



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda

February 1, 2013

2:30 - 4:30 p.m.

Library 307

I. Call to Order

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

2012-2013 Officers:

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

2012-2013 Senators:

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

III. Agenda Approval (pg. 1-3)

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

V. Reports

A. Chancellor Tom Case (pg. 8-13)

i. President Highlights (pg. 14-23)

- B. Provost and Vice Chancellor Bear Baker
- C. Vice Chancellor Bill Spindle
- D. CIO, Patrick Shier
- E. Vice Chancellor Megan Olson (pg. 24)
- F. Union Representatives
 - i. UAFT
 - ii. United Academics
- G. CAFE Update
<http://www.uaa.alaska.edu/cafe/>
- H. Presentation on Student Green Fee by Chair of Student Green Fee Board, Oliver Petraitis

VI. Officer's Reports

- A. President's Report (pg. 25)
- B. First Vice President's Report
- C. Second Vice President's Report

VII. Boards and Committees

- A. Graduate Academic Board
 - i. Curriculum (pg. 26)
- B. Undergraduate Academic Board
 - i. Curriculum (pg. 27-29)
 - ii. Curriculum Handbook Edits (pg. 30-36)
- C. General Education Review Committee (pg. 37)
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 38)

Motion: The Academic Assessment committee recommends the Faculty Senate adopt this revised Academic Assessment Handbook. It is a living document and will be reviewed and updated yearly as necessary. (pg. 39-50)

- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 51-52)
 - i. eLearning & Technology Faculty Handbook edits (pg. 53-89)
- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 90-94)

- H. Nominations and Elections Committee
- I. Diversity Committee (pg. 95-96)
- J. Faculty Grants and Leaves Committee
- K. Institutional and Unit Leadership Review Committee (pg. 97)
- L. Library Advisory Committee (pg. 98)
- M. Professional Development Committee
- N. Student Academic Support and Success Committee (pg. 99-108)
- O. Community Campus Committee
- P. Ad Hoc Committee for Academic Integrity (pg. 109)
- Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness

VIII. Old Business

- A.

IX. New Business

- A. Motion: The University of Alaska Anchorage Faculty Senate supports the formation of a Faculty Alliance General Education Learning Outcomes UA Coordination Subcommittee, to include equal representation from each MAU and to work on the general charge of identifying a common set of General Education learning outcomes to recommend to the faculty senates at each MAU in late 2013.
- B. Faculty Forum from Kenai Peninsula College Advises the Faculty Senate: In an attempt to understand and address the issue of low response rate for IDEA evaluations, the faculty at KPC will undertake a pilot study of administering the IDEA evaluations in face to face classes in a paper format. The director of KPC will support this fund this pilot study and provide the required administrative support.

X. Informational Items & Adjournment

- A. International Course Evaluations (pg. 110)
- B. UAA Faculty Diversity and Inclusion Celebration (pg. 111)



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Summary

December 7, 2012

2:30 - 4:30 p.m.

Library 307

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 - 1 st Vice President	X	Schmuland, Arlene - Chair, GAB
X	Smith, Tara - 2nd Vice President & Parliamentarian	X	Bhattacharyya, Nalinaksha - Past President

2012-2013 Senators:

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

III. Agenda Approval (pg. 1-3)

Add 'Green Board' to informational items

Approved as amended

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

Approved

V. Reports

- A. Chancellor Tom Case
 - i. President Highlights (pg. 9-14)
- B. Interim Vice Chancellor and Provost Bear Baker
- C. Vice Chancellor Bill Spindle
- D. Vice Chancellor Megan Olson (pg. 15-17)
- E. Union Representatives
 - i. UAFT
 - ii. United Academics
- F. CAFE Update
<http://www.uaa.alaska.edu/cafe/>
Paul Koles will be presenting on campus January 10th and 11th
Managing conflict and colleagues will be February 22nd

VI. Officer's Reports

- A. President's Report (pg. 18)
Recognized faculty and senators for their hard work
Eboard has been working on a response to the distance lab working group
Brought the Union representatives together at an Eboard meeting in November; asked them to entertain the idea of working together on certain issues and to maintain dialogue
Provost committee met for the last time December 6th to look at feedback from the forums. A draft will be distributed Monday, December 8th. The finalist will hopefully be notified by the end of December.
- B. First Vice President's Report
- C. Second Vice President's Report
 - i. Ammie Tremblay new COH Faculty Senator
 - ii. Tripartite Academic Volunteers for UFEC Subcommittee
Mari Hahn has been elected to fill the tripartite academic position on UFEC
Nalinaksha Bhattacharyya, Susan Garton, Kirk Scott, have all been elected to serve on a one year tripartite academic review committee

VII. Boards and Committees

- A. Graduate Academic Board
 - i. Curriculum (pg. 19)
Approved

Joint UAB and GAB items:

University Registrar, Lora Volden – Presentation on Electronic Catalogs

Motion: The Faculty Senate supports the Office of the Registrar in using CourseLeaf as an electronic catalog software.

Unanimously Approved

- B. Undergraduate Academic Board
 - i. Curriculum (pg. 20)
Approved
- C. General Education Review Committee (pg. 21)
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 22)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 23-25)
Two CIO candidates will be on campus next week for open forum interviews
- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 26-27)
- H. Nominations and Elections Committee
- I. Diversity Committee (pg. 28-29)
- J. Faculty Grants and Leaves Committee
- K. Institutional and Unit Leadership Review Committee (pg. 30)
- L. Library Advisory Committee (pg. 31)
- M. Professional Development Committee
- N. Student Academic Support and Success Committee (pg. 32-35)
- O. Community Campus Committee
- P. Ad Hoc Committee for Academic Integrity (pg. 36-37)
- Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 38-39)
May not meet again in December due to scheduling conflicts

VIII. Old Business

A.

IX. New Business

- A. Discussion of Natural Science GER Distance Labs (pg. 40-41)
Motion: The Faculty Senate moves to approve this document as a response to the Faculty Alliance memo from Spring 2012.
Unanimously Approved

Motion: Items 1 through 4 as action items.
Unanimously Approved

X. Informational Items & Adjournment

A. Student Green Fee

*The student Assembly voted to charge students, who are taking more than 3 credits a semester, \$3; this money will be used to fund sustainability projects.
Students are encouraged to submit sustainability projects/proposals*

CASENOTES

Chancellor Tom Case
University of Alaska Anchorage



UAA's new Provost Elisha "Bear" Baker; Civil Rights Month celebration, the BP Asset Integrity Lab's grand opening and an improved Wendy Williamson Auditorium includes new carpet, lights, seats and a lower energy bill.

Dear UAA Community,

Welcome to the spring 2013 semester! Ice and snow presented challenges our first week of classes and I'm glad to see everyone taking the time they need to get safely from one part of campus to another.

We kick off spring semester each year with Civil Rights Month. This year marks the 50th anniversary of Dr. Martin Luther King Jr's "I Have a Dream" speech. Visiting Distinguished Professor of Business and Public Policy, **Willie Hensley**, an architect of the Alaska Native Claims Settlement Act of 1971, and Alaska leader, heard Dr. King's speech in person. "The words of Dr. Martin Luther King helped me frame my own thoughts," Willie told those gathered at UAA's Civil Rights month kick off last week. [To see a video of Dr. King's historic speech go here.](#)





In December I traveled to Washington, D.C. to present UAA's experience with the American Council on Education (ACE) Internationalization Laboratory at the Leadership Network for International Education. The Leadership Network brings together leaders from universities across the country to talk about best practices integrating international education into higher education. ACE has commended UAA for its inclusive methodical process, involvement of community campuses and focus on learning outcomes for international and intercultural education. UAA's focus on integrating international and intercultural education is a direct reflection of our commitment to promoting and strengthening our diverse community.

Weather withstanding, the semester is off to a great start.

Faculty and staff notes

After a nine-month national search, **Elisha "Bear" Baker, Ph.D.**, was selected and has accepted the position of provost and vice chancellor for Academic Affairs. [Read more...](#)

Pat Shier has accepted the position of chief information officer. Pat has more than 20 years of experience including CIO and director of Enterprise Technology Services with the State of Alaska.

The second group of Innovate Awardees were announced in December and include faculty from Chemistry, Civil Engineering, Economics, Theatre



Astronomy and physics professor **Travis Rector, Ph.D.**, has produced one of the largest astronomical images ever made. [Read more...](#)

Director of Creative Writing and Literary Arts, **David Stevenson** won the first annual Montana Prize for Fiction. The \$1,000 prize was awarded by the [Whitefish Review](#), a literary journal based in Whitefish, Montana for his "luminous story, 'The Bear Outside the Door.'"



Dr. Sharon Chamard, Justice Center faculty was appointed to the Municipal Airports Aviation Advisory Commission and reappointed to a third term on the municipality's Public Safety Advisory

and Dance, Physics and Astronomy and more. [Click here to see the whole list.](#)

Commission.

Alumni notes

Leila Kimbrell, B.A., Justice and Paralegal Certificate '02, has been tapped by Senator Lisa Murkowski to serve in her Washington, D.C., office. [Read more about Leila.](#)





[Click to enlarge](#)

Three Justice alums were among the 18 new law enforcement officers who graduated from the Alaska Department of Public Safety Training Academy in Sitka on Nov. 16.

Seawolf Athletics notes

UAA is ranked 6th in the nation in the Director's Cup after the fall season, men's cross country finished #3 in the nation, women's cross country #6 in the nation and volleyball completed its 5th consecutive winning season.



UAA student-athletes have a cumulative 3.21 GPA from the fall 2012 semester, the highest ever. The mark tops last year's combined GPA of 3.16 and becomes the 16th time in the past 19 years that UAA's student-athletes have eclipsed a 3.0 GPA. For the fourth year in a row, the women's ski team was the top-ranked team for spring and fall semesters with a 3.46 GPA.

Alumni note

The Western Association of Graduate Schools (WAGS) Executive Board has selected **Chris Barnett**, a recent graduate student from the UAA Biology department, as the winner of the 2012 Distinguished Thesis Awards for STEM and Humanities & Social Sciences. Chris' winning master's thesis was titled "Williams Syndrome Transcription Factor is Critical for Neural Crest Cell Formation in *Xenopus Laevis*," and his thesis advisor was **Professor Jocelyn Krebs**. The 2012-2013 WAGS Distinguished Thesis Award consists of a certificate and \$1,000 to the recipient, with travel expenses for the student and the student's advisor to attend the awards ceremony at the annual meeting in Tucson, Arizona.

Public Square note

Project LEAP (Language Equity and Academic Performance) is a partnership between the College of Education and the Mat-Su Borough, Anchorage and Juneau school districts that is funded by a \$1.5M grant from the U.S. Department of Education. The project's mission: to train in-service teachers to be leaders in their districts when working with English language learners. The outcome: an 18-credit graduate certificate in teaching ESL for elementary education that supports academic performance while sustaining cultures and language identity. [Read more...](#)

**Sustainability note**

The Office of Sustainability organized UAA's America Recycle Day event collecting and displaying one day's worth of trash at UAA. Theresa Cho, Stephanie Kuhns Oliver Petraitis, Mary Logan's Honors 192 class, Herminia Din's Art Appreciation class and Facilities personnel Edwin Delatorre and Glenn Brown helped. [A video of the event is here.](#)

Kenai Peninsula College notes

The Kenai Peninsula College (KPC) Kenai River Campus Fall Mini Health Fair drew 12 major health education exhibitors and more than 150 participants. More than 250 high school students attended KPC's 23rd Annual Career Day.

Development notes

A generous anonymous donor recently committed to a \$2M gift to UAA, which will establish the First Generation Endowed Student Scholarship and also go toward the Alaska Endowment for Excellence - (the intent of this fund is to help stop the "brain drain" by supporting programs and academic endeavors to ultimately keep students in Alaska).

MicroSurvey Software made an in-kind donation of 50 software package licenses to UAA Geomatics, valued at over \$500,000.

Icicle Seafoods made a gift of \$300,000 to the University of Alaska, with \$150,000 benefitting UAA campuses. Their contribution will support the Institute of Social Research, the Kachemak Bay Learning Resource Center, KPC Kachemak Bay Technology Staff and Student Support, KPC Icicle Seafoods Endowed Scholarship and Kodiak College General Support.

[For a list of other recent donations, click here.](#)

**Publication notes**

A manuscript written by UAA undergraduate student **Vitaliy Kaminker**, **Jerzy Maselko** (UAA Professor of Chemistry) and **James Pantaleone** (Professor of Physics) was published in Volume 137 Issue 18 of the premier *Journal of Chemical Physics*. A photo from their manuscript, "Chemical precipitation structures formed by drops impacting on a deep pool," was selected as the journal cover. The *Journal of Chemical Physics* ranks number one by the Institute for Scientific Information with an impact factor of 2.920 in the category of Atomic, Molecular and Chemical Physics.

The [Alaska Justice Statistical Analysis Center](#) (AJSAC) released the first issue of its new monthly Fact Sheet publication series that addresses crime and criminal justice topics. [Firearm Use in Violent Crime in the U.S. and Alaska, 1980-2011](#) is the December issue topic. **Dr. Brad Myrstol**, Justice faculty, is the AJSAC director and fact sheet editor.

We celebrated the grand opening of the new **BP Asset Integrity and Corrosion Lab** in December, made possible with a \$1M gift from BP and vision from engineering professor Matt Cullin.. [Read more...](#)



Professor Matt Cullin at grand opening of the BP Asset Integrity and Corrosion Lab



ExxonMobil has committed to match all **Pick. Click. Give.** gifts to support higher education in Alaska, up to \$100,000. This year, all donations to UAA will go directly to student scholarships, and will be matched 1 to 1. I encourage you to make your PFD go further Pick. Click. Give. to UAA this year.

Enjoy all that UAA has to offer and stay safe!

Best regards,

Tom

Tom Case

STATEWIDE

Facilities & Land Management

The timber offering for Edna Bay will be advertised Jan. 10. Discussions about this sale have been held with local residents and a public meeting will be conducted on Jan. 17.

University Relations and UA Foundation

State Relations, Budget, and Public Affairs finalized the annual Data Summary which gives a comparison of the Regents' and Governor's UA proposed budgets, along with other information about UA.

In December, the UA Foundation investment and board executive committees approved changes to the General Investment Policy and Endowment Spending Allowance Guidelines. These changes are designed to maintain the viability of the foundation-managed endowments in response to an unprecedented investment climate of volatility and uncertainty.

UAA

The Office of Student Affairs' student intervention and outreach team worked Dec. 26-28 to engage all fall 2012 Anchorage campus first-time full-time students (FTFT). The focus was on two sub-groups: (a) 134 students who earned less than a 2.0 term GPA in fall 12 and had registered for spring classes, and (b) 34 students who earned above a 3.0 GPA and had not yet registered for spring classes.

Each of these students received a personal phone call from a professional academic advisor in Student Affairs. Prior to the phone call, the advisor gathered MAP-Works and Banner information noting their federal Satisfactory Academic Progress status; account hold information; spring 12 course registration and prerequisite status; and background data such as veterans status. Phone calls were open-ended, unscripted, and focused on the students' intent to come back to UAA; their fall 12 grades; and questions they had. Students who could not be reached received a personalized voice message and email.

In addition, the team mailed the 1,095 FTFT students a personalized letter containing relevant information based on their fall 2012 GPA. Students earning:

- Between a 3.0 and 4.0 received a letter recognizing and praising their efforts;
- Between a 2.0 and 3.0 received a similar letter celebrating their success, but accompanied with a directory of student support on campus;
- Less than a 2.0 received a letter of encouragement, acknowledging the difficulty experienced by many transitioning first-year students. These students also received the resource guide.

After a nine-month national search, Elisha "Bear" Baker, Ph.D., has accepted the position of provost and vice chancellor for Academic Affairs at UAA.

Pat Shier has accepted the position of Chief Information Officer. Pat has more than 20 years of experience including CIO and director of Enterprise Technology Services with the State of Alaska.

UAA hired two new Title IX investigators, one in the Office Campus Diversity and Compliance and a second assigned to the Dean of Students' office, to help with Title IX compliance.

The Western Association of Graduate Schools Executive Board selected Chris Barnett, a graduate student in the UAA Biology department, as the winner of the 2012 Distinguished Thesis Awards for STEM and Humanities & Social Sciences.

UAA student athletes have a cumulative 3.21 G.P.A. from the fall 2012 semester, the highest ever.

Kenai Peninsula College's Kenai River Campus construction projects were featured in an article with photos on the front page of the Nov. 25 Alaska Journal of Commerce. KRC hosted their 23rd KPC Career Day with more than 250 high school students attending from area schools and home school programs.

The Alaska Justice Statistical Analysis Center (AJSAC) released the first issue of its new monthly Fact Sheet publication series which addresses crime and criminal justice topics. Firearm Use in Violent Crime in the U.S. and Alaska, 1980-2011 is the December issue topic. Dr. Brad Myrston, Justice faculty, is the AJSAC director and Fact Sheet editor.

UAF

UAF Dining P3 Project bonds were recently sold at an interest rate of 3.4 percent, which locks in UAF's annual rent at \$1.45 million, including base (bond payments average \$1.37 million) and additional rent (CPA fees average \$70,000). This is nearly 10 percent below the \$1.6 million BOR-approved threshold and below the targeted \$1.5 million level. Final closing and signing took place in Seattle, including the construction contract with GHEMM Co. Final construction documents are expected mid-Feb., with construction beginning in April. A groundbreaking is set for Mar. 30.

The 300 or so mallards overwintering in Fairbanks are providing scientists from the Institute of Arctic Biology and collaborators with an opportunity to study how avian influenza viruses move through a bird population. Researchers are collecting blood samples to get a more accurate history of infection rates at the population level. Sampling will continue through spring 2013.

The Science for Alaska series began Jan. 5 with a timely lecture on earthquakes. Carl Tape, assistant professor of geophysics with the Geophysical Institute, presented "Quaking, Shaking and Supercomputing in Alaska." The lecture series runs through Jan. 26 and will take place each Saturday at 2 p.m. in the Schaible Auditorium on the Fairbanks campus.

A memorial service will take place Jan. 12 at in the Wood Center Ballroom at 10 a.m. for Ron Dupee, who served the university for 17 years. He died after a battle with cancer. Ron's time at the university was marked by exceptional service. He served as supervisor of the university's housing shop and was the 2012 recipient of the Chancellor's Cornerstone Award.

Sgt. 1st Class Michael Mullins, a UAF Army Reserve Officers' Training Corps instructor and decorated combat veteran, was recently honored as a soldier hero at the U.S. Army All American Bowl game in San Antonio, Texas. The Army Soldier Hero Program honors soldiers who have demonstrated acts of heroism and valor during combat.

An exhibit opened Dec. 15 at the UA Museum of the North examining how northern animals survive in subzero temperatures. "Hibernation and the Science of Cold" guest curator Brian Barnes said that question has fueled three decades of research at UAF. The exhibit runs until May 15.

Discover UAF Open House events designed to profile admissions, financial aid and scholarship processes will take place Jan. 26 and Feb. 9. Last year, UAF awarded \$1 million from more than 350 privately funded scholarships.

Chancellor Brian Rogers and Sherry Modrow will host the fourth annual Chancellor's Gala celebrating the university and Fairbanks community partnership Feb. 2 in Fairbanks. Auction proceeds will benefit the CTC Dental Assistant/Dental Hygiene programs and the Circle of Hope Breast Cancer Project at Fairbanks Memorial Hospital. More information is available at www.uaf.edu/chancellor/gala/.

The 40th Annual Festival of Native Arts will take place Feb. 21 – 23 on the Fairbanks campus.

More highlights are available at www.uaf.edu/chancellor/highlights/.

UAS

Biology faculty member David Tallmon and his recently graduated UAF PhD student Ryan Kovach co-authored a paper just accepted into the journal *PLoS ONE*. The paper results from work with National Oceanic and Atmospheric Administration collaborators that describes recent changes in the run timing of juvenile and adult salmon, trout, and char, in Auke Creek adjacent to the UAS Juneau campus.

The essay "Chilkat Style," by UAS adjunct faculty member Daniel Henry, appears in the Winter issue of *Connotations*, the journal of the Island Institute in Sitka. The essay is derived from a UAS public speaking class Henry taught in Klukwan about the differences between Native and non-Native ways of public speaking. The Kettleson Library in Sitka is sponsoring Henry for a presentation called "In Search of Shotridge: The Quest for the Tlingit Crown Jewels," at the library on Jan. 20. Born in Klukwan and educated at Columbia and the University of Pennsylvania, Shotridge was the first Tlingit anthropologist. He was a full-time curator with the U of PA Museum and returned to Southeast Alaska as an artifact collector.

The University of Arizona press has announced a new book by English faculty member Sarah Jacquette Ray. *The Ecological Other: Environmental Exclusion in American Culture* will be published in May. The book begins by tracing the roots of environmentalism to the nineteenth century, focusing in particular on its role in the emergence of the U.S. as a nation and racialized and patriarchal conceptions of national identity. Ray is an assistant professor of English and a coordinator of the Geography and Environmental Studies program.

A recent article appearing on HuffingtonPost.com (http://www.huffingtonpost.com/lance-a-twitchell/native-american-languages_b_2319510.html) by Lance A. Twitchell, an assistant professor of Alaska Native Languages, discusses the importance of preserving Native American languages. He says that all Native languages are in "extreme danger" and that some will be gone in the next decade, unless

people begin the arduous task of saving them. "As people of nations and cultures, we need to speak our languages," said Twitchell.

PRESIDENT'S COMMENTS

Met separately with Faculty Alliance Chair Cathy Cahill, Staff Alliance Chair Juella Sparks, and with the UAA Assembly.

At President's Cabinet we discussed SDI and plans for Terry MacTaggart to meet with cabinet, the Statewide Academic Council, and key staff at its joint meeting on Feb. 20. If we're able to solidify that meeting, Terry will also be available to spend time with the BOR.

Met with UAA Provost's Council. Looked at SDI next steps and budget climate for FY14/15

Participated in a Denali Commission monthly board meeting.

At the invitation of First National Bank of Alaska again this year, I facilitated a half day session with its 35 Alaska branch managers and lenders on leadership.

At the request of Eklutna, Inc.'s Chief Executive Officer Curtis McQueen, we met in Eagle River and discussed Eklutna's growing business enterprise and associated subjects dealing with its UA relationship.

Regrettably, Donald Smith had to choose to return to his former position as director of labor and employee relations. Serving as chief human resource officer required his relocation from Anchorage to Fairbanks, and for unforeseen economic reasons he has determined that was not in his family's best interest. Effective Jan. 1, I appointed Michelle Rizk to serve as interim CHRO, while continuing her responsibilities as associate vice president for budget. Both will serve us well in their respective roles.

UA Grant Proposals Awarded
December 14, 2012 - January 10, 2012

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAA	Renewal Non-competitive	Student Services	ANSEP Program	Schroeder, Herbert P	FY13 ADF&G Support of ANSEP Biological Sciences Program	1-Jul-12	30-Jun-13	Alaska Dept. of Fish and Game	20-Dec-12	30.0
UAA Total										30.0
UAF	New Competitive	Applied Research	CEM INE AUTC AK Univ Transp Center	Liu, Juanyu	RITA: Field Evaluation of Crack Sealing of Asphalt Concrete Pavements in Alaska	1-Aug-11	31-Dec-12	Alaska DOT & PF	31-Dec-12	75.0
		Basic Research	IAB	McGuire, Anthony D	The Forest Disturbance Carbon Tracking System - A CMS Pilot Project	1-Jul-12	31-Dec-13	University of Maryland	14-Dec-12	50.0
		Academic Support	Museum	Kamerling, Leonard J	Alaska Native Culture and Northern Issues from 1970 to Present Film Preservation	1-Jul-12	30-Jun-13	National Endowment for the Humanities	19-Dec-12	6.0
	New Non-competitive	Basic Research	CEM INE General Research	White, Daniel M	UAF OIPC support for the "JEDC Technology Transfer Alaska Program"	1-Dec-12	31-Dec-13	Juneau Economic Development Council	21-Dec-12	100.0
		Other	SFOS IMS Faculty and PI's	Stockwell, Dean Alan	NOSB 2012-2013 Support	1-Oct-12	30-Jun-13	Consortium for Ocean Leadership	10-Jan-13	13.0
UAF Total										244.0
SPS	New Non-competitive	Other	Academic Affairs Operations	Thomas, Dana Lester	Bristol Bay Native Association Regional Energy Plan	1-Dec-12	30-Jun-13	Information Insights, Inc.	3-Jan-13	19.5
SPS Total										19.5
Grand Total										293.5

STATEWIDE

Academic Affairs

UA's Mining and Petroleum Training Services (MAPTS) has just finalized an agreement for the first instructor exchange with Canada's Yukon College. A MAPTS instructor will conduct the first mine training course ever offered by Yukon College. Two courses will be offered: an eight-week general mine training course and a two-week mine simulator course. MAPTS Director Dennis Steffy credits Governor Parnell, former Deputy Commissioner David Stone, and Commissioner Dianne Blumer for their support and initiative in helping to establish this collaborative international mine training.

UAA

Project LEAP (Language Equity and Academic Performance), a partnership among the College of Education and the Mat-Su Borough, Anchorage, and Juneau school districts is funded by a \$1.5M grant from the U.S. Department of Education. It will train in-service teachers to be leaders in their districts when working with English language learners. The outcome: an 18-credit graduate certificate in teaching ESL for elementary education that supports academic performance while sustaining cultures and language identity.

Wendy Williamson Auditorium has new carpet in the lobby and stair areas, new LED lights in the lobby and auditorium that will have an energy savings of 62%, and new seating that is wider, with a higher back, and rated for 1,000,000 rubs. UAA recycled 16.78 tons of materials from the old seats.

UAA's Fulbright Distinguished U.S. Arctic Chair Professor Jeff Welker is a keynote speaker at the Transatlantic Science Week in Houston, TX. A panel of experts is focusing on US-Pan Arctic cooperation and collaboration in addressing changing climates, shifting resource abundance, sustainable growth and research priorities.

UAA is celebrating Civil Rights month with numerous lectures and celebrations including the Martin Luther King Student Appreciation Lunch on Jan. 25, with keynote speaker Kenjii Yoshino, the Chief Justice Earl Warren Professor of Constitutional Law at the NYU School of Law and author of Covering: The Hidden Assault on our Civil Rights.

Astronaut Buzz Aldrin is the special guest at the 2013 ANSEP Celebration and Extravaganza at the Dena'ina Convention Center on Jan. 25.

Prince William Sound Community College (PWSCC): Dual credit enrollment is up to 18 students this year, from 15 last year. Dennis Eastman has joined PWSCC as full-time assistant professor of millwright and is bringing in outside employers to present on the millwright trade.

The UA press published a new book, Gaining Daylight: Life on Two Islands, by Kodiak College adjunct/employee Sara Loewen-Danelski.

Astronomy and Physics Professor Travis Rector, Ph.D., has helped produce one of the largest astronomical images ever made: a wide-field image of the Cygnus Loop, a giant supernova remnant.

Director of Creative Writing and Literary Arts David Stevenson won the first annual Montana Prize for Fiction. The \$1,000 prize was awarded by the Whitefish Review.

Student Phonathon callers raised \$88,595 from 893 alumni donors during fall 2012.

Icicle Seafoods made a gift of \$300,000 to UA with \$150,000 going to UAA.

Dr. Catherine Knott, assistant professor of Anthropology at KPC's Kachemak Bay Campus, presented "People, Process, Participation" at the American Anthropology Conference in San Francisco.

Leila Kimbrell, B.A., Justice, and Paralegal Certificate '02, has been tapped by Senator Lisa Murkowski to serve in her Washington D.C. office.

UAF

The UAF Strategic Planning Committee is gathering feedback from faculty, staff, students and the public on the current draft of the Strategic Plan 2012. To review the plan or give feedback, visit www.uaf.edu/provost/.

Given the potential for higher incidences of seasonal flu, the Student Health and Counseling Center coordinated two vaccination clinics the second week of the spring semester. Students taking nine or more credits received free flu shots. Staff and faculty paid \$25, but will be eligible for reimbursement with Premiera Blue Cross/Blue Shield of Alaska insurance.

The Fairbanks campus stayed open during the winter storm warning Jan. 16. The warning, based on forecast for warming temperatures and freezing rain, prompted Fairbanks area schools to close and borough bus service to shut down for a short time. As a residential campus it's imperative that UAF make every effort to remain open. Employees were asked to use their discretion about safe travel and to work with supervisors for appropriate leave time. Facilities Services worked hard to keep the campus roads clear and walkways free of ice.

A number of UAF researchers participated in the Federal Advisory Committee Draft Climate Assessment Report released for public review. Following extensive review by the National Academy of Sciences and the public, the report will be revised, reviewed and submitted to the federal government for consideration in the Third National Climate Assessment Report. The public comment period is Jan. 14 – April 12, 2013.

The Office of Undergraduate Research and Scholarly Activity announced a new round of funding for undergraduate students. Students are eligible to apply for one of several summer undergraduate research awards of \$5,000. URSA provides multiple funding opportunities for undergraduate students and faculty mentors throughout the year. Last year it awarded a total of \$110,000 for student-centered research.

The Golden Valley Electric Association installed a meter on the new solar array at the University Fire Department's (UFD) off-campus fire station. The effort is a collaborative project involving the UAF Office of Sustainability, student RISE board, the Fairbanks North Star Borough, UFD and University Fire Service Area Commission.

Institute of Northern Engineering researcher Philip Loring will present an Alaska Center for Climate Assessment and Policy webinar Feb. 19 titled "Food Security in the Kenai Peninsula: A Report on Local Seafood Use, Consumer Preferences and Community Needs."

Chancellor Rogers addressed the Fairbanks Chamber of Commerce Jan. 22. He updated the Interior business community on UAF research, academic issues and facilities.

UAF is close to its fundraising goal for the United Way of the Tanana Valley. As of mid-January, the campus had raised more than \$67,000 toward its \$70,000 goal.

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

UAS

More than 50 high school students taking an Introduction to Mining Occupations course had quite the guest speaker on the first day of class Jan. 22. Governor Sean Parnell urged the students to follow their passions, whether they end up working in the mining industry or not. The governor was the first of many guest speakers the class will hear this semester. Instructor Mike Bell worked at Hecla Greens Creek Mine before becoming director of the Center for Mine Training at UAS. This is the second year Bell has taught the class, which is designed for high school juniors and seniors. Last year, enrollment was limited to 20 students, all from Juneau. But this year, with the help of video conferencing equipment, there are 55 students statewide, from the Northwest Arctic Borough to remote parts of Southeast. In his remarks Governor Parnell talked about the importance of keeping mining jobs in Alaska. He praised UAS for teaching Alaska students the skills needed to perform those jobs. The Department of Education and Early Development is one of several partners that provided support to make the class possible. That includes mining companies like Hecla Greens Creek, which donated \$300,000 to the UA Foundation in 2011 to help create the mine training program.

Research Assistant Professor of Alaska Native Languages Alice Taff is the new vice president/president elect of the Society for the Study of the Indigenous Languages of the Americas (SSILA). SSILA was founded in December 1981 as the international scholarly organization representing American Indian linguistics. Current membership is more than 900. Taff's term is a 6-year commitment in all, 2 years each as vice president and president, then 2 more years as past president.

Psychology faculty member Amanda Sesko went to New Orleans Jan.16 – 20 to present a poster at the Society for Personality and Social Psychology annual conference.

Assistant Professor of Political Science Glen Wright is going to Wroclaw, Poland Feb.6 – 17 to present a paper at the National Science Foundation's Coupled Natural and Human Systems meeting.

Ten student projects were awarded Undergraduate Research and Creative Expression grants this funding cycle totaling almost \$20,000. Students and their mentors have been notified of their successful applications and will attend mandatory orientation. Most of the proposals came from the Humanities and the Social Sciences this year.

The Outdoor Studies (ODS) program embarked on its first international capstone over the holiday break. The ODS expedition was based in Quito, Ecuador in a high elevation area around 10,000 feet in the foothills. Highlights included hiking the 12,000 ft. Volcan Pichincha and a ski on Mt. Cayambe, 18,996 ft. Some members climbed Mt. Pichincha, 15,696 ft. on Dec. 30 and Mt. Cotopaxi, 19,347 ft. on Jan. 7. The trip was led by ODS faculty members Forrest Wagner and Kevin Krein. Eight junior- and senior- level outdoor studies students participated.

PRESIDENT'S COMMENTS

Vice President Dana Thomas, Associate Vice President Paula Donson, and I met to prepare for the Feb. 20 meeting among Terry MacTaggart, the Statewide Academic Council, governance leaders, the chancellors, provosts, student and enrollment services representatives, and other executives. Goals for the Feb. meeting are to review feedback on the SDI themes, set priorities, and preview the next steps in SDI, going from phase II to phase III.

Met in Anchorage separately with Alyeska President Tom Barrett and ExxonMobil's Bill Brackin. Megan Riebe, UA associate vice president of development, accompanied me.

Spent two days in Juneau meeting individually with legislators, House Finance Co-Chair Alan Austerman, House Finance Subcommittee Chair Cathy Munoz, and Senate President Charlie Huggins. Presented an operating budget overview to the House Finance Committee. I return to Juneau next week to present to the House Finance Subcommittee, Senate Finance Committee, and the Joint House and Senate Education Committee.

At the request of Alaska Pacific University (APU) President Don Bantz, we met to discuss his concerns relative to arena traffic and a new roadway's impact on the UAA and APU campuses.

Attended the Alaska Business Hall of Fame awards in Anchorage.

Spoke to our capital request for engineering facilities at the Joint UAA/UAF Engineering Advisory Council.

Discussed cooperative programs with UA Foundation Trustee and ACS Vice President Jim Johnsen, in Anchorage.

Served as guest lecturer at the 3rd Operations Group Warrior Call at Joint Base Elmendorf-Richardson (approximately 200 attendees).

UA Grant Proposals Awarded
January 11, 2013 - January 24, 2013

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAF	New Competitive	Applied Research	Agricultural & Forestry Exp Station	Soria, Juan Andres	Jathropha curcas and Calophyllum inophyllum oils as renewable feedstocks for biodiesel production in Guam	1-Oct-12	30-Sep-13	Other Universities	11-Jan-13	12.5
	New Non-competitive	Instruction	CNSM Eng Sci Techn Experiment Sta	Bult-Ito, Abel	Alaska Science High School Symposium (ASHSS)	1-Sep-12	31-Aug-13	Academy of Applied Science (AAS)	14-Jan-13	11.0
UAF Total										23.5
Grand Total										23.5

Alumni Relations

On January 31st, Chancellor Case will appoint the interim Board of Directors for the new UAA Alumni Association. This board will serve a term of no more than one year, with the overall goal of 'test-driving' the new organizational structure of the association and working to establish a strong network of alumni chapters. The new UAA Alumni Association is an interdependent advisory council that replaces the former 501c3 association which dissolved in November. January 31st will also mark end of UAA's 18 month project to explore best practices in alumni relations and to establish greater consistent support and recognition of UAA's alumni community. With the appointment of the new board of directors, the work of the Chancellor's Task Force on Alumni Relations and the Alumni Relations Implementation Committee will be complete.

Development

- Chugach Alaska Corporation made donations totaling \$75,000, with \$50,000 directed to Excellence in Alaska Native Business and Public Policy, and \$25,000 to Alaska Native Services.
- Donlin Gold has contributed \$40,000 in support of Alaska Native Science Engineering Program scholarships.
- The Max Llanes "Behind the Camera" Award has been established to provide support to UAA students who best demonstrate inspiration in visual communications and applications of technology.
- The spring Phonathon starts the week of February 3.
- The University of Alaska Foundation has announced that donors who contribute \$500 or more from their Alaska Permanent Dividend through *Pick.Click.Give*. (PCG), now have the power to designate which University of Alaska fund their donation will support. All PCG gifts to the UAA main campus that fall under \$500 threshold will be directed to the UAA General Scholarship Fund.

University Relations

- Ads will begin running in support of our new brand and advertising campaign in mid-February. You'll see television commercials, hear radio ads, see print ads, campus banners, bus wraps, building projections and much more. We'll be unveiling the new campaign the week of Feb. 18. If you're interested in being part of the roll-out street team (help us share the word through a week of campus activities), please contact Kristin DeSmith at 786-1263 or kadesmith@uaa.alaska.edu.
- We're beginning work on the next issue of *Accolades*. The theme for this issue is UAA's Amazing Stories. If you have any examples of truly amazing stories from your respective areas, please share them with us by the end of January.
- We've started work on a new UAA Green & Gold news site. The website behind the Green and Gold email houses all the information in greater detail. A new design, better flowing content, easier navigation of the news site, all on the way. Our goal is to launch the new site by Feb. 1. You can check out the old (current) site at <http://greenandgold.uaa.alaska.edu/> to get a good sense of the "before" look.

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Faculty Senate President's Report
February 1, 2013

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

- Convened Faculty Senate Executive Board Meetings
- Work with Eboard to refine a response to Faculty Alliance draft policy on distance labs
- Represent Faculty Governance perspective on CIO campus public presentations - Aid search committee in providing feedback to committee on finalists
- Attend meetings with Provost to discuss academic support and policy matters including eportfolio and
- Work with Provost and Vice Provost for Undergraduate affairs to implement greater support for eportfolios for undergraduates and organized faculty engagement of AAC&U eportfolio webinar and discussion session.
- Attend and participate in PBAC meeting to examine 2014 and 2015 budgeting process
- Participated in Research and Creative Activities committee meetings – refining charge and developing goals and timelines.
- Convened (and chaired) Faculty Evaluation Guidelines training committee
 - Discussed strategy for developing training
 - Delegated members to work on aspects of FEGs
- Faculty Alliance Responsibilities
 - Attend Faculty Alliance meetings
 - Attend Statewide Academic Council – Emphasis on SDI refining themes and brainstorming metrics for assessing performance on 5 key themes
 - Organized and participated in the UAA hosting of the two day UA statewide AAC&U General Education workshop
 - Work with UAA IT to develop a web forum for hosting materials and discussions for ongoing collaborative work between the MAUs on General Education coordination

Program/Course Action Request

A. CBPP

Add BA A613 Applied Leadership (3 cr)(3+0)

B. COE

Add EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners (3 r)(3+0)

Add EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language Learners in P-6 Classrooms. (3 cr)(3+0)

Add EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms (1-6 cr)(0+3-18)

Chg Graduate Certificate in Language Education

C. SOE

Del PM A685 Project Management Case Study and Research (6 cr)(6+0)

Program/Course Action Request

A. CAS

Chg	ART A203	Introduction to Art Education (3 cr)(3+0)
Chg	ART A204	History and Philosophy of Art Education (3 cr)(3+0)
Chg	ART A209	Beginning Metalsmithing and Jewelry (Stacked with ART A309 and ART A409)(3 cr)(0+6)
Chg	ART A212	Beginning Watercolor (Stacked with ART A312 and ART A412) (3 cr)(0+6)
Chg	ART A261	History of Western Art I (3 cr)(3+0)
Chg	ART A262	History of Western Art II (3 cr)(3+0)
Chg	ART A303	Curriculum Planning and Interpretation in Art (3 cr)(3+0)
Chg	ART A304	Art Experience: Social, Cultural, and Educational (3 cr)(3+0)
Chg	ART A312	Intermediate Watercolor (stacked with ART A412)(3 cr)(0+6)
Chg	ART A360A	History of Non-Western Art I (3 cr)(3+0)
Chg	ART A360B	History of Non-Western Art II (3 cr)(3+0)
Chg	ART A361	History of Graphic Design (3 cr)(3+0)
Chg	ART A362	History of Modern Art (3 cr)(3+0)
Chg	ART A363	History of Contemporary Art (3 cr)(3+0)
Chg	ART A364	Italian Renaissance Art (3 cr)(3+0)
Chg	ART A366	Asian Art (3 cr)(3+0)
Chg	ART A367	History of Photography (3 cr)(3+0)
Chg	ART A392	Selected Topics in Art Education (1-3 cr)(1-3+0)
Chg	ART A403	Arts and Technology (3 cr)(3+0)
Chg	ART A404	Diversity and Visual Culture (3 cr)(3+0)
Chg	ART A412	Advanced Watercolor (stacked with ART A312)(3 cr)(0+6)
Chg	ART A491	Senior Seminar (3 cr)(3+0)
Chg	ART A492	Art History Seminar (3 cr)(3+0)
Chg	ART A499	Thesis (3 cr)(0+6)
Chg	DNCE A262	Theory and Improvisation (3 cr)(3+0)

Chg	DNCE A365	Dance Repertory and Performance I (3 cr)(3+0)
Add	DNCE A475	Dance Repertory and Performance II (3 cr)(3+0)
Chg		BA, Theatre and Dance
Chg		Minor, Dance
Chg	FREN A432	Selected Topics: Studies in French/Francophone Literature and Culture (3 cr)(3+0)
Chg	MATH A107	College Algebra (4 cr)(4+0)
Add	MATH A430	Concepts of Topology (3 cr)(3+0)
Chg		Minor, Mathematics
Chg		Bachelor of Science, Mathematics
Chg		Bachelor of Arts, Mathematics
Add	PS A323	International Organizations (3 cr)(3+0)
Chg	PS A424	International Law (3 cr)(3+0)
Chg	SPAN A432	Selected Topics: Studies in Hispanic Literature & Culture (3 cr)(3+0)
Chg	SPAN A490	Selected Topics: Hispanic Culture and Civilization (3 cr)(3+0)

B. CBPP

Chg	ACCT A120	Bookkeeping for Business I (3 cr)(3+0)
Chg	BA A381	Consumer Behavior (3 cr)(3+0)
Chg	BA A420	Marketing Research (3 cr)(3+0)

C. COH

Add	PTA A101	Fundamental of Physical Therapy (2 cr)(2+0)
Add	PTA A105	Tests and Measures (3 cr)(1.5+3)
Add	PTA A110	Kinesiology and Biomechanics (3 cr)(2+2)
Add	PTA A120	Rehabilitation I (3 cr)(1.5+3)
Add	PTA A130	Physical Therapy Interventions I (4 cr)(2+4)
Add	PTA A150	Psychosocial Aspects of Health Care (2 cr)(2+0)
Add	PTA A195	Clinical Practicum I (1 cr)(0+3)
Add	PTA A210	Therapeutic Exercise (4 cr)(2+4)
Add	PTA A220	Rehabilitation II (3 cr)(1.5+3)
Add	PTA A230	Physical Therapy Interventions II (4 cr)(2+4)
Add	PTA A250	Neurological Interventions Across the Lifespan (3 cr)(2+2)

Add	PTA A292	Physical Therapist Assistant Seminar (2 cr)(2+0)
Add	PTA A295A	Clinical Practicum II (5 cr)(0+15)
Add	PTA A295B	Clinical Practicum III (5 cr)(0+15)
Add		AAS, Physical Therapist Assistant
D. CTC		
Chg	CA A101	The Hospitality Industry; Carrers, Trends and Practices (2 cr)(2+0)(pg. 5-9)
Chg	CA A103	Culinary Skill Development Lab (4 cr)(2+8)(pg.10-16)
Chg	CA A104	Sanitation (2 cr)(2+0)(pg. 213-217)
Chg	CA A107	Cost Control (3 cr)(3+0)(pg. 218-223)
Chg	CA A110	Quantity Food Purchasing (2 cr)(2+0)(pg. 17-22)
Chg	CA A111	Bakery Skill Development Lab (4 cr)(2+8)(pg. 23-30)
Chg	CA A114	Beverage Management (3 cr)(3+0)(pg. 31-35)
Chg	CA A295	Foodservice Internship (3 cr)(1+15)(pg. 36-39)
Chg		AAS, Culinary Arts (pg. 40)
Chg		BA, Hospitality Restaurant Management (pg 41- 53)
Chg	MILS A101	Leadership and Personal Development (1 cr)(1+0)
Chg	MILS A102	Introduction to Tactical Leadership (1 cr)(1+0)
Chg	MILS A450	History of the United States Army (3 cr)(3+0)
Chg		Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis
E. KPC		
Del	ED A200	Tutoring Lab (1-3 cr)(0+2-6)
Del	ED A200A	Beginning Tutor Training Seminar (1 cr)(1+0)
Del	ED A200B	Advanced Tutor Training Seminar (1 cr)(1+0)
Del	ED A200C	Master Tutor Training Seminar (1 cr)(1+0)

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised November 2012

Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayaaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
 - a. A cover memo summarizing the proposal.
 - b. Signed Program/Prefix Action Request (PAR;
www.uaa.alaska.edu/governance/coordination/index.cfm)

If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website. (www.uaa.alaska.edu/governance).
2. Coordination should take place early in the curriculum process and consists of two steps:
 - a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
 - b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The [coordination](#) email must include contact information, ~~as well as; and must be sent at least 10 working days before being presented at UAB/GAB.~~
 - School and department (PAR boxes 1a and 1b).
 - Complete Program Title (PAR box 2).
 - Type of Program (PAR box 3).
 - Type of Action (Add/Change/Delete) (PAR box 4).
 - justification for action (PAR box 8).
 - any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.

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4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayvaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
 - a. A cover memo summarizing the proposal.
 - b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
 - c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
2. Coordination should take place early in the curriculum process and consists of two steps:
 - a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
 - b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, ~~as well as:~~ ~~and must be sent at least 10 working days before being presented at UAB/GAB.~~
 - School and department (PAR boxes 1a and 1b).
 - Complete Program Title (PAR box 2).
 - Type of Program (PAR box 3).
 - Type of Action (Add/Change/Delete) (PAR box 4).
 - justification for action (PAR box 8).
 - any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayvaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
 - a. A cover memo summarizing the proposal.
 - b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track

changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:

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

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

- b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, ~~as well as: -and must be sent at least 10 working days before being presented at UAB/GAB.-~~

- School and department (PAR boxes 1a and 1b).
- Complete Program Title (PAR box 2).
- Type of Program (PAR box 3).
- Type of Action (Add/Change/Delete) (PAR box 4).
- justification for action (PAR box 8).
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of

Section 7 - Programs

7.1 Minor Revisions to Programs

*Minor Revisions to Programs are changes that do not
'substantially alter the student learning outcomes of the program'*

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by the SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs(avoaa@uaa.alaska.edu).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
 - a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
 - b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)
 - c. All course CARs and CCGs for new and revised courses.
 - d. Four-Year Course Offering Plan for the program.
 - e. Signed Resource Implication Form.
 - f. Signed Fee Request Form (for new, deleted or revised fees).
 - g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.
2. Coordination should take place early in the process and consists of three steps:
 - a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
 - b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as: ~~and must be sent at least 10 working days before being presented at UAB/GAB.~~
 - School and department (PAR boxes 1a and 1b).
 - Complete Program Title (PAR box 2).
 - Type of Program (PAR box 3).

- Type of Action (Add/Change/Delete) (PAR box 4).
- justification for action (PAR box 8).
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

- The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

- A course specifically required by the program (e.g., MATH A105) or
- A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

- ENGL A111 or
- Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

- After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator's name; write in the faculty initiator's initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv

Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b).
- Complete Program Title (PAR box 2).
- Type of Program (PAR box 3).
- Type of Action (Add/Change/Delete) (PAR box 4).
- justification for action (PAR box 8).
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

~~1. Description of the proposed action~~

~~2. Any other relevant information.~~

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

Box 6c. Coordination with Library Liaison

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

Box 7. Title and Program Description

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

Box 8. Justification for Action

Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.

General Education Review Committee
February 2013 Report

Committee Member	12/14	1/18	1/25
Utpal Dutta	P	P	P
Kevin Keating	P	P	P
Kathryn Hollis-Buchanan	P	E	A
Donn Ketner	E	P	P
Len Smiley	P	P	P
Shawnalee Whitney	P	P	E
Walter Olivares	E	P	P
Kyle Hampton	P	E	P
Sheri Denison	P	P	E
Robert Capuozzo	A	P	P
Sandra Pence (chair)	E	P	P
Dave Fitzgerald	P	P	P
Susan Kalina	A	P	E

Program/Course Action Requests

Approved the following courses:

ART A261, ART A262, ART A360A, ART A360B, ART A491, ENGL A312, MATH A107

Other Items

Discussed revisions for the GER portion of the Curriculum Handbook.

Meeting for January 11 was cancelled.

UAA Faculty Senate Academic Assessment Committee AY 2012-2013

	Brian Bennett, CTC
	Anthony Lack, KPC
	Vacant, KOD
	Holly Bell, MSC
	Deborah Mole, LIB
	Bill Myers, CAS
	Kathleen Voge, CBPP

	Amina Turton, COE
	Jennifer McFerran Brock, SOE
	Kathi Trawver, COH
	Keith Cates (Chair), Faculty Senate
	Bill Hazelton, Faculty Senate
	Vacant, Faculty Senate
	Vacant, Faculty Senate

	Maria Stroth, OAA
	Susan Kalina – Ex-officio, Vice Provost
	Helen Wisniewski – Ex-officio, Vice Provost
	Rebecca Moorman – Ex-officio

Meeting dates Jan 18th from 9:30a-12:30p in LIB 307.

Informational Items:

- AAC is working to update AAC website to facilitate ease of assessment plan submission and annual Assessment Survey completion
- AAC is working to update and Annual Assessment Survey for implementation in spring semester 2013

Motions:

The Academic Assessment committee recommends the Faculty Senate adopt this revised Academic Assessment Handbook. It is a living document and will be reviewed and updated yearly as necessary.



UNIVERSITY *of* ALASKA ANCHORAGE

Academic Assessment Handbook

This document is created and maintained by the
Academic Assessment Committee of the Faculty Senate.

January 2013 Revision

Peer Leadership in Program Improvement

For electronic version of this handbook and the assessment schedule for your program, go to
http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm

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I INTRODUCTION

The purpose of academic assessment is improvement of learning. The Academic Assessment Committee (AAC) of the Faculty Senate was created to provide peer leadership, support, and review of academic assessment to ensure that assessment can produce the intended benefit to students. Faculty are best suited to plan, implement, and act upon the academic assessment of student learning outcomes. Moreover, academic assessment is a mandate of Northwest Commission on Colleges & Universities (NWCCU) and the University of Alaska, Board of Regents (BOR) Policy.

Peer Leadership

As a Faculty Senate committee, the AAC is an elected, representative faculty group. The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA.

The Academic Assessment Policy & Procedure document is maintained by the AAC to describe the University of Alaska Anchorage's process for reviewing all academic program assessments. This policy and procedures document governs the conduct of the AAC as well as communicating the rationale thereof. These guidelines should be read in conjunction with departmental requirements as appropriate. The procedures and the accompanying templates have been designed to ensure the following:

- Faculty and staff are properly informed about the processes to be followed for the review of new programs, major revisions to existing programs, and ongoing academic assessment.
- Faculty and staff are properly informed about the goals of and criteria for appropriate academic assessment.
- Faculty and staff are properly informed about how to access support for improving their academic assessment plans and reports.

Peer Support

The AAC seeks to support faculty work in academic assessment through shared agreements, guidance, feedback, and recognition. The AAC supports faculty through careful review of periodic submissions, timely and thoughtful feedback on those submissions, and the communication of shared expectations in academic assessment. The AAC serves as a cross-campus forum for the exchange of ideas, information and advice on methods and practices of academic assessment. It promotes systematic academic assessment university-wide with the understanding that a program's faculty are the ones best suited to plan, implement, and evaluate assessment of student learning outcomes.

Review of Academic Assessment

In its review and feedback, the intent of the AAC is to look at the overall process of assessment discussed by each program reviewed rather than to solely focus on the language of specific outcomes or the details of a certain tool. Are the faculty actively engaged in reviewing the intent and effectiveness of their programs? Are faculty seeking ways to achieve programs of excellence? Academic assessment at UAA is best served by fostering a culture that encourages broad goals and methodologies growing organically out of the teaching and assessment practices of each discipline.

Additionally, the AAC serves as a clearinghouse of academic assessment at UAA. Because of its broad perspective of academic assessment within the MAU, it is well suited to describe the “big picture” of academic assessment at UAA to external and internal constituents. The AAC is UAA’s faculty voice in responding to NWCCU, state legislature, BOR, statewide administration, and OAA questions on academic assessment.

A. AAC Charge

The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA. The AAC does not act as an acceptance/rejection body when reviewing programs’ academic assessment plans and Program Student Learning Outcomes, but rather serves as an advisory body, offering suggestions for improvement and commendations for achievement to those programs that approach the committee for assistance or have been directed to the committee by their dean.

The committee is charged by the Faculty Senate to:

- Develop and maintain UAA Academic Assessment Handbook;
- Implement the current UAA Academic Assessment Handbook with the primary focus of program improvement;
- Recommend academic assessment-related actions to the appropriate bodies;
- Direct the collection and analysis of academic assessment documents;
- Field and respond to requests for information on UAA academic assessment results and achievement of student learning outcomes;
- Review requests to modify assessment policies and procedures;
- Refer curricular and academic issues to the appropriate Faculty Senate Boards; and

- Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.

B. OAA Support

The OAA provides administrative support for the AAC. All assessment related documents are to be submitted to the OAA for distribution to the AAC. Documents should be forwarded to ayaac@uaa.alaska.edu.

II. ACADEMIC ASSESSMENT

Programs are required to conduct continuous assessment based on a formal assessment plan. The internal use of assessment may be modifications, as suggested by the review of the results of the assessment. Changes subsequently made to the curriculum and the assessment methods can then be based on valid reasoning. The external use of data and interpretation, generated by the assessment process, is submitted to external accrediting bodies for the program and to the Office of Academic Affairs (OAA) for their use by various bodies affecting the university as a whole.

The academic assessment plan is a living document that describes the program's student learning outcomes along with instruments that will be used to measure the outcomes. The plan drives assessment activities to be conducted yearly that measure some or all of the program outcomes. All outcomes need not be measured annually, but must be measured within a reasonable review cycle.

Annual data collected from the assessment instruments should be discussed and analyzed among department faculty and recommendations made to improve the program and/or the assessment plan for the following year. The intervening years provide a time frame to demonstrate 'proof of concept' expected from the changes to the program or assessment methodology. If the assessment process and results for the program meet the goals of both internal and external assessment, that program should not be disrupted by formal meetings for review with the AAC. The AAC stands available to act as a mentor in the preparation, implementation, and modification of the assessment plans from any program. However, assessment coordinators for each program must complete the annual Assessment Survey based on the program's assessment activities completed each year.

III. ACADEMIC ASSESSMENT REVIEW PROCESS

NWCCU and the BOR require all academic programs to document their assessment activities. The AAC recognizes that academic programs can be at differing points in their evolution, which affects their assessment (i.e. new programs, ongoing programs, suspended or discontinued programs). Academic assessment is also impacted by the number of students in a

program, how many graduates are produced in a given reporting period and significant unforeseen events that limit a program's ability to carry out their academic assessment plans.

The process and reporting of assessment activity can vary greatly. Table 1 summarizes the variation in situation and reporting requirements. All documents should be submitted to the OAA for distribution to the AAC.

Table 1. Assessment Reporting Requirements

Status	Academic assessment Documents Required	Submission Date to OAA
New Program	Assessment Plan	As required by curriculum review process
Major Revision of Existing Program	Assessment Plan	As required by curriculum review process
Revision of Program Student Learning Outcomes (PSLO's)	Assessment Plan, Memo, Catalog Copy, PSLO Tracking Form	As required by curriculum review process
Existing Program (yearly)	Annual Assessment Survey	June 15
Suspended Program	Memo	October 15

A. New Program or Major Revision of an Existing Program

Proposals for new programs or major revisions to existing programs must include an assessment plan (see The UAA Curriculum Handbook, 2.1.4.F). Faculty planning new programs or major revisions to existing programs should review both the UAA Curriculum Handbook and their college-level curriculum review guidelines for further information about when a review of their academic assessment plan by the AAC must be complete. The AAC welcomes academic assessment plans at any point in the curriculum review process but strongly encourages submitting draft plans as early as possible. The AAC can be helpful in the early stages of formulation as well as in finalization of academic assessment plans.

Faculty should submit their plans to OAA in accordance with curriculum review deadlines. AAC will place review of new programs or major revisions of existing programs first on their agenda. For the review to occur, faculty initiators or a qualified faculty representative for the program proposal must be present at the AAC meeting. Proposals

without such representation will be tabled. Programs will receive a written summary of the committee's face-to-face review within six weeks, and copies will be sent to the school or college and OAA. Academic assessment plans requiring longer discussion and/or consideration will be invited to additional AAC meetings until the review is complete.

B. Revision of Program Student Learning Outcomes (PSLO's)

Programs revising their Program Student Learning Outcomes should first go through their regular curriculum process up through the college/school level and then go directly to the AAC. For the PSLO review to occur programs should submit a cover memo describing the actions taken, an updated Assessment Plan with the revised PSLO's integrated into the plan, a word document with just the PSLO's as they should appear in the UAA catalog, and a PSLO tracking form. Faculty initiators or a qualified faculty representative for the program proposal must be present at the AAC meeting. Reviews without complete documentation or program representation will be tabled. PSLO's and academic assessment plans requiring longer discussion and/or consideration will be invited to additional AAC meetings until the review is complete. Upon peer review by the AAC an informational memo will be sent to governance to be included in the Faculty Senate agenda.

C. Annual Assessment Survey

All active (not suspended) programs must submit an annual Assessment Survey (see section IV-C) on their data collection and any changes to their assessment plans to OAA by June 15. Individual surveys are not reviewed by AAC unless the department requests a special review or assistance with a specific assessment plan and/or result beyond the Annual Assessment Survey.

IV. DOCUMENT REQUIREMENTS

In preparing assessment documents, it is important to keep in mind the overall purpose of assessment. By assessing student learning outcomes, faculty should aspire to the following:

- Define the specific knowledge, abilities, values, and/or attitudes students in their respective programs should be able to demonstrate,
- Track, evaluate and analyze student performance on these outcomes, and
- Discuss, reflect on and take action in maintaining, reinforcing, and improving student achievement through active faculty engagement in the teaching process.

Program-level discussion of assessment documents should occur before a review by AAC. All assessment plans and PSLO's must be approved by the program faculty and the appropriate college/school assessment/curriculum review process prior to submission to the OAA for distribution to the AAC.

A. Assessment Plan Documents

Refer to the assessment plan template in Appendix C and posted on the AAC website (located at http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm). This template document includes instructions for crafting an assessment plan and further information on assessment plan elements can be found in Section V. of this handbook.

B. Revision of Program Student Learning Outcomes (PSLO's) Documents

After approval by the program's college/school curriculum review process the program should send directly to the AAC:

- a cover memo describing the actions taken
- an updated Assessment Plan with the revised PSLO's integrated into the plan
- a word document with just the PSLO's as they should appear in the UAA catalog
- the PSLO tracking form available from the OAA or in the appendix of this document

C. Annual Assessment Survey Documents

Annual Assessment Surveys enable the AAC to report on the status of assessment activities at UAA for institutional, accreditation and BOR needs and purposes. Annual assessment work helps programs keep abreast of their graduate's attainment of program outcomes. Annual Assessment Surveys address some of the following items:

1. Is a current plan on file (either the UAA template or that of an approved external accreditation)? Will there be any revisions to the current plan this year?
2. Was assessment conducted according to the plan? What challenges were experienced?
3. What actions have or will be taken by the program as a result of this assessment, e.g. changes in course design and delivery, changes in assignments, changes in learning outcomes, changes in assessment measures, and/or changes in program curriculum?
4. What assessment activities are planned for the academic year following the year being assessed? Would you like any assistance from the AAC?

In aggregate, Assessment Surveys help the AAC analyze assessment across the institution and respond to requests from OAA and the Accreditation Team. This analysis is used to respond to Statewide, BOR, legislative, and NWCCU requests for information on student achievement of learning outcomes.

V. TERMS, DEFINITIONS & GUIDANCE

The following tables explain in more detail the purpose of each element within academic assessment documents. These are offered as guidance for faculty preparing academic assessment plans and five-year summaries and to facilitate conversation between program faculty and the AAC. More detailed discussions of methodology, issues, and examples can be found on the AAC website: http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm

These are the definitions that the AAC uses to give feedback on academic assessment plans. See the Academic Assessment Plan template for further instructions.

Plan Element	Characteristic	Description
Mission Statement: Broad statement of purpose defining your program's philosophy and often describing values and aspirations, and which supports the University's mission.	Clarity	The mission statement is comprehensible to a wide audience.
	Contributes to college & UAA mission	The mission statement should clearly align with the mission of the college and university. Constituents should be able to see how the program supports the missions of the college and university.
	Describes program in content centered terms	The mission statement should identify the content that the program teaches in general terms.
	Describes program in student centered terms	The mission statement should describe in broad terms what the student should be able to do or know on completion of the program.
Student Learning Outcomes: Student Learning Outcomes define what specific knowledge, abilities, values, and/or attitudes students in our respective programs should be able to demonstrate.	Performance based	The outcomes must be written in terms of what students can demonstrate.
	Completeness	The outcomes should be sufficient to describe specific knowledge, abilities, values and/or attitudes of students in the program.
	Relevant	The set of outcomes should cover the intent of the program as articulated in the mission statement.

Continues below




Plan Element	Characteristic	Description
Student Learning Outcomes <i>Continued from above</i>	Achievable	Students can be reasonably expected to attain the outcomes.
	Measurability	The outcome must be stated in a way that it is observable/measurable. In other words, data can be collected on which to form conclusions regarding the level of student attainment.
Measures: Assessment measures are the tools faculty will use to accumulate data concerning student attainment of outcomes on which to base their programmatic decisions. A wide variety of tools can be devised to measure student performance. Measures are normally classified as being direct or indirect.	Description of measure	The description of each measure should be clear and complete to an outside observer. These descriptions are to be included in the appendix for each measure.
	Direct measures	Direct measures involve looking at student work to examine what learning has taken place. For example, comprehensive exams, research papers or projects, portfolios, performances, and standardized tests are often used as direct measures of student learning. At least one direct measure of each outcome is necessary. Having both direct and indirect data on an outcome gives programs a broader perspective on their students' performance.
	Indirect measures	“Indirect measures gather perceptions of learning, opinions about learning, or reflections on learning rather than direct demonstrations of the results of learning” ¹ For example, surveys, interviews, course evaluations, focus groups, and graduation rates are often used as indirect measures of student learning. Programs are not required to use indirect measures.
	Multiple measures	Multiple measures are recommended for each outcome. Multiple measures of an outcome produce more reliable results. Measures can occur at differing intervals as appropriate for the specific outcome.

Continues below

¹ http://www.engin.umich.edu/teaching/assess_and_improve/handbook/indirect.html

Plan Element	Characteristic	Description
Measures <i>Continued from above</i>	Connection to outcomes	The measure should clearly show student performance relative to one or more outcomes. The data collected needs to be such that its interpretation is clear regarding to student performance relative to the outcome. For example an assignment evaluation should be able to isolate a specific result for each outcome it is being used to measure. Course grades are difficult to use as an assessment tool because course grades are influenced by too many factors to isolate out performance relative to a program outcome.
	Influences on data collection	The program should indicate the factors that influence the data and the interpretation of the results. This is where the program considers the reliability of the tool and the data collected. This discussion should be found in the appendix describing each measure.
Process: The process describes the person(s)/ group(s) responsible for applying the measures, collecting and collating data, determining the meaning of the assessment results and making recommendations for action.	Faculty involvement in the assessment process	Plan identifies the role of faculty in all aspects of the assessment process. Faculty must be involved in the development of assessment plans, the implementation of the measures, the analysis of data, the formulation of recommendations, and the actions taken on those recommendations, as well as any revisions to the assessment plan.
	Timeline	The timeline should produce information for the faculty of the program to make timely decisions. Timelines need to accommodate the assessment cycle, faculty workloads, and appropriate timing of measures. The schedule of data collection should be clearly articulated in the plan.
	Currency	The plan is reviewed and/or revised regularly by the program's faculty.
	Responsible parties	The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.

VI. APPENDICES

Appendix	Item	Link / Embedded Document
A	BOR Policy – Academic Program Review	http://www.alaska.edu/bor/policy-regulations/ (see Chapter 10.06)
B	Academic Assessment Plan Template	 Acad. Assessment Plan Template.doc
C	Annual Academic Assessment Survey	 Annual Assessment Survey.doc
D	Program Student Learning Outcomes (PSLO) Tracking Form	 PSLO Form_1-22-13.pdf

ACDLITE Committee Minutes

Meeting Date: Friday, Jan. 11, 2013

Committee Members:

Angela Dirks-co-chair- P	Gail Johnston-E	Dave Fitzgerald-E
Amy Green-co-chair- P	Jane Haigh A	Hilary Davies-P
Sunny Mall- P	Susan Mircovich-D	Barbara Harville- P
Bruno Kappes-D	Todd Petersen- P	
Liliya Vugmeyster- E	Matt Cullin- E	

P-present

E-excused

A-absent

D-Distance

Approval of November 2012 report

Approval of January 2013 agenda

Updates: eTech Fair put on by the eLearning workgroup is on Feb. 15th - encourage everyone to attend

eLearning workgroup update- Susan- reports on link to the eTech webpage, topic list on the web page for the tech fair for people to sign up for. Matt has agreed to attend some of the elearning the meetings due to his schedule. **Action: Amy will email Louise Butler to add Matt to the list serv and attendance access.** What's the status of the elearning workgroup with the new CIO? Susan reports that the group is independent and doesn't rely too much on transitions in the FTC dept. There was no negative impact due the lack of CIO this past semester. Does eLearning think there is clarity among roles and expectations between relevant technology committees? The two committees have different roles that don't always translate- it is important to maintain connection for consistency of goals. Matt can better represent ACDLITE since he has been on the committee longer. Susan will be reporting for elearning updates instead of being on the committee formally.

eLearning handbook- Sunny reported that she collected all edits- added links instead of content; Hilary also made suggestions that Sunny worked on. One point- instructors aren't required to use blackboard?- change wording there. Email account expiration- called Diane to see what the exact wording is. Pg 25- can you import your address book into web mail? No way to do this? Should we take this out? Modalities Table? Check on this table with enrollment services. Final pieces- wording for email expiration accounts, check on schedule proofs, font too small?- after that we should be done. Sunny will get us an accurate track changes document. Sunny and Hilary will figure out the track changes issue. Final version needs to be taken to FS with a clean copy- Sunny will get us the correct copies to FS for approval. Tracked content only. We will submit this and try to have this approved at the Feb FS meeting. We still need to work on ways to publicize the document- such as A-Z on UAA web page, orientation for new faculty, during training sessions at FTC, on FTC emails. We will continue to partner with FTC to publicize the document- we will submit final copy with our next report to FS.

CIO search update- Angela- we can remove this from the agenda now that it is done- new CIO Pat Sheir, should be invited to some of meetings of ACDLITe; we will invite him to the March meeting;

UTC update- Angela and Amy- not a lot going on since things have been on hold; a lot of conversation about labs because tech fees go to ITS and then they are disbursed- the intention is to use those funds that directly impact the students, particularly in labs- that leads us to the discussion about the definition of a “lab” .We asked for more analysis on this issue- tech fee is also paying for the dedicated line for faculty that are experiencing technical issues during their online classes- system failure; trouble shooting problems this line puts you ahead in the queue. Line is available during the day and evening; we should put this # in the handbook- **Action: Sunny will find out the number and the prompts and put it in the handbook. Action: Angela will talk to Dave about publicizing the faculty phone # on the bottom of the FTC weekly emails. Amy will attend the next UTC meeting on Jan. 18th.**

ePortfolio- Last semester there was a special meeting with Provost Baker on the eportfolio issue and he seems very interested and wanted to support this. There seems to be pockets of eportfolio development across campus. Provost Baker is looking for more input from the faculty. There doesn't seem to be a sense of urgency about this- FTC is doing a small workgroup this semester to develop eportfolio ideas and implementation; Lee has transitioned over to CTC; should we invite Lee's replacement to our next meeting? If we invite one instructional designer, we should invite all. Dave from FTC has shared his interest in the eportfolio movement; let's ask Dave to bring the instructional designers to the next meeting he attends. **Action: Angela will invite Dave from FTC to the February meeting.** Angela will be out for this meeting.

Blackboard update- Things seem to be working fine- no problems with the update; some of the course copies didn't copy over very well. Concern about timing when blackboard was down; grades couldn't be checked or verified when instructors don't have access to Blackboard to check grades for students- students couldn't access grades either.

Room Change for Feb. Meeting- RH 303 Feb. 8 9:00-10:30 AM

University of Alaska Anchorage

eLearning & Technology Faculty Handbook



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Introduction

The purpose of this handbook is to help faculty meet the growing demands of e-learning and technology support. It describes resources available to faculty, and provides guidelines and recommendations. As a resource to faculty, it is advisory in nature, supporting the principle of academic freedom and the right and responsibility of each individual faculty member to select, adapt, and assess teaching methods, strategies, and outcomes.

Because the University community is comprised of faculty members who specialize in many diverse disciplines, there is no single delivery or teaching methodology that is applicable to all. It is up to individual faculty to peruse this Handbook and to select and implement practices that best meet his or her teaching objectives and the needs of specific student groups and communities.

This Handbook is a living document. Faculty members are encouraged to notify the Faculty Senate of inconsistencies, errors, and obsolescence so this Handbook can evolve and adapt to educational needs.

As every civilization has needed teachers who embrace the critical task of conveying and passing human knowledge from one person to another, and from one generation to the next, we hope that this resource guide will assist UAA faculty to continue this rich tradition while meeting the technical and pedagogical demands of the twenty-first century.

Academic Computing, Distance Learning, Instructional Technology, and eLearning
Committee

University of Alaska, Anchorage, [Spring 2013](#)

ACDLITe Committee

Dear Colleagues -

The Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee (ACDLITe) undertook the project of preparing this Handbook during academic year 2008-2009. In spring 2010, spring 2011, and spring 2012, we revised the handbook in order to accommodate the changes, additions, and corrections over the past year.

Recognizing the dynamic and fluid nature of Web publications and Web provided information, we recommend that this Handbook be reviewed and updated annually. Materials and links contained in this guide should be tested for usability and relevance. Websites and their information are expected to change as relevant policy, practice, or the responsible departments, offices, or agencies update information.

If you are not familiar with ACDLITe, we are a committee of the UAA Faculty Senate. As a committee, we are comprised of faculty members like you. Our mission is:

"...to advise the Faculty Senate on matters related to the use and institutional support of technology in the pursuit of academic goals. In the discharge of its duties, the committee may initiate and review policies, represent the faculty to the Chancellor and to the Faculty Alliance and respond to requests from the Boards for Undergraduate Studies or Graduate Studies."

Guidelines for UAA eLearning Courses

The following are guidelines for developing e-learning courses and are not part of the Graduate Academic Board or the Undergraduate Academic Board approval process. The guidelines are based on national standards broadly agreed upon by a range of national education organizations and universities. The purpose of these recommendations (which are designed to apply to all the UAA campuses) is to ensure that the quality of e-learning and distance education courses at the University of Alaska Anchorage is acceptably high in terms of instructional delivery, "classroom" experience, and learning outcomes.

Keep in mind that the following guidelines are *suggested recommendations*. They are not meant to dictate behavior or to limit freedom when it comes to the delivery and instruction of e-learning courses. Instead, they are designed to suggest a course of action for strengthening the quality of learning and the quality of experience associated with e-learning and distance education at UAA.

For the purpose of this guide, ACDLITe supports the following definition of distance delivery education in the Higher Education Opportunity Act:

- (A) In general.--Except as otherwise provided, the term "distance education" means education that uses one or more of the technologies described in subparagraph (B)
 - (i) to deliver instruction to students who are separated from the instructor; and
 - (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously.
- (B) Inclusions.--For the purposes of subparagraph (A), the technologies used may include
 - (i) the Internet;
 - (ii) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - (iii) audio conferencing; or
 - (iv) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in clauses (i) through (iii).

Source: <http://www2.ed.gov/policy/highered/leg/hea08/index.html>

A. Guidelines for Institutional Support Services

It is *recommended* that the institution:

1. provide faculty and students access to reliable and appropriate technologies for carrying out the instructional goals of e-learning courses (this includes a stable, password-protected, platform for e-learning);
2. provide faculty and students appropriate levels of training and/or training materials related to the use of e-learning technologies;
3. and/or instructor administer a "pre-course assessment form" that asks students to indicate their preparedness for taking a e-learning course (preparedness in terms of skills, access to required technologies, and learning [preferences](#));
4. provide e-learning faculty and students access to a centralized technical support center that will provide timely assistance on technology questions and problems;
5. provide a course coding system in published course schedule offerings that will allow instructors and departments to flag specific courses as distance-delivered courses;
6. provide e-learning faculty and students electronic access to library services, materials, and resources;
7. ensure that e-learning students have adequate access to the following key administrative and support services: enrollment services, financial aid services, bookstore services, advising and counseling services, and disability support services;
8. provide students with timely information on the technical equipment and skills required for success in the different types of e-learning courses offered at UAA. This includes information on how to log in to the university's primary course management system (e.g., Blackboard); and
9. provide a centralized organization/department that is responsible for coordinating, implementing, and overseeing the major support services applicable to e-learning students and faculty.

B. Guidelines for Student Support Services

It is recommended that UAA students:

1. are made aware of the major technologies used in the course before the start of the course;
2. are made aware of the minimum technical equipment and skill requirements of the course before the start of the course;
3. are provided with a comprehensive course syllabus by the first day of the start of the course (note: if required textbook information is only available to the student through the course syllabus, then it is recommended that this document be distributed to students in advance of the course start date);
4. are provided with the full cost of each course prior to the release of the schedule as required by the Higher Education Opportunity Act
<http://www2.ed.gov/policy/highered/leg/hea08/index.html>

The faculty will notify the relevant university bookstore of the required texts and supplemental materials either at the time the course is added to the schedule or by the deadlines announced by the bookstore, whichever occurs latest. The university bookstore deadlines are to occur 2-4 weeks prior to the schedule being available to the students;

5. are granted frequent and free access to technical "help desk" services for the duration of the course;
6. have a defined means of voicing concerns about courses to the appropriate departments and deans;
7. have reasonable access to enrollment services, financial aid services, bookstore services, advising and counseling services, disability support services, and library services; and
8. are provided access to training materials related to the course technologies when and where appropriate.

C. Guidelines for Faculty Support Services

It is recommended that UAA faculty:

1. have access to instructional design support services (i.e., a course development team) to ensure the sound planning and development of e-learning courses;
2. have access to training workshops and mentoring opportunities that will assist faculty in learning how to teach at a distance and how to adapt courses for distance delivery;
3. are provided with incentives to participate in e-learning course development training opportunities and technical training opportunities offered by the institution;
4. are provided appropriate and reasonable access to new technologies and technical equipment for use in e-learning instruction;
5. are granted convenient and free access to technical "help desk" services;
6. have convenient and free access to centralized e-learning course delivery services such as homework collection, materials duplication and distribution, exam proctoring, content digitization, etc.;
7. receive assistance in researching and interpreting current copyright law on the use of published and non-published instructional materials;
8. receive assistance from library personnel in obtaining and organizing online and printed library resources; and
9. receive assistance from the bookstore for information on online texts and eBook options.

D. Guidelines for Course Content & Course Delivery

It is recommended that UAA faculty:

1. **have** responsibility for the oversight and quality of e-learning courses; this includes responsibility for the selection and design of course content, course activities, and course assessments; the selection and use of appropriate course technologies; the facilitation of course activities and course interactions; the evaluation of course assignments and tests; etc.;
2. ensure that the major tasks and learning outcomes of a given e-learning course are comparable to the major tasks and learning outcomes of the course's face-to-face counterpart as outlined in the Course Content Guide;
3. ensure that all course materials, course requirements, course links, course policies, etc. are revised and up to date by the first day of the start of the course;
4. ensure that e-learning students have access to a copy of the course syllabus by the first day of the start of the course (note: if syllabus content is needed before the start of the course, then it is recommended that this document be provided at an earlier time as the instructor sees fit). In addition to standard items such as "course objectives" and "course grading protocols," the syllabus may also contain information particularly relevant to e-learning, such as
 - a. course access information
 - b. course format and pacing
 - c. course technologies
 - d. course equipment requirements
 - e. technical skill requirements
 - f. book purchasing information
 - g. Information Technology (IT) Call Center information
 - h. library access information
 - i. required synchronous activities
 - j. assignment submission instructions, etc.;
5. give e-learning students at least two reliable methods of contacting the course instructor throughout the semester (e.g., email, discussion board, telephone, in-person meeting, online chat room, etc.);
6. respond to student questions and inquiries within a timely manner (preferably within two working days);
7. provide useful and corrective feedback on assignments, tests, papers, and activities in a timely manner (preferably within seven working days);
8. build mechanisms into their e-learning courses that foster student-to-student interactions as well as student-to-instructor interactions;

9. attempt to address different learning preferences in the design and development of course materials and activities;
10. assess student learning through multiple means, rather than relying solely on the use of standardized tests;
11. provide students with advance notice of required synchronous activities if possible;
12. ensure that printed and electronic materials are in accordance with current copyright law;
13. carefully assess and review third party courseware (e.g., publishers' course cartridges, telecourse tapes, etc.) before integrating such content into a given course;
14. assess education courses through formal means (e.g., peer review, student review, departmental review, etc.) to ensure that appropriate learning outcomes are being met; and
15. ensure that course content is accessible to students with disabilities when and where appropriate. This may include presenting material in alternative formats, such as printable text files.

E. Guidelines for Student Participation

It is recommended that UAA students:

1. take the initiative to learn about the technical equipment and technical skill requirements for the course in advance of the course start date;
2. are advised to complete a university-sponsored "pre-course assessment form" in which they are asked to indicate their preparedness for taking a e-learning course (preparedness in terms of skills, access to required technologies, and learning [preferences](#));
3. are advised that an instructor may drop a student from a course if he/she is unable to demonstrate the necessary technical skills for the class;
4. adhere to the UAA Student Code of Conduct;
5. use their UAA email account for the duration of the e-learning course and are advised to check it frequently (preferably daily);
6. respond to instructor-initiated emails and inquiries within a timely manner (preferably within two working days);
7. demonstrate participation in a given e-learning course within the first three weeks of the class or become immediately eligible for an instructor-initiated drop/withdrawal (note: some instructors may make exceptions to this policy for self-paced courses and other courses with alternative formats);
8. are advised that frequent participation in an e-learning course (e.g., completing assignments, responding to emails, posting messages, accessing course content, taking course exams, etc.) is a requirement for most classes. Therefore, failure to participate in a course for three weeks in a row makes a student eligible for an instructor-initiated drop/withdraw, at the discretion of the instructor; and
9. take the time to complete and submit the university-sponsored course evaluation form made available to them at the end of the semester.

F. Faculty Resources and Services

1. Advising and Support Services

UAA Advising and Testing provides testing and assessment services to new and continuing students to enhance the attainment of their individual, educational, and life goals. The Advising & Testing Center supports many of the testing needs of UAA in addition to serving as a national test site for the community. Students can make appointments for academic and career advising through the center as well.

For more information, call (907) 786-4500

Visit the website: <http://www.uaa.alaska.edu/advising-testing/index.cfm>

2. Bookstore

UAA Bookstore: Textbooks and other course materials will **not** be sent automatically to students. Anchorage students can purchase their books and course materials at the UAA Bookstore, located in the UAA Campus Center building. Students living outside of the Anchorage area can order books and course materials with their credit cards by completing an on-line form, or by phone.

For more information, call (907) 786-1151

Visit the website: www.uaa.alaska.edu/bookstore/.

KPC faculty can call (907) 262-0312 or visit this website or information on mbsdirect.net: <http://www.kpc.alaska.edu/resources/bookstores/>

3. Disability Support Services (DSS)

DSS coordinates academic adjustments for students with documented disabilities, including those students who are taking distance-delivered courses. Faculty should expect to receive a [faculty notification letter](#) if the student is eligible for adjustments. Accommodation strategies include but are not limited to: [note taking assistance](#), [testing accommodations](#), [alternate format materials](#), [ASL Interpreters or text based communication access techniques](#), and liaison services.

In addition to the coordination of academic adjustments, DSS also offers informational sessions and workshops on a wide range of topics that are advertised on their calendar. DSS strives to support faculty in the implementation of a [Universal Design](#) approach in which potential barriers are minimized at the design stage, thus minimizing the need for retroactive accommodation. DSS staff is available to discuss any questions or concerns.

For more information, call (907) 786-4530
Visit the website: www.uaa.alaska.edu/dss

4. Distance Education Services (DES)

UAA Distance Education offers support services for faculty and students in distance-delivered courses. Faculty can receive assistance from Distance Education with the proctoring of exams (at UAA, other UA locations around the state, and locations outside of Alaska). Students receive assistance with orienting to courses in a distance-delivered format (i.e. how to register for distance courses, how to get started in their courses, and how to sign-up for a proctored exam).

For more information, call (907) 786-4646, option 3

Visit the website: www.uaa.alaska.edu/distanceeducation/

5. Polycom Video Conferencing

A Polycom Video Conferencing System allows users to hold a video conference with any other Polycom end point within the University system. All MAUs and extended campuses have at least one end point installed. The system also has recording capability.

The Office of Information Technology (OIT) provides videoconferencing support for University of Alaska faculty, staff, students, and affiliates or guests sponsored by departments. OIT's Video Conferencing Services group is available to schedule rooms, video systems, and desktop collaboration video conference rooms within the University System. The first step is to complete a request form for either an academic video conference (involving UA students) or an administrative video conference (not involving UA students). This form is available at the website below. It is necessary to indicate on the form if it is to be recorded. Generally it takes 24 hours for OIT to load the recording on the media server. Once this process is completed, OIT will e-mail a link to the recording, including a username and password that may be distributed.

For more information, call 1-800-910-9601 or visit the website <http://www.alaska.edu/oit/services/video-conferencing/>

There are a number of Polycom Video Conferencing Systems installed on the UAA campus. For a complete list of locations, contact the UAA Audio Visual (A/V) team leader (Les Secrest) at (907) 786-4646, option 3. The A/V technicians are available, upon request, to assist faculty to set up the system prior to the start of the event.

5-6. IT Help Desk

UAA Information Technology Services offers assistance to faculty, staff, and students with computer services, telephone services and AV services. Computer services include maintenance of UAA computer labs, desktop services, email and Exchange services, network access, username services, and assistance with software. Telephone services include assistance with long distance calling, telephone hardware, voice mail and the phone directories. AV services include the loan of a variety of audio and visual equipment (i.e. projectors, microphones, audio conveners). Assistance is available for all MAUs.

For more information call (907) 786-4646, option 1, or email callcenter@uaa.alaska.edu
Visit the website: <http://technology.uaa.alaska.edu/>

If a faculty member needs immediate assistance during a class, there is a special number to dial to be moved to the first place in the IT Services call cue. To obtain this number, faculty should contact their respective departments.

The Kenai Peninsula College IT Help Desk provides the following services:

- Student e-mail account information and how to access it (all students are assigned an e-mail address)
- Assistance with usernames, password problems, system status questions
- Illuminate Live! (ELive!) assistance
- Blackboard assistance

For more information call one of the numbers below, or email **KPC IT HelpDesk**

Soldotna: (907) 262-0351

Homer: (907) 235-1688

Toll Free Number: 1-877-809-0572

The Campus Technology Services department provides Mat-Su College with IT support services to assist the College. For more information call 907-745-9764 or visit: <http://matsu.alaska.edu/offices/campus-technology-services/>

6-7. Learning Resources Center (LRC)

The Learning Resources Center (LRC) is a comprehensive, integrated learning center that provides students and the University of Alaska Anchorage (UAA) community with academic support, instructional and learning technologies, tutoring, instructional materials, and study assistance. The mission of the LRC is to provide all UAA students with resources and opportunities to learn. The LRC is open 7 days a week; see the website for hours of operation.

All LRC services are universally available to UAA students, faculty, and staff.

Information Desk:

Central reception/contact point of the LRC. Connects patrons to appropriate LRC and UAA services and resources; answers general questions. Manages LRC Library collections/services and LRC study spaces.

Language Lab:

Language tutoring for American Sign Language (ASL), Chinese, French, German, Japanese, Russian, and Spanish. Language-learning programs and software for composition in all tutored languages. Additional print materials and games available for checkout from the LRC Library.

LRC Open Computer Lab:

Open-access computer lab with PC and Mac workstations, scanners, and printers (color and black & white). Information Technology (IT) Services Computer Consultants provide personalized help with computing questions during most operating hours.

LRC Library:

Variety of self-study materials, particularly for the subjects tutored at the LRC and general study skills. Selected required textbooks for UAA courses. Supplies and technology, including calculators, laptops, whiteboards and markers, protractors, scissors, etc. Special reference collections in each tutoring Lab. Item types include books, videos, audio, games, kits, and more.

LRC Math Lab:

Free Drop-in mathematics tutoring with an emphasis on Math 054, 055, and 105. Computers and software for math-based assignments and applications. Mathematics resources and materials. Workshops.

Online Tutoring (via SLED):

Free Live online tutoring sessions offered via the Statewide Library Electronic Doorway (SLED): <http://sled.alaska.edu/homework.html>

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Introductory college-level tutoring for English, Math, Science, and Social Studies. Available seven days per week from 1 pm to 12 midnight.

Online Student Success Workshops:

Free student success workshops covering topics such as, discovering your learning style, test taking skills, avoiding plagiarism, learning strategies, and what it takes to be a successful student. <http://www.studentlingo.com/uaa>

Private Tutoring (for a fee).

Tutor Matching Service (TMS) provides students and tutors on campus with a new way to connect with one another. TMS is an online marketplace built directly into Facebook that enables students to browse for tutors or sign-up to tutor. <http://www.learnabouttms.com/>

Publishing Tools

Publishing tools and technology, including photocopier, scanner, fax machine, laminator, report binding high-capacity stapler and hole punch, and more. Selected supplies available for purchase at the front desk.

Reading & Writing Center

Free Drop-in writing tutoring services available at all stages of the writing process, in all disciplines and levels. Reading tutoring encompassing a variety of strategies to facilitate comprehension and analysis. Also, English as a Second Language (ESL) tutoring. Reading and writing resources and materials available.

Test Proctoring Services

UAA on-campus courses (make-up tests). SCANTRON, bubble sheet reader/grader.

For more information, call (907) 786-6829

Visit the website: <http://www.uaa.alaska.edu/lrc/>

KPC learning center: <http://www.kpc.alaska.edu/KRC/learningcenter/>

Learning Resources Center (LRC), located in the Sally Monserud Building, offers a friendly and relaxed atmosphere for students to read, study, work with supplemental materials, or get extra help for a class. The LRC is open seven days a week; see the website for hours of operation.

Student resources:

Quiet study area

Language laboratory with language tutors including English as a second language (ESL)

Math laboratory with math tutors

Computers loaded with mathematics software

~~Writing center with writing tutors~~

~~Computer-assisted writing laboratory~~

~~Open computer laboratory that is open until 2:00 AM~~

~~Course reserve material for check-out: print, audio-visual, and computerized material~~

~~Registry of private tutors for hire in a variety of subjects~~

~~Instructor Resources:~~

~~SCANTRON, bubble sheet reader/grader~~

~~Tele-course material for instructors~~

~~Place material on reserve for student check-out~~

~~Test proctoring for correspondence courses from Center for Distance Education and Independent Learning (CDE) for University of Alaska Fairbanks (proctoring for UAA courses is through DES).~~

~~General Resources:~~

~~Laser printing~~

~~Copy machines~~

~~Laminating equipment~~

~~Document binding~~

~~Video and audio duplication~~

~~Project cutting board~~

~~For more information, call (907) 786-6829~~

~~Visit the website: KPC learning center: <http://www.kpc.alaska.edu/KRC/learningcenter/>~~

7.8. Library Services

The UAA Consortium Library offers extensive resources to support on-campus and online courses including books, databases (which can be used for off-site searches), excellent

interlibrary loan services, and assistance with research. Each division at UAA is assigned a librarian. Health sciences librarians are also available.

For more information, call (907) 786-1871

Visit the website: <http://www.consortiumlibrary.org/>

KPC library link: <http://www.kpc.alaska.edu/resources/libraries/>

8-9. Faculty Technology Center (FTC)

The Faculty Technology Center provides comprehensive support of faculty in the development and implementation of instructional technologies. These services include one-on-one assistance, group workshops in Blackboard, and other multimedia technologies, learning object development, instructional design, digital equipment loans, etc.

Additionally, the FTC works to bring the newest technologies to UAA faculty in order to support instruction and student learning. Done through local, on-going research, this is also achieved through FTC's membership in the international [New Media Consortium](#), which promotes the use of technology in academia. The New Media Consortium brings [innovative colleges and universities](#) together to explore new ways of teaching and learning with digital media.

The Faculty Technology Center is located in Suite 215 of the Consortium Library.

The Faculty Technology Center Instructional Lab is located in Suite 214 of the Consortium Library and can be used by faculty for:

Students attending a course (scheduled)

Teaching a hybrid course (scheduled)

Workshops (scheduled)

Technology Fellows

Meetings (scheduled)

Video Teleconferences

For more information, call (907) 786-4646, option 4

Visit the website: <http://www.uaa.alaska.edu/facultytechnologycenter/>

KPC Online services: <http://www.kpc.alaska.edu/resources/OnlineServices/>

9-10. Key Server

Key server software is available at <http://www.alaska.edu/keys/>

This site provides access to software licensed to UAA for faculty use. Access to this site and to this tool requires that you be on campus or remote access through a Virtual Private Network (VPN) link.

Software available includes Adobe, Dreamweaver, Photoshop, and many others.

The following steps are used to access the key server.

Go to the site: <http://www.alaska.edu/keys/>. It is the site for concurrent software at the University of Alaska. Concurrent software usage means that a limited number of users can run the software at the same time. For faculty members who are off-campus, webmail username and password may be asked.

Click on Key Checkout 6.1.2 to download.

Click on the desired software to download.

Reconnect to: <http://www.alaska.edu/keys/> before checkout expiration time (indicated during the install) to renew the software license.

This process may require a VPN connection. There are instructions and technical support information on the Key Server Website if further assistance is needed.

10-11. Syllabus Template

The following items are suggested for inclusion in a course syllabus based on best practices. This is not intended to replace specific college requirements. Please consult with your department chair or dean's office.

It is up to the discretion of the instructor of each course to determine if any or all of these items apply to their specific course. Selected items are explained further in the subsequent pages.

Critical Items	
	Semester and year
	Instructor name
	Two forms of contact info
	Office location and hours (as applicable)
	Course number, section and title
	Course meeting time and location
	Course objectives
	<u>Student Learning Outcomes</u>
	Course description (consistent with current catalog description)
	Prerequisites (as applicable)
	Expected skills (as applicable)
	Texts: required and optional
	Types of assignments
	Grading scale and policy
	Academic dispute resolution procedure
	Information regarding ADA
	Information regarding equipment
	Information regarding technical support and other services
	Overview of course delivery methods
	Guidance on copyright law
Recommended Items	
	Course pacing
	Calendar of topics and assignments
	Attendance policy, including synchronous activities
	Tardiness and leaving early policies
	<u>University Statement on Plagiarism</u>

COURSE NUMBER, SECTION, AND TITLE
COURSE MEETING TIME AND LOCATION
SEMESTER AND YEAR

Instructor Contact Information

Students need at least two dependable ways to contact you. List your name, your voice mail telephone number, and your email address. Online office hours or other meeting arrangements are recommended. Share your email response standards and/or practices with students.

Course Description

Use the actual catalog description or add to the description as needed to better portray the nature of the course.

Course Objectives or Outcomes

Convey what you expect the student to know and to be able to do by the end of the semester. Use your department's course content guide for guidance.

Teaching and Course Delivery Methods

Explain how you plan to conduct the course, including the use of technology. Examples include lecture, small groups, in-class discussion, online discussion, and labs. Examples of technology use include Blackboard, Elluminate Live, and audio conferences.

Assignments

Tell what your major assignments will be. Examples include tests, research papers, weekly quizzes, and daily homework.

Course Pacing

Examples include self-paced, weekly deadlines, etc.

Required and Optional Texts/Equipment

In order to disclose to students the full cost of each course prior to the release of the schedule as required by the Higher Education Opportunity Act (<http://www2.ed.gov/policy/highered/leg/hea08/index.html>), the Faculty will notify the relevant university bookstore of the required texts and supplemental materials either at the time the course is added to the schedule or by the deadlines announced by the bookstore, whichever occurs latest. The university bookstore deadlines are to occur 2-4 weeks prior to the schedule being available to the students. List texts which are required and which are optional. List computer hardware and software requirements, supplies, and any other purchases necessary for success in the class.

Prerequisites and/or Instructor's Permission

Students are expected to have the course prerequisite(s) listed in the catalog or the instructor's permission before they enroll. It is recommended that you list these prerequisites and advise students that unmet prerequisites are grounds for faculty-initiated withdrawal at the discretion of the instructor.

Expected Technical Skills

Students may need to have computer or technical skills to succeed in your class. State any necessary technical skills that students should already have.

Include website address where students can review expected technical skills. Consult the UAA Distance Education Website for current Web address. Visit the website: www.uaa.alaska.edu/distanceeducation/

Class Participation

Teachers vary widely in their expectations and grading of student participation. If participation is part of your grading system, it is recommended that you make this explicit. Students may find this area of grading the most subjective and, therefore, debatable.

Define participation in class. Examples are daily in-class comments, helpfulness, small group work, board work, and online discussion participation. Be specific as to how a student is graded. If a student can incur penalties, specifically state how and what the penalties will be.

Discussion board postings - If you use the Discussion Board feature for class participation grade provide students with clear standards of expected quantity and quality of postings.

Attendance, Tardiness, and Leaving Early

If attendance issues are part of your students' grades, maintain a detailed record throughout the semester. If students can incur penalties, state how these might occur and what the penalty might be. See suggestions below:

Attendance - State clearly how many classes students are allowed to miss before they receive penalties, or are dropped from the class. As a guideline, it is suggested maximum of three absences for a three-credit semester length course meeting once per week.

Synchronous activities - If you use synchronous activities as a course requirement it is recommended that you provide attendance and participation standards at the beginning of the course.

Tardiness--State clearly your tardy policies if you have them. For example, if students are considered absent when they are tardy, make sure that it is in your syllabus. Define tardiness.

Leaving early-If you give penalties to students who leave early, state your policy. Define leaving early.

Class Atmosphere and Safety

Students want to feel safe in order to express opinions and not to have other students either take over the class or be rude to you or them. Specific policies may save you time and grief.

State your minimum expectations of student manners, and how you will deal with problems. Refer to, "Student Code of Conduct" in the Fact Finder Student Handbook or the catalog for further information on class atmosphere and safety.

Academic Success and Support Services

Students may not know about the academic support services that directly apply to your course. They appreciate knowing these services at the beginning of the semester, and adding this assures that you do not have to repeat the information often.

To satisfy the Americans with Disabilities Act, include a sentence that says, "If you need disability-related accommodations, please notify Student Support Services."

List other support services, such as open or department labs, tutors, counselors (Include telephone numbers and location for Learning Resource Center, Library and technical support.

Major Assignment Submissions and Tests

Students need to know in the syllabus what all the major assignments and tests will be during the entire semester.

State each major test, paper, or project and briefly state the scope of each.

Explain procedures for assignment submission.

Plagiarism and Cheating

To protect yourself and your students, it is recommended that you define plagiarism as it applies to your course and advise students to consult the Academic Honesty policy in the UAA Student Handbook.

Academic Dispute Resolution Procedures

Refer students to the UAA Student Handbook for detailed information on this policy.

Grading Policies

Students need a clear understanding of your grading from the beginning of the semester. If you do not clearly explain grading criteria in writing anywhere else, you need to have it in the syllabus.

State types of assignments and tests.

Explain criteria for major assignments and grading scale. If your department has these criteria, include them here.

Include a grading scale. If you grade on a curve, also explain how you do this.

State carefully your policies on late papers, missed test dates, and other types of missed work and deadlines. If you do not accept late work, say so.

It is recommended that you refer students to the UAA Catalog for policy on incomplete grades. Suggest that students keep all their graded work until after they receive their final grades.

Calendar of Topics and Assignments

Students need to know your daily topics and assignments. No doubt, this takes a lot of time for you to create the calendar; however, students depend on such organization. As well, you have a map for the semester before it starts. It is suggested that you take the time before the semester starts to create an explicit calendar that lists, by class day, the topic, and assignments due.

State clearly that this calendar is tentative and subject to change during the semester. It is suggested that you, give all assignment or date changes in writing to students.

List by class day the date, topic, and assignment due.

List the course's finals week test day and time for the class and any dates that are the last dates for late work.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities.

~~11-12.~~ Email Information

The following information outlines setting up and managing email accounts.

How do you get an Email account?

UAA Email accounts are created automatically for students registered for at least one credit. Allow two business days after registration for account availability. To lookup your Email account, [visit https://me.uaa.alaska.edu/](https://me.uaa.alaska.edu/)

What is your email address?

<username>@uaa.alaska.edu

Your default email address is your username with @uaa.alaska.edu appended to it. IT Services customers have the option of choosing up to three email aliases which are usernames of your choice, like john.doe@uaa.alaska.edu. To create an alias, go to Directory Update at: <http://me.uaa.alaska.edu>

What is your password?

Your default UAA password is lower case UAA followed by your first, middle and last name initials in upper case, then the last four digits of your UAID# (also called student or employee id number). If this does not work, please contact the [IT Help Desk](#) for further assistance.

How do you change your password?

ITS recommends you change your password to a secure one of your own choosing. Login to your account at: <http://me.uaa.alaska.edu> to change your password.

Did you forget your password?

If you cannot remember your password or need to reset it, go to the following link: <http://me.uaa.alaska.edu> Be sure to click the **Forgot Your Password button** on the bottom of the login page. If you have questions or need assistance, contact the IT Call Center at 786-4646, option 1. (Outside of Anchorage call 1-877-633-3888) or email callcenter@uaa.alaska.edu

How do you use your e-mail?

If you are a student at UAA, you will access your email through the UA Gmail at <http://www.alaska.edu/google>. You can access your Gmail account from any computer connected to the Internet that has a Web browser. If you are UAA staff or faculty, you will use Exchange services for your UAA email. You can access your

email at <https://www.uaa.alaska.edu/email/>. Faculty using web access should contact IT Services to migrate their e-mail to Exchange services.

Note: the staff/faculty email address sends faculty and staff to <http://owa.uaa.alaska.edu>, since we are still using both.

When does your account expire?

Student accounts expire three semesters (one year) after the last day of the last semester of attendance. Year old student accounts are expired semesterly. Disabled account owners may be able to appeal for temporarily access by submitting a ticket to the IT Callcenter.

Staff, Faculty and other employee-sponsored accounts expire when leaving the university or are locked by department request.

What does "over quota" mean?

Email storage space is limited. If you receive an over quota message, it means that you have exceeded your available space on the email server. You will need to login to Webmail and delete some messages (you must also empty trash from the 'folders' view) or download them to your personal computer.

Quota limits are as follows:

Students have 10 GB

Staff and Faculty none

Mailing Lists at UAA - Where can you find information?

A mailing list is method of distributing e-mails to a large number of people through a single e-mail address, rather than dealing with a collection of e-mail addresses in your e-mail program. A mailing list is managed on a server with commands that range from adding and removing addresses to setting posting privileges. You must be staff, faculty, or a sponsored student worker to request a mailing list. [Mailing List FAQ](#)

Spam Filtering

All incoming mail to UAA is filtered for spam (junk mail). Learn more at the [AntiSpam-IronportFAQ](#)

What is the server's address?

Students:

Please visit the following website for further instructions on setting up your University of Alaska Gmail account: Google Mail Desktop Configuration

Faculty and Staff:

Exchange information and setup information - Exchange 2003 users exchange address is ancexchange.uaa.alaska.edu. Exchange 2010 user exchange address is owa.uaa.alaska.edu.

For Exchange information and setup information please see the Exchange articles at: <https://kb.uaa.alaska.edu/Wiki%20Pages/Home.aspx>

For KPC, contact IT Services: 907-262-0351

Can you change the way your name appears on outgoing e-mails?

Yes, all this and more can be conveniently managed from:
<https://me.uaa.alaska.edu/>

Can you send attachments? What is the size limit on attachments?

Yes. Attachments must be under 20 MB in size, though users are encouraged to avoid mailing files over 4 MB. If you have a large attachment and want to distribute it, consider posting it on the Web, and then mail everyone the URL. This will get the information out faster. Note that the recipients email system will also have size limits and rules that affect attachments.

~~If you have an address book in your desktop e-mail program, can you import it into Webmail?~~

~~There is currently no way to import your personal address book into your Webmail account.~~

Can you forward your e-mail somewhere else?

Yes, contact IT Services for further information.

Identifying Class Modalities and Coding

The following table can be used as a guide to identify class modalities that are reflected in the coding system shown in the last column. More information can be found in the following document:
http://curric.uaa.alaska.edu/Proofs/admin%20manual_final.pdf

Guide to What to Put on the Proofs		
NEW COLUMN	OPTIONS	WHAT YOU TYPE
Course Category LB=location based	0=0% LB	0
	1= 1-20% LB (up to 9 hours)	1
	2=21-50% LB (9.5 to 22.5 hours)	2
	3=51% LB (more than 22.5 hours)	3
Pacing	Instructor	I
	Self	S
Meeting Times	Yes	Y
	No	N
Delivery Methods	Audio Conferencing	AUDIO
	Face-to-face	F2F
	Independent Learning /	INDL
	Independent or Directed Study	ISDS
	Multimedia	MULTIMEDIA
	Online / Web delivered (Blackboard)	ONLINE
	Special Technology	SPEC TECH
	Live Television / UATV	TV
	Video Conferencing	VIDEO
	Web Meeting (eLive)	WEB MTG (if you only type in WEB, we will assume this is what you mean)
Schedule Notes	Type notes that you want to display to students. Be sure to read it over and make sure it is clear and correct.	

Policies, Procedures, and Regulations

1. Academic Integrity

Academic integrity is a basic principle, which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. Academic dishonesty is further defined in the Student Code of Conduct. In addition to any adverse academic action that may result from engaging in academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through the student judicial review procedures outlined in this section. Academic actions are reviewable under the Academic Dispute Resolution Procedure contained in this section of this handbook.

Visit the website:

<http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/academicintegrity.cfm>

For additional information, visit the Consortium Library website:

<http://www.consortiumlibrary.org/blogs/ahi/uaa-apu-policies-and-procedures/>

The student code of conduct addresses issues of academic integrity. Cheating, plagiarism, or other forms of academic dishonesty include the following:

- a. using material sources not authorized by the faculty member during an examination or assignment;
- b. utilizing devices that are not authorized by the faculty member during an examination or assignment;
- c. assisting another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member;
- d. presenting as their own the ideas or works of another person without proper acknowledgment of sources;
- e. knowingly permitting his or her works to be submitted by another person without the faculty member's permission;
- f. acting as a substitute or utilizing a substitute in any examination or assignment;
- g. fabricating data in support of laboratory or fieldwork;

- h. possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration;
- i. altering grade records of their own or another student's work; or
- j. offering a monetary payment or other remuneration in exchange for a grade.

Visit the Dean of Students website:

<http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/academicintegrity.cfm>

2. Academic Rights of Students

The University has the responsibility of providing a program of high quality education in keeping with its financial resources; students have protection through campus-specific procedures against arbitrary or capricious academic evaluation. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are responsible for the proper completion of their academic program, for familiarity with all requirements of the University catalog, and for maintaining an acceptable grade average for degree requirements. Students have the right to be informed at the beginning of each term of the nature of the course, course expectations, evaluation standards, and the grading system.

3. Academic Dispute Resolution Procedure

Challenges to academic decisions or actions of the faculty or academic administration will be reviewed according to a procedure that implements the UA Board of Regents Policy 09.03.02 and University Regulation on Resolution of Disputes Regarding Academic Decisions or Actions. Appropriate issues for this procedure include such things as alleged arbitrary and capricious dismissal from or denial of admission to an academic program based upon academic considerations, alleged grading error, or arbitrary and capricious grading for a final grade assignment. Grades assigned prior to the final grade received in a course are not subject to review under this procedure. Only the course instructor or an academic decision review committee may authorize a change in the assignment of a final grade.

4. Acceptable Use Policy

The various software and other electronic technologies provided by UAA for the use of the University community are governed by a number of technology policies. These are:

- Acceptable Use Policy
- Blackboard Use Policy
- Campus Network Connectivity Policy
- University Web Content and Administration Policy

Visit the website: <http://www.uaa.alaska.edu/policy/administrative/it/>

5. Copyright and Intellectual Property Rights Policy

The University of Alaska Anchorage provides network and computing infrastructure to promote the basic missions of the University in learning, research, and service, by facilitating communication, collaboration, and access to information resources. Users of this infrastructure must be mindful of and respect ownership of intellectual property and copyrighted information to which this infrastructure can provide access.

Copyright and intellectual property rights may attach to files of any media type, including software, texts, databases, images, video, music, and other audio files. Abuse of computing or network technologies to copy or distribute materials in violation of copyright, license, or intellectual property rights undermines the free exchange of ideas and access to information resources central to the University's mission and is expressly forbidden by University Policy and Regulation.

The University of Alaska Anchorage aggressively investigates specific claims of such abuse, including abuses using personally owned computers connected to the University's network. Verified abuses may lead to immediate suspension of access to University networks and/or computing resources, subject violators to possible University disciplinary action, and expose them to fines, other civil penalties, and criminal prosecution by copyright owners.

The issue of "who owns what" is not as clear in teaching with technology as it is in the traditional classroom. Therefore, faculty members need to ensure they know and understand the key issues associated with ownership of produced intellectual materials.

The basics of intellectual property rights include:

1. The author owns work except when work-for-hire rules apply.
2. The author's employer owns works when:

- it is produced within employee's scope of employment; and/or
- an agreement is signed with the author before the work begins.

It is better to ask questions about intellectual property ownership before a work is created.

The Board of Regents' policy states:

Copyright ownership of all materials that are developed with the use of university facilities will reside with the university, except as follows:

- a. The university will not assert ownership of copyrightable materials produced by faculty members as a part of their normal teaching and scholarly activities at the university and which do not result from a project specifically funded in whole or in part by the university, or by a sponsor of the university.
- b. Copyright ownership of all materials which are developed in the course of, or pursuant to sponsored research or other agreement(s), will be determined in accordance with the terms of those agreement(s) or, in the absence of such terms, the copyright will be the property of the university.
- c. Copyrighted materials not within the provisions of categories "a" and "b" above will be the property of the university, except for theses; however, the author(s) of theses must, as a condition of a degree award, grant royalty-free permission to the university to reproduce and publicly distribute copies of the theses.

For more information visit the websites:

<http://www.uaa.alaska.edu/policy/administrative/it/>

<http://www.alaska.edu/bor/policy-regulations/>

6. Fair Use

a. Fair Use Defined

"Fair Use" refers to the legal right of individuals to use copyrighted materials for certain purposes without infringing on the copyright protections associated with those items. Section 107 of the U.S. Copyright Act outlines four factors that must be considered when determining whether a specific use of a work is protected under Fair Use. Below is the actual text of Section 107 that lists these factors:

"In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors."

b. Still Not Sure If It Is Fair Use?

If you complete the checklist and are still not clear on whether or not your specific use can be considered Fair Use, then please contact the University of Alaska's Intellectual Property and Licensing Department for assistance:

Director
Intellectual Property and Licensing for the University of Alaska
University of Alaska Fairbanks
PO Box 757560
Fairbanks, AK 99775-7560
907-474-7765

For information visit the website:
<http://www.uaa.alaska.edu/policy/administrative/it/fairuse.cfm>

7. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. It gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Visit the website:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

For faculty interested in completing the UAA sponsored computer-based FERPA certification training, [log into your UAOnline account \(https://uaonline.alaska.edu/\)](https://uaonline.alaska.edu/). The certification module is available through the Employee E-Learning link in the Employee Services tab.

8. TEACH Act

TEACH Act Defined

The TEACH Act (Technology, Education and Copyright Harmonization Act) is a piece of legislation that offers instructors expanded opportunities for using copyright-protected materials in distance-delivered and electronically enhanced courses. TEACH does not revise or undercut fair use exemptions that apply to the use of copyright-protected materials in instructional settings. Instead, it exists alongside the principles of fair use in the Copyright Act, expanding the contexts and circumstances under which copyright protected resources may be used by teachers without special permission or licensing in the digital or distance education environment.

TEACH Act Worksheet

It should come as no surprise that the TEACH Act is not an easy document to read and interpret. As with most pieces of copyright legislation, TEACH does not spell out in clear and precise terms exactly what copyright-protected materials may or may not be used in a given instructional circumstance. The TEACH Act Worksheet is designed to assist you in making that determination yourself, as the faculty member is responsible for complying with copyright law and for documenting that compliance. As you work your way down the checklist, keep in mind that TEACH is designed to balance the interests and needs of instructors with the interests and needs of those who have authored content. That balancing act means that judicious restraint and good faith are called for in deciding what copyright-protected materials may be used for instructional purposes and in what amounts.

[TEACH ACT WORKSHEET \(with explanations\)](#) - PDF Format

[TEACH ACT WORKSHEET \(without explanations\)](#) - PDF Format

Further Assistance on Using the TEACH Act

If you have reviewed the TEACH Act Worksheet and are still unsure whether certain materials may be used under the exemptions of TEACH (or under the exemptions of fair use), then you should contact the University of Alaska's Intellectual Property & Licensing Department for assistance:

Director
Intellectual Property and Licensing for the University of Alaska
University of Alaska Fairbanks
PO Box 757560
Fairbanks, AK 99775-7560
907-474-7765

For the entire content of this policy document, visit the website:
<http://www.uaa.alaska.edu/policy/administrative/it/teachact.cfm>

9. Blackboard Policy

UAA has established Blackboard usage policies that include areas such as appropriate use; user management and access; course management; information accuracy and security; copyright and ownership and system management and outages and upgrades. Faculty members are encouraged to review and familiarize themselves with Blackboard policy for a more effective utilization of this critical teaching tool.

For the entire content of this policy document, visit the website:
<http://www.uaa.alaska.edu/policy/administrative/it/bbuse.cfm>

10. Elluminate Live Policy (Pending)

Elluminate Live is a synchronous distance-teaching tool available to UAA faculty. A proposed Elluminate Live policy document that covers areas such as appropriate use, user role and access, session management as well as copyright and ownership is available in draft format for review by contacting Faculty Technology Center. Faculty members are encouraged to review this document.

For more information, call (907) 786-4463

Visit the website: <https://kb.uaa.alaska.edu/Wiki%20Pages/Elluminate%20Live.aspx>

Budget, Planning, and Facilities Advisory Board - Report to Faculty Senate – 02/01/2013

The BPFA did not meet in January. However, one member of the committee, Jodee Kuden, attended recent meetings of the PBAC; reports from those meetings are included here.

PBAC held two meetings, one each in December and January. Both of these meetings covered the same topics: 1) FY14 budget situation, 2) conversation about the annual FY14 operating budget requests that are made by Deans, Directors, and Unit Leaders to PBAC, and 3) “program prioritization process.”

The attachment of Proposed FY14 Operating Budget is for the UA system, and shows items for UAA. As it currently stands there may be a \$4M shortfall with three factors influencing if there is a shortfall and how much. Those three factors are the final state funding amount, tuition held at 2% increase, and enrollment numbers currently projected to be flat. If these factors change then the shortfall amount will change.

The budget requests to PBAC will be due on April 3rd. Provost Baker and Vice Chancellor Spindle are putting together the final instructions that will go to Deans, Campus Directors, and Vice Chancellors about this process and what they need to develop for the presentations that they will make to PBAC. The presentations will be given to PBAC on April 18-19. The instructions will go out near the end of February.

The last item about prioritization has multiple steps. The document attached summarizes the goals and reason for doing the various reviews and analyses.

“The “Program Prioritization Process” document outlines the need to better understand our current program and services so we may improve decision-making in an increasingly challenging fiscal climate. UAA will be working with expert consultant Dr. Larry Goldstein over the next 18 months to create two taskforces to review 1) academic programs and 2) administrative/student services. Dr. Goldstein will be first working with the academic program taskforce beginning February 16. The Cost of Education project continues. The next step is to meet with each college to allocate expenses into program support or administrative categories. The final report for the Space Use Survey will be issued in February.”

Attachment 1: Proposed FY14 Operating Budget

Attachment 2: Alignment with Program Prioritization Process

University of Alaska
Proposed FY14 Operating Budget
(in thousands of \$)

	State Approp.	Receipt Authority	Total
Base - FY13 Operating Budget	363,713.8	560,632.7	924,346.5
Adjusted Base Requirements			
Compensation Increases	7,692.1	7,692.1	15,384.2
Utility Cost Increases ⁽¹⁾	Note (1)	785.0	785.0
Facilities Maintenance & Repair	1,000.0	1,000.0	2,000.0
New Facility/Additions Estimated Operating Costs	2,977.0	346.2	3,323.2
Lease and Debt Service Costs	512.9	3,020.0	3,532.9
Security and Compliance Mandates	460.0	60.0	520.0
Non-Personal Services Fixed Cost Increases	580.0	320.0	900.0
Subtotal-Adjusted Base Requirements	13,222.0	13,223.3	26,445.3
	3.6%	2.4%	2.9%
High Demand Program Requests			
Student Achievement and Attainment	1,556.1	320.8	1,876.9
Productive Partnerships with Alaska's Schools	543.6	73.4	617.0
Productive Partnerships with Alaska's Public and Private Industries	3,273.5	1,015.8	4,289.3
Health/Biomedical	1,155.6	433.0	1,588.6
Workforce Development	1,031.1	245.0	1,276.1
Fisheries, Seafood and Maritime Initiative (FSMI)	396.8	125.0	521.8
Consolidated Alaska Mining Initiative (CAMI)	490.0	212.8	702.8
Fostering Knowledge of Alaska Issues, Culture and History	200.0	-	200.0
Research and Development to Sustain Alaska's	800.0	150.0	950.0
Economic Growth and Enhance Communities			
Subtotal- High Demand Programs	6,173.2	1,560.0	7,733.2
	1.7%	0.3%	0.8%
Budget Adjustments			
Technical Vocational Education Program Funding (TVEP)	(69.1)		(69.1)
Mental Health Trust Authority (MHT/MHTAAR)	752.9	1,745.0	2,497.9
Capital Improvement Project Receipts (CIP)		1,000.0	1,000.0
UA Intra-Agency Receipts (UA-IAR)		1,500.0	1,500.0
Program Transfers (details on next page)	-	-	-
Subtotal-Budget Adjustments	683.8	4,245.0	4,928.8
FY14 Increment	20,079.0	19,028.3	39,107.3
FY14 Operating Budget	383,792.8	579,661.0	963,453.8
% Chg. FY13-FY14 Operating Budget	5.5%	3.4%	4.2%

(1) Assumes state funding for utility increases will continue to be covered through the fuel trigger mechanism

University of Alaska
FY14 Operating Budget Adjusted Base Detail
(in thousands of \$)

Compensation by Employee Group	State Approp.	Receipt Authority	Total
UA Federation of Teachers (UAFT)	970.4	970.4	1,940.8
Local 6070 (under negotiation)	-	-	-
United Academics Faculty (UNAC)	1,295.4	1,295.4	2,590.8
UA Adjuncts (UNAD)	157.6	157.6	315.2
FireFighters Association	41.5	41.5	83.0
UA Staff	5,052.2	5,052.2	10,104.4
Teacher and Research Assistants Health Insurance	175.0	175.0	350.0
FY14 Compensation Increases	7,692.1	7,692.1	15,384.2
Additional Operating Cost Increases			
Utility Cost Increases	Note (1)	785.0	785.0
Facilities Maintenance & Repair Increment	1,000.0	1,000.0	2,000.0
New Facilities/Additions Operating Costs	2,977.0	346.2	3,323.2
UAA KPC Career Tech Operating Costs ⁽²⁾	296.8		296.8
UAA KPC Student Housing Operating Costs ⁽²⁾		346.2	346.2
UAA-MSC Paramedic and Nursing Addition Operating Costs ⁽²⁾	86.4		86.4
UAA-PWSCC Wellness Center Addition Operating Costs ⁽²⁾	54.5		54.5
UAF Life Sciences Operating Costs ⁽²⁾	2,463.0		2,463.0
UAF-BBC Applied Science Center Operating Costs	76.3		76.3
Lease and Debt Service Costs	512.9	3,020.0	3,532.9
UAA Leased Facilities-Chugiak-Eagle River Campus	22.5		22.5
UAA/UAF Aviation Programs Leased Facilities	140.4		140.4
UAF Process Technology Program Lease and Operating Costs	275.0		275.0
UAF P3 Dining Project		1,500.0	1,500.0
UAF Life Sciences Debt Service		1,520.0	1,520.0
UAF-CTC Parking Garage Operating Costs	75.0	-	75.0
Security and Compliance Mandates	460.0	60.0	520.0
UAA Campus Safety and Security (Anchorage, Kenai, & Mat-Su Campuses)	330.0		330.0
UAF Western Collegiate Hockey Association Conference Requirements	130.0	60.0	190.0
Non-Personal Services Fixed Cost Increases	580.0	320.0	900.0
UAF Rasmuson Library Electronic Subscriptions	200.0		200.0
UAF Custodial Service	380.0	320.0	700.0
Subtotal - Addtl Op. Cost Increases	5,529.9	5,531.2	11,061.1
Total Adjusted Base Requirements	13,222.0	13,223.3	26,445.3
Program Transfers	-	-	-
Behavioral Health Programs from Statewide Services	(405.0)		(405.0)
Behavioral Health Programs to Anchorage Campus	355.0		355.0
Behavioral Health Programs to Fairbanks Campus	50.0		50.0
Operating & Lease Costs from Fairbanks Campus	(355.4)		(355.4)
Operating & Lease Costs to UAF Community and Technical College	355.4		355.4
Total Program Transfers	-	-	-

(1) Assumes state funding for utility increases will continue to be covered through the fuel trigger mechanism

(2) FY11 General Obligation Bond Project

Mission Alignment, Budget Alignment, and Program Prioritization Process

The State Legislature is concerned about Alaska's economic future and is therefore reluctant to increase UAA's funding and is, more and more, asking for detailed accountability of the current use of State funding. UAA's enrollment is currently declining, the tuition increase for FY14 is only 2%, and federal grant funding is becoming more difficult to obtain and uncertain, given the Fiscal Cliff. Our current FY14 projection is that we will need an extra \$4M to maintain current programs and services. Given this budgetary context, our current array of programs and services is not sustainable, over the long term, and as we work through the themes and issues presented in the UAA strategic guidance and the UA Strategic Direction Initiative, we must adjust our programs and services to better meet future needs. Our Strategic Plan 2017 and semi-annual Strategic Guidance encourages us to allocate resources to our programs and initiatives that best align us with our mission. In addition, the Strategic Direction Initiative asks us to look at our current programs and services and see how well they respond to five themes: Student Achievement and Attainment; Productive partnerships with Alaska's Schools; Productive Partnerships with Alaska's Public and Private Industries, Research and Development to Build and Sustain Alaska's economic growth, and Accountability to the People of Alaska.

One way UAA is responding to this complex situation is by using a systematic and thoughtful analysis of how our current programs and services align with our mission goals and strategic plan coupled with a strategic cost and demand analysis of our programs and services. Together these aspects of a prioritization and strategic budgeting process will enable us to improve academic and administrative program decision-making in a challenging fiscal climate and answer accountability to Alaska. There are two primary parts to this process. They are integrally related and must be carefully synthesized in the final decision making regarding how we spend our resources and explain that investment to those who hold us accountable: our students, our faculty, our staff and administrators, the legislature and the people of Alaska.

One critical part of this process is to assess the alignment of our academic programs and administrative services with carefully developed criteria that reflect the mission and strategic needs of the University. To do this, we will use the Prioritizing Academic Programs and Services Model developed by Dr. Bob Dickeson. Dr. Dickeson is a distinguished president emeritus and renowned higher education consultant (he was, for example, a policy advisor to the Spelling Commission on the Future of Higher Education). This model encourages a well thought out change management approach that recognizes the important role faculty, administration, and staff will have with this type of analysis. Each of these key stakeholder groups bring experience and insights to the process of analyzing the alignment of programs to our mission. This analysis is necessary for us to truly understand what our current and future priorities are, economic engines are; where our mission, markets, and resource generation capabilities intersect; and what reallocations of resources we may need to make to continue to be a dynamic, relevant, and growing institution.

Having a clear understanding of how we are engaging our priorities in the present and how we can shift priorities in the future to seize opportunities and adapt is important but only one part of the process. The other critical part of this process is to closely examine the costs of our academic programs and

subjects, compare these costs to national norms and peers, and then look at the overhead costs that support these programs—which includes our administrative services. It is likely within our fiscal climate that we may not be able to invest in all of our prioritized programs. Decisions about how to invest in our priorities will necessarily be tied to their cost and efficiencies that can be realized. Costing of programs and services is a very complex endeavor. We are using the Cost of Education Model developed by Dr. Michael Leardi to peel back the layers of costs. This Model will help us determine the revenues and expenses of each of the academic subjects and programs, both direct and indirect and then allow us to compare that data to our peers and national norms. Additionally, we will add to this analysis our Space Utilization Study conducted by Sightlines, Inc., which assesses the efficiency of our classroom space use. This data will help explain the revenue and cost data gathered by the Cost of Education Model. The results of this analysis will be added to our current academic program review process to present a more complete picture of every program. On the administrative side, we will have a better picture of these admin costs relative to our academic programs and thus can better assess the value of these support services. Dr Leardi is currently developing the model using UAA data and we will begin analyzing the data at the end of November, using a steering group of key UAA leaders.

Given the current searches for new deans and a provost, we will start this process in the spring by setting up academic and administration steering groups. These groups will be based upon input from faculty governance leadership and senior administration and include input from new administrative leadership. The first priority of these steering groups will be to develop the appropriate criteria for reviewing academic programs and administrative services. The next task, accomplished in Fall, 2013, will be to gather data from the appropriate departments in response to the criteria. Then, by the Spring of 2014, the steering groups will do their assessment of the programs and services at UAA. This assessment will incorporate mission alignment data and cost data for all programs and services at UAA. The results of this assessment will be used by the academic and administrative leadership of the university to reduce administrative and operating costs and to ensure that our academic programs are clearly responsive to our strategic needs.

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UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508

Drs. Gabe Garcia & Mary Weiss, Co-Chairs

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY JANUARY 18, 2013

P	Michihiro Ama, Languages	P	Susan Garton, Education	P	Rena Spieker, Nursing
P	Gabrielle Barnett, Liberal Studies	P	Weiyong Hsiao, Education	P	Mary Weiss, Nursing, 2 nd Co-Chair (Bethel)
A	Yong Cao, Business	A	Sun-il Kim, Computer System Engineering	P	Yelena Yagodina, Mathematics
E	Ping-Tung Chang, Math (Matsu)	E	Paul Landen, Psychology (Kenai)		
P	Herminia Din, Art Education	E	Sean Licka, Art History		
E	Kevin Dow, Accounting (Inactive for Fall 2012)	A	Sudarsan Rangarajan, Languages		
P	Gabe Garcia, Health Sciences, 1 st Co-Chair	P	Marc Robinson, Education (Matsu)		
Consultants and Representatives: None present					

P=Present E=Excused A=Absent

- I. Discussion began at 3PM without a quorum. Gabriel Garcia, Co-Chair announced that due to a medical emergency his participation may need to be modified until the medical situation resolves.
- II. Members of the Indigenous and Alaska Native subcommittee were not able to attend but sent a report which the chair of the diversity committee read to the committee. It was agreed that the chairs of both the diversity committee and of the Indigenous and American Indian subcommittees should meet with Robert Boekman.
- III. Discussion of diversity event to be held February 15th from 3-5PM. Location is to be determined. Committee agreed that the purpose of the event is to facilitate mentorship for junior faculty and as a forum for campus wide diversity issues. The committee discussed a panel discussion, location, use of badges, partnering with CAFÉ, selection of speaker, faculty, participation of groups concerned with diversity and mentoring faculty, funding for the event.
- IV. Two members arrived and a quorum was established. Motion to approve the minutes of November 16, 2012 meeting made by Gabrielle Barnett. Seconded by Rena Spieker. Motion passed by voice vote.
- V. Announcements: House of Tomorrow will be shown at Out North Theatre on February 5.

Admission is \$7 for non-students, \$5 for students

“Civil Rights on Campus is an event that is scheduled for on campus. Information about the event will be distributed soon.

Meeting adjourned by Gabriel Garcia, Chair at 3:52 PM

Minutes respectfully submitted by Gabriel Garcia and Mary Weiss, January 21, 2013.



**Institutional and Unit Leadership
Review Committee (IULRC)
Monthly Report**

January 28, 2013

The Committee's activities since its last report have focused on reviewing survey instruments developed at other universities and drafting a corresponding presentation to be given to the Senate's Executive Board. The Committee will review / approve the presentation's outline at its next meeting.

Committee members include: Barbara Brown, Larry Foster (chair), Deborah Fox, Forrest Nabors, Katherine Rawlins, and Liliya Vugmeyster; Christine Theno has resigned from the Committee and Senate to take family medical leave and the Committee thanks her for her long service and leadership. The Committee meets next on February 1 in SSB 223 at 1:00 PM.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE (FS)

December 7, 2012 Meeting

Consortium Library Room 302A, 11:30 am – 1:00 pm

- MEMBERS IN ATTENDANCE. Mandy Booth, Page Brannon, Sam Cook, Leanne Davis, Elizabeth Dennison, Christie Ericson, Alberta Harder (UAA Co-chair), Beth Kersey, Sharon LaRue, Richard Lazur, Sean Licka, Ann McCoy (APU Co-chair), Francisco Miranda, Peter Olsson, Steve Rollins, Rieken Venema

MEMBERS EXCUSED. Steve Godfrey, Garry Kaulitz, Nancy Nix

- APPROVAL OF AGENDA AND NOVEMBER LAC REPORT.
- MEMBERSHIP. The LAC members welcomed Beth Kersey from the APU Psychology and Human Services Department. Beth is joining the Library Services Subcommittee.
- SUBCOMMITTEE UPDATES. The Library Services Subcommittee continues to work on a newsletter for APU and UAA faculty with the help of some Library staff. Information about the Consortium Library Prize was provided to the LAC members. The deadline for entry will be in March. The Library as Place Subcommittee reported that the new way finding maps will be installed by Broadway Signs. Three ARC Gallery exhibits have been finalized for 2013-2014. The Library Resources Subcommittee met with Jodee Kuden, the head of Collection Development, at the December LR Subcommittee meeting.
- FROM THE DEAN'S LIBRARY REPORT. Dean Rollins reported that the number of Library instruction sessions increased by 41% from FY2007 to FY2012 and that the number of students participating in instruction sessions increased by 62%. Starting in January, the Library will expand its intersession hours to include weekends and remain open until 8 pm during intersession. Also, the intersession and summer schedules will be the same. He provided an update of the usage for the extended study hours at the Library. Planning is underway to install an emergency phone on the south plaza of the Library. The Magadan exhibit remains in the main reading room and on the third floor through January 15, 2013. The Dean also led a brief discussion about electronic textbooks.

**NEXT MEETING: January 11, 2013 Consortium Library Room 302A, 11:30 am – 1:00 pm.
Subcommittees meet at 11:30.**

Submitted by LAC UAA co-chair Alberta Harder

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

SUMMARY REPORT FOR DECEMBER 2012 and JANUARY 2013 TO UAA FACULTY SENATE

Membership

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

2012-2013 SASS Committee Goals and Current Status

During the December 14, 2012 and January 18, 2013 SASS meeting, goals for 2012-2013 were reviewed and modified as follows:

1. Review prior years' goals since 2002. Assess accomplishment, continued priority, or discontinued priority. Status: Initiated/ Ongoing.
2. Formalize organizational relationship with the Office of Institutional Effectiveness, Engagement and Academic Support. Outcome: memorandum of agreement. Status: Incomplete.
3. Explore *incentive tuition cap* 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 returned to SASS for revision. Complete.
4. Explore intervention strategies for at-risk students: Outcome: summary report to Senate. Status: Incomplete/Ongoing
5. Review and discuss latest requirements for AA degrees. Outcome: Provide input to AA Committee. Status: Incomplete.
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.
7. Review and discuss Board of Regents policy as directed by the Senate Executive Board. Outcome: summary report to Senate. Status: Incomplete.
8. Research the use of preparatory courses as co-requisites. Outcome: summary report to Senate. Status: Incomplete.
9. Continue to review and discuss the English Accuplacer Test. Outcome: summary report to Senate. Status: Complete/Ongoing.
10. Review and discuss "Stay on Track Initiative" and related tuition waivers. Outcome: summary report to Senate. Status: Complete.

11. Explore committee participation to include students, parents of students, and alumni. Outcome: summary report to Senate. Status: Incomplete.

Co-Chair Summary: The SASS Committee met for the fourth and fifth times of the 2012-2013 academic year on December 14, 2012 and January 18, 2013 Minutes and related documents are attached. The key issue during the past two meetings has been discussion of an *incentive tuition cap*. A recommendation to the Senate is attached.

Student Academic Support and Success (SASS)

Friday, December 14, 2012

ADM 102, 2:30-3:45 PM

Meeting Minutes

Present: Tracey Burke, Michael Buckland, Connie Fuess, Tom Harman, Ann Jache (Co-Chair), Patricia Jenkins, Sara Juday, Kamal Narang, Galina Peck, Karl Pfeiffer (Co-Chair), and Tom Skore. Excused: Linda Morgan.

- I. Old Business
 - a. Reviewed/approved minutes from 10/19/12 SASS meeting.
- II. New Business
 - a. Report from Faculty Senate – Ann summarized Senate’s December meeting
 - b. David Weaver and Laura Zamborsky – presented the process for MAP works faculty referrals and answered questions about it.
 - c. UAA’s Director of Residence Life, Dr. Lacy Karpillo will tentatively meet with SASS during the 1/18/13 meeting to discuss reorganization issues that will impact the first year student experience at UAA.
- III. Open Agenda
 - a. Tom Harman reported on upcoming organizational changes that will affect the LRC. Tom is also interested in serving on the search committee for the Associate Vice Chancellor for Student Access, Advising, and Transition.
 - b. Connie Fuess noted that the residency requirement is not consistent across UA sites, or with the State of Alaska. As a consequence, non-resident students have an economic incentive to attend schools with shorter residency requirements.
- IV. Adjourn: 3:45 PM

Student Academic Support and Success (SASS)

Friday, January 18, 2013

ADM 101A, 2:30-3:45 PM

Meeting Minutes

Present: Tracey Burke, Michael Buckland, Connie Fuess, Shannon Gramse, Ann Jache (Co-Chair), Trish Jenkins, Sara Juday, Linda Morgan, Kamal Narang, Galina Peck, Karl Pfeiffer (Co-Chair), and Tom Skore, Sharyl Toscano, and Lacy Karpillo.

- I. Presentation by Dr. Lacy Karpillo, Director of Residence Life. Dr. Karpillo presented her recent research on first-year student experiences. Key themes emerging from students were: confusion, feeling “lost,” and the importance of academic advising. She also explained organizational changes that will impact future first-year student experiences at UAA, solicited input from the committee, and answered questions.
- II. Old Business
 - a. Reviewed/approved corrected minutes from 12/14/12 SASS meeting.
- III. New Business
 - a. Reviewed progress on incentive tuition cap proposal to the Faculty Senate. (See attached documents.) Financial and student outcome data prior to 1995 is not readily available. A revised proposal is being developed for submission the Senate at the February 1, 2013 meeting. (Attached.)
- IV. Open Agenda
- V. Adjourn: 4:00 PM

Student Academic Support and Success (SASS)
Recommendation to the UAA Faculty Senate: Initiation of an Incentive
Tuition Cap
January 18, 2013

Present: Tracey Burke, Michael Buckland, Connie Fuess, Shannon Gramse, Ann Jache (Co-Chair), Trish Jenkins, Sara Juday, Linda Morgan, Kamal Narang, Galina Peck, Karl Pfeiffer (Co-Chair), and Tom Skore, and Sharyl Toscano.

The members of the SASS Committee noted above, subsequent to the discussion of President Gamble's October 18, 2012 memo regarding the "Stay on Track Initiative," and based upon prior similar discussions, concluded that a 15 credit hour *incentive tuition cap* should be created for students with cumulative 'B' averages (3.0) or above. The cap would allow successful students to take 1-3 additional credit hours without additional tuition. The committee believes this will create economic incentives for improving student outcomes, in addition to being a mechanism for recognizing improved student performance. Additionally, SASS expects this action to be viewed very positively by the broader community and stakeholders of UAA as a generous, yet cost-effective method to promote the value of the university.

Research by the committee suggests that some of UAA's peer institutions employ tuition caps. Financial data from 1996-2000 does not suggest dramatic increases in tuition revenue, subsequent to the elimination of UAA's consolidated tuition cap in 1995. Data from prior to 1996 has not yet been reviewed.



UAA Home > Institutional Research > UAA's Peer Institutions

UAA's Peer Institutions

Comparator Peers

<u>Auburn University - Montgomery</u>	AL
<u>Boise State University</u>	ID
<u>Cleveland State University</u>	OH
<u>Columbus State University</u>	GA
<u>Indiana University - Purdue - Ft. Wayne</u>	IN
<u>Indiana State University</u>	IN
<u>Indiana University Northwest</u>	IN
<u>Indiana University - Southeast</u>	IN
<u>Lamar University - Beaumont</u>	TX
<u>Northern Kentucky University</u>	KY
<u>Southern Connecticut State University</u>	CT
<u>University of Alabama - Huntsville</u>	AL
<u>University of Arkansas - Little Rock</u>	AR
<u>University of West Florida</u>	FL
<u>University of Southern Maine</u>	ME
<u>University of Massachusetts - Boston</u>	MA
<u>University of Michigan Dearborn</u>	MI
<u>University of Missouri - St Louis</u>	MO
<u>University of Nebraska</u>	NE
<u>University of North Carolina - Greensboro</u>	NC
<u>Weber State University</u>	UT
<u>Wichita State University</u>	KS

Aspiration Peers

<u>Ball State University</u>	IN
<u>Bowling Green State University - Main</u>	OH
<u>Florida Atlantic University - Boca Raton</u>	FL
<u>Illinois State University</u>	IL
<u>Middle Tennessee State University</u>	TN
<u>Northern Illinois University</u>	IL
<u>Portland State University</u>	OR
<u>San Francisco State University</u>	CA
<u>Southwest Missouri State University</u>	MO
<u>Southwest Texas State University</u>	TX
<u>University of Akron - Main</u>	OH
<u>University of Alabama</u>	AL
<u>University of Central Florida</u>	FL
<u>University of Nevada - Las Vegas</u>	NV
<u>University of New Orleans</u>	LA
<u>University North Texas</u>	TX
<u>University of Texas - EL Paso</u>	TX
<u>University of Texas - San Antonio</u>	TX
<u>Western Michigan University</u>	MI
<u>Wright State University - Main</u>	OH

Revised: 07/06/12

Weber State University's	<p>Weber State University's undergraduate tuition is set up to charge the same price for credit hours between 12 and 18 for classes that are held on campus. If students register for more than 18 credit hours, then we charge at a higher rate for tuition, but not student fees. Our tuition and fee schedule is available here: http://weber.edu/bursar/TuitionFee_Tables.html</p>
Columbus State University	<p>At Columbus State University in Columbus Ga we cap tuition at 15 semester hours. This is for 15 hours of regular brick and mortar classes. Online classes do not count for this 15 semester hour cap.</p> <p>For additional questions contact me at maxwell_beate@columbusstate.edu</p> <p>Beate Maxwell Bursar</p>
University of Nebraska Kearney	<p>The students at the University of Nebraska Kearney are charged tuition on a per credit hour basis. For example, if an undergraduate resident of Nebraska student is taking one hour credit they are charged \$174.50 in tuition, if they are taking 21 hours credit they are charged \$3,664.50 in tuition. This also applies to graduate level, non-resident, distance learning students. There is no cap on any tuition levels. In addition to tuition they also pay fees.</p>
Indiana University Northwest	<p>Tuition is by credit no matter how many credit hours.</p> <p>Elaine Registrar's Office Indiana University Northwest (219) 980-6679</p>
University of Missouri St Louis	<p>We do not have a cap. We bill per the hour...</p> <p>http://cashiers.missouri.edu/index.html</p>
University of Southern Maine	<p>The tuition costs at USM are based on credit hour, so there is no cap. (A few of the fees are capped). The link below has further information regarding the costs.</p> <p>http://www.usm.maine.edu/studentaccounts/tuition-and-fees</p>
<i>University of West Florida Pensacola, FL</i>	<p>We do not have a tuition cap or as we would call what you described, block</p>

	tuition. We currently charge a per credit hour fee. There has been discuss to use block tuition however, it has not been approved at this point
Northern Kentucky University	<p>Currently, NKU offers five major types of tuition rates: Resident, Non-Resident, Cincinnati Metropolitan, Ohio Reciprocity and Indiana Rate. For each of these tuition rates, NKU does cap tuition for students who are enrolled between 12-16 hours. For students who are enrolled below 12 hours or above 16 hours, the student is charged per credit hour.</p> <p>The following link will give you further information about our tuition rates and charges: http://bursar.nku.edu/tuition.html</p>

Table C - 3
REVENUE RECEIVED BY FUND / SOURCE (FY96 - FY00)
University of Alaska Anchorage
All Campuses
(Dollar amounts shown are in thousands)

Fund/Source	FY96	% of Total	FY97	% of Total	FY98	% of Total	FY99	% of Total	FY00	% of Total	Nominal % Change FY96 - FY00	Nominal % Change FY99 - FY00
Unrestricted:	\$		\$		\$		\$		\$			
General Funds	59,717.5	47.9%	60,012.5	48.2%	58,744.3	46.4%	59,925.6	44.6%	62,052.5	44.8%	3.9%	3.5%
Tuition/Fees	27,275.2	21.9%	26,810.5	21.5%	27,761.6	21.9%	27,560.3	20.5%	27,525.7	19.9%	0.9%	-0.1%
Intra-Agency Recpts.	3,669.6	2.9%	3,537.2	2.8%	3,578.4	2.8%	4,347.7	3.2%	4,730.9	3.4%	28.9%	8.8%
U/A Receipts	6,024.9	4.8%	6,567.2	5.3%	6,711.7	5.3%	6,777.3	5.0%	6,498.4	4.7%	7.9%	-4.1%
Indirect Cost Recov.	1,949.7	1.6%	1,902.4	1.5%	1,907.2	1.5%	2,136.5	1.6%	2,335.1	1.7%	19.8%	9.3%
CIP Receipts	454.5	0.4%	505.6	0.4%	869.3	0.7%	386.9	0.3%	533.8	0.4%	17.4%	38.0%
Total Unrestricted	99,091.4	79.6%	99,335.4	79.7%	99,572.5	78.6%	101,134.3	75.3%	103,676.4	74.9%	4.6%	2.5%
Restricted:												
Federal Receipts	10,613.6	8.5%	10,501.6	8.4%	11,507.7	9.1%	12,532.2	9.3%	13,167.5	9.5%	24.1%	5.1%
Intra-Agency Recpts.	-53.0	0.0%	34.6	0.0%	-6.7	0.0%	-4.1	0.0%	-21.8	0.0%	-58.9%	431.7%
Tuition/Fees					45.0	0.0%			7.1	0.0%		
Interest Income	8.1	0.0%	4.5	0.0%	11.4	0.0%	4.4	0.0%	5.2	0.0%	-35.8%	18.2%
U/A Receipts	6,588.4	5.3%	6,457.6	5.2%	7,396.5	5.8%	8,325.5	6.2%	8,353.6	6.0%	26.8%	0.3%
Total Restricted	17,157.1	13.8%	16,998.3	13.6%	18,953.9	15.0%	20,858.0	15.5%	21,511.6	15.5%	25.4%	3.1%
Auxiliary:												
Dorm, Food	8,223.4	6.6%	8,129.8	6.5%	8,072.3	6.4%	12,234.4	9.1%	13,078.1	9.4%	59.0%	6.9%
Interest Income	87.9	0.1%	84.0	0.1%	91.6	0.1%	112.4	0.1%	135.7	0.1%	54.4%	20.7%
Intra-Agency Recpts.			79.0	0.1%			8.7	0.0%				
Total Auxiliary	8,311.3	6.7%	8,292.8	6.7%	8,163.9	6.4%	12,355.5	9.2%	13,213.8	9.5%	59.0%	6.9%
TOTAL	124,559.8	100.0%	124,626.5	100.0%	126,690.3	100.0%	134,347.8	100.0%	138,401.8	100.0%	11.1%	3.0%

Source: University of Alaska "S" reports (NCHEMS).

Table C - 3

REVENUE RECEIVED BY FUND / SOURCE (FY96 - FY00)

University of Alaska Anchorage

All Campuses

(Dollar amounts shown are in thousands)

Notes: -(NCHEMS) National Center for Higher Education Management Statistics.

-Auxiliary enterprises include Anchorage Campus Bookstore, Housing, Dining Services, Health Center, Parking, Kenai Bookstore, Kodiak Bookstore, Mat-Su Bookstore, and PWSCC Bookstore and Housing.

-Real % change reflects a 9.5% cumulative inflationary adjustment from FY96 to FY98 based upon the

-Higher Education Price Index (HEPI).

-Designated funds not included.

Significant Changes:

FY97 and FY99	IAR Revenue in Auxiliary Services:	Coding Error
FY98 - FY99	CIP decrease:	Student Housing completed
FY99	Auxiliary revenue increase:	New Housing opened
FY96 - FY00	Negative actuals in Restricted IAR:	Year-end balancing entries for restricted funds (transaction reversed the following fiscal year)
FY97 to FY98	Restricted Fund Increase	New grants such as Telemedicine Project (\$800.0), MAPTS Energy Investment Project (\$325.0), Alaska Resource Library Information Services (\$300.6), Adult Learning Center Workfirst Project (\$249.5), and Psychology HIV Project (\$338.5)
FY98 to FY99	Restricted Fund Increase	New grants such as Family Services Training Academy (\$578.5), Alaska Resource Library Information Services (\$337.6), ISER Alaska Curriculum & Testing (\$364.3), Justice Alaska Native Tech Assistance Center (\$198.0), U. S. Department of Education Federal Financial Aid (\$186.4), Nursing Recruit/Retain Alaska Natives (\$138.6), Engineering Helical Piers (\$101.8), Mat-Su Title III (\$158.5)
FY99 to FY00	Restricted Fund Increase	New grants such as Aviation Capstone (\$103.5), Psychology Co-Morbidity Services Evaluation (\$466.4), Social Work Family Services Training Academy (\$78.8), Mat-Su Title III (\$254.1)

Ad Hoc Committee on Academic Integrity

December 3, 2012, 8:30 – 9:30 am

Present: Paola Banchemo, David Bowie (Co-chair), Sally Bremner (Co-chair), Dayna DeFeo, Steffen Peuker, Dede Allen, Jennifer Stone. Apologies: Michael Votava and Jacque Woody.

UAA AI Tutorial: Additional questions: Michael Votava has student assistants working to develop questions based on actual academic dishonesty cases investigated by the Dean of Students office.

Sanctioning Rubric: Academic sanctions are apparently not standardized across UAA, but are set by individual departments and schools, e.g. The School of Engineering states in the catalog that students found engaging in academic dishonesty a second time will be expelled from the program. Other questions/suggestions arising:

1. Sally suggested the word “educative” be replaced by its more commonly used synonym “instructive.”
2. IIB. DoS investigates. If students are found responsible and sanctions are imposed, shouldn’t the Instructor or Record always be notified? Members felt this would be important so instructors develop more trust in the system.
3. IIC. If a case is referred for investigation using the Complaint Form, and instructor imposes grade sanctions at that time; problems may arise if the DoS determines they are not responsible. UAA can apparently override a grade, but the timing could be sticky. Cases can take 2 – 4 weeks, or longer to investigate.
4. Transcript notation. Dayna will contact the Registrar to find out if this is possible. David has seen this practice elsewhere; XF is used for Failed course due to academic dishonesty; XW is used when Student withdraws with evidence of academic dishonesty. This sanction could ease the IIC issue discussed, as the withdrawal deadline is just one week before final exams. (N.B. Notation for first offense can be removed by the DoS).
5. In Sanctioning Guidelines table, clarify if Repeat Offense means any kind of violation, or the same kind as first.
6. Some faculty think sanctions are too weak, others too strong. How many cases go to litigation? The more punitive the sanctions, the more robust a system UAA needs in place to protect its AI violation procedures.

Flow chart for reporting & dealing with AI offenses: Will be modeled on Student Behavior Classification (Students in Crisis or Conflict handout). Suggested subsections: how to document, Student Code of Conduct examples, contacts. Jennifer will prepare an initial draft for January meeting. Two sides: 1. Flowchart 2. examples & wording.

Seeking an AI coordinator position: Faculty Senate did not support this idea last Spring, possibly because of their concern over recent hiring of more administrators. Asking Deans to contribute from their budgets was also unpopular, and senators were more supportive of this as a faculty position under the Provost, rather than under DoS office. We need to focus on making a good case; with strong faculty support, we should be successful.

Seeking Standing Committee status for this Committee: Rationale: Ongoing issue that must be controlled, reported cases are increasing (DoS) yet many go unreported, will send the message that UAA sees this as important, increasing enrollments (incl. developmental, ESL, International, athletes – groups widely understood to be at risk), warrants focused committee rather than being folded in another e.g. SAS.

Meeting with Eboard: David and Sally will meet with the Faculty Senate Eboard on December 11th, to share information. Our plans to seek Standing Committee status and support for the AI coordinator position will be among the topics for discussion.

Next meeting: January 14th, in LIB207B, at 8:30 am. [Cancelled - UAA closed due to icy road conditions]



November 19, 2012

To: Robert Boeckmann, President, Faculty Senate

From: Lora Volden, University Registrar

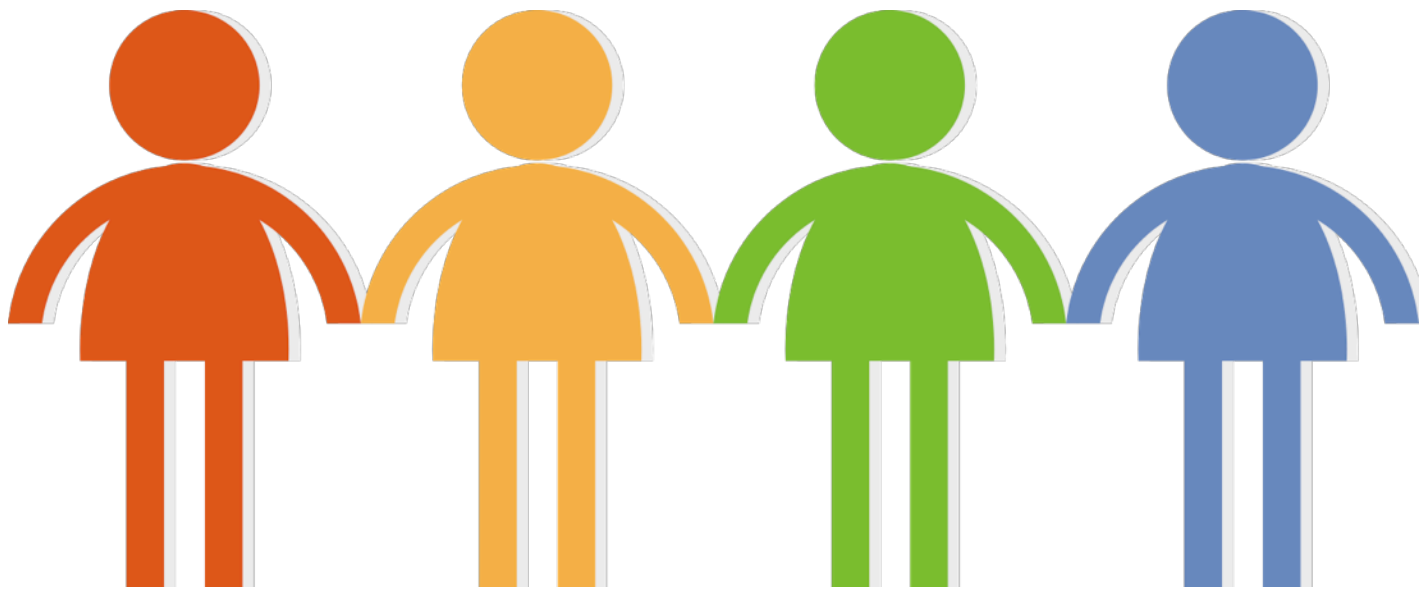
Re: International Course Evaluations

I want to sincerely thank you and the Faculty Senate Executive Board for meeting with me this fall to discuss the issue of International Course Evaluations. I also want to extend my appreciation for pulling together the faculty focus group to meet with me to provide the feedback which I had requested.

On November 13th I met with Cheryl Smith, Dr. Natasa Masnovic, Kevin Keating, and Kathryn Hollis-Buchanan. It was agreed that the current UAA process of allowing students to pick an international evaluation company was not in the best interest of UAA or its students. After reviewing the evaluation methods, the faculty committee recommended the following:

- The Registrar's Office should select one company which would review transcripts based on level, structure, scope, and intent of program of study.
- The company should consider factors such as requirements for admission to the program, contents and structure of the program, and credential function at the home system
- The company should provide a breakdown of upper and lower division credits and provide a letter grade as part of the evaluation,
- The company should authenticate the submitted documents and provide copies of all original materials to UAA.

Again, I want to thank the members of the Faculty Senate Executive Board and the appointed committee for assistance in selecting an evaluation company which matches the values of the faculty at UAA.



UAA Faculty Diversity & Inclusion Celebration

Friday, February 15, 2013 | 3pm-5pm
Consortium Library, 307

Interested in faculty diversity and mentorship opportunities at UAA?

Join us at the UAA Faculty Diversity & Inclusion Celebration. Meet, network, and find potential mentors with members of the Faculty Senate Diversity Committee, Diversity Action Council, NCBI members, and others. Learn about the different diversity groups at UAA and find ways to get involved in promoting and advancing diversity in our campus.

Junior faculty and faculty interested in diversity are particularly encouraged to attend.

Hosted by the Faculty Senate Diversity Committee, Diversity Action Council, and Office of Campus Diversity and Compliance.

Food will be provided.

For Info, contact: Gabriel Garcia | 786.6532 | gabrieljmgarcia@uaa.alaska.edu