and Statistics (3 cr)(3+0)
         Chg BIOL A604 Experimental Design for Cell/Molecular Biologists (3 cr)(3+0)
         Chg BIOL A605 Graduate Proseminar in Sciences (3 cr)(3+0)
         Chg BIOL A606 Advanced Analysis and Interpretation (3 cr)(3+0)
         Chg BIOL A680 Ecological Genetics and Quantitative Microevolution (3 cr)(3+0)
         Chg PM A695 Project Management Internship (1-6)(0-3+18)
      
     ii. Programs
         Chg Master of Science, Biological Sciences
         Chg PHD Program in Clinical-Community Psychology
         Chg Graduate Certificate in Social Work Management
         Chg Graduate Certificate in Clinical Social Work Practice
         Chg Master of Social Work
         Chapter 12 catalog changes
         (http://www.uaa.alaska.edu/governance/facultysenate/upload/ch12_catalog_13-14-3.pdf)

   B. Undergraduate Curriculum
      i. Courses (pg. 48)
      ii. Programs (pg. 49)

IX. Boards and Committees Reports
   A. Graduate Academic Board (pg. 50)
Joint UAB/GAB Items:

i. Motion to accept the Program Deletion and Suspension Policy (pg. 51-60)

ii. Motion to approve the policy on Returning Students / Re Enrollment (pg. 61)

B. Undergraduate Academic Board (pg. 62-64)

C. General Education Review Committee (pg. 65)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 66-68)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 69-72)

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 73)

H. Nominations and Elections Committee
   i. Motion: To affirm the nomination of Debbie Narang as the faculty athletic representative to the NCAA

I. Diversity Committee (pg. 74-75)

J. Faculty Grants and Leaves Committee

K. Institutional and Unit Leadership Review Committee (pg. 76-78)

L. Library Advisory Committee (pg. 79-81)

M. Student Academic Support and Success Committee (pg. 82-84)

N. Community Campus Committee

O. GER Assessment Taskforce

P. Ad Hoc Committee for Academic Integrity (pg. 85)

Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 86-90)
   i. Motion: The IDEA Center will be requested not to issue reports for courses for which the response rate is 15% or lower.

R. Ad Hoc Committee for Research and Creative Activity (91-104)

S. Ad Hoc Committee for Faculty Evaluator Training

X. New Business

A. Welcome new senators

B. 2013-2014 Membership list (pg. 105-106)
2013-2014 Officers

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<tr>
<th>Fitch, Mark – President</th>
<th>Miranda, Francisco - Chair, UAB</th>
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<td>Hirshberg, Diane - 1st Vice President</td>
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<td>Boeckmann, Robert - Past President</td>
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C. Continuation of Ad Hoc Committees
   i. The ad hoc committee to Investigate Methods of Evaluating Teaching Effectiveness moves to extend the duration of the committee through the academic year 2013-2014.

   ii. The ad hoc committee on Faculty Evaluator Training moves to extend the duration of the ad hoc committee on Faculty Evaluator Training through the academic year 2013-2014.

D. Renewal of GER Task Force

XI. Informational Items & Adjournment
   A. Faculty Senate Fall Retreat – August 20, 2013
   B. UAF Faculty Senate Resolution with Implications for CBA (pg. 107-108)
   C. Undergraduate Research and Scholarship at UAA (pg. 109)
I. Call to Order

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

2012-2013 Officers:

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

2012-2013 Senators:

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

III. Agenda Approval (pg. 1-4)

Approved

IV. Meeting Summary Approval (pg. 5-10)
Senator Dave Fitzgerald seconded the first amendment to the SASS motion, not Tara Smith. Approved as amended.

V. Reports

A. Chancellor Tom Case (pg. 11-14)
   i. President Highlights (pg. 15-19)

B. Provost and Vice Chancellor Bear Baker

C. Vice Chancellor Bill Spindle
   Employee Satisfaction Survey results were released

D. CIO, Patrick Shier
   Addressed questions regarding Blackboard and Elluminate Live (eLive)
   August Axtell is the point of contact for those wishing to volunteer or provide comments
   Voicemails may not be able to transfer when the system is upgraded, however, email voicemails can be saved by being moved out of the inbox and into another folder

E. Vice Chancellor Megan Olson (pg. 20)
   On track to meet the fundraising goal for the year

F. Union Representatives
   i. UAFT
   Have not heard back from the Provost on new FEGs

   ii. United Academics

G. Office of Institutional Effectiveness (pg. 21-23)
   Written Report Only

VI. Officer’s Reports

A. President’s Report (pg. 24)

B. First Vice President’s Report

C. Second Vice President’s Report
   i. Robert Rules of Order (pg. 25)
   Distributed the handout to the Senate
   Senator Terry Kelly discussed the handout and process of approving motions

   ii. Distinguished Service Awards
   Awards will be voted on electronically

VII. Old Business

A. Consideration of MOOCs for Credit (pg. 26)
   i. Presentation by Transfer Credit Specialist Craig Mead
ii. **Motion:** Move to revise page 75 of the UAA Catalogue paragraph regarding ACE credit to read: At this time UAA does not accept recommendations related to Massive Open Online Courses.
   
   1st Len Smiley
   2nd Dave Fitzgerald
   Approved

**VIII. Consent Agenda**

A. Graduate Curriculum
   i. Courses
      - Add CE A651 Advanced Structural Analysis (Stacked with CE A451)(3 cr)(3+0)
      - Add EDL A620 Leadership in Alaska Culture and Social Justice Issues (3 cr)(3+0)

B. Undergraduate Curriculum
   i. Courses (pg. 27-29)
   ii. Programs (pg. 30)

C. Joint UAB/GAB Items
   i. Purge List (pg. 31-33)
   ii. GER Purge List (pg. 34)

   1st Sharon Chamard
   2nd Soren Orley
   Approved

**IX. New Business and Boards and Committees Reports**

A. Graduate Academic Board

   **Joint UAB/GAB Items:**
   i. **Motion:** To use ‘Concentration’ in place of tracks, options, and emphases for all degrees (pg. 35)
      
      1st Arlene Schmuland
      2nd Dave Fitzgerald
      Postponed

      Move to postpone the motion until the May Faculty Senate meeting
      1st Sarah Kirk
      Unanimously Approved

   ii. **Motion:** To accept changes to the Curriculum Handbook regarding Currency of the Curriculum (pg. 36)
      
      1st Dave Fitzgerald
      2nd Mari Ippolito
      Opposed

      Motion to reconsider the question/vote.
      1st Terry Kelly
      2nd Sharon Chamard
      Approved

      Motion to divide the question into two portions: 1. To reflect the current practices and 2. To add number 7 and 8
      1st Terry Kelly
      2nd Sharon Chamard
Approved

Motion to accept “to reflect the current practices”
1st Terry Kelly
2nd Sharon Chamard
Opposed

Motion to accept revisions to number 7 and 8
1st Terry Kelly
2nd Mari Ippolito
30 in Favor
1 opposed
Approved

B. Undergraduate Academic Board

C. General Education Review Committee (pg. 37)
   i. Motion: To accept changes to the Curriculum Handbook regarding general education courses
      (pg. 38-42)
      1st Sandra Pence
      2nd Mari Ippolito
      Approved

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 43)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 44-46)
   A follow up to the Blackboard outage is included in the report
   Next meeting is April 12th

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 47)
   Next meeting is April 19th

H. Nominations and Elections Committee
   i. First reading of the Faculty Senate Constitution (pg. 48-56)
   ii. First Reading of the Faculty Senate By-laws (pg. 57-73)

I. Diversity Committee

J. Faculty Grants and Leaves Committee

K. Institutional and Unit Leadership Review Committee (pg. 74)

L. Library Advisory Committee (pg. 75-76)

M. Student Academic Support and Success Committee (pg. 77-79)

N. Community Campus Committee

O. GER Assessment Taskforce (pg. 80-81)
P. Ad Hoc Committee for Academic Integrity (pg. 82)
   i. Sanctioning Guidelines for Dean of Students Office (pg. 83-87)
      Motion: The Faculty Senate resolves to support the Sanctioning Guidelines for Dean of Students Office.
      Approved

Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 88-91)
   i. Motion: The Faculty Senate requests that IDEA course evaluations not be utilized for courses with enrollments of 10 students or less unless requested by the instructor.
      2 opposed
      Approved
   ii. Motion: The Faculty Senate recommend that the Short form of IDEA become the default at the University of Alaska Anchorage.
       Approved

R. Ad Hoc Committee for Research and Creative Activity (92-94)
   i. Draft UAA Research and Creative Activity Strategic Plan (pg. 95-127)

S. Ad Hoc Committee for Faculty Evaluator Training

X. Informational Items & Adjournment
   A. UAA Relay for Life Schedule of Events (pg. 128)
   B. UAA Care Team (pg. 129)
STATEWIDE

Finance
After many months of collaborative work with the campuses, Financial Systems will roll out May 1 a pilot of the new Travel and Expense Management module. This module captures the university’s travel information in a web-based application. It will eliminate paper, provide electronic approvals, comply with board regulations, and provide UA with more usable data relating to travel. Campus-selected participants in the pilot are: Institute of Social and Economic Research and College of Arts and Sciences at UAA; Institute of Northern Engineering and Cooperative Extension Service at UAF; Chancellor’s Office and Facilities at UAS; and Finance Division at Statewide. Starting July 1, we will phase in all university departments with a full implementation by September 30. This constitutes a quantum leap forward in the university’s business process improvement.

UAA
Senator Lisa Murkowski visited with Professor of Japanese Hiroko Harada, director of the Montgomery Dickson Center for Japanese Language & Culture, and her students to talk about ways UAA is working to help the people of Rikuzentakata, which was devastated by the tsunami that hit Japan two years ago. Senator Murkowski had recently visited the city and asked that she be kept informed of efforts and offered her assistance when possible.

UAA hosts the first ever UA systemwide Alaska Native Studies conference. Alaska Native Studies in the 21st Century: Transforming the University is April 5-6 on the UAA Anchorage campus. The pre-conference, The Things We Make: Alaska Native Art in the 21st Century, was April 4 at the Anchorage Museum of History and Art. The conference is the product of the Alaska Native Studies Council, a partnership between UAA, UAS and UAF’s native studies staff and faculty.

UAA’s School of Allied Health hosted Dental Days March 21-23, with 125 volunteers, including students, providing free dental care to 194 individuals on a limited income or with no dental insurance.

Prince William Sound Community College (PWSCC) Training Department taught a 40 hour Hazard Waste Operations and Emergency Response course in Tazlina to employees of the Native Village of Tazlina and Copper River Native Association.

On April 25, UAA is hosting an outstanding team from Harvard University to debate against two students from our own Seawolf Debate team. The debate will happen at the Bear Tooth Theatrepub and will address the motion "This House Would Repeal The Second Amendment."

Rachel Wintz was chosen by the American Democracy Project (ADP) to be a student panelist for the ADP Student Plenary at their national conference in June. Rachel is a senior majoring in Sociology, minoring in Spanish and receiving a Certificate in Civic Engagement.

Kenai Peninsula College’s Kenai River Campus is making plans for two ribbon cuttings for new facilities on Aug. 15; one for student housing and one for the Career & Technical Center. The Board of Regents is invited to attend this event.
Nearly 100 people attended Tribal Courts in Alaska: Past, Present and Future, the final presentation in the UAA Justice Center’s 2013 National Criminal Justice Month lecture series.


Three UAA academics are inducted into the Alaska Women’s Hall of Fame Class of 2013: Diddy R.M. Hitchens, Dorothy M. Jones, and Carolyn Covington.

**UAF**

UAF temporarily relocated residential students overnight last week after a power outage in Wickersham Hall triggered a failure in the building’s steam heating system. The power outage was traced to a ground fault in a main power line running to the Haida parking lot. When the power went off, steam valves in the hall’s heating system stuck open. The system quickly overheated, which caused gaskets on the heat exchanger to fail. The residential hall was built in 1957 and accommodates up to 96 students.

Groundbreakings for the engineering building and expansion of Wood Center took place March 30. Chancellors Case and Rogers co-authored an editorial on the need for engineers in the state and the facilities needed to support that effort. The completion of the Murie Building is underway. Purchase orders for furniture have been issued and the project is on schedule for summer occupancy.

The spring 2013 Discover UAF: Inside Out campus preview day was the largest in the history of the event. UAF hosted 99 prospective students and 50 parents/chaperones. Visitors arrived from all over Alaska, including 33 from South-central and several from out of state.


UAF purchased the 19,000 square-foot Orca Building in Seward as part of shore-side support preparations for R/V Sikuliaq. School of Fisheries and Ocean Sciences will use about 5,000 square feet for offices and training space. The rest of the space will be leased to other tenants, including the State of Alaska and tribal consortium Chugachmiut, Inc.

The Rasmuson Fisheries Research Center board selected five fellowship recipients for the 2013 – 2014 academic year. The fellowships include tuition and graduate student stipends to support the SFOS graduate students’ research.

In an effort to make the UA Museum of the North more community-friendly, admission rates were discounted for Alaskans beginning April 1. Admission for Alaskans 15 and older is $8 and admission for children between the ages of 1 and 14 is $5. All active military and their immediate family stationed in Alaska are eligible for those reduced rates.
Nearly a dozen students participated in Alternative Spring Break working with the non-profit Rancho Feliez in Agua Prieta, Mexico. They helped build homes, distributed food and worked with animal rescue staff. The 2013 Alaska Business Week program received a $25,000 gift from Tesoro Petroleum Alaska Petroleum Co. and $10,000 from NANA Development Corporation.

UAF hosted a symposium on the centennial of the Alaska Legislature, By the People: 100 Years of Representative Government in Alaska, which featured three days of lectures and panel discussions. It opened with a panel of longtime Alaska journalists Mike Doogan, Dermot Cole and Mike Carey. Former Alaska legislator and Alaska National Interest Lands Conservation Act movement leader Willie Hensley gave the keynote address.

For additional highlights visit www.uaf.edu/chancellor/highlights/.

**UAS**

Dr. Shannon Atkinson has accepted a joint appointment in the School of Arts and Sciences, Department of Natural Sciences and Mathematics at UAS. This is the first time UAS has extended joint appointment opportunities to faculty at another MAU within the UA system. Dr. Atkinson’s primary appointment is, and remains, with the UAF School of Fisheries and Ocean Sciences (SFOS). She is a Professor at the Lena Point SFOS facility in Juneau. The joint appointment offers UAS and UAF another opportunity to collaborate on projects of mutual interest. Dr. Atkinson and UAS faculty members Dr. Sherry Tamone, Dr. Heidi Pearson and Ms. Jan Straley are already collaborating on several projects, and plans for additional research and teaching opportunities are underway. One particular goal will be to create additional opportunities for UAS undergraduate students to become involved in research.

UAS hosted the UA Teacher Education Consortium meeting on March 26 at the Auke Lake Campus. The consortium is focusing on ways that UA can continue to improve the quality of its teacher education programs and the success of graduates in securing jobs in Alaska’s schools. Members of the consortium include key education stakeholders across the state, including Alaska’s Commissioner of Education, chair of the State Board of Education, deans of UA schools and college of education, and Alaska Native leaders. The meeting had a special focus on input from superintendents across Alaska—learning from their experience in hiring UA graduates. Among participants in this meeting were BOR Chair Pat Jacobson, UA Vice President Dana Thomas, and UAS Chancellor John Pugh. The agenda produced specific action steps for follow-up by UA deans and faculty. The consortium will meet again in October.

Southeast Alaska Native students trying to balance college studies with the study of their own culture were highlighted in a television documentary screened at the Juneau campus on March 29. College Track III is the final in a three part series. The first two installments were broadcast on Alaska public television in 2004 and 2007. College Track III continues its predecessors’ study of students like Amanda Bremner Porter of Yakutat — a student who set out to become a teacher of Tlingit language and has since graduated from UAS. A subsequent panel discussion was moderated by Lance Twitchell, Assistant Professor of Native Languages and recent selectee of an “Alaska 40 Under 40” recognition. College Track III and the panel discussion will air on 360 North and other Alaska public TV stations in April.
Associate Professor of English and Humanities Department Chair Nina Chordas traveled to San Diego April 4 to attend the annual meeting of the Renaissance Society of America. She presented a paper entitled “Translations of Shakespeare in Russia: Hamlet and Resistance through perevod” as part of the panel discussion on “When is a Translation (Adaptation) not an Adaptation (Translation)? Authorization and Resistance in Adaptations of Shakespeare.”

Associate Professor of History and Chair of Social Sciences David Noon will travel to Seattle on April 18 to present a paper entitled "Barack Obama and the Superheroic Presidency" at the Pacific Northwest American Studies Association Conference.

PRESIDENT’S COMMENTS

Academic:
- Guest lecturer for two UAF School of Management business ethics classes.
- Co-chaired with Lt. Governor Mead Treadwell, the Statewide Committee on Research (SCOR), at the SCOR Juneau work session with economic development groups.

Governance:
- Monthly and regular meeting with Faculty Alliance Chair Cathy Cahill.

University and state relations:
- Attended UAF Symposium celebrating 100 years of representative government in Alaska.
- Attended UA Foundation Soup-er Scholarship Feed and fundraiser, which raised $680 and a $500 pledge.
- Associate Vice President for Development Megan Riebe and I met with Icicle Seafoods’ new Chief Executive Officer Amy Humphries and Icicle’s Government Relations representative Kris Norosz. We discussed partnerships and workforce needs.
- Hosted a reception in Anchorage for the seafood industry in thanks for their support of and partnerships with the university.
- Spoke before the Senate Finance Committee on April 4 advocating for Senate Bill 74 sponsored by Senator Kelly for the establishment of a university building fund. Worked engineering building options.
- Proudly witnessed two UA employees receive the Top 40 Under 40 award—UAS Assistant Professor of Alaska Native Language/Studies Xh'unei Lance Twitchell and UA Associate Vice President for Budget/Interim Chief Human Resources Officer Michelle Rizk; their families attended as well.

Other:
- Along with staff from UA Facilities and the MAUs, took in Sightlines’ presentation of FY12 data for UA systemwide.
- At the invitation of the University of Hawaii President, gave input to their consultant on proposed state legislation, and operational and financial controls improvement.
# UA Grant Proposals Awarded
## March 22, 2013 - April 04, 2013

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<tr>
<th>MAU</th>
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<th>Proposal Category</th>
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<th>Award Date</th>
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STATEWIDE

Academic Affairs
FY14 Technical Vocational Education Program (TVEP) grants administered through and to the UA system have been approved by President Gamble. Grants that support the continuation of previously supported TVEP grants have been announced as they frequently involve faculty contracts. Total grants available to be administered through the TVEP program are estimated at $5.37M, which is $69,100 down from FY13.

The Interior Area Health Education Center (AHEC) is completing its second year of funding received from the Alaska Workforce Investment Board (AWIB), to implement Health Programs of Study in rural high schools. The Interior communities of Galena, Fort Yukon and Nenana have started Career and Technical Education (CTE) courses and Healy will begin in the fall. Courses include Introduction to Health Careers, Math in Healthcare, Medical Terminology, and Professionalism in Healthcare, to name a few.

Students from across Alaska competed in Health Occupations Students of America (HOSA) state competitions during the Career and Technical Student Organization (CTSO) conference in Anchorage March 24-25. Volunteer health professionals judged students in 52 events including: Public Service Speaking, Dental Spelling Bee, Extemporaneous Writing, Medical Photography, and Sports Medicine. The South Central AHEC is the co-Chair for HOSA in Alaska. They state that this event prepares students for the National HOSA competitions in the summer. But it also prepares Alaskans to enter a health career for life!

The Alaska Center for Rural Health, Alaska’s AHEC, with support from the Trust Training Cooperative (TTC) and Office of Health Programs Development (OHPD), are currently hosting the 2013 Geriatric Spring Tele-Health Series. This ten week online series of webinars originates from the University of Washington’s Geriatric Education Center, is broadcast to five states in the northwest region, and offers 1.5 continuing education hours per week. To date, Alaska has 37 host sites statewide with 174 registered for the spring series. OHPD intends to fully evaluate the series upon completion to develop future geriatric/gerontology-related continuing education opportunities for the state.

OHPD is also launching the 6th year of the Alaska Youth First: Teacher Intern/Externships project. This project offers secondary teachers an opportunity to learn and experience new career opportunities in Alaska by doing an 80 hour externship at a health facility, either in primary care or behavioral health. Because teachers have a significant impact on young people and their career choices, the knowledge teachers take back and incorporate in their classrooms helps raise awareness for Alaska’s youth, ages 14-24, about how curricula relates to work experiences.

The UA Allied Health Alliance (AHA) met again April 12. It was well-attended with opportunities for collaboration between major administrative units (MAUs) on a variety of health program needs, including Medical Assisting and Health Information Technology. The AHA has been gathering around Allied Health programs since 2002, celebrating 11 years of cross-MAU collaboration. Highlights of the AHA can be found here: http://www.ualaska.edu/hpd/aha.cfm.
UAA
UAA partnered with UAF and UAS to host the first ever Alaska Native Studies Conference in Anchorage. More than 300 people participated in the conference. It generated a lot of statewide, positive press.

Ten bids were received for the Mat-Su Valley Center for Arts & Learning project. A Notice of Intent to award has been issued to the apparent low bidder ($14,990,000), Roger Hickel Contracting, Inc.

Dr. Erin Holmes will join UAA as Associate Vice Provost for Institutional Research in June. Erin is currently the Director of Institutional Research at Black Hills State University (BHSU).

Jed Palmer is Acting Campus President for Prince William Sound Community College (PWSCC) as we complete the search for a new campus president. Chancellor Case and Provost Baker are traveling to PWSCC on April 17 and meeting with faculty, staff and students, as well as the College Council and community members.

UAA is one of 500 colleges and universities nationally to implement the Financial Aid Shopping Sheet, a model financial aid award letter that standardizes information for new students, making it easier for them to compare information from different institutions, including: financial aid awards, cost of attendance, default rates, graduation rates and median debt levels.

The National Academic Advising Association Region 8 Conference is scheduled to be held in Anchorage April 29 – May 2. Linda Morgan, UAA Director of Advising and Testing Center, serves as co-chair for this conference that will draw more than 200 professional advisors from five state regions. President Gamble will address the conference.

Fourteen Justice majors were inducted as members of the Alpha Phi Sigma National Criminal Justice Honor Society, Omega Xi Chapter. To be selected for this honor, each student had to maintain a 3.2 overall cumulative GPA and 3.2 GPA in their Justice major.

UA Center for Economic Development (UACED) team members Melissa Houston and Samuel Callen traveled to the Bristol Bay region, including Dillingham, Port Alsworth, Nondalton, Iliamna, Kokhanok, Igiugig, and Naknek, as part of a grant they received earlier this year from the Pebble Partnership. They promoted UACED’s free online resource for entrepreneurs, AKSourceLink, and presented program information to approximately 75 business owners and community leaders, including helping teach how to build a website for businesses and how to write the basics of a business plan.

UAA, for the first time ever, is dedicating a full-time development professional to engineering. Beth Rose will step down as assistant vice chancellor for development and assume the new senior development officer position for the School of Engineering.

The merger of the Joint Library Catalog with the Capital City Libraries system will provide users more access to more materials. The expanded catalog will have combined holdings of over one million records reflecting the collections available at the Anchorage and Juneau public libraries, Alaska Resources Library & Information Service (ARLIS), the Alaska State Library, the Egan Library at UAS, the Anchorage Museum Atwood Resource Center, the Valdez Consortium Library, the UAA libraries in Anchorage,
Homer, Soldotna, Kodiak, and at the Mat-Su campus; and UAA’s Learning Resources Center and Career Services.

**UAF**

The Advanced Instrument Laboratory in the College of Natural Science and Mathematics has taken delivery of a JEOL electron microprobe. The National Science Foundation funded the $1.4 million instrument, which will further geochemical and biochemical research at the University.

A 14-pound reindeer bull calf was born March 30 at the Fairbanks Experiment Farm. Suggestions for names are submitted online from school children across the country. The Reindeer Research Program staff members select from the names according to the animals’ individual traits and personalities.

Provost Henrichs is soliciting applications for the Academic Leadership Institute. The institute provides an opportunity for a small group of faculty, staff and/or administrators to explore leadership discussions in an academic context. More than 100 faculty and staff members have participated since 2000.

The *Fairbanks Daily News-Miner* ran an editorial on the need for critical infrastructure, specifically the aging UAF combined heat and power plant, in the wake of the power outage at Wickersham Hall.

Work will start on replacing variable frequency drives in the combined heat and power plant in April. Part of the project requires shutting down the main boilers; that job is scheduled for April 2014.

The Association of Writers and Writing Programs (AWP) recognized English Department MFA students John Messick, Zach Medlin and Christie Hinrichs for their creative works through AWP’s Intro Journals Project. The project is described as “a literary competition for the discovery and publication of the best new works by students currently enrolled in AWP member programs.” Messick and Medlin both won in their respective genres — non-fiction and poetry — while Hinrichs received an honorable mention in the fiction category. UAF’s MFA program was the only program to receive mention in all three categories.

The Commission on Accreditation of Allied Health Education Programs recently reaccredited the Community and Technical College’s (CTC) Emergency Medical Technician – Paramedic program.

Sociology students at UAF hosted a community forum on higher education this month. The forum, “How Higher Education Can Create the Society We Want,” is among 50 slated at universities and communities nationwide. The forum focused on scholarships, tuition and debt, as well as how higher education can help keep the U.S. economically competitive.

The Alaska Hockey Face-Off Club sponsored the Alaska Hockey team’s April 13 annual awards banquet. Crystal Pitney, a senior on Alaska Nanooks ski team, and Steve Thompson, senior on the Alaska Nanooks men’s hockey team, were selected as the student athletes of the year.

The UAF Native Alaskan Business Leaders won the Chapter of the Year Award at the American Indian Business Leaders national conference in Scottsdale, Ariz., and won the business plan competition with "Yukon Native Treasures," which they will present to the School of Management Advisory Council.
Art student Ian Wilkinson’s BFA exhibition, “Spheres of Influence,” raised $18,000. Proceeds from sale of the 1,200 bowls he produced for the exhibit were donated to the Fairbanks Community Food Bank.

For additional highlights visit www.uaf.edu/chancellor/highlights/.

UAS

Assistant Professor of Alaska Native Languages Xh’unéi Lance A. Twitchell (2013 Top 40 Under 40 recipient) presented at the first Alaska Native Studies Conference at UAA April 6-10. The conference involved faculty from UAS, UAA, UAF, Kodiak College, and students of Alaska Native Studies programs in Alaska and elsewhere. UAS may host next year’s event.

Associate Professor of Anthropology Erica Hill attended the 2013 annual meeting of the Society for American Archaeology (SAA) in Honolulu last month, where she presented a paper and participated in the Publications Committee meeting.

Ten undergraduate students gave talks or presented posters on their work with the guidance of faculty mentors on the Juneau campus April 16. Disciplines represented included writing, ethnohistory, marine biology, photography, psychology, environmental science, and drawing at the 2013 Undergraduate Research and Creative Activity (URECA) Symposium.

The U.S. Forest Service’s Pacific Northwest Research Station has partnered with the Forest Service’s Alaska Region, UAS, and the Central Council Tlingit and Haida Indian Tribes of Alaska (CCTHITA) to collaboratively manage the Héen Latinee Experimental Forest near Juneau. The new offices are based on the UAS campus. The Héen Latinee (heen la-tee’-nee) Experimental Forest is located within the Tongass National Forest and was established in 2009 to support research on how coastal temperate rain forests function. The name of Héen Latinee means “River Watcher” in the Tlingit language. The Pacific Northwest Research Station headquartered in Portland, Oregon, generates and communicates scientific knowledge that helps people make informed choices about natural resources and the environment. The station has 11 laboratories and centers located in Alaska, Oregon, and Washington and about 390 employees.

The Alaska Society for Technology in Education (ASTE) recently awarded UAS Professor Emeritus Educational Technology Jason Ohler a Lifetime Achievement Award at its annual conference. He was attending the conference and curating an Augmented Reality art (Art) gallery. At UAS Ohler was the director and creator of the Masters in Educational Technology program for 20 years before becoming the President’s Professor of Educational Technology and Distance Learning for 5 years.

The Sitka Campus will offer a three-day workshop June 5-7 called "Educators and Scientists: Putting our heads together to get kids excited about science," at the Sitka Sound Science Center. The workshop will be led by UAS faculty, Sitka Sound Science Center staff, and other scientists and educators. It will provide educators hands-on experience and training on teaching science to a diverse student audience. The goal is to increase science literacy and build a workforce of marine and aquaculture professionals in Alaska.
PRESIDENT’S COMMENTS

Academic:

- At the request of representatives from the Japan Ministry of Education, Culture, Sports, Science and Technology, and the National Institute of Polar Research, we met to discuss Japan’s collaboration with the International Arctic Research Center (IARC), as well as expansion of partnerships with other UAF research institutes, and graduate exchanges.

- The joint Statewide Academic Council and President’s Cabinet meeting in Sitka included a very enlightening presentation by Dr. Richard Dangel of Praesidum on the protection of minors on campus.

University Relations:

- Attended a reception hosted by Dr. Cary Keller and Mrs. Sarah Keller at their home in Sitka to celebrate philanthropic support and commitment to UAF.

- Carla Beam and I met with UA’s federal relations consultants Patton Boggs in Washington, DC. In a very full day, we met with all three members of Alaska’s congressional delegation; the White House Office of Science and Technology Policy; the Senate Health, Education, Labor and Pensions Committee; and the Senate Committee on Commerce, Science and Transportation.

- Todd Kelsey of IBM requested time with me while he was in Fairbanks meeting with UAF to discuss the preservation and future of the Gaaleeya Spirit Camp. Our discussion quickly went far beyond that, and we will meet again when more time is available to discuss IBM and UA mutual education support interests.
# UA Grant Proposals Awarded
## April 05, 2013 - April 18, 2013

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<th>MAU</th>
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<th>Funding Agency</th>
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**UAF Total** 7,365.5
**Grand Total** 7,365.5
Faculty Senate President’s Report  
May 3rd, 2013

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

- Convened and chaired Faculty Senate Executive Board Meetings
- Attend meetings with Chancellor to discuss academic support and policy matters
- Attend meetings with the Provost to discuss academic support and policy matters
- Participate in meetings with Vice Chancellor Bill Spindle, the Provost and others to  
discuss planning for prioritizing programs at UAA and examining their alignment with our  
mission and strategic planning documents
- Conduct informational forums on the Prioritizing Programs process
- Finalize details on the IMET pilot studies to examine ways to enhance response rates to  
IDEA including recruiting faculty to participate.
- Met with Pat Schier, and electronic faculty evaluation files task force to discuss  
possibilities for a standardized form of electronic faculty evaluation files that faculty my  
opt to use in AY 14-15.
- Met with Vice Provost for Research and Graduate Studies Research Council to discuss  
feedback on the Draft Research Plan provided by the Faculty Senate ad hoc committee  
on Research and Creative Activities.
- Reviewed training materials provided by members of the ad hoc Faculty Evaluator  
Training committee
- Faculty Alliance Responsibilities
  - Attend Faculty Alliance meetings
  - Attend Statewide Academic Council
  - Attend Student Service Council
  - Continued work with the Faculty Alliance subcommittee to examine the extent to  
   which General Education might be better coordinated across the MAUs.
- Reflected upon and enjoyed my time serving as your Faculty Senate President
CONSTITUTION OF THE FACULTY SENATE
UNIVERSITY OF ALASKA ANCHORAGE

The faculty of the University of Alaska Anchorage, in order to provide a forum for and create a voice to address university-life issues including curriculum, student success, institutional development, and professional development, establish this constitution.

ARTICLE I. NAME

Section 1. The name of this organization shall be the Faculty Senate of the University of Alaska Anchorage (hereafter referred to as Faculty Senate).

ARTICLE II. PURPOSES, RESPONSIBILITY AND AUTHORITY

Section 1. The Faculty Senate shall carry out its functions subject to the statewide authority of the Board of Regents within the laws of the State of Alaska (BOR Policy 03.01).

Section 2. The purposes of the Faculty Senate are

a. To provide official representation for faculty of the University of Alaska Anchorage in matters which affect the general welfare of the University and its research, creative activities, and educational programs.

b. To serve as an agency by which information of general concern and interest to the University of Alaska Anchorage faculty may be freely collected, disseminated and discussed.

c. To function as the legislative body having primary authority to initiate, develop, review and recommend policy of the University of Alaska Anchorage, including but not limited to

   (1) Academic Matters

      (a) degree requirements,
      (b) program approval,
      (c) course approval,
      (d) admissions policies,
      (e) instructional policies,
      (f) transfer policies,
      (g) academic advising,
      (h) assessment of incoming students,
      (i) outcomes of courses,
      (j) distance education,
      (k) e-learning,
      (l) library,
      (m) conduct of research, scholarship, and creative activities
      (n) mentorship of research, scholarship, and creative activities
      (o) other matters directly concerned with the academic programs of the University of Alaska Anchorage.
(2) Faculty Matters

(a) tenure,
(b) promotion,
(c) leave,
(d) appointment, reappointment and termination,
(e) professional ethics,
(f) faculty development,
(g) grants,
(h) other matters affecting the welfare of the faculty.

(3) Physical Facilities and Equipment

(a) academic computing,
(b) instructional technology,
(c) classrooms,
(d) laboratories, research, and creative arts facilities,
(e) other facilities affecting the quality of instruction and scholarship.

(4) University Community

(a) diversity,
(b) continuing education,
(c) community outreach,
(d) safety,
(e) other issues affecting students, faculty, and the community.

d. To provide consultative and advisory services to the Chancellor of the University of Alaska Anchorage in matters including but not limited to

(1) budget,
(2) calendar,
(3) administrative appointments,
(4) physical facilities
(5) telecommunications,
(6) offices,
(7) parking,
(8) computing,
(9) initiationcreation of or changes to institutes andor centers,
(10) other matters affecting the general welfare.

e. To provide consultative and advisory services to the Faculty Alliance in matters including but not limited to

(1) budget,
(2) calendar,
(3) administrative appointments,
(4) physical facilities,
(5) computing,
(6) distance education,
(7) e-learning,
(8) coordinated policies,
(9) telecommunications,
(10) research, scholarship, and creative activities,
(11) other matters affecting the general welfare.

ARTICLE III. MEMBERSHIP

Section 1. Those eligible for membership in the Faculty Senate shall be tenure-track or term faculty members with a .5 F.T.E. or greater, non-administrative assignment prior to being elected, and who hold the rank of Instructor, Assistant Professor, Associate Professor, or Professor. Faculty members on any type of Sabbatical leave that prevents attendance at meetings must be able to attend at least eighty percent (80%) or more of Faculty Senate meetings or they are not eligible to serve as members of the Faculty Senate and must relinquish the position.

Section 2. The membership of the Faculty Senate shall consist of elected representatives (hereafter referred to as Senators).

Section 3. Each of the following units shall elect Senators at a ratio of one Senator per fifteen eligible members, with each unit having at least one Senator. Senators will be elected to staggered two-year terms.

A. College of Arts & Sciences
B. College of Business & Public Policy
C. College of Education
D. College of Health
E. Community & Technical College
F. School of Engineering
G. Consortium Library
H. Kenai Peninsula College
I. Kodiak College
J. Matanuska-Susitna College
K. Student Affairs

The faculty of schools and colleges with departments or other logical subdivisions may vote to apportion the selection of senators to represent departments or groupings.

Section 4. There shall be eight Senators elected at large.

Section 5. A faculty member may vote or be nominated for Senate representatives in only one unit.

That unit must be the unit of primary appointment or, in the case of evenly split appointment, the unit of the faculty member’s choice.

Two faculty members may share a committee/board position if at least one of the faculty members is on the trisemester system or on sabbatical leave. The names of the two faculty members sharing the committee/board position and the portion of the term each will cover will be on the ballot.

Section 6. Senators shall be elected no later than April 15. Voting will be by secret ballot. Candidates shall be elected by a simple majority of those responding. If two
seats of unequal duration are available, the faculty member with the greatest number of votes serves the longer term. If a faculty member wins both a senate position at-large and for a unit, the Nominations and Elections Committee will determine which one of the offices will be filled by that member.

Section 7. The terms of newly elected Senators shall commence at the beginning of “New Business” of the last regularly scheduled Senate meeting of the academic year.

Section 8. Any voting member of the Senate may be recalled according to the provisions of the bylaws.

Section 9. Changes to the ratio of eligible faculty-to-senate seats Reapportionment shall be done upon a two-thirds vote of the Senate.

Section 10. Senate Representatives to Board vacancies shall be elected by the Faculty Senate annually at the May meeting. Thereafter, Undergraduate Academic Board, Graduate Academic Board, Faculty Grants and Leave, and University-wide Faculty Evaluation Committees vacancies shall be elected by the Faculty Senate at its September meeting. Other vacancies during the academic year shall be elected by the Faculty Senate at the earliest possible convenience.

Section 11. A senator or academic board member may run for re-election in the final year of his or her term and not before.

ARTICLE IV. OFFICERS

Section 1. The officers of the Faculty Senate shall be the President, First Vice President, and Second Vice President.

Section 2. Any faculty member, as defined in Article III, Section 1, shall be eligible to serve as an officer.

Section 3. The officers shall be elected from and by the faculty at large.

Section 4. The term of office for the President, First Vice President, and Second Vice President shall be one year.

Section 5. The President shall preside at Executive Board meetings and Senate meetings. The President shall serve as a representative of the Faculty Senate to the Council of Deans and Directors, to the Faculty Alliance, to the University Assembly and to the Chancellor’s Advisory Council.

Section 6. The First Vice President shall be the President-elect and shall assist the President in the performance of all duties and responsibilities relative to the business of the Faculty Senate. The First Vice President shall serve as a representative of the Faculty Senate to the Council of Deans and Directors, to the University Assembly and the Faculty Alliance and as necessary to the Council of Deans and Directors.

Section 7. The Second Vice President shall assist the President and First Vice President in the performance of all duties and responsibilities relative to the business of the Faculty Senate. The Second Vice President shall chair the Nominations and Elections Committee. The Second Vice President shall serve as a representative of the Faculty Senate to the University Assembly as necessary. The Second Vice President shall serve as a representative of the Faculty Senate to the CAFÉ
Advisory Board.

Section 8. The Chair of the Graduate Academic Board, the Chair of the Undergraduate Academic Board, the Second Vice President or the Past President, shall serve as a representative of the Faculty Senate to the Faculty Alliance. The UAA Faculty Senate President will select this representative.

Section 9. If for any reason the President should relinquish or be recalled from office, the 1st Vice President will automatically and immediately assume the Presidency.

Section 10. If for any reason the 1st Vice President should relinquish or be recalled from office, the President will call an election.

Section 11. If for any reason the 2nd Vice President should relinquish or be recalled from office, the President will call an election.

Section 12. The terms of newly elected Officers shall commence at the beginning of “New Business” of the last regularly scheduled Senate meeting of the academic year.

Section 13. The President, First Vice President, and Second Vice President of the Faculty Senate, together with the chairpersons of the Undergraduate Academic Board; the Graduate Academic Board; and the Past President, who shall be an ex officio, non-voting member; shall constitute the Executive Board of the Faculty Senate. The Executive Board shall be empowered to act in the name of the Senate on an emergency basis. Any actions taken by the Executive Board are subject to Senate review at the next meeting of the Faculty Senate.

ARTICLE V. BOARDS AND COMMITTEES

Section 1. There shall be two permanent boards and fourteen (14) standing committees of the Faculty Senate as well as those committees established by the Bylaws. The Committee Chairs may appoint ex-officio non-voting members. It is recommended that committees with overlapping interests hold at least one joint meeting in the spring semester.

a. Undergraduate Academic Board
   General Education Review (GERC)

b. Graduate Academic Board

c. Committees,
   1) Academic Computing, Distance Learning, Instructional Technology, and eLearning
   2) Student Academic Support and Success
   3) Budget, Planning & Facilities Advisory
   4) Nominations and Elections
   5) Diversity
      Indigenous Peoples
   6) Library Advisory
   7) University-wide Faculty Evaluation Professional Development
   8) Faculty Grants and Leave
   9) Institutional and Unit Leadership Review
   10) Distinguished Service Awards
   11) Academic Assessment
   12) Community Campus
   13) Academic Honesty and Integrity
   14) Research and Creative Activity
   15) Ad hoc committees as described in Sections 7-9
Section 2. Senate members of permanent boards and committees shall serve two-year terms. The terms of newly elected senate Board members of permanent boards shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year, unless otherwise noted in the Bylaws. The membership on these Boards and Committees shall be chosen in accordance with the procedures laid down in the Bylaws of the Faculty Senate.

Section 3. Membership on the Undergraduate Academic Board and the Graduate Academic Board is limited to tenure-track faculty members whose F.T.E. workload during the term of appointment consists of less than 50% administration and at least 20% teaching.

Section 4. The specific functions of the permanent boards and committees shall be those established by the Bylaws of the Faculty Senate. Additional functions may be assigned to the boards and committees by a simple majority vote of the membership of the Faculty Senate present and voting at a regular meeting.

Section 5. Approved actions of the permanent boards and committees shall be submitted to the Faculty Senate at each regular meeting of the Faculty Senate in accordance with the provisions of the Bylaws of the Faculty Senate. Such actions of the permanent boards and committees shall be deemed enactments of the Faculty Senate when confirmed by a simple majority vote of the membership present and voting. If a board or committee does not present any approved actions during the academic year, a written report of the year's activities shall be presented to the Faculty Senate at the May meeting.

a. The Faculty Senate may, by a majority vote of the members present, empower Boards and Committees to act in the name of the Senate.

b. The Undergraduate Academic Board and Graduate Academic Board are empowered to act in the name of the Faculty Senate on the following issues:
   1. All requests for permanent course numbers including those from Community Campuses.
   2. Change in credit hours, grading basis and course level.
   3. Addition/deletion of courses with permanent numbers.
   4. Stacking/Cross-listing of courses.

Section 6. Each permanent board and committee shall have a chair person(s) elected by a majority vote of its members.

Section 7. The Executive Board may establish any ad hoc committee it deems necessary for the conduct of Faculty Senate business. Ad hoc committees established by the Executive Board are subject to approval by the Faculty Senate at the next regularly scheduled Faculty Senate meeting.

Section 8. By the majority vote of those present and voting at any meeting, the Faculty Senate may establish any ad hoc committee it deems necessary for the conduct of Faculty Senate business. The President shall appoint the members of any ad hoc committee. Such committees shall submit their actions to the Faculty Senate in accordance with the provisions of the Bylaws of the Faculty Senate.

Section 9. Senate ad hoc committees shall cease to exist when work is completed or no later than the last regularly scheduled Senate meeting of the academic year.
Section 10. The President of the Faculty Senate shall be an ex-officio, non-voting member of each of the permanent boards and all the elected and appointed committees of the Faculty Senate.

Section 11. The President of the Faculty Senate shall notify the Chancellor in writing within ten working days of any action taken by the Senate which affects administrative practice.

Section 12. The position of any member of a permanent board or committee shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings, unless the absence is excused by the Chair of that board or committee.

Section 13. The position of any Senator shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings or fails to attend four regularly scheduled meetings in an academic year, unless the absence is excused.

Section 14. The position of Board or Committee Chair shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings of the Board or Committee; or if the occupant fails to attend two consecutive regularly scheduled Senate meetings.

Section 15. Senate, permanent board, and committee vacancies that occur after a regularly scheduled annual election shall be expeditiously filled in the manner designated for that position in the Constitution and shall be for the unexpired term of the position.

Section 16. Board and Committee Chairs may appoint ex-officio, non-voting members.

Section 17. A member of the Undergraduate Academic Board or Graduate Academic Board may designate a voting substitute for a meeting from which the board member will be absent. This substitute must be eligible for membership on the board. Voting substitutes are not allowed on Faculty Senate committees. The presence of a voting substitute means that the absence of the elected member does not count.

ARTICLE VI. MEETINGS

Section 1. The Senate shall meet once a month from September through December and February through May. Other meetings, including electronic voting meetings, may be held on the special call of the President of the Faculty Senate. Only matters pertaining to course or program approval may be voted on electronically. Electronic voting meetings during the period between May and August can be called only on an emergency basis by the President of the Faculty Senate, at the written request of the Undergraduate and/or Graduate Academic Boards. The results of any electronic voting during the May-August period must be reported to the Senate at its regularly scheduled meeting. Senators may attend the senate meetings as voting members via remote link.

Section 2. Each academic year, the Senate shall conduct two Faculty Forums/Retreats. Each academic year, one Faculty Senate Retreat in the fall semester for senators and board and committee members and one Faculty Forum for all faculty members in the spring semester. The agenda for the Faculty Senate Retreat and Faculty Forum shall be set by the Executive Board in consultation with the faculty.
Section 3. The 2nd Vice President shall convene a Special Nominations Meeting within one week of the start of balloting for membership.

Section 4. The business of the Faculty Senate shall be conducted in accordance with its Bylaws.

ARTICLE VII. QUORUM

Section 1. The presence of fifty percent (50%) of the membership shall constitute a quorum.

ARTICLE VIII. PARLIAMENTARY AUTHORITY

Section 1. The parliamentary authority shall be the latest edition of Robert's Rules of Order. The President shall appoint a parliamentarian each year.

ARTICLE IX. AMENDMENTS

Section 1. Amendments to the Constitution may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.

Section 2. Copies of proposed amendments shall be sent to all members of the Faculty.

Section 3. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held no sooner than the second regular meeting following the distribution of copies. Any tenure-track faculty member eligible to serve as a Senator may participate in floor discussions during the first and second readings.

Section 4. Following the second reading, the amendment shall be voted on by all faculty members eligible to serve as a Senator, as described in Article III, section 1, of this Constitution. Amendments shall be approved by a two-thirds vote. The vote shall be considered invalid if fewer than twenty-five percent (25%) of the voting membership respond. A Motion to Reconsider may be made only at the following meeting.

ARTICLE X. REFERENDUM

Section 1. Any tenure-track or term faculty member with a teaching load of at least fifty percent (50%) may bring a motion before the Senate by submitting a petition signed by a minimum of twenty percent (20%) of the full-time faculty.

a. The petition shall be considered to second the motion.
b. The Senate must consider this motion at the meeting following the submission of the petition.
c. This petition may include a requirement that the entire faculty be notified of the discussion of the petition on the Senate floor and that interested faculty members be included in the floor discussions.
d. This petition may include a requirement that the vote be put to all tenure-track and term faculty who are eligible to be elected to the Faculty Senate, by secret ballot.
Section 2. If a petition is submitted to rescind or amend an action of the Senate,

a. The Senate shall, after discussion, vote on the motion to rescind or amend the
motion. If the Senate concurs with the motion, the original action shall be
considered rescinded or amended as appropriate.
b. If the Senate does not concur with the motion, the question shall be put to the
entire faculty by secret ballot.

Section 3. If a question is put to all tenure-track and term faculty eligible to be elected to the
Faculty Senate, voting will be by secret ballot, supervised by the officers of the
Senate and will be passed by a simple majority of those responding. The vote will
be considered invalid if less than twenty-five percent (25%) of the faculty
respond.

ARTICLE XI. EFFECTIVE DATE OF ENACTMENTS

Section 1. Enactments of the Faculty Senate shall become effective upon the
recommendation of the Provost, and the approval of the Chancellor.

Section 2. The Chancellor shall act to approve or disapprove any enactment of the Faculty
Senate within 15 working days of the date it is submitted for approval.

Section 3. Approval of a Faculty Senate action by the Chancellor constitutes approval of the
enactment. Actions of the Senate may not be partially approved and partially
disapproved nor may they be approved as modified or amended by the
Chancellor.

Section 4. The Chancellor shall convey in writing to the Faculty Senate the reasons for
disapproval within 15 working days of the date of the disapproval.

Section 5. Any action approved by the Senate and disapproved by the Chancellor’s Office
may be submitted to a reconciliation committee upon a two-thirds vote of the
Senate. Up to three members appointed by the Senate and up to three members
appointed by the Chancellor’s Office shall constitute a reconciliation committee
whose task it shall be to formulate recommendations to the Senate and the
Chancellor’s office.

Section 6. If the Senate and the Chancellor’s Office are not able to resolve the impasse,
then the Senate, upon a two-thirds vote, may elect to forward its previous action
through the University of Alaska governance structure as provided for under
Regents’ policy.
BYLAWS OF THE CONSTITUTION
OF THE
FACULTY SENATE
UNIVERSITY OF ALASKA ANCHORAGE

Section 1. (Article III. Membership)

a. Nomination of Senators

(1) The Nominations and Elections Committee shall prepare a slate of candidates for Senate positions consisting of eligible faculty nominated by faculty to be presented at the Special Nominations Meeting held within one week of the start of balloting for membership.

(2) The slate of candidates may be augmented by nominations from the floor of the Senate at the Special Nominations Meeting. Nominations shall be made in accordance with Article III, sections 3, 4, and 5 of the Constitution.

b. Election of Senators

(1) Election of Senators shall be by ballot.

(2) Faculty Members shall vote in accordance with Article III, sections 3, 4, and 5 of the Constitution.

(3) The terms of the newly elected Senators shall commence at the beginning of “New Business” of the last regularly scheduled Senate meeting of the Academic year.

c. Recall of Senators

(1) Any elected Senator may be recalled by a two-thirds vote of all qualified voters in the Senator’s unit as defined in Article III, sections 3, 4, and 5 of the Constitution casting ballots in a recall election held in accordance with paragraph two (2) below. Recall shall be effective immediately upon tabulation of all ballots cast.

(2) A recall election shall be held upon receipt by the Faculty Senate Executive Board of a written petition signed by at least ten percent (10%) of the tenured-track faculty members in the Senator’s unit as defined in Article III, sections 3, 4, and 5 of the Constitution, which sets forth the basis for recall. A copy of the petition shall be provided to the Senator who is the subject of the petition. Announcement of a pending recall election shall be published in the agenda for the next Faculty Senate meeting, and the Senator whose recall is being sought shall be provided an opportunity to address the Faculty Senate at that meeting if the Senator so desires. At the Faculty Senate Executive Board’s discretion other members of the faculty may be permitted a reasonable opportunity to address the body, either in favor of or in opposition to the recall petition. A recall election shall then be conducted within 14 days after the meeting.
Section 2. (Article IV. Officers)

a. Nomination of Officers

(1) The Nominations and Elections Committee shall prepare a slate of candidates for the officer positions of President, First Vice President, and Second Vice President and must consist of eligible faculty nominated by faculty to be distributed to the faculty at large prior to the Special Nominations Meeting held within one week of the start of balloting for membership. The slate of candidates may be augmented by nominations from the floor at the Special Nominations Meeting.

b. Election of Officers

(1) Officers shall be elected by the faculty at large following the Special Nominations Meeting.

(2) Election of officers shall be by secret ballot.

(3) The terms of the newly elected officers shall commence at the beginning of “New Business” of the last regularly scheduled Senate meeting of the Academic year.

c. Recall of Officers

(1) Any elected officer may be recalled by a two-thirds vote of all qualified voters casting ballots in a recall election held in accordance with paragraph (2) below. Recall shall be effective immediately upon tabulation of all ballots cast.

(2) A recall election shall be held upon receipt by the Faculty Senate Executive Board of a written petition signed by at least ten percent (10 %) of the tenure-track faculty members, which sets forth the basis for recall. A copy of the petition shall be provided to the officer who is the subject of the petition. Announcement of a pending recall election shall be published in the agenda for the next Faculty Senate meeting, and the officer whose recall is being sought shall be provided an opportunity to address the Faculty Senate at that meeting if the officer so desires. At the Faculty Senate Executive Board’s discretion other members of the faculty may be permitted a reasonable opportunity to address the body, either in favor of or in opposition to the recall petition. A recall election shall then be conducted within fourteen (14) days after the meeting.

Section 3. (Article V. Boards and Committees)

(1), (2), (3), (4) and (5) will apply to the following committees: Academic Computing, Distance Learning, Instructional Technology, and eLearning; Student Academic Support and Success; Budget, Planning and Facilities Advisory; Diversity; Library Advisory; Professional Development and Institutional and Unit Leadership Review; Academic Honesty and Integrity; and Research and Creative Activity.
(1) The Senate shall select a minimum of three Senators for the Committee, with a maximum of two Senators from any unit as defined in Article III, section 3, subsections A-K, and section 4 of the Constitution.

(2) A Senate member of the Committee shall convene the first meeting.

(3) New and continuing members shall elect the chair(s) no later than May 15, with service to begin June 1. The Chair or a Co-chair must be a member of the Faculty Senate.

(4) The Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.

(5) The Committee shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

It is recommended that committees with overlapping interests hold at least one joint meeting in the spring semester.

a. Composition of the Undergraduate Academic Board. Faculty members on Sabbatical leave that prevents them from meeting the qualifications for membership and attendance requirements in the Faculty Senate Constitution (Article 5, Sections 3 & 12) are not eligible to serve as members of the Undergraduate Academic Board and must relinquish the position.

(1) Each of the units listed in Article III, Section 3, of the Constitution shall elect representatives to the Undergraduate Academic Board so that total membership on the Board is the equivalent of one representative for each sixty (60) or fraction thereof of faculty members who meet the requirements laid down in Article V, Section 3, of the Constitution.

(2) The Senate shall choose four members—senators to serve on the Board. Senate Representation

| Arts and Sciences | (1) |
| At Large Members | Any Senators | (3) |

(3) Non-Senate Faculty Members shall be elected by faculty within their respective units as defined in Article III, section 3 of the Constitution.

Non-Senate Faculty Representation:
- Arts and Sciences
- College of Business & Public Policy
- College of Education
- College of Health
- Community & Technical College
- School of Engineering
- Library
- Matanuska-Susitna College
- Kenai Peninsula College
- Kodiak College
- Student Affairs
- Adjunct (Part-time) Faculty

Members Matanuska-Susitna College, Kenai Peninsula College and Kodiak College may attend the meetings of the Undergraduate Academic Board as voting members via remote link.
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(4) Faculty holding appointments of less than .50 F.T.E. (hereafter called adjunct or part-time faculty) may collectively elect one representative to the Undergraduate Academic Board.

(5) Faculty members of the Board for Undergraduate Academic Board shall serve two-year staggered terms.

(6) The students of the University of Alaska Anchorage may appoint one undergraduate or certificate-seeking student to voting membership on the Undergraduate Academic Board. The method of selection of the student representative shall be the responsibility of the student government.

(7) New and continuing members of the Board shall elect the chair person(s) no later than May 15, with service to begin June 1. The chair(s) shall be elected by the Board from those members who are in the second year of their terms or who have served at least one previous term of office. If no chair is an elected senator, a chair shall act as an ex-officio, voting member of the Senate at Senate meetings.

(8) One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Services, Publications and Scheduling, shall be ex-officio and non-voting members of the Undergraduate Academic Board. The Governance Office shall be responsible for coordinating the activities of the Undergraduate Academic Board.

b. Functions and Responsibilities of the Undergraduate Academic Board

(1) The Board may initiate and review all academic policies of undergraduate programs as defined in Article II, Section 2, subsection c(1) of the Faculty Senate constitution.

(2) Subject to Article V, Sections 5, 5a, and 5b of the Constitution, the Board shall have the authority to

   (a) approve all new permanent numbered courses, including those from Community Campuses and changes in number, content, title, and description of existing undergraduate courses;

   (b) review and recommend any changes in existing undergraduate degree and undergraduate certificate programs, which have been initiated by program faculty;

   (c) review and recommend any new undergraduate degree or undergraduate certificate programs, which have been initiated by faculty.

(3) The Board may forward issues about academic computing, distance learning, instructional technology, e-learning, or telecommunications to the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee. These requests may include a request for a timely response.
(4) Approved actions of the Board shall be submitted for review to the Faculty Senate at the next regularly scheduled meeting of the Senate.

(5) The Chair of either the Undergraduate Academic Board or the Graduate Academic Board may request that the Faculty Senate establish a joint special committee to consider matters of mutual concern to the Academic Boards.

(6) The Undergraduate Academic Board shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.

(7) The Undergraduate Academic Board shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

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

The membership of the GERC shall consist of a minimum of eight to a maximum of twenty members. The UAB Chair will serve in an *ex officio* position. A minimum of three other members will be concurrently serving members of UAB and UAB members will be from different curricular divisions or campuses.

The following units shall be represented by a faculty member:

- Each of the GER Tier I and II Categories (i.e. Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts)
- College of Arts and Sciences
- College of Business and Public Policy
- College of Health
- Community and Technical College
- College of Education
- School of Engineering
- Consortium Library
- Community Campuses

At least one Community Campus must be represented. There shall be a student member. Members representing Tier I or II Categories may also represent their respective administrative units.

All membership terms are for two academic years.

The UAB GERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. Other members will be appointed by UAB and (Faculty Senate Executive Board if necessary). UAB will request a nomination from faculty of any unit with an open position.

A quorum is constituted by a majority of UAB members of the GERC. All other regulations of UAB apply to the GERC.

The Committee shall: (with respect to course actions and reviews)

1) apply the current UAA catalog’s GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria (see [http://www.uaa.alaska.edu/governance/ger/upload/tier3model.pdf](http://www.uaa.alaska.edu/governance/ger/upload/tier3model.pdf));

2) review all requests to add to, delete from, or substantively modify the courses in the
General Education curriculum;

3) recommend course actions to the Board based on the criteria;

4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;

5) expedite the review of course action requests currently on hold (with respect to policy);

6) review all requests to modify General Education Requirements or policies;

7) recommend actions to the Board based on the review;

8) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

c. Composition of the Graduate Academic Board. Representation on the Graduate Academic Board is limited to faculty representing graduate programs. Faculty members on leave that prevents them from meeting the qualifications for membership and attendance requirements in the Faculty Senate Constitution (Article 5, Sections 3 & 12) are not eligible to serve as members of the Graduate Academic Board and must relinquish the position.

(1) The Senate shall choose four senators to serve on the Board:
    - College of Arts & Sciences (1)
    - Any senator (3)

(2) Non-Senate Faculty Members shall be elected by faculty within their respective units as defined in Article III, section 3 of the Constitution.
    - College of Arts & Sciences (2)
    - College of Business & Public Policy (2)
    - College of Education (1)
    - College of Health (1)
    - Community & Technical College (1)
    - School of Engineering (1)
    - Library (1)

Members may attend the meetings of the Graduate Academic Board as voting members via remote link.

(3) Faculty members of the Board for Graduate Academic Board shall serve two-year staggered terms.

(4) The students of the University of Alaska Anchorage may appoint one graduate student to voting membership on the Graduate Academic Board. The method of selection of the student representative shall be the responsibility of the student government.

(5) Newly elected and continuing members of the Board shall elect the chairperson no later than May 15, with service to begin June 1. The chair shall be elected by the Board from those members who are in the second year of their terms or who have served at least one previous term of office. If the chair is not an elected senator, the chair shall become an ex-officio, voting member of the Senate.
(6) One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Services, Publications and Scheduling shall be ex-officio and non-voting members of the Graduate Academic Board. The Governance Office shall be responsible for coordinating the activities of the Graduate Academic Board.

d. Functions and Responsibilities of the Graduate Academic Board

(1) The Board may initiate and review all academic policies of graduate programs as defined in Article II, Section 2, subsection c (1) of the Faculty Senate Constitution.

(2) Subject to Article V, Sections 5, 5a, and 5b, of the Constitution, the Board shall have the authority to

(a) approve all new permanent numbered courses, including those from Community Campuses, and changes in number, content, title, and description of existing graduate courses;

(b) review and recommend any changes in existing graduate degree and graduate certificate programs; which have been initiated by program faculty;

(c) review and recommend any new graduate degree or graduate certificate programs, which have been initiated by faculty.

(3) The Board may forward issues about academic computing, distance learning, instructional technology, e-learning, or telecommunications to the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee. These requests may include a request for a timely response.

(4) Approved actions of the Board shall be submitted for review to the Faculty Senate at the next regularly scheduled meeting of the Senate.

(5) The Chair of either the Undergraduate Academic Board or the Graduate Academic Board may request that the Faculty Senate establish a joint special committee to consider matters of mutual concern to the Academic Boards.

(6) The Graduate Academic Board shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.

(7) The Graduate Academic Board shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

e. Composition of the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee

(1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee by April 20 or as vacancies permit.
f. **Functions and Responsibilities of the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee**

   (1) The Committee may initiate and review all policies affecting academic computing, instructional technology, distance education, and e-learning as defined in Article II, Section 2, subsections c (1) and (3) of the Faculty Senate constitution.

   (2) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on academic computing, instructional technology, distance education, e-learning, and telecommunications as defined in Article II, Section 2, subsections d (5) and (8) and subsection e (5), (6), (7), and (8) of the Faculty Senate constitution.

   (3) The Committee shall respond to requests from the Boards for Undergraduate Studies or Graduate Studies UAB or GAB in reference to academic computing, instructional technology, distance education, e-learning, and telecommunications. In addition to any reports requested by the initiating Board, the Committee shall submit a report to the Faculty Senate summarizing any findings or recommendations. This may be the same report submitted to the initiating Board.

g. **Composition of the Student Academic Support and Success (SASS) Committee**

   (1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Student Academic Support and Success (SASS) Committee by April 20 or as vacancies permit.

h. **Functions and Responsibilities of the Student Academic Support and Success (SASS) Committee**

   (1) The Committee may initiate and review all policies affecting student academic support to include but not be limited to attrition, assessment, placement, and advising. Examples of academic support include supplemental instruction, tutoring, learning communities, and in-take processes.

i. **Composition of the Budget, Planning and Facilities Advisory Committee**

   (1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Budget, Planning and Facilities Advisory Committee by April 20 or as vacancies permit.

j. **Functions and Responsibilities of the Budget, Planning and Facilities Advisory Committee**

   (1) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on budget matters as defined in Article II, Section 2, subsections d (1), (3), and (8) and subsections e (1), (3), and (5) of the
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Faculty Senate constitution including, but not limited to, budget and planning, administrative appointments, and computing.

(2) The Committee may initiate and review all policies affecting the facilities and equipment of the university as defined in Article II, Section 2, subsections c (3) and (4) of the Faculty Senate constitution including, but not limited to, physical facilities, safety, parking, offices, space, and classrooms.

(3) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on the budget as defined in Article II, Section 2, subsections d (4), (6), (7) and (8) and subsection e (4) of the Faculty Senate constitution including, but not limited to, physical facilities, safety, parking, offices, space, and classrooms.

k. Composition of the Nominations and Elections Committee
   (1) The Nominations and Elections Committee will consist of the Second Vice President and two members elected by the faculty. The two elected faculty must be eligible to serve on the Faculty Senate. The chair shall be the Second Vice President of the Faculty Senate, with service to commence at the beginning of “New Business” at the last regularly scheduled senate meeting of the academic year.

l. Functions and Responsibilities of the Nominations and Elections Committees
   (1) To prepare slates of candidates for Senators.
   (2) To prepare a slate of candidates for the posts of President, First Vice President, and Second Vice President of the Senate.
   (3) To prepare slates of candidates to serve in at-large positions on boards and committees.
   (4) To prepare slates of candidates to serve on all boards, and committees, which include representation from the Faculty Senate.
   (5) To review the Faculty Senate Constitution and Bylaws annually, and recommend changes or corrections to the Executive Board.
   (6) The Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.
   (7) The Committee shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

m. Composition of the Diversity Committee
   (1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Diversity Committee by April 20 or as vacancies permit.

n. Functions and Responsibilities of the Diversity Committee
   (1) The Committee may initiate and review all policies affecting diversity in faculty and student populations, including community outreach, as defined in Article II, Section 2, subsection c (4) of the Faculty Senate constitution.
(2) The Indigenous Peoples Committee will be a standing committee of the Diversity Committee.

Composition of the Indigenous Peoples Committee
This committee shall maintain a minimum membership of percent (50%) who are Indigenous Faculty.
Two (2) members of this sub-committee must be from the Native Coalition Group on campus which includes representatives of the programs that service indigenous students.
Two (2) Indigenous students

(3) The Indigenous Peoples Committee may initiate and review all policies affecting indigenous faculty and students.

o. Composition of the Library Advisory Committee

(1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Library Advisory Committee by April 20 or as vacancies permit.

p. Functions and Responsibilities of the Library Advisory Committee

(1) The function of the Committee shall be to advise the Dean of the Library with regard to collection development, levels of service, and other policies affecting use of the Library to the Faculty Senate no later than the regularly scheduled October meeting.

q. Composition of the Professional Development Committee

(1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Professional Development Committee by April 20 or as vacancies permit.

r. Functions and Responsibilities of the Professional Development Committee

(1) The Committee may initiate and review all policies affecting faculty as defined in Article II, Section 2, subsection c (2) and subsection c (3) of the Faculty Senate constitution including, but not limited to, professional development matters relating to teaching, research, and service. In addition, the committee will advocate for professional development opportunities for faculty and will participate in strategic planning processes related to professional development.

qs. Composition of the University-wide Faculty Evaluation Committee

The Faculty Senate shall establish one University-wide Faculty Evaluation Committee consisting of a total of fifteen (15) tenured full professors, five (5) from each the bipartite workload tracks (Bipartite-Vocational, Bipartite-Academic), and eight (8) from the tripartite workload track (Tripartite-Academic). No more than two (2) faculty members may be from an individual school or college in each Bipartite-Academic and Tripartite-academic workload category. Tenured associate professors will be elected
if there are insufficient numbers of full professors to staff the committee. All faculty members who serve on this committee shall be elected by the faculty at large to three-year terms. No one on a promotion or tenure committee at a prior level, and no one standing for promotion or tenure is eligible to serve on the committee. Elections shall be held annually, and in each year, seven or eight members shall be elected. No faculty member who holds an administrative appointment (dean, associate dean, assistant dean) in the University is eligible. The committee shall establish subcommittees composed of committee members for the purposes of evaluation of individual faculty. Each subcommittee shall include a majority of representatives from the same workload track as the faculty member being evaluated and at least one member from each of the other tracks.

No committee member may review files nor participate in a meeting where files are being reviewed when the committee member’s or an immediate family member’s file is being reviewed.

r. Functions and Responsibilities of the University-wide Faculty Evaluation Committee

(1) to review and recommend policies on tenure, promotion, appointment reappointment, and termination as defined in Article II, Section 2, subsections c. (2) of the Faculty Senate constitution.

(2) to review school and college evaluation criteria and processes for consistency with Board of Regents and University policies, and to make change recommendations to the Provost.

(3) to review the recommendations of school and college peer review committees and of deans and directors for their consistency with Board of Regents and University policies and with the requirements adopted by the schools and colleges.

(4) to make recommendations on faculty promotion and tenure to the Provost.

s. Composition of the Faculty Grants and Leave Committee

Tenure-track faculty elected from the following units:
College of Arts & Sciences (3)
College of Business & Public Policy (1)
College of Education (1)
College of Health (2)
Community & Technical College (1)
School of Engineering (1)
Library (1)

(1) The Committee shall be composed of faculty members serving three-year, staggered terms. No committee member may review sabbatical files nor participate in a meeting where sabbatical files are being reviewed when the committee member’s or an immediate family member’s file is being evaluated.

t. Functions and Responsibilities of the Faculty Grants and Leave Committee

(1) The Committee may initiate and review grant and leave policies as elements in academic and faculty affairs subject to statewide authority. Grant and leave policies include but are not limited to policies concerning
(a) release time and research and faculty development work load measurement,  
(b) categorization and prioritization of objectives,  
(c) support services,  
(d) allocations among units,  
(e) standards,  
(f) research and faculty development opportunities,  
(g) Sabbatical leave.  
Sabbatical leave policies shall be considered independently of other grant and leave policies.

(2) The Committee may provide advice and consultation to the Chancellor, University of Alaska Anchorage in matters relating to the administration of Faculty Development Funds, Research and Travel Funds, and Sabbatical Leave including but not limited to

(a) development of time lines and procedures for awarding grants;  
(b) review and assessment of applicants for University grants; and,  
(c) fostering of faculty development and research opportunities for faculty members.

(3) The Committee shall present a report of its activities to the Faculty Senate at the regularly scheduled December and May meetings.

u. Composition of the Institutional and Unit Leadership Review Committee:

(1) A Senator on the Committee shall convene the first meeting in each academic year.

(2) Membership on the committee is open to any faculty member who submits his or her name to the Nominations and Elections Committee by April 20 or as vacancies permit.

v. Functions and Responsibilities of the Institutional and Unit Leadership Review Committee

(1) Oversee the faculty review of Deans and Directors via a periodic survey.

(2) Annually advise the Senate’s Executive Board by the end of September of the Committee’s timeline and milestones for that academic year; thereafter, the Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the Senate’s regularly scheduled October meeting.

(3) Annually review the survey instrument and modify as needed.

(4) Annually discuss with the University’s Deans and Provost the overall scope of the survey instrument, the expected protocols for its administration, and the timeline noted in (2) above.

(5) Notify faculty prior to the survey’s administration; advance faculty participation in the survey process.

(6) Confer with each dean to determine the reporting process most suitable
for that dean’s respective unit. If a dean is newly appointed or leaving his/her post during a year when his/her unit is to be surveyed, the Committee, following discussion with that dean and the Senate’s Executive Board, may elect to postpone the survey period by for up to two years.

(7) Oversee the survey’s administration.

(8) Provide an annually a summary report to the Senate addressing faculty participation rates, suggestions from the deans and Provost on needed improvements for subsequent surveys, faculty perceptions on how well the survey instrument addressed faculty concerns, faculty views on the effectiveness of the overall survey process in improving their respective college or school, a template summarizing survey results, etc.

At the discretion of its Dean, a unit may be subdivided, with the Committee’s approval, into subunits provided such subunits are sufficiently large to ensure the anonymity of respondents.

w. Composition of the Distinguished Service Awards Committee

At the regular February Senate meeting, the Second Vice-President will ask for volunteers for a senator from each School or College, Library, and Community Campus to serve on this committee. If more than one Senator from a unit wishes to volunteer, the Senate will vote to fill that position. If volunteers from all units cannot be found, the committee must include at least five members from different units among the ones listed. The committee will vote to select a chairperson/co-chairs.

x. Functions and Responsibilities of the Distinguished Service Awards Committee

Any member of the University of Alaska Anchorage faculty may submit one or more documented nominations for the Faculty Senate Distinguished Service Awards. Up to three types of awards may be given:

i. To a member of the Faculty Senate or its Boards and Committees for Outstanding and Distinguished Service to the Senate.

ii. To a faculty member for service to the university outside of the Senate.

iii. To a community member who has made distinguished contributions to the University. Nominees may be students, staff members, or members of the community.

Note: Members of the Faculty Senate Executive Board are not eligible for these awards. Documented nominations are to be submitted to the chairperson/co-chairs of the Faculty Senate Distinguished Service Awards Committee two weeks before the regular April Senate meeting. A letter or e-mail of acknowledgment will be sent to each nominator by the chair/co-chairs of the committee.

The Faculty Senate Distinguished Service Awards Committee will review all nominations and will select zero to three candidates in each of the award types to forward to the Senate with a description of each candidate prior to the April Faculty Senate meeting.
The Faculty Senate will vote by secret ballot at the April Senate meeting or electronically in early April to select the winner of each award from the forwarded list of candidates. The winners will be presented with their Distinguished Service Awards at the May Faculty Senate meeting.

y. Academic Assessment Committee

Composition of the Assessment Committee
(1) Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:

   a. College of Arts & Sciences (1)
   b. College of Business & Public Policy (1)
   c. College of Education (1)
   d. College of Health (1)
   e. Community & Technical College (1)
   f. School of Engineering (1)
   g. Library (1)
   h. Kodiak College (1)
   i. Kenai Peninsula College (1)
   j. Matanuska-Susitna College (1)

(2) In addition there shall be four (4) representatives from Faculty Senate (4)

(3) Faculty members of the Assessment Committee shall serve two-year staggered terms.

(4) Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June 1. After AY10, the chair shall be elected by the Assessment Committee from those members who are in the second year of their terms or who have served at least one previous term of office. The Chair or a Co-chair must be a member of the Faculty Senate.

(5) One representative from the Office of Academic Affairs, appointed by the Provost and one representative from the office of the Registrar shall be ex-officio and non-voting members of the Assessment Committee. OAA shall be responsible for coordinating and supporting the activities of the Assessment Committee.

The Assessment Committee is a standing committee of the Faculty Senate.

z. Functions and Responsibilities of the Academic Assessment Committee:

(1) Develop and maintain the UAA Assessment Handbook.

(2) Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;

(3) Recommend program assessment-related actions to the Senate;

(4) Develop institutional learning outcomes assessments and direct the collection and analysis of that data;
(5) Review and recommend all requests to modify institutional learning outcomes;

(6) Review all requests to modify assessment policies;

(7) Refer all curricular and academic issues to the Boards;

(8) Undertake such additional tasks or responsibilities relating to program and institutional assessment as assigned by the Senate.

Aa. Composition of the Community Campus Committee

(1) The committee membership shall include at least one eligible faculty member from each of the three community campuses listed in ARTICLE III, Section III of the Constitution. Membership on the committee is open to any eligible faculty member who submits their name to the Nominations and Elections Committee or to a Senate member of the Community Campus Committee by April 20th, or as vacancies permit.

Ab. Functions and Responsibilities of the Community Campus Committee

(1) Annually advise the Senate’s Executive Board of the committee’s timeline and milestones for that academic year, and that of each of the community campus Faculty Forums.

(2) To communicate information, and to coordinate action(s) of mutual interest, between the Faculty Senate and the community campus Faculty Forums. When necessary, the committee shall facilitate consultation between any Faculty Forum and the Faculty Senate’s Executive Board on governance matters common to both.

(3) To provide a single point of liaison between the community campus Faculty Forums and other standing committees of the Faculty Senate.

(4) Assist each community campus Faculty Forum, when requested by such, in developing and implementing a system of periodic feedback between the Director and faculty on matters specific to their respective campuses; each feedback system shall provide information useful to the respective campus Director and shall enhance communication between that Director and his or her faculty on matters derived therein. Each Forum shall periodically report its activities to the committee for inclusion in the latter’s year-end report.

Aca. Composition of the Academic Honesty and Integrity Committee

(1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Academic Honesty and Integrity Committee by April 20 or as vacancies permit. In addition, up to 2 student members will be solicited and the committee shall have two ex officio members representing the Office of Academic Affairs and the Office of the Dean of Students.
Adb. Functions and Responsibilities of the Academic Honesty and Integrity Committee

(1) The committee may initiate and/or review all policies affecting student academic honesty and integrity on campus, to include but not be limited to the regular reviews of the Student Code of Conduct, guidance and instruction on academic honesty and integrity principles and procedures for faculty and students, incident reporting, sanctioning, adjudication of cases, and the promotion of awareness of academic integrity issues on campus.

Aec. Composition of the Research and Creative Activity Committee

(1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to the chair of the Committee by April 20 or as vacancies permit.

Afd. Functions and Responsibilities of the Research and Creative Activity Committee

(1) The Committee may initiate and review all policies affecting research and creative activity.

(2) The Committee will provide a connection between the faculty and the UAA Vice Provost for Research and Graduate Studies (VPRS), and advise the VPRGSA on developing productive relationships with faculty engaged in research and creative activity faculty across the campus.

(3) The Committee will provide reports and recommendations to the Faculty Senate on behalf of the faculty engaged in research and creative activity community at UAA.

(4) The Committee may conduct needs assessments, engage in planning and advocate on behalf of faculty engaged in research and creative activity.

Section 4. (Article VI. Meetings)

a. Faculty Senate meetings shall be open to attendance by all faculty members.

b. Faculty Retreats shall be open to attendance by all faculty members.

Section 5. (Article VIII. Parliamentary Authority)

a. A roll call vote shall be ordered if requested by one-third of the members present.

Section 6. (Article X. Amendments)

a. Amendments to the Bylaws may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.

b. Copies of proposed amendments shall be sent to all members of the Faculty.

c. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the second regular meeting following the distribution of copies. Any tenure-track or term faculty member eligible to serve as a Senator may participate in floor discussions during the first and second readings.
d. Following the second reading, the amendment shall be voted on by all faculty members eligible to serve as Senators, as described in Article III, section 1, of this Constitution. Amendments shall be approved by a simple majority vote. The vote shall be considered invalid if fewer than twenty-five (25%) of the eligible voters respond. A Motion to Reconsider may be made only at the following meeting.
Course Action Requests

A. CAS
Chg ENGL A312 Advanced Technical Writing (3 cr)(3+0)
Del PSY A327 Field Experience in Psychology I (3 cr)(3+0)
Chg PSY A427 Field Experience in Psychology (3 cr)(1+6)
Chg SOC A377 Sociology of Gender (3 cr)(3+0)

B. CBPP
Chg ACCT A316 Accounting Information Systems II (3 cr)(3+0)
Chg BA A427 International Finance (3 cr)(3+0)
Chg ECON A321 Intermediate Microeconomics (3 cr)(3+0)
Del CIS A360 Object-Oriented Programming in .Net (3 cr)(3+0)
Chg CIS A460 Web Development in the .Net Environment (3 cr)(3+0)

C. KPC
Chg PRT A101 Introduction to Process Technology (3 cr)(3+0)
Chg PRT A110 Introduction to Process Safety/Health/Environmental Awareness (3 cr)(3+0)
Chg PRT A130 Process Technology I: Equipment (4 cr)(4+0)
Chg PRT A160 Oil & Gas Exploration and Production I (3 cr)(3+0)
Chg PRT A230 Process Technology II: Systems (4 cr)(3+2)
Chg PRT A231 Process Technology III: Operations (4 cr)(3+2)
Chg PRT A250 Process Troubleshooting (3 cr)(3+0)
Chg PRT A255 Quality Concepts for the Process Industry (1 cr)(1+0)

D. SOE
Chg GEO A365 Geomatics Adjustment and Analysis (4 cr)(4+0)
Chg GEO A490 Selected Advanced Topics in Geomatics (1-6 cr)(0-6+0-12)
Chg GIS A490 Selected Advanced Topics in GIS (1-6 cr)(0-6+0-12)
Program Action Requests

A. CAS
Del OEC, Community Mental-Health Services
Chg BS, Psychology
Chg BA, Psychology

B. CBPP
Chg AAS, General Business
Chg BBA, Marketing

C. CTC
Chg BS, Construction Management
Chg AAS, Construction Management

D. SOE
Chg Minor, Civil Engineering
Chg BS, Civil Engineering
Chg Minor, Computer Science
Chg BS, Computer Science
Chg BA, Computer Science
Chg BSE, Electrical Engineering
Chg BSE, Computer Systems Engineering
VIII.
Old Business
GAB AY2012-2013 report

Our initial goals and yearlong agenda:

<table>
<thead>
<tr>
<th>Goals/Agenda</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue the mission of the Board as detailed in Faculty Senate Bylaws 3b.</td>
<td>Achieved</td>
</tr>
<tr>
<td>2. In coordination with UAB, develop training for college curriculum committees and faculty initiators.</td>
<td>In development, first offering tentatively scheduled for August 2013</td>
</tr>
<tr>
<td>3. Liaise/confer with the Graduate Council to identify issues with chapter 12 of the Catalog.</td>
<td>Postponed pending edits to chapter 12</td>
</tr>
<tr>
<td>4. Update the Curriculum Handbook, as needed.</td>
<td>Achieved</td>
</tr>
<tr>
<td>5. Develop a FAQ for curriculum questions.</td>
<td>Some initial discussion, no substantive progress to report</td>
</tr>
</tbody>
</table>
Date: April 17, 2013

To: Faculty Senate

From: Susan Kalina, Vice Provost for Undergraduate Academic Affairs
David Yesner, Associate Dean, Graduate School
Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer
Lora Volden, University Registrar

Re: Draft Academic Program Suspension and Deletion Policies and Cover Memo Template

Currently, UAA has no formal policies on academic program suspension or deletions. Our offices need to be able to give guidance to programs considering suspensions or deletions. The attached draft policies are designed to provide this guidance and address accreditation and Board of Regents requirements.

The draft incorporates input from the Graduate Academic Board, Undergraduate Academic Board, academic deans, community campus directors, and Policy Advisory Committee. Both of the academic boards approved these drafts on April 12, 2013. We are requesting approval by the Faculty Senate for inclusion in the Curriculum Handbook.

The policies are designed to apply to a variety of purposes for program suspension and deletion, such as addressing temporary circumstances, making major program revisions, or deleting programs which have been suspended for several years.
Academic Program Suspension and Deletion Policies

When planning to suspend or delete an academic program, a number of considerations must be addressed to comply with the policies of the University of Alaska (UA)¹ and the Northwest Commission on Colleges and Universities (NWCCU).² These considerations include, but are not limited to, the impact on students currently enrolled in the program, the impact on the community in which the program is offered, and the impact on other academic programs in the University of Alaska System.

Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

Steps for Program Suspension (see Diagram 1)

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission.³ Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impact on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.⁴
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

³ Decisions to limit enrollment or admission to a program are administrative decisions that do not require completion of this approval process.
⁴ In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.
4. **Administrative Protocols:** The following are non-curricular considerations for program suspension.
   
a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.

b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
Diagram 1: UAA Degree and Certificate Suspension Approval Process

Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

OAA/Provost Approval

Notification

Northwest Commission on Colleges and Universities
Statewide Academic Council
Chancellor
Faculty Curriculum Listserv
Undergraduate Academic Board
Graduate Academic Board
Registrar

Programs Offered on One Campus
Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

Steps for Program Deletion (see Diagram 2)

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. *OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.*
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impact on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. *If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a program change so that deletion of the existing program and initiation of its replacement are approved simultaneously.*

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
   a. *Note: Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of*

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5 In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

6 See the Curriculum Handbook on the Governance site [http://www.uaa.alaska.edu/governance/](http://www.uaa.alaska.edu/governance/)
Regents.\textsuperscript{7} These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
   
a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.

b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.

c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.

\textsuperscript{7} University Policy P10.04.020
Diagram 2: UAA Degree and Certificate Deletion Approval Process

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(See suspension approval process for greater detail)

Consult With Office of Academic Affairs

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

*Requires 60-day advance notice to have items placed on the agenda

Accommodation for Existing Students

Impact on Other Departments and Colleges

Input from External Stakeholders

Considerations

Workforce Credentials

Undergraduate Programs

Graduate Programs

Notification
Definitions

**Academic Program:** A specific degree, certificate, or minor approved by the Board of Regents (BOR) and/or the Northwest Commission on Colleges and Universities (NWCCU), such as a Bachelor of Arts in English. Program levels include occupational endorsement certificates, undergraduate certificates, associate degrees, baccalaureate degrees, post-baccalaureate certificates, graduate certificates, master’s degrees, and doctoral degrees.

In some cases, a portion of an academic program (such as one of two tracks) may be suspended or deleted while other portions of the program remain available.

**Program Suspension:** While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion. Program suspension requires notification to the Statewide Academic Council (SAC) and NWCCU.

**Program Deletion:** Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete. When program deletion is final, the program is no longer listed as an academic program, and no students may graduate or remain enrolled in the program. Program deletion requires approval by BOR and NWCCU.

**Approval:** The relevant decision making authority grants approval for the requested program action. The action cannot proceed until this approval has been received.

**Notification:** The relevant individual or body is notified of the approved program action. The body being notified does not have decision making authority over the action.
To: (Undergraduate or Graduate) Academic Board
From: Faculty Initiator, Department
Date: 
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)

Section One: Academic Board Approval Requirements

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This cover memo should be no longer than one page. You may remove the instructions after you have completed the form.

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension.

Justification for Program Deletion: Why is this program deletion proposed? Some examples might include enrollment trends, employment data, or shifting priorities within the department, school, or college. What other options were considered to resolve the concerns which led to the proposed deletion?

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments?

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students?

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program?

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

8 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
To: Office of Academic Affairs  
From: Faculty Initiator, Department  
Date:  
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)  

Section Two: External Approval Requirements

This form is intended to meet the needs of the Board of Regents and NWCCU. It will not be reviewed by the curriculum bodies.

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This section should be no longer than one page. You may remove the instructions after you have completed the form.

Specialized Accreditation or Other External Program Certification: Does the program have any specialized accreditation (beyond the institution’s accreditation) or external program certification? If so, please describe any implications for the deletion and how they will be addressed.

Program Resources: Are there any resources currently dedicated to this program? How will they be maintained while the remaining students are completing the program or otherwise being accommodated? How will the program’s fiscal and other resources be reallocated when the program deletion is complete (e.g., assignment to other department offerings, internal reallocation)?

Projected Enrollments: Please indicate the projected enrollments during the teach-out of the program.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Year 3:</th>
<th>Year 4:</th>
</tr>
</thead>
</table>

Personnel Implications: Will any positions be eliminated as a result of this program deletion? If so, please indicate the number and type in the table below.

<table>
<thead>
<tr>
<th>Graduate TA:</th>
<th>Adjunct:</th>
<th>Term Faculty:</th>
<th>Tenure Track Faculty:</th>
</tr>
</thead>
</table>

Alignment with UA or Campus Strategic Plans: How does the proposed program deletion support the UA Academic Master Plan or the UAA Strategic Plan 2017? In almost every case, this will be UAA Strategic Plan Priority A. You may also briefly address other strategic contributions, if the proposed deletion will accompany a new or revised program which better supports student completion or meeting community needs.

This page should be completed along with the cover memo and the Program Action Request (PAR) form submitted to curriculum bodies for program deletions. Catalog copy does not need to be submitted for program deletions.
Date: 4/22/2013
To: UAB/GAB Governance Boards
From: Eric R. Pedersen, AVC Enrollment Services
Re: Policy on Returning Students / Re Enrollment

Issue:
Currently there are two policies for returning students who stop out temporarily:
- Returning Students – No Attendance Outside the UA System (Chapter 7, Page 57)
- Returning Students – With Attendance Outside the UA System (Chapter 7, Page 58).
  o Determining whether or not a student has attendance outside of the UA system, and if they meet one of the eight exceptions, is a difficult, time consuming and error-prone process.
  o Error prone because information from the student may not be clear, maybe misleading, or not come in a timely manner (after the semester has started and they are enrolled).

Considerations:
- Following current policy the Office of Admission must break the student’s admission if they learn of outside enrollment. This can happen after the semester has begun (jeopardizing financial aid).
- Some students will already have had transfer credit evaluation done, it is confusing to them when transfer credit has been granted but then admission is cancelled per current policy.
- The problem is compounded by growth in distance education and the mobility of our students.
- Too much time is being spent handling petitions asking for exceptions to the outside attendance policy.

Proposal:
**Returning to UAA after a Break in Enrollment**
Undergraduate students who do not attend UA for two or more years will have their admissions canceled. To return to UAA they must apply for admission as a new applicant as instructed in this chapter and, if admitted, will be required to follow the program and graduation requirements under a new Catalog Year.

Undergraduate students who discontinue their enrollment at UAA for less than two years, remain admitted and may register for courses during normal registration periods. If applicable, they must submit official transcripts from institutions attended during their absence for transfer credit evaluation. Students return to UAA under the Catalog Year attached to their original admission.

In all cases the five year and seven year Catalog Year limitations described in this chapter apply.
Procedures for students academically disqualified are found in this chapter under ‘Reinstatement’. Students currently ineligible due to a Student Conduct Suspension should contact the Dean of Students Office for procedures.

Justification:
The change creates greater certainty for the student because the process is simpler, streamlined, and fits other current UAA admission processes. The time-based (two year) definition is easy for students, staff and faculty to understand and administer. The application process allows the institution to determine the student’s intention to return and to review any academic work completed during the absence.
Date: April 29, 2013
To; UAA Faculty Senate
From: Undergraduate Academic Board
Faculty Members: Dave Fitzgerald (Chair), Paola Banchero, Jeffrey Callahan, Utpal Dutta, Katheryn Hollis-Buchanan, Alberta Harder, Barbara Harville, Michael Hawfield, Mari Ippolito, Kevin Keating, Francisco Miranda, Joan O’Leary, Soren Orley, Ira Ortega, Lynn Senette, Len Smiley, Christina Stuive, Eileen Weatherby

GOAL 1: Improve the efficiency and maintain the quality of UAB curriculum review by adopting new procedures and taking advantage of current technologies.

- UAB implemented a team-approach to the review process that enables that Course Initiators to introduce themselves, summarize their proposals, and communicate with one board member at a time. This method also allows the Board members to concentrate more on the content of the documents and less on their formatting. Feedback from Initiators and UAB members indicate that this process was more efficient and friendly for everyone.
- Evaluation of various collaboration software programs was eliminated due to the announcement of the proposed electronic catalog system.

GOAL 2: Update the Curriculum Handbook as needed.

The Curriculum Handbook was updated jointly by UAB and GAB. One joint GAB/UAB meeting was held to facilitate the process. The curriculum handbook changes were made to ensure that the approval process language matches current practice. These changes include:

- Program approval flow chart
- Remove page number column from box 13a of the CAR
- Revised CAR fields required for deleting a course
- Information required for listserv coordination
- Policy to accept scanned or faxed signed copies of the CAR and PAR
- Placement scores utilized for pre-requisite checking
- Revision of GER requirements

GOAL 3: Work with the Office of Academic Affairs and the Office of the Registrar to review relevant policies and procedures that affect undergraduate academics to ensure faculty input.

- Modification of catalog language regarding course repeats
- Modification of catalog language regarding catalog year and course prerequisites
- Policy regarding posthumous degrees
- Approval of a new electronic catalog (CourseLeaf)
- Academic Program Suspension and Deletion Policies
- Policy regarding MOOCs
- Policy on returning students
- Language regarding concentrations was presented and considered; action was postponed until fall at the request of the Registrar
Goal 4: Coordinate curriculum update plans with the Vice Provost for Undergraduate Academic Affairs, GAB Chair, and Academic Assessment Committee Chair.
- Recommendation that all Program Student Learning Outcomes are pre-coordinated with the Academic Assessment Committee
- Invited the Academic Assessment Committee Chair to one meeting and suggest more frequent meeting in the future

GOAL 5: Continue communication/coordination with curriculum committee chairs, department chairs, and faculty initiators.
- Communication is ongoing
- The current GAB and UAB Chairs have coordinated with CAFÉ to offer Curriculum Initiator workshops beginning next fall.

Other:
- Approval of recommendations regarding distance lab learning in the Natural Sciences

Curriculum Actions:

<table>
<thead>
<tr>
<th>Faculty Senate Meetings</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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<td>31</td>
<td>15</td>
<td>5</td>
<td>45</td>
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<td>35</td>
<td>15</td>
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<td>2</td>
<td>7</td>
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<tr>
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<td>298</td>
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<tr>
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<td>8</td>
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<td>17</td>
<td>12</td>
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<td>51</td>
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<td>1</td>
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<tr>
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Programs that have completed the approval process since the last UAB meeting in AY12:

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<tr>
<th>College</th>
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<th>Degree</th>
<th>Type</th>
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<td>COH</td>
<td>TAPESTRY Post-secondary Transition Program</td>
<td>Workforce Credential</td>
<td>New</td>
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<tr>
<td>COE</td>
<td>Early Childhood Special Education</td>
<td>Minor</td>
<td>New</td>
<td>11/20/12</td>
</tr>
<tr>
<td>COH</td>
<td>Legal Nurse Consultant</td>
<td>Undergraduate Certificate</td>
<td>New</td>
<td>11/20/12</td>
</tr>
<tr>
<td>COH</td>
<td>Legal Studies</td>
<td>BA</td>
<td>New</td>
<td>11/20/12</td>
</tr>
<tr>
<td>COH</td>
<td>Paralegal Studies</td>
<td>AAS</td>
<td>New</td>
<td>11/20/12</td>
</tr>
<tr>
<td>COH</td>
<td>Paralegal Studies</td>
<td>Post-baccalaureate Certificate</td>
<td>New</td>
<td>11/20/12</td>
</tr>
<tr>
<td>CTC</td>
<td>Retail Management</td>
<td>UC</td>
<td>New</td>
<td>11/30/12</td>
</tr>
<tr>
<td>COH</td>
<td>Health Sciences <em>(new Health Educator and Pre-Professional tracks)</em></td>
<td>BS</td>
<td>Change</td>
<td>2/1/13</td>
</tr>
</tbody>
</table>
Program/Course Action Requests

- No curriculum was introduced.

Other Items

- Departments with outdated GER curriculum (not revised in past 10 years) were notified of the need to update the courses as required by UAA policy (per Curriculum Handbook).
- Approved revised social sciences template.
- Discussed proposed process to enforce GER policy. Will finalize at the beginning of next year and then move to UAB/Faculty Senate.

Status of 2012/13 Goals:

1. Review general education curriculum and assist faculty developing general education curriculum. Reviewed all curriculum introduced.
2. Check course review dates to see if any are due or past due; encourage updating curriculum where needed. Identified outdated curriculum and sent reminders to departments.
3. Support the General Education Assessment Task Force in any way possible.
4. Play a role in discussions that arise regarding general education outcomes.
5. Seek out other MAUs to determine interest in collaboration on general education alignment.
   #3-4-5: Have representation on committees discussing Gen Ed, including Statewide group.
6. Develop a timeline for GER discipline area review and update of catalog preamble and outcomes. Developed a timeline, but we are waiting for statewide discussion to conclude before moving forward as that will affect the direction of outcome review.
7. Review and update general education course guidelines in the Curriculum Handbook. Done
Meeting dates 4/5, 4/19 from 9:30a-12:30p in ADM 204.

Informational Items:

- AAC has revised the Annual Assessment Survey for spring semester 2013.
  
  o The survey became available to programs on April 1st, 2013.
  o The deadline to submit the Annual Assessment Survey will be June 15th, 2013.

- The AAC is developing the Northern Lights Assessment Seminar scheduled for September 13th, 2013 on the UAA campus. This seminar/workshop will focus on the value and utility of assessment including e-portfolios; assessment processes, tools and resources; and integration of assessment into program review. As it becomes available more information will be posted at: http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm

- Programs whose Program Student Learning Outcomes (PSLO’s) have been recently reviewed by the AAC:
  
  o Anthropology – BA, BS
  o Computer Information and Office Systems – AAS, MatSu
  o Fire & Emergency Service Technology – AAS
  o Psychology – BA, BS

- Programs whose assessment plans have been recently reviewed by the AAC:
  
  o Clinical Community Psychology – PhD
Academic Assessment Committee End of Year Report AY 2012-2013

- Revise and update Academic Assessment Handbook
  - The Academic Assessment Handbook has been updated to reflect current assessment processed at UAA, including a focus on building peer level program assessment and support within each school or college.
  
  http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm

- Update annual survey
  - Survey data from 2012 Annual Assessment Survey used to inform the Academic Program Outcomes Assessment report: http://www.uaa.alaska.edu/governance/academic_assessment_committee/upload/Performance-Report-Academic-Assessment-Section_8-29-12-docx.pdf
  - The Annual Assessment Survey was updated and opened for program use April 1st.

- Implement a program review process to begin reviewing program assessments.
  - The AAC has decided to forgo the 3-year program review cycle format as explained in the previous AAC Assessment Handbook, and focus on building peer level program assessment and support within each school or college.
  - The AAC will continue to review new program assessment plans and programs that have undergone major revisions. New or majorly revised program assessment plans will go through their regular college/school-level curriculum process and then go directly to the AAC at ayaac@uaa.alaska.edu for peer review. Upon peer review by the AAC, an informational memo will be sent to governance to be included in the Faculty Senate, UAB and GAB agendas. Updated assessment plans with minor changes should be sent directly to ayaac@uaa.alaska.edu for posting.
  - Review of Program Student Learning Outcomes will go through their regular college/school-level curriculum process and then go directly to the AAC at ayaac@uaa.alaska.edu. Upon peer review by the AAC, an informational memo will be sent to governance to be included in the Faculty Senate, UAB and GAB agendas. The form for this process is posted on the AAC website.

- Review and update UAA’s Academic Assessment Committee (AAC) webpage on the UAA Office of Academic Affairs webpage to provide the UAA Academic Assessment Handbook, assessment guidelines and assessment resources
  - The AAC continues to revise and refine the AAC webpage. This year changes included better access, layout, documents and the Annual Assessment Survey.

- Implement outreach efforts to inform and educate the UAA community about the new assessment process
The AAC is developing the Northern Lights Assessment Seminar scheduled for September 13th, 2013 on the UAA campus. This seminar/workshop will focus on the value and utility of assessment including e-portfolios; assessment processes, tools and resources; and integration of assessment into program review. As it becomes available more information will be posted at:
http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm

The AAC is developing CAFE classes to start in fall 2013 to inform and support the UAA community on best practices in assessment at UAA and for use in programs

- Provide assessment support to programs, encouraging posting of plans and annual surveys
  - This goal is ongoing through revision of the AAC handbook, website, assessment workshops and CAFE classes.
ACDLITe Committee Minutes

Meeting Date: Friday, April 12, 2013

Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Dirks</td>
<td>co-chair</td>
</tr>
<tr>
<td>Gail Johnston</td>
<td></td>
</tr>
<tr>
<td>Dave Fitzgerald</td>
<td></td>
</tr>
<tr>
<td>Amy Green</td>
<td>co-chair</td>
</tr>
<tr>
<td>Jane Haigh</td>
<td></td>
</tr>
<tr>
<td>Hilary Davies</td>
<td></td>
</tr>
<tr>
<td>Sunny Mall</td>
<td></td>
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<tr>
<td>Susan Mircovich</td>
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<tr>
<td>Barbara Harville</td>
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<td>Bruno Kappes</td>
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<td>Todd Petersen</td>
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<tr>
<td>Liliya Vugmeyster</td>
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<tr>
<td>Matt Cullin</td>
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</tr>
</tbody>
</table>

P-present  E-excused  A-absent  D-Distance

Approval of March, 2013 report

Approval of April, 2013 agenda

New Business: Guest Speaker- Pat Shier-CIO-

Some schools have instructional designers on staff and there is a need to continue with FTC activities and support. Dave is advocating for four more instructional designers to include the ePortfolio representative. Dave wants a blackboard coordinator primarily to ensure that faculty and students are sufficiently supported. There is still a problem with the equation editor in Blackboard although a patch has been offered although it is unsupported. This issue motivated a few questions:

- Do we accept the patch?
- Do we upgrade to the newer version?
- Do we go to a cloud service and migrate courses?
- What would be the timeline and support needed to make the upgrade (or migration) seamless?

Ultimately no solution was arrived at but members of ACDLITe shared their concerns, experiences and ideas. One idea was to gather a group of faculty who are impacted by the problem with equation editor. Odd number versions of Blackboard tend to be “back end” design issues. Even number versions of Blackboard tend to be “user interface” design issues. Even number versions of Blackboard tend to be “user interface” design issues.

Should UAA upgrade blackboard on a more regular basis?

- Angela and Sunny (and others) expressed their support of upgrading more regularly, but no formal recommendation was voted on.
- Angela explained the process of faculty senate voting in order to arrive at a recommendation usable by the CIO in making a decision.

Some campuses (such as UAS) are providing students with a place where they can see all the courses they are taking on any UAA campus. The backup during an outage was brought up as a concern in terms
of software and hardware. Angela explained ACDLITe’s role in providing input on particular issues and proposals and encouraged the CIO to bring proposal/ideas forward to the group for consideration.

- Would a 2-year timespan be sufficient to arrive at a decision regarding commitment to Blackboard or changing providers?
  - Responses from ACDLITe members include that the timespan is not as important as the decision-making process, periodic review of the learning system software is a must, the group involved in the process should be representative of all users,
- Voicemail software and hardware has been upgraded. The CIO asked for input on whether or not it would be possible to institute a policy to delete voicemails older than 90 days.
  - Angela suggested that the CIO put together a proposal to discuss and then vote on whether or not to support the issue. Since this is the last meeting of ACDLITe.
- IT has been upgrading wireless hotspots all around campus. While doing this, it was noticed that wireless routers set up by individuals were causing problems in the network connectivity in some cases.

**Web Conferencing update** - A representative is needed to participate in the discussion on web conferencing with Cindy Trussell. Dave Fitzgerald, Hilary Davies and Sunny Mall stated they were interested in participating depending upon the timeframe.

**By Laws/member selection process** -
This topic was brought up to address whether or not there should be a “limit” on the number of members. Regardless, there would be representatives from across campus. Gail brought up that the committee would benefit from a representative from the nursing community. Hilary emphasized the benefit of being on a committee for two years since the first year is generally spent orienting yourself to the work of the committee.

**Reports:**
- **eLearning workgroup** - TCC online conference ([http://www.teladatatcc.com/](http://www.teladatatcc.com/)). Virtual textbox editor is the tool used to “address” the problem with the blackboard equation editor. It’s available on the blackboard development site.

- **ePortfolio** - A volunteer is needed for the ePortfolio search committee and the committee nominated Bruno and he accepted.
Committee Co-Chairs: M. Angela Dirks and Amy Green
Report Date: April 25, 2013

Committee Members:

Angela Dirks, co-chair
Amy Green, co-chair
Bruno Kappes
Hilary Davies
Gail Johnston
David Fitzgerald
Sunny Mall
Liliya Vugmeyster
Todd Petersen
Matt Cullin
Jane Haigh

Committee Goals for 2012-2013:

Goal 1: Maintain ACDLITe’s presence in all UAA committees and initiatives that address instructional technology issues to ensure that UAA faculty needs and concerns are considered.

Goal 2: Update and maintain Faculty eLearning handbook.

Goal 3: Attend candidate presentations for the Provost and the CIO search.

Discussion on Goal Accomplishments:

ACDLITe successfully completed all three goals established at the beginning of the academic year. Very positive feedback has been received from faculty and administrators concerning ACDLITe’s contribution to the governance process. Specifics on goal accomplishments are listed below.

Goal 1: ACDLITe committee members participated in the University Technology Council, the eLearning workgroup, the ePortfolio task force and in the Faculty Senate’s eboard. ACDLITe committee members participating in these groups shared valuable information and advocated on behalf of faculty instructional technology needs.

Goal 2: The Faculty eLearning Handbook was reviewed and updated. A revised copy was submitted and approved by the Faculty Senate in March 2013.

Goal 3: ACDLITe committee members attended presentations by all three candidates to the UAA Provost’s position. Feedback was offered to the search committee that
addressed faculty concerns. An ACDLITe committee member participated in the CIO search committee. Additionally, committee members attended both CIO candidates’ presentations and meetings. Feedback was offered to the search committee that represented instructional technology concerns of UAA faculty.

Additionally, the following activities were undertaken by ACDLITe to carry out its mission and bylaws:

- Maintained ACDLITe website with updates on committee activities and meetings
- Attended University Technology Council retreat to help shape UAA technology’s mission and goals
- Provided feedback to CIO on Blackboard equation writer issues
- Invited Faculty Technology Center director and instructional technologies to attend committee meeting to discuss center’s goals and objectives
- Invited CIO to attend committee meeting to discuss Blackboard, eLive (web conferencing) and voice mail issues to help offer solutions

All committee members are commended for their attendance, hard work, and contribution towards the achievement of committee goals and institutional mission during the academic year 2012-2013.
BPFA met on Friday, April 19, 2013, from 1-2 pm in SSB 258.

Committee members present included Sharon Chamard, Stefanos Folias, Sarah Kirk, Marcia Stratton and Sam Thiru. Jodee Kuden was excused.

Reports:

PBAC Facilities – Sam Thiru – no report. The PBAC Facilities group has not met since the last BPFA meeting.

Master Plan Working Group – Sarah Kirk – the group has met twice since the last BPFA meeting. The group has until Monday, April 22 to make comments on the draft. Community council outreach will happen in May. The draft will be sent to the Board of Regents on May 3. The draft is available at http://uaamasterplan2012.blogspot.com/. One of the features of the Master Plan is zones related to broad academic areas, students, community interface, etc. There has been discussion on issues of parking, such as where to put it so people can get to where they’re going in 5 minutes. One thought is use of parking structures rather than lots. Other ideas include a walkway set back from Providence Dr. for walking, a spine from the new Engineering building to the Health Sciences building, and a spine from the Consortium Library to the new sports center. Decisions aren’t being made regarding what will be built and when; it’s more a visioning about the location of zones that guides future building and department locations.

PBAC – Jodee Kuden [sent later to be added to this report] – PBAC met for two days, April 18-19. We heard presentations from each MBU about their FY14 requests for additional general funds and one-time funds. All the UAA colleges and schools and 3 of the 4 extended campuses presented needs, PWSCC didn’t present. Many of the requests were focused on student advising and new faculty and staff lines for various programs. There were discussions about meeting these needs for student success, Alaska workforce and preparedness, accreditation needs and such, and matching UAA’s 2017 Strategic Plan and Statewide’s Strategic Direction Initiative. It looks like the end of May will be the time decisions are announced about funding any of the MBU requests for the FY14 budgets. This is after all the legislature budget decisions are approved by the Governor or if he vetoes any of them and then what Statewide does with the allocations. All of this business influences what money comes to UAA.

Discussion:

There was discussion about control of classroom scheduling. Stefanos and Sharon have a meeting with Kathleen Murphy scheduled next Tuesday. The interest of committee is in figuring out what the policies are and how to promulgate them or change them. Sarah said this would be a good thing to work on next year. [Update: The meeting with Kathleen Murphy was cancelled due to scheduling difficulties. However, she did provide an Excel file showing all the classrooms that are scheduled by departments, as opposed to being centrally scheduled.]

UAA Policies relevant to the BPFA were reviewed. Most of these policies are related to health and safety. There was a general suggestion to make these policies easier to find on UAA website, and a question about whether there is a policy regarding classroom furniture arrangement.
The meeting was called to order at 2:58 PM by Chair Gabe Garcia. Since there was no formal business conducted at the last meeting there are no minutes to approve. (The last meeting was a potluck and information exchange for faculty)

The agenda for today’s meeting was approved.

New Business

Gabriel Garcia reported that the February diversity committee event was well attended and that the evaluations returned by those attending indicated that it was informative and should be held again.

Gabriel Garcia reported that a mentoring program continues to need support. He again encouraged the members to participate in the diversity committee mentorship program.

Maria Williams reported on the Alaska Native and Indigenous Faculty Subcommittee. She spoke highly of the diversity committee and of the many activities that several campus groups have done or are planning to do to address diversity issues. She commented that the risk for duplication among faculty groups was a concern. The subcommittee has had two meetings since the last diversity committee meeting.
V. Gabrielle Barnett reported on the NCBI training. She mentioned that the training is valuable and that the Diversity committee should support it. A discussion was held about the faculty retention/renewal process especially as it applies to faculty who are on visas. Gabe urged the committee to participate in the May 3 chancellor’s listening session.

VI. Gabe called for nominations for diversity committee co-chairs for 2013-2014. Paul Landen made a motion to re-elect Gabe Garcia and Mary Weiss as Co-Chairs. The motion was seconded by Rena Spieker. There was a discussion about potentially adding a third co-chair who is a faculty senator if Gabe Garcia doesn’t get voted in to be a senator. The motion was amended by Paul Landen to add a third co-chair who is a faculty senator if Gabe Garcia is not re-elected to be a faculty senator. The members voted to retain Gabe Garcia and Mary Weiss as co-chairs with the possibility of adding a third co-chair who is also a member of the faculty senate in the future. The amended motion passed.

VII. Gabe Garcia introduced a new member to the diversity committee Rebecca Garcia. He encouraged members to recruit members for the committee in order to have a stronger voice for diversity issues.

VIII. The goals for the diversity committee for 2012-2013 year were reviewed. The goals were:

1. Support diversity events on campus
2. Support the diversity mentorship program for junior and senior faculty
3. Provide representation for administrative search committees
4. Assess and analyze the impact of new international faculty recruitment and retention procedures.

All of the goals set for 2012-2013 were accomplished. FSDC members supported diversity events on campus throughout the academic year; FSDC hosted two events to stimulate mentorship between junior and senior faculty; FSDC members participated in the Provost and Dean searches; and FSDC invited Ron Kamahele from Human Resources to discuss international faculty recruitment and retention procedures.

IX. A discussion was held about how to impact the search committees to increase recruiting of administration from diverse backgrounds.

X. Announcements
a. Another film in the film series will be shown May 1 at 7:30PM the Out North Theatre
b. Sigma Theta Tau, the nursing honor society will hold an international conference in Prague in November
c. Beginning Fall semester 2013 there will be a new position, director of international affairs. 
d. Gabe Garcia announced the celebration of Asian Pacific American Heritage Month at UAA on May 11, 2013 from 11am to 3pm at the Student Union Cafeteria.

XI. Meeting adjourned by Gabriel Garcia, Chair at 4:12PM

Minutes respectfully submitted by Gabriel Garcia and Mary Weiss, April 29, 2013.
In August 2012 the Committee established its tasks for AY 2012 – 2013. This report summarizes the Committee’s progress over this last year and reflects the Committee’s recent deliberations at its April 5th meeting.

The IULRC’s Tasks & Status for AY 2012 – 2013

1. **Task:** 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.

   **Status:** The language proposed by the Committee was offered to the Senate and was subsequently approved in October 2012 by a faculty-wide vote. The Bylaws now read “If a dean is newly appointed or leaving his/her post during a year when his/her unit is to be surveyed, the Committee, following discussions with that dean and the Senate’s Executive Board, may elect to postpone the survey period by up to two years.”

2. **Task:** Complete the Committee’s work of last year investigating alternate survey instruments.
   a) Assess commercially available survey products other than those available from the IDEA Center.

   **Status:** The Committee examined a range of commercial companies specializing in survey design and implementation. None of the companies had surveys ready for our intended use; however, in most cases they could design such surveys. The anticipated design efforts would require on-site visits. A more detailed summary of this subtask is attached to the end of this report and will be discussed with the Provost in the very near term.

   b) Assess the continued use of the IDEA instrument.

   **Status:** In the past the Committee has utilized the services of the IDEA Center for both its faculty and staff surveys. Last year the IDEA Center dropped the instrument best suited for the faculty survey. In addition, the survey implementations over the past three cycles were plagued by IDEA Center administrative errors. Other than convenience, there is no compelling reason to continue with the IDEA Center survey services.

   c) Assess the feasibility of authoring and implementing our own survey instrument.
Status: The Committee has directed much of its efforts this year in drafting a set of survey implementation options and a survey instrument. Over the past two months the Committee has thrice presented to the Senate’s Executive Board these survey implementation options (three at present) and an accompanying draft survey. Following recommendations from the Executive Board, the Committee has refined its proposed survey implementation options and the survey itself. The Committee is now ready to present these options to the Provost with an expectation of then discussing them with the Council of Deans. The Committee expects these meetings to occur over the summer with Executive Board representation at all meetings. The Committee will report its progress in its initial report for AY 2013 - 2014.

d) Review the availability and use of surveys developed at institutions similar to UAA.

Status: In developing a set of draft survey implementation options, the Committee reviewed how other institutions employ such surveys. The survey processes at these institutions range from the administration owning the process to, oppositely, the faculty controlling all aspects of the survey, including the distribution of results. Many institutions use a hybrid of the above. Institutions studied include: Idaho State University, Georgia State University, and the Universities of Central Arkansas, of Northern Colorado, of Minnesota, of Ohio, of Michigan, and of Colorado.

3. Task: Continue to support the Community Campus Committee (CCC) as it develops its agenda.

Status: The IULRC and CCC share several members to ensure timely communication and coordination. For example, the co-chair of the Matanuska-Susitna College (MSC) faculty forum and shared IULRC and CCC members recently conferred with MSC’s director on the roles of its faculty forum and of the CCC. The IULRC was also active in drafting Senate Constitution and Bylaws language defining the new CCC.

Committee members during AY 2012 – 2013 included: Barbara Brown, Larry Foster (chair), Deborah Fox, Forrest Nabors, Katherine Rawlins, Christine Theno, and Liliya Vugmeyster.

Prepared by Larry Morris Foster (Mathematical Sciences) and Katherine Rawlins (Physics).
The IULRC Committee has investigated a wide range of commercial companies which specialize in design and implementation of performance surveys for various professionals, from journalists to business management. None of the companies we could find specialized in surveys of university Deans or any other high level academic administrators. However, most of them were willing to work with us to adapt their survey for our needs. The adaptations necessary seem drastic enough to warrant the design of surveys from scratch, rather than trying to amend surveys intended for different professions. This conclusion is also corroborated by the fact that it was difficult to identify universities which utilized their services for the purpose of the assessment of academic administrators.

One strength of employing the services of commercial companies is an option of on-site visits from qualified professionals that could potentially provide a very useful unbiased evaluation and feedback. However, this comes at considerable additional costs.

The table below summarizes specific details of the companies interviewed in regard to the level of the services offered, cost estimates, and their typical applications. (For cost comparison, the price of the IDEA survey for Spring 2012 was $1378.)

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Typical applications</th>
<th>Estimated Costs</th>
<th>Offer custom design?</th>
<th>Offer on-site visits?</th>
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</thead>
<tbody>
<tr>
<td>Drake Inglesi Milardo</td>
<td>General corporate leadership effectiveness</td>
<td>$2500 w/o onsite visit, $5500 with on-site visit</td>
<td>yes</td>
<td>Yes, at additional cost</td>
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<tr>
<td>Denison Consulting</td>
<td>Developmental/organizational culture</td>
<td>$550 per dean</td>
<td>Some flexibility, but may be not compatible with our needs</td>
<td>Yes, at additional cost</td>
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<tr>
<td>Readex</td>
<td>Corporate assessment with accent on media</td>
<td>$3325</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>Quantisoft</td>
<td>General Corporate leadership</td>
<td>$3400 +$2000 for optional executive summary report</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>Learning Bridge</td>
<td>Administrative assessment for school districts</td>
<td>$3500</td>
<td>yes</td>
<td>Potentially, at additional cost</td>
</tr>
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</table>

Drake Inglesi Milardo appears most appropriate from this limited list of companies interviewed.
LIBRARY ADVISORY COMMITTEE (LAC)
SUMMARY REPORT FOR 2012-2013 TO UAA FACULTY SENATE

- **MEMBERSHIP.** Members of the 2012-2013 Library Advisory Committee are Mandy Booth (APU), Page Brannon, Sam Cook, Leanne Davis, Elizabeth Dennison (Fall only), Christie Ericson, Steve Godfrey, Alberta Harder (UAA Co-chair), Garry Kaulitz, Beth Kersey (APU), Sharon LaRue, Richard Lazur (APU), Sean Licka, Ann McCoy (APU Co-chair), Francisco Miranda, Nancy Nix, Peter Olsson, Steve Rollins, and Rieken Venema. The members were divided among three subcommittees: Library as Place, Library Resources, and Library Services. Eight monthly meetings were held from 11:30 am to 1:00 pm in LIB 302A on September 7th, October 5th, November 2nd, December 7th, January 11th, February 1st, March 1st, and April 5th.

- **LAC GOALS AND OBJECTIVES FOR 2012-2013, BY SUBCOMMITTEE.**

**Library as Place Subcommittee Goals**

1. Install four Arc Gallery exhibitions in the academic year 2012 – 2013
2. Curate and schedule four Arc Gallery exhibitions for the academic year 2013 – 2014
3. Other exhibitions
4. Way finding maps
5. Library landscaping
6. Address data from LibQUAL Survey
7. Announcement bulletin boards installed at the Consortium Library and at APU

**Library Resources Subcommittee Goals**

1. Identify ways to increase awareness and visibility of the library and its resources.
   - A. Continue work with Library’s Web Development Team and UAA Advancement to add a link on library website for people to donate to the library.
   - B. Conduct a systematic review of UAA and APU departments and Blackboard courses and invite faculty to add a link to the Consortium Library.
   - C. Continue conversations with CAFÉ to sponsor presentations on specific library resources, e.g., government documents, archives, specialized databases, etc.
   - D. Continue to send annual letter to UAA Chancellor and administration requesting funding for the library.
   - E. Sponsor faculty reception for new UAA and APU faculty in late fall 2012.

2. Continue working with LibQUAL results.
   - A. Identify relevant focus groups at UAA and APU for further follow-up study.

3. Aid the Library in developing a marketing plan.
   - A. Identify grants for acquiring library materials, resources, technology, etc.
   - B. Look for ways to promote the library in the individual databases, e.g., branding.
   - C. Increase awareness of new resources: library website, grad school website, Green & Gold, etc.
   - D. Compile a list of publicity ideas.
Library Services Subcommittee Goals

1. Support follow-up of the 2011 LibQUAL survey results.
2. Promote services, including library instruction and reserves, use of bulletin boards at UAA and APU, the Library newsletter, and study rooms scheduling.
3. Use FAQ’s to address library service issues.
4. Promote awareness of the information literacy library group.
5. Increase awareness of the scholarships and awards available, including the Consortium Library prize.

- LAC SUBCOMMITTEE OUTCOMES FOR 2012-2013.

Library as Place Subcommittee (Steve Godfrey, Chair)

Arc Gallery
- The Arc Gallery 2012-2013 exhibition schedule was as follows:
  - **Don Decker**
    - September 14'th – October 26'th with opening reception Friday, September 14'th
  - **Jimmy Reardon**
    - November 9'th – December 14'th with opening reception Friday, November 9'th
  - **Jane Jones and Alan Finch**
    - January 25'th – March 1'st with opening reception Friday, January 25'th
  - **Garry Kaulitz**
    - March 22'nd – April 26'th with opening reception Friday, March 22'nd

- Four Arc Gallery exhibitions were curated and scheduled in 2012 – 2013 for the academic year 2013 - 2014.

Third Floor Exhibitions
- **Images from Magadan** exhibit on display September 21'st – January 15'th
- Nature photographs from the Loren Taft collection on display since January 29'th

Way Finding Maps
- The way finding maps were updated and installed this year.

Library Landscaping
- The subcommittee discussed landscaping issues with Paula Williams, the UAA Office of Sustainability director.

Library Resources Subcommittee (Christie Ericson and Mandy Booth, Co-chairs)

Identify ways to increase awareness and visibility of the library and its resources.
- Arranged with Library’s Web Development Team to add a link on the website for people to donate to the library.
- The Blackboard link to the Library has been moved up to the top level of the help menu.
• A reception was held January 25th for UAA and APU psychology faculty and graduate students. Information about library services and resources was presented.
• The LR Subcommittee composed another funding request letter which was signed by the two LAC co-chairs and sent in April 2013. The letter, addressed to UAA’s administration, thanked them for funds that were added to the Library last year and requested additional support this year. Copies of the letter were also sent to the Planning and Budget Advisory Council (PBAC) members.

Aid the Library in developing a marketing plan
• The LR Subcommittee met with Jodee Kuden, the head of Collection Development, at the December LR Subcommittee meeting.

Library Services Subcommittee (Leanne Davis, Chair)

Marketing of Library Services and Resources
• The LS Subcommittee, with the help of some Library staff, worked on a newsletter to be sent to faculty at the beginning of each semester to provide important information on library services and resources.
• Coral Sheldon-Hess, Chair of the Library Web Team, attended the April LAC meeting and presented the current Consortium Library web plan.

Promote awareness of the information literacy library group.
• Some members of the Information Literacy Interest Group attended the November LAC meeting to update LAC members on the work of the interest group. Thanks go to Page Brannon, Shawnalee Whitney, Deborah Mole, Jennifer McKay, and Anna Bjartmarsdottir for their presentation. Jennifer McKay returned to the February LAC meeting to share results from a recent information literacy study.

Increased awareness among LAC members of the Consortium Library prize.

• LAC MEMBERSHIP FOR 2012-2013.
Meeting time and location will remain the same. Leanne Davis was elected as the UAA LAC co-chairperson for 2013-2014.

Submitted by Alberta Harder, UAA LAC Co-chair, April 29, 2013
Present: Tracy Burke, Connie Fuess, Ann Jache (Co-Chair), Trish Jenkins, Sara Juday, Karen Parish, Karl Pfeiffer (Co-Chair), and Tom Skore.

I. Old Business
   a. Approved minutes with corrections from 3/22/13 SASS meeting.

II. New Business
   c. SASS schedule for the 2013-2014 school year: 9/20/13, 10/18/13, 11/15/13, 1/17/14, 2/21/14, 3/21/14, 4/18/14
   e. Upcoming presentation on Imagining America by Dr. Judith Owens-Manley, Director of the Center for Engagement and Learning/Associate Dean of the University Honors College, September 20, 2013.

III. Open Agenda
   a. Tom raised the issue of reviewing the 2003 Increasing Student Success: Focus on Attrition study as a basis for evaluation of current efforts. He has a copy of the report and will provide it for review.

IV. Adjourn: 4:30 PM
STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

YEAR-END SUMMARY REPORT FOR APRIL 2013 TO UAA FACULTY SENATE

Membership

Members of the 2012-2013 SASS Committee were 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 were co-chairs of the committee. The last monthly meeting for the 2012-2013 school year was held on April 19, 2013. SASS expects the same membership for the coming year, however Sharyl Toscano will replace Ann Jache as co-chair. Meetings are scheduled for 9/20/13, 10/18/13, 11/15/13, 1/17/14, 2/21/14, 3/21/14, and 4/18/14. Meetings are expected to continue being held in ADM 101A from 2:30 pm to 4:00 pm.

2012-2013 SASS Committee Goals and Current Status

During the April 19, 2013 SASS meeting, the Committee reviewed all goals.


3. Explore incentive tuition program 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: Recommendation made and approved by the Faculty Senate 3/1/13. Complete.


5. Review and discuss latest requirements for AA degrees. Outcome: Provide input to AA Committee. Status: Complete. Status for the coming year requires further discussion at the next meeting.

6. Review, discuss, recommend/endorse latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being “college ready.” Outcome: summary report to Senate. Status: Incomplete. SASS would like to invite an ASD representative to serve on the committee. This will be further discussed at the next meeting.

7. Review and discuss Board of Regents policy as directed by the Senate Executive Board. Outcome: summary report to Senate. Status: Incomplete. Discontinued for the coming year.


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

12. Review process of supporting students enrolled in discontinued programs. Initiate coming year.


Co-Chair Summary: The SASS Committee met for the eighth and last time of the 2012-2013 academic year on April 19, 2013. Minutes are attached. SASS had a successful year. The key accomplishment was the development of an incentive tuition program recommendation that was approved by the Faculty Senate. The level of participation of most committee members was exemplary. Membership appears to be stable for the coming year, and the next year’s goal agenda is already under active development.
Ad Hoc Committee on Academic Integrity

April 29, 2013 8:30 – 10 am

**Present:** Elizabeth Barnett, David Bowie (Co-chair), Sally Bremner (Co-chair), Terri Coker, Dayna DeFeo, Jennifer Stone, Steffen Peuker, Michael Votava, Jacque Woody.  Apologies: Dede Allen.

**Increasing accountability for students withdrawing under suspicion of academic dishonesty:** The Committee again discussed various proposals drafted by Michael Votava to allow faculty to change the W to an F or WF at their discretion, whether or not this should count towards the student’s GPA, and provisions for student appeal. It was decided that we should defer discussion and further proposal revisions until we can get more input; the Policy Advisory Committee and USUAA would be invaluable in drafting a policy we will bring before the Faculty Senate.

**Feedback from Student Code of Conduct Pt 1. Revisions:** Robert Boeckmann provided a copy of our proposed revisions with comments and suggestions from UAS faculty members attending recent meetings of Statewide Academic Council (SAC) and Student Services Council (SSC). Members addressed each of these in new comments on the document as rebuttal, but felt our response should explain in general how we had decided on these amendments. We intend to arrange a Skype meeting with UAS to discuss the document in more detail, and also reach out to UAF faculty.

**The Committee has adjourned for the summer.**

**Goals and Outcomes for 2012-2013**

1. **Finalize Board of Regents policy revisions**
   Our final recommendations for revisions to R09.02.020 Section A of the Student Code of Conduct was submitted to Dana Thomas in March and has been reviewed by Statewide Academic Council and Student Services Council. We have addressed questions from UAS faculty and hope to Skype with them and with UAF faculty to discuss further.

2. **Revise our proposal for a position of coordinator/director of academic integrity**
   We deferred this goal to next year, deciding to focus first on Goal 6.

3. **Update Academic Integrity Tutorial**
   We determined desired changes to tutorial, including proper attribution of videos and graphics, and better flow to improve learning. We wrote new questions with multiple choice answers that will expand and allow for randomization of the AI Tutorial quiz questions. Some of these will be tested with high school students this summer. We are now working with the Faculty Technology Center.

4. **Create a sanctioning rubric to be used by the Dean of Students Office in cases of academic dishonesty**
   This document was completed and given a resolution of support by Faculty Senate in April. We will seek more input on the proposals we have under discussion that would prevent a student from withdrawing from a class under suspicion of academic dishonesty, with no repercussions.

5. **Develop a faculty guide to academic integrity.**
   We have drafted a summary handout similar to “Students in Crisis or Conflict, including flow chart of incident reporting, sanctioning rubric and contact information. We expect to distribute it in the fall.

6. **Seek upgrade to Faculty Senate Standing Committee status.**
   The revised constitution and bylaws are in second reading.

Submitted by Sally Bremner, Co-Chair
Faculty Senate Report  
ad hoc Committee Faculty Senate Committee  
to Investigate Methods of Evaluating Teaching Effectiveness (IMETE)

Co-Chairs: Mari Ippolito and Stephanie Olson  
Meeting Date: Wednesday, April, 17, 2013

Committee Members in Attendance:

<table>
<thead>
<tr>
<th></th>
<th>Megan Ossiander-Gobeille</th>
<th>Excused</th>
<th>Galina Peck</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Mari Ippolito</td>
<td>✓</td>
<td>Marian Bruce (ex officio member)</td>
</tr>
<tr>
<td>✓</td>
<td>Stephanie Olson</td>
<td>Excused</td>
<td>Jacque Woody</td>
</tr>
<tr>
<td>✓</td>
<td>Alan Peabody</td>
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</tbody>
</table>

SPECIAL THANKS: To the faculty members who took time out of their very busy schedules to provide thoughtful responses to the IMETE survey.

I. The members were updated on the status of the planned IDEA pilot studies.

II. Jacque Woody’s report on her attendance at the CAFÉ presentation on IDEA course evaluations was postponed.

III. MOTION 1: background information

- The Faculty Senate approved a motion (on April 5, 2013) that courses with capacities of 10 or fewer students not be provided with IDEA course evaluations unless the instructor requests them. (Such requests should be made to Information Technology Services.)
- Presently, IDEA issues a report if at least two students in a course respond to IDEA, regardless of class size or response rate. UAA is charged a fee for each report issued.
- Per the IDEA Center (http://www.theideacenter.org/), course evaluations provide “a good indication of how successfully objectives were reached, especially if at least 10 students provided ratings and if at least 75% of enrollees responded.”

MOTION 1: The IDEA Center will be requested not to issue reports for courses for which the response rate is 15% or lower.

- Examples:

<table>
<thead>
<tr>
<th># of Enrolled Students</th>
<th>15% of Students</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>20</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>9</td>
<td></td>
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<tr>
<td>80</td>
<td>12</td>
<td></td>
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IV. The balance of the meeting was utilized for an extended discussion of how the IMETE survey results could best be summarized.

- Of the 191 respondents, 162-166 provided demographic information:

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<thead>
<tr>
<th>CATEGORY</th>
<th>#</th>
<th>%</th>
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<tbody>
<tr>
<td>Faculty Appointment (N = 167; 87.4% of respondents)</td>
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<td></td>
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<tr>
<td>Tenure-Track</td>
<td>90</td>
<td>53.68</td>
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<tr>
<td>Term</td>
<td>31</td>
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<tr>
<td>Adjunct</td>
<td>44</td>
<td>26.35</td>
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<tr>
<td>Other</td>
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<th>%</th>
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<td>Fine Arts</td>
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<td>College of Business and Public Policy</td>
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<td>Community and Technical College</td>
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<td>Computer Science &amp; Mathematics</td>
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<td>Associate Professor</td>
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<tr>
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<td>%</td>
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<tr>
<td>----------------------------------------------</td>
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<td><strong>Sizes of Classes Taught</strong></td>
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<td><strong>Level of Classes Taught</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(N = 167; 87.4% of respondents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>undergraduate classes only</td>
<td>121</td>
<td>72.46</td>
</tr>
<tr>
<td>graduate classes only</td>
<td>14</td>
<td>8.38</td>
</tr>
<tr>
<td>a mix of graduate and undergraduate classes</td>
<td>32</td>
<td>19.16</td>
</tr>
</tbody>
</table>

- Summarizing the responses to the five questions has proceeded as follows.
  - The responses were divided up among the IMETE Committee members.
  - The members examined this data and made preliminary recommendations as to major categories of responses.
  - The recommended major categories were discussed and agreed upon. (These are preliminary categories and are subject to change as members review the entire data set.)

1. **How is teaching effectiveness demonstrated?**
   a. Evidence that Students Have Learned (during the class) (e.g., final projects, exams)
   b. Subsequent Student Success (e.g., scores on national tests, performance in subsequent courses)
   c. Student Feedback on Course Evaluations
   d. Student Willingness to Learn/Engagement
   e. Other

2. **How can peers aid in sustaining and/or improving teaching effectiveness?**
   a. Collaborating with Peers (e.g., sharing knowledge and course materials)
   b. Mentoring/Coaching (e.g., providing advice, encouragement, sharing knowledge)
   c. Peer Evaluation/Observations Providing Feedback
   d. Other

3. **How can students aid in sustaining and/or improving teaching effectiveness?**
   a. Providing Formal, Constructive Feedback (during the course) (i.e., mid-semester and final course evaluations)
   b. Be Motivated/Engaged/Respectful (e.g., attend/participate in class, ask questions)
   c. Provide Ongoing Informal Feedback (during the course) (e.g., critique assignment grading, identify helpful/unhelpful pedagogical practices)
   d. Provide Feedback (after the course ends) (e.g., communicate with Deans, Directors, and Chairs about the quality of teaching, complete assessment at or near graduation)
   e. Other

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4. **How can Chairs, Deans, Directors, and other university officials sustain and/or improve teaching effectiveness?**
   a. Provide Training (e.g., “boot camps” for new faculty, encourage participation in available training, provide within-unit training)
   b. Provide Resources (e.g., for mentoring, course development, and teaching work outside the classroom and provide graders and technical assistance)
   c. Provide Support/Encouragement
   d. Drop/Fix IDEA
   e. Provide Peer Evaluation
   f. Other

5. **What do you consider convincing evidence of teaching effectiveness?** (This can include information already being used/provided or information that is not presently utilized.)
   a. Subsequent Student Success (e.g., performance in subsequent courses, national exams, and on the job; admission to graduate school, students receiving awards)
   b. Evidence that Students Have Learned (during the class), (e.g., final projects, exams)
   c. Student Feedback
   d. Peer evaluation/Observation
   e. Instructor Recommended to Other Students
   f. Lack of Attrition (dropping out of classes)
   g. Other

- Additional consideration of the data will proceed as follows.
  o Using the established categories for the five questions listed above, members will independently code all data for all questions. (Alan Peabody will provide an Excel spreadsheet designed for this purpose.)
  o Members will again review the responses in the “other” category for each of the five questions to see if additional categories emerge.
  o The coding of responses to the five questions will be compared to resolve any disagreements; revision of category names, division of categories, if appropriate, and adding new coding categories will be considered.
  o Coding of responses that fall within revised, divided, and new coding categories, and Question 6 (additional comments) will be completed independently by members and any disagreement will be resolved in a group meeting.
  o The number of responses in each category will be tallied and reported to Faculty Senate.
  o An appendix of all responses and how they were coded will also be provided to Faculty Senate to permit members to see how responses were coded and to view comments in the “other” category. (No identifiers as to who provided individual question responses will be included in this appendence. That is, responses will not be identifiable as being, for example, from adjunct faculty, associate professors, faculty who teach certain levels of classes, or faculty in a particular program. It will also not be possible to use this appendix to determine which responses to the six questions are from the same individual. If there is any identifying information provided in responses, e.g., a class or department name, this information will be redacted.)
V. MOTION 2: background information
   • There are two pilot studies designed to increase IDEA response rates under way at UAA and this Committee could summarize and report the findings and make recommendations to the Faculty Senate.
   • Work remains to be done on the IMETE survey findings, these findings should be reported to the Faculty Senate, and recommendations will likely arise from faculty responses to the IMETE survey distributed.
   • Student outreach to try to improve IDEA response rates is likely in 2013-2014 and this Committee could communicate with the Faculty Senate about these activities and request Faculty Senate support for these efforts as appropriate.
   • This Committee would be willing to adopt additional goals relevant to the evaluation of teaching effectiveness as the training in and implementation of the new Promotion and Tenure Guidelines continue.

MOTION 2: The Committee to Investigate Methods of Evaluating Teaching Effectiveness will continue as an ad hoc Faculty Senate Committee in 2013-2014.

V. NEW COMMITTEE MEMBERS ARE WELCOMED. However, we recognize the substantial service burden many faculty are shouldering. If you can’t commit to joining the committee but have comments you wish this Committee to consider, please contact Mari Ippolito at afmfi@uaa.alaska.edu or Stephanie Olson at smolson@uaa.alaska.edu.

VI. The SURVEY LINK is still open and additional responses to the survey are welcomed: https://atrial.qualtrics.com/SE/?SID=SV_cYDaCnLYyaIXQNu. You can omit demographic information if you wish and just answer the five open-ended questions.

VII. An article forwarded to the IMETE Committee by Randy Magen via Mark Fitch and entitled “Answers to Faculty Concerns About Online Versus In-Class Administration of Student Ratings of Instruction” was distributed and will be discussed at the next meeting.

This was the last scheduled meeting of this committee in 2013-2014.

Prepared by Mari Ippolito

1 The word “retention” was used but this term typically refers to remaining enrolled in college. Since this survey was completed by instructors about their classes and some responses that used the word retention explicitly referred to students continuing in courses, retention responses were included under “Lack of Attrition.”
To: Members of the Faculty Senate  
From: Diane Hirshberg, Chair, UAA Faculty Senate Ad-Hoc Committee on Research and Creative Activity  
Re: Findings of the Faculty Senate Ad-Hoc Committee on Research and Creative Activity  
Date: April 30, 2013  
Cc: Robert Boeckmann, Seong Dae Kim, Jill Flanders-Crosby, Megan Friedel, Gabe Garcia, Carrie King, Katherine Rawlins, Josh Swift

The follow is a summary of the research conducted by the Faculty Senate Ad-Hoc Committee on Research and Creative Activity. Committee members engaged in several activities: we interviewed a sample of statewide, campus, college and department leaders, reviewed campus and statewide policies around research and creative activity, and explored the structures and supports for these activities at several peer and aspirational institutions. We have also attached a document with more in-depth descriptions of the information we gathered specifically in our interviews. The committee also reviewed the "Draft Strategic Research Plan," feedback on which was provided in a separate memo.

The research we conducted led to our recommendation that a standing committee of the Faculty Senate on Research and Creative Activity be established. However, it is important to note that we do not claim that this research is comprehensive or representative of all the diverse views on our campus or across the UA system. We did not have the resources to include leadership from the Colleges of Education or Business and Public Policy, and we only talked with one community campus director. We only spoke with one person at the Dean or Associate Dean level in each college or school that is represented here, and we were only able to talk with a small sample of department chairs across campus. We also only looked a few of UAA's peer and aspirational institutions, not all of them. There are documents that address policies around research and creative activity that we did not review, and there is a need for a more discussion about whether these policies might warrant revision or enhancement.

That said, we do believe we have captured a good sense of the breadth of views on our campus, and also sufficient evidence to support greater engagement by the Faculty Senate in discussions of and decisions around research and creative activity at UAA.
Views of UAA and UA Statewide Leadership

We spoke with the University of Alaska Vice President of Academic Affairs, the UAA Provost, the UAA Vice Provost for Research and Graduate Studies. They shared some very divergent views of both how research and creative activity should be supported and the appropriate role of the Faculty Senate vis-à-vis this topic.

Both University of Alaska Vice President Dana Thomas and UAA Provost Elisha “Bear” Baker encouraged a focus on research that serves the state of Alaska, as well as more cooperative research with Fairbanks.

Vice President Thomas was clear that UAA needs to establish its own vision for research. He does not believe that there is room for two full-sized research institutions in the state unless they split their efforts and have different specialties. He also encourages more collaboration between UAA and UAF around doctorates; that would be supported by the UA Regents. He also sees integrated, interdisciplinary work as where research opportunities lie. UAA needs to emphasize the significance of the research to Alaska; if we make that connection it will garner greater support. People outside of the institution often don’t understand basic research. Communicating that, showing how meaningful the contributions are is an important piece of the university’s role.

He suggests we keep in mind the difference between governance and union issues. For example, on the issue of faculty moving from bi- to tri-partite, governance can provide guidance to the administration and union, but otherwise needs to stay out of it. Likewise with workloads, we need to be cautious about the faculty governance role, though pushing for a reasonable path for adjusting workloads is something faculty governance could do.

In terms of resources, a lot of those come through indirect cost recover, which tends to be less available to faculty in arts and humanities. However at UAF the faculty pointed out that they can’t get papers out for feedback and published, a requirement for promotion and tenure, if they aren’t connecting with their peers nationally, and successfully argued for support for travel to conferences for collaboration and professional development.

The UAF Faculty Senate has a standing committee on research, and now research faculty are much more engaged in the Senate. He sees a role for such a committee as including commenting on budget matters around research and creative activity as well as strategic plans.

Provost Baker wants to see more research and creative activity of all kinds at UAA. There is no one right thing to pursue, just more. He follows the model he saw at Clemson where faculty members were told “you’re the faculty, go get the research dollars.” Until there is a critical mass of research happening at UAA just about anything is the right thing to pursue. He sees an obligation to the State of Alaska to do research that supports the environment and economy but also research that benefits the nation world more broadly, as well as work that is northern climes related, and that is done in partnership with researchers from other northern nations.
He identified the role of the Faculty Senate as whatever the senate wants to take on. He cannot increase levels of support for research or a diversifying of the research portfolio unless the faculty members want to do the work. He identified the differing levels of research support in departments as an ongoing challenge. The statewide leadership does not understand the difference between UAA’s 3-3 tri-partite teaching loads and UAF’s 2-1 or 2-2 loads. We need to help the UA Regents and President understand this so they will provide funding to help faculty establish a research agenda. The university needs to find release time and other support for new faculty to establish their research.

Other actions include expanding undergraduate research and creative activity; given that we are never going to have state funding for graduate assistants we need to use undergraduates. UAA also needs more engaged learning and community based research projects.

_Vice Provost for Research and Graduate Studies Helena Wisniewski_ discussed her efforts to procure and provide seed money to faculty. She has had to fight for it annually; there are not based funds for this. Indirect cost recovery also does not bring in that much to her shop; more goes to the dean’s office from the college where the research is happening.

She has found that many in the community do not know what is happening in terms of research at UAA, and is creating materials to help disseminate this information.

She has created the Vice Provost’s Research Council, with nominations from the deans, to draft the research plan with the goal of faculty and Faculty Senate input so that the vision is not only shared, but that it is a faculty document. However, she wants UAA to be a “go to” university for something, and to do this we need a vision and a focus, one that is shared broadly, not created narrowly. But while she wants us to have a “what we are known for,” she does not want to lose the focus on individual achievement in research and creative activity. Additionally, while UAA is the health university, we should leverage that and think inter-disciplinary, and develop another focus area.

_Vice Provost Wisniewski_ believes the Faculty Senate has a valuable role to play, and she would like the members to come to the Vice Provost’s Research Council to provide suggestions and engage in discussion and work with her on policy issues.
Views of Leadership in UAA Colleges and Schools
Committee members interviewed Deans and/or Associate Deans of six schools or colleges at UAA plus one community campus. In our interviews with Deans and Associate Deans, we focused on 6 areas:

1. How they decide whose Grants & Leave applications to approve, especially for sabbatical research;
2. What kinds of research support they give faculty, for example, reduced teaching loads, funding for research or travel to conferences, and so forth;
3. Who determines workloads, and the balance between teaching, research and creative activity, and service;
4. Whether the faculty senate should have a role in policy and decisions around research and creative activity, and if so what that should be;
5. What they see as issues around bi-partite faculty engaging in research and creative activity; and
6. Their vision, priorities, and thoughts on what direction their college and UAA should head in in terms of research and creative activity.

Grants & Leave
How decisions around sabbatical are made vary considerably. One respondent did not recall anyone having their application turned down. However two reported that sabbaticals have to be weighed against the availability of instructors to cover courses. Two talked of intentionally awarding sabbatical leave based on the documented evidence of what the faculty member has planned, the rigor of the planned experience or the contribution to the field, and two talked of looking at what the faculty will bring back. Finally one talked about the evidence of professional development for the faculty member, especially finishing a masters or doctoral degree in the field that person works in.

Research Support
Resources for research or travel to conferences vary considerably across the colleges, as do how faculty get release time or or other support for research and creative activity. The two respondents in colleges with primarily bi-partite faculty mostly provided support professional development or conferences, with a bit of money for research. One also encourages research on the scholarship of teaching and in the other the director always notes the research done by the faculty in their reviews, even through they are bi-partite. In the other colleges, the differences are pronounced; one does not give course releases because of a shortage of teaching faculty, and instead provides some funding for interdisciplinary research and for professional development for junior faculty. Another does the opposite; no funding for research, but support for conferences and course releases. Yet another is experimenting with changing workloads from 9-3-3- to 6-6-2 for faculty with significant external funding. Finally one college sponsors faculty research with undergraduate students, as well as conference attendance around that.

Workloads
Decisions on workload are made in different ways; while the Dean has the ultimate authority, in some colleges the decisions are mostly made at the department level, in others
at the Dean’s level and in another by use of a school workload rubric. One specifically mentioned faculty being able to request a course release if they are exceptionally productive, and also noted that the workload has to allow a faculty member to progress towards tenure. Bi-partite faculty cannot have research or creative activity assigned in their workload.

**Role of the Faculty Senate**

All but one respondent felt the faculty senate should actively engage in the discussion of research and creative activity. That respondent felt that there can’t be a policy across all colleges, so all a committee could do is express support for research and creative activity.

The other respondents gave very specific ideas of what the Faculty Senate’s role should be:

- be truly partisan and aggressively seek things like additional resources so this university can have research
- be an “active partner” in the development of strategic research/creative activity directions
- address how to grow research and restrictive definitions of workload
- be advocates for raising the bar for what faculty can do and produce, raise the bar in accountability that they do meet the standards and they should raise the bar in helping create opportunities for students and be advocates for the importance of research and creative activity and for its connection to student learning; and
- to “drive the train”, and work on recognition of the research that is being done by bi-partite faculty.

**Bi-partite faculty and research and creative activity**

Views varied considerably on whether bi-partite faculty should be able to do research. Three respondents talked of recognizing and supporting research and creative activity by bi-partite faculty, but two others talked about the need for teaching that bi-partite term faculty are hired to fill. One mentioned that this a union issue specifically.

**Visions, Priorities and Directions**

The visions and priorities for research expressed by respondents were broad and divergent. That said, many expressed the common need for more faculty, especially with the increase in graduate and doctoral programs, as well as more rigor, and generally more research and creative activity. A couple of respondents talked of the need for a change in thinking, whether in terms of how research and creative activity needs to be infused across all pieces of the workload, or in changing the role of the community campuses.
Views of a sample of Chairs in UAA Colleges and Schools
Ad-Hoc committee members interviewed several chairs in the College of Arts and Sciences from the Fine Arts, sciences and social sciences, and one chair in the College of Health. This sample is not meant to be representative, but rather to be illustrative of the breadth of views among different department chairs. The following questions were asked of each:

1. What kinds of research support do you give faculty, e.g., reduced load, money for research, travel to conferences etc.
2. Who determines workloads, balance between teaching, research and creative activity and service?
3. What do you see as the role of the faculty senate in policy around research & creative activity? Should they have one?
4. What do you see as issues around bipartite faculty engaging in research & creative activity?
5. Vision, Priorities, what direction should (your department/college/UAA) head in in terms of research, creative activity, applied research, basic; what would help you?

Research Support
In the Fine Arts, each department has their own individual mechanism and/or budget line in order to assist faculty with research and creative activity independent of the travel money of approximately $1,675 available from CAS for faculty travel. These mechanisms/budget lines range from revenues at the box office to mount creative activity to budget lines for materials for the making of art. Another chair from CAS indicated that their department does not provide any money for faculty research or travel, but faculty are encouraged to take advantage of the CAS travel fund or other research and travel awards available at the university level. This chair is also flexible in terms of a reduced teaching load to engage in research and creative activities as long as courses can be covered and there is increased research productivity. In the sciences chairs try to provide resources to encourage and support research, whether course releases or travel to conferences. However, the power for this lies at the Dean’s level. The College of Health gives each faculty member $2,000 for travel to present at conferences, actively support research grant applications with letters, involve faculty in grant writing and find lab equipment, space and software. Faculty have %20 of their workload dedicated to research. However, this is adjusted when faculty research is funded.

Workloads
Workloads are negotiated collaboratively to balance professional and personal activities in light of promotion and tenure guidelines and all chairs work collaboratively with their faculty to determine workloads even though the Dean ultimately approves the workloads in CAS. However the Fine Arts chairs pass along their approval and comments to the Dean. The Fine Arts chairs did add in that ultimately, if there is any dispute between the faculty member and either the chairs or the Dean as to workload assignments, there is a process in place to appeal to the Union. The Fine Arts chairs did discuss that there are times where there are blurred lines between what should fall under service and what should fall under teaching. For example, classroom instruction in some areas of the arts requires intense management of supplies loaded into the classroom and prepared for use. This should not
be conflated with teaching, thus additional service loads need to be assigned for this activity thus compromising the amount of time for research and creative activity. As indicated in the previous section, one chair from CAS indicated that at the department level there is flexibility in terms of adjusting workloads as long as courses can be covered, there is a specific plan or reason for the switch, and there will be some resulting evidence of productivity associated with the switch. However, the science chairs reported that the workload, especially around research, was mostly determined at the Dean’s level.

Role of the Faculty Senate
All but one of the chairs interviewed believe that there is a role for the Faculty Senate to be advocates for excellent faculty research and policies inclusive of adequate seed money for faculty research, the dissemination of faculty research and creative activity and a clear understanding of what comprises creative activity. The Faculty Senate can also provide a voice/opinion for faculty to administration for what counts as scholarship within each discipline. One noted that while instruction is driven by what students need, there is not a similar focus for research, and was not sure the role of the Faculty Senate in determining this. One chair felt that the Faculty Senate might not have much role since the policies influencing research were set at the Dean’s level.

Bipartite Faculty
All but one chair agree that bipartite faculty should be able to pursue their scholarly agenda and engage in research and creative activity. In the Fine Arts, research and creative activity are critical serve pedagogical needs and set a standard of excellence. The discussion has been raised that in the Fine Arts, there needs to be another type of contract in place for bipartite faculty doing research and creative activity. One CAS chair indicated support for adjustments from bipartite to tripartite (or vice versa) where appropriate or other types of adjustments to the workload, but indicated that (s)he did not think bipartite faculty should engage in research on top of an existing workload that does not include research. Also, this chair indicated that (s)he did not think that term bipartite faculty should engage in research. Another, however, emphasized that term faculty are hired to make sure the department can offer all the courses that they need to offer, and if the department wants more research it needs to be via a tri-partite appointment.

Visions, Priorities, Directions and Needs
Fine Arts chairs point to funding as critical for engagement in research and creative activity in the arts is expensive. There is also a need for a new space for performance that is current in technology and large enough to support the performances undertaken by the Fine Arts Faculty. One CAS chair appreciates the direction the university is heading in terms of a stronger focus on research and creative activity, but feels that the primary mission of the university should always be on teaching and student engagement. Another talked about the importance of industry partnerships and the critical role of leadership in growing community connections. The chair from the College of Health is less interested in a singular research focus than in one that engages students and communities, is of interest to the faculty and is consistent with accreditation standards.
Research & Creative Activity at Peer & Aspirational Universities
We examined two peer institutions (UMass-Boston and Boise State University) and two aspirentional universities (Portland State University and University of North Texas). Our goal in doing so was to examine how these universities approach and encourage faculty research and to see what suggestions might be taken away for UAA as we move toward having a stronger emphasis on research and creative activity as a university.

Research mission & strengths:
Each peer and aspirational university identifies, through strategic research plans, several research strengths and foci (see below). However, each university also emphasizes that research includes creative activity and that it can be broad-based and on topics beyond these research strengths.

- **UMass-Boston (peer institution) research strengths**: Emphasis on interdisciplinary and global-focused research. Identified research strengths include biomedical, health, and life sciences; science and math education, learning, and research; transnational, community, and cultural studies; developmental and brain sciences; clean energy research; environmental sustainability; Social venturing.
- **Boise State University (peer institution) research strengths**: Novel materials; sensor development; nanoelectronics and integrated systems; geochemistry and geophysics; health, public, and energy policy.
- **University of North Texas (aspirational university)**: Five research emphases on next generation technologies, sustainable endeavors, human decision-making, human health, and synergistic catalysts.
- **Portland State University (aspirational institution)**: Sustainability research; patentable innovative research; entrepreneurship; and partnerships with Oregon Health Science University.

How they currently support faculty research:
Each of the peer and aspirational universities we looked at has the following institutional supports in place to foster excellence in research:

- A dedicated administrative office, with a well-developed website, that provides a central location for support to faculty in grant-seeking activities (for instance, Boise State University’s Division of Research and Economic Development).
- Diverse internal funding sources (average 5-10 grants, award, and fellowship programs for research, travel, education, and conference attendance covering awards between $1,000-$15,000 per faculty member).

Additional unique means of support:

- **UMass-Boston (peer institution)**: Faculty Staff Union collective bargaining agreement allots a central fund of $100,000/year for research and educational support.
- **Boise State University (peer institution)**: Faculty Incentive Pay Program provides incentive payments to faculty who are effective in scoring external funding.
• University of North Texas (aspirational university): 3 named professorships to recognize outstanding faculty that add supplement to base salary.

How they plan to increase support for faculty research:
• Expand external research funding
• Enhance faculty and student development through competitions, recognitions, awards, and prizes
• Hire new faculty in identified research strengths
• Building and expanding research facilities
• Internal research advisory councils led by faculty (such as UMass-Boston’s University Research Advisory Council)

*How they track research*
Each of the institutions we looked at has a digital “institutional repository” where they track and store all faculty research (for instance, see the University of North Texas’s Digital Library: http://digital.library.unt.edu). We learned from Dean Steve Rollins at the UAA/APU Consortium Library that there are similar plans in place here at UAA for a system-wide UA institutional repository, which may go live in beta form in 2014.

*Conclusion:*
As UAA seeks to increase our focus on research and creative activities, there are a number of suggestions that can be taken away from our review of the peer and aspirational universities. Each university has a clearly stated strategic plan for research and creative activities. The review of these plans helped inform our comments on UAA’s draft strategic plan for research and creative activities that was circulated in Spring 2013. Each university also has a number of internal grants and awards to encourage faculty research, as well as a dedicated administrative office to support external grant seeking among faculty. This is an area that we feel is lacking at UAA. While the INNOVATE and Faculty Development & Research Travel grants offered at UAA do offer some support, there is a high level of competition for both, the awards are relatively small compared to those offered by our peer and aspirational universities, and the overall pool of money is too small to fund substantial research in diverse disciplines throughout the university. Additionally, while our peer and aspirational universities offer direct support for faculty members who wish to secure external funding, UAA’s Grants and Contracts office, while hard-working, is too understaffed to adequately provide individual assistance for to faculty in this regard. Lastly, each of the peer and aspirational universities we looked at clearly states their plans to reach their goals. For most, this includes targeted hiring and building and expanding research facilities. While the strategic plan at UAA states what our goals are, there is no clear statement of how UAA plans to help faculty reach the expectations that are placed on us. For these reasons, we believe a Faculty Senate committee on research and creative activities can assist in providing a voice on research from the faculty perspective as the university works to increase our focus in this area.
Review of Written Policies

United Academics (UNAC) Collective Bargaining Agreement 2011-2013

- There is inconsistency when they refer to creative activity.
  - Sometimes they consider creative activity as a part of research like “teaching, research (which may include scholarship and/or creative activity), and service”.
  - Sometimes, they consider it as a separate thing like “teaching, research, scholarship, creative activity, and service”.
- They address research and creative activity in terms of workload, compensation, and sabbatical leave.
- Sabbatical leaves are granted for study, formal education, research and other scholarly and creative activity.

University of Alaska Federation of Teachers (UAFT) Collective Bargaining Agreement 2011-2013

- Research is a part of the tri-partite workloads.
- Sabbatical leaves are granted for study, formal education, research and other scholarly and creative activity.

UAA Strategic Plan 2017

- UAA Vision for 2017: UAA will be a university of first choice distinguished for... Excellence in teaching, learning, research, and creative expression; ... High quality research that includes special attention to Alaska, the Pacific Rim, and the circumpolar North.
- Strategic Priorities for UAA 2017, Priority B. Reinforce and Rapidly Expand our Research Mission
  - To produce high quality research, to become a leader in research and research-centered undergraduate and graduate education, and to give special attention to Alaska, the Pacific Rim, and the circumpolar North we will:
    1. Build a physical infrastructure and foster an institutional culture to support, promote, and reward both basic and applied research;
    2. Strengthen our capacity for competitive sponsored research and greatly expand the number and value of externally-sourced research grants;
    3. Significantly increase the quantity and quality of scholarly presentations and peer-reviewed publications by our faculty; and
    4. Build selected research-centered graduate programs of distinction by recruiting critical masses of the most highly qualified faculty and graduate students.
- Extracts from The University of Alaska System Strategic Plan 2009: Building Higher Education for Alaska’s Golden Anniversary: Goal 3: Research Excellence - The University will be a globally recognized leader in areas of research for which Alaska has special competitive capabilities or unique environments in key areas of culture,
economy, and health, using approaches that integrate the human dimension with natural sciences, and expand from basic processes to synthesis and policy advice.

Objectives:
A. Enhance competitive capacity.
   i. Rely to a greater extent on competitively obtained financial support for research.
   ii. Recruit/inspire the faculty in areas of comparative advantage and provide the research facilities and administrative support required to compete effectively.

B. Increase opportunities for undergraduate and graduate student participation in research.

C. Capture Alaska-specific opportunities for the State and the University.
   i. Establish strong research relationships with the private sector and government agencies that address issues of importance to Alaska.
   ii. Focus on fields where the University has an advantage, e.g., cold climates and coastal engineering, ocean science, arctic biology, climate change, telecommunications, fisheries, and health.

D. Account for the value and cost of research.
   i. Communicate the value of University research in terms of the University’s educational quality and Alaska’s economy.
   ii. Ensure that the costs of research are fully accounted for and weighed in the balance with alternative priorities.

E. Expand support for the transfer of University intellectual property to private economic development.
   i. Enhance support for faculty with interests in the development of intellectual property.
   ii. Create opportunities for the private sector to be informed about University development works.
   iii. Grow percentage of Alaska Native participation to a part with the population.

University of Alaska Fairbanks (UAF) Faculty Senate By-Laws
• Under Board of Regents’ Policy, the UAF Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the UAF in matters of instruction, research/creative activity, and service.

• Faculty responsibilities include the formulation of policies and regulations guiding several matters, including research/creative activities.

• The Research Advisory Committee. The Research Advisory Committee consists of up to ten voting members, a chair and a co-chair, along with at least one ex officio member who is the vice chancellor research. The committee exists to review the issues of researchers at the University of Alaska Fairbanks and to provide reports, recommendations, and resolutions to the UAF Faculty Senate on behalf of the UAF research community. The Research Advisory Committee will provide a connection between the faculty and the UAF vice chancellor for research, and advise the VCR on
developing productive relationships with the different research facilities across UAF.

**UA Regents’ Policy – Academic Policy; Research, Scholarship and Creative Activity**

- In recognition of the importance of research, scholarship, and creative activity as central to its mission, and as a service to the community, the University of Alaska will require a commitment to research, scholarship, or creative activity as appropriate to each faculty member’s performance assignment.

- The university will foster an environment supportive of conducting research, scholarship, and creative activity and broadly disseminating its results in the tradition of academic freedom and its corresponding responsibilities. Publication and dissemination of the results of research projects will be accomplished without excessive or inappropriate prohibitions. Research techniques will not violate established professional ethics pertaining to the rights and welfare of human subjects or the infliction of pain or injury on the welfare of animals.

- The allocation of space, facilities, funds, and other resources for these activities will be based on the scholarly and educational merit of a proposal and the appropriateness of the work to the mission of the MAU where it will be conducted.

**The Alaska Science and Technology Plan proposed by The Alaska State Committee on Research (SCoR)**

While the state’s vast size, extreme climate, and scattered population present a unique set of challenges for science and technology development, Alaska also offers a number of advantages: a rich resource base, an educated population and increasingly well-regarded university system, and a landscape ideally suited for the study of human and natural systems undergoing climatic and social change.

This report presents a road map for the future of Alaskan science and technology (S&T) development. Improving Alaskan S&T requires a collaborative effort between the state, the University of Alaska (UA), federal agencies, communities, and the private sector. The state’s role is to help provide (1) education and training for future innovators; (2) incentives for industrial development; (3) infrastructure; (4) cost matching and focused funding; and (5) oversight and coordination of research efforts. By adopting in-state innovations, the state can also leverage and validate Alaskan research.

Alaska’s unique characteristics lend themselves to seven specific S&T research arenas. These arenas take advantage of Alaska’s natural and human assets and tackle research questions crucial to the state’s economy, ecology and society. The seven arenas are:

1. Community resilience and sustainability. In this arena, research initiatives include the capacity of communities to adapt to environmental and social changes, community-based participatory research, local food production and improving food security, and preservation of Alaska Native culture and traditional knowledge.
(2) Resource extraction. In this arena, research initiatives include technology and processes for safe and efficient extraction, transportation and use of oil, gas, minerals, and timber, as well as innovations in northern agriculture.

(3) Energy solution. In this arena, research initiatives include renewable energy, alternative energy sources affordable and acceptable for northern communities, and cold climate housing and technology.

(4) Terrestrial monitoring and management. In this arena, research initiatives include monitoring and mitigation of environmental change, wildlife management, mapping and remote sensing, geophysical research, and hazard and disaster prediction, mitigation and management.

(5) Aquatic monitoring and management. In this arena, research initiatives include ocean and freshwater monitoring, habitat and wildlife, portable water, and fisheries management, particularly in relation to environmental change.

(6) Human health. In this arena, research initiatives include delivering effective physical and behavioral health care in arctic and subarctic environments, especially for Alaska Natives and veterans.

(7) Transport and communications. In this arena, research initiatives include land transport, shipping, aviation, aerospace, and telecommunications technology in northern environments.

Additional arena Education is addressed in this report. The most significant way for the state of Alaska to contribute to S&T innovation is through ensuring a quality education in STEM fields at both the K-12 and university levels. Utilization of distance delivery of education should not be neglected since it is essential in Alaska.

This report proposes 13 items. It provides 7 proposals for government, 4 proposals for academia and research groups, 1 proposal for business, and 1 proposal for non-governmental organizations. For government, it proposes to (1) create a state entity to stimulate S&T by identifying gaps in seed funding, providing capital and/or tax incentives, and supporting next steps such as patenting Alaskan products; (2) appoint a science advisor in the executive branch to coordinate and represent Alaska leadership on boards and committees, such as the North Pacific Research Board (NPRB) and the U.S. Arctic Research Commission; (3) create a joint S&T committee in the state Legislature; (4) establish a “scientific SWAT team,” a state brain trust that could quickly formulate scientifically appropriate responses to emergent problems; (5) use the state as a vehicle to encourage the dissemination of traditional knowledge through support for groups such as the Alaska Native Science Commission; (6) pioneer methods of supporting K-12 STEM education, including adding STEM elements to Alaska Performance Scholarships; and (7) partner with the UAF and UAA offices of Intellectual Property and Commercialization to identify innovations based on university research, and modify state procurement policies to encourage early adoption of new software and other innovations developed in-state. For academia and research groups, it proposes to (8) use research directors from the three UA campuses as “scouts” to seek out funding opportunities such as those offered by the NSSI and the NPRB; (9) systematically examine state needs for research space and cyberinfrastructure (especially improved broadband access) and adjust the long-term development agenda accordingly; (10) coordinate and sustain established environmental monitoring networks, such as the Arctic Observing Network (AON) and Global Earth Observation System of Systems (GEOSS); and (11) explore ways to provide support and
incentives for UA faculty to partner with the private sector on research projects. For business, it proposes to (12) continue economic development efforts such as the Alaska Forward Initiative, which applies cluster theory to identify Alaska’s unique business and development opportunities. For non-governmental organizations, it proposes to (13) establish and publicize an Alaska Innovators Hall of Fame, tied to the Alaska Workforce Investment Board.
### 2012-2013 Faculty Senate Membership

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RESOLUTION:

The UAF Faculty Senate recommends that the process of post-tenure performance review of UNAC-represented faculty be modified to eliminate levels of review above that of the dean in cases where both the unit peer committee and the dean have judged the performance to be satisfactory. Review by a university-wide committee and by the Provost should be required if either the unit peer committee or the dean rates performance as unsatisfactory in two of the three areas (teaching, research, service), or if either rates performance as unsatisfactory in one area if that area is the main part of the faculty member's workload.

RATIONALE: According to the Collective Bargaining Agreement (CBA) between the University of Alaska and United Academics, in effect between January 01, 2011 - December 31, 2013: "The post tenure review process is generally intended to be a formative rather than a summative process of faculty evaluation, focused on faculty development. It is not intended to be the equivalent of the probationary evaluation of tenure track faculty. At the same time the process should review and encourage progress toward promotion where applicable, ongoing development, scholarship and productivity." The post-tenure reviews also serve to identify faculty whose performance is unsatisfactory. The CBA states that "Unit members who receive an unsatisfactory comprehensive post tenure review shall be ineligible for market and merit salary adjustments until they receive a satisfactory outcome in a subsequent post tenure review."

The current system of full university-wide review of post-tenure files by a committee of full professors is costly in terms of effort, yet for several reasons these university-wide reviews are useful in only a small number of cases. First, approximately 35 post-tenure reviews are conducted each year at UAF and typically just 0-3 are rated unsatisfactory overall. This low number is expected in light of the fact that tenured faculty have already undergone rigorous review for tenure and promotion, and nearly all continue a high level of performance after tenure. Second, for the stated purpose of faculty development, the portions of the post-tenure reviews that are most useful to the faculty are the reviews at unit peer and dean levels. Third, the need for a university-wide review committee composed of full professors draws experienced faculty away from the university-wide committees on 4th Year Reviews and Promotion & Tenure, where their advice would be more effective.

To fulfill the purpose of post-tenure review, in most cases review by a unit peer committee and the dean will be sufficient. Review by a university-wide committee and the Provost can be reserved for cases in which the results at those levels indicate a possible unsatisfactory rating overall, without compromising the goal of post-tenure review. Results at the unit peer and dean rankings can be used to identify these files. The recommended trigger of an unsatisfactory rating in two of three areas (teaching,
research, service) or an unsatisfactory rating in the main area of the faculty member's workload, by either the unit peer committee or the dean, is based on UAF experience. Focusing on these files would be a more productive use of university resources and would not compromise the purpose of post-tenure review.

Modification of the post-tenure review process will require a change in the CBA because the current CBA requires that comprehensive post-tenure review must include review by MAU Peer Review Committees (at UAF, the university-wide review committees).

The Faculty Senate resolution will be forwarded to the UAF administration and to United Academics. We will request that Labor Relations negotiate an MOA to permit this change under the current CBA, and also request that the change be incorporated into the next CBA.
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UNIVERSITY HONORS COLLEGE
High Impact Practices at UAA Leading to Student Success

The University Honors College (UHC) is UAA's central unit increasing the breadth, depth, quality, and number of undergraduate research opportunities at UAA. These high impact practices increase student success before and after graduation. The UHC provides access to excellence for students by offering 1) undergraduate research and experiential learning opportunities, and 2) a multidisciplinary academic curriculum.

UNDERGRADUATE RESEARCH PROGRAMS AT UAA
• Competitive grant program for original research projects pairing undergraduate researchers with faculty mentors.
• Undergraduate research, scholarship, and experiential learning in the curriculum.
• Undergraduate Research and Discovery Symposium for students to present research findings and receive campus-wide recognition.
• Freshman Convocation keynote speakers highlight undergraduate research—including Nobel Laureates Sir Paul Nurse, Roger Tsien, and other world-class luminaries.
• Faculty leadership through campus-wide representation on the Task Force for Undergraduate Research & Scholarship.

UNDERGRADUATE RESEARCH IMPACT
• Publication in national and international journals and conferences.
• Acceptance to top Masters and PhD programs and employment locally and nationally.
• Major awards, including the Fulbright, Goldwater, Marshall, and Truman scholarships.

SELECTED PERFORMANCE INDICATORS

| Undergraduate authors or co-authors on peer-reviewed publications |
|-------------------------|------------------|
| 2010 | 113 |
| 2011 | 121 |
| 2012 | 176 |

| UHC Awards and Total Amount Awarded |
|-------------------------------|------------------|
| 2011 | 40 Awards |
|      | $75,000 |
| 2012 | 59 Awards |
|      | $126,000 |

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<th>Undergraduate authors of oral or poster presentations at the Undergraduate Research &amp; Discovery Symposium</th>
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Over 50% of UAA baccalaureate students graduate with an undergraduate research curricular experience.