UAA Faculty Senate Agenda
March 2, 2012
2:30 - 4:30 p.m. Library 307

I. Call to Order

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

2011-2012 Officers:

	Bhattacharyya, Nalinaksha – President		Davies, Hilary- Chair, UAB
	Boeckmann, Robert - 1st Vice President		Modlin, Susan - Chair, GAB
	Fitzgerald, Dave - 2nd Vice President		Vacant - Past President

2011-2012 Senators:

	Abaza, Osama		Hanson, Robin		Pfeiffer, Karl
	Alsua, Carlos		Harder, Alberta		Predeger, Betty
	Boege-Tobin, Deborah		Ippolito, Mari (Parliamentarian)		Rawlins, Katherine
	Burke, Tracey		Johnston, Gail		Russ, Debra
	Campbell, Elizabeth		Kappes, Bruno		Schreiter, Mark
	Carter, Trina		Kuden, Jodee		Selkregg, Sheila
	Cates, Keith		Kim, Sun-il		Siemers, Cheryl
	Davies, Hilary		Landen, Paul		Skore, Tom
	Dennison, Elizabeth		LaRue, Sharon		Smith, Tara
	Din, Herminia		Magen, Randy		Spieker, Rena
	Dirks, Angela		McCoy, Robert		Stone, Jennifer
	Foster, Larry		Miranda, Francisco		Theno, Christine
	Fox, Deborah		Mock, Kenrick		Thiru, Sam
	Garcia, Gabe		Nagy, Lou		Vandever, Jan
	Garton, Susan		Orley, Soren		Vugmeyster, Liliya
	Green, Amy		Pence, Sandra		

III. Agenda Approval (pg. 1-3)

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

V. Reports
   A. Chancellor Tom Case
      i. President Highlights (pg. 9-13)

   B. Provost and Executive Vice Chancellor Michael Driscoll

   C. Vice Chancellor Bill Spindle

   D. Vice Chancellor Megan Olson's Report (pg. 14-16)

      E. CIO/Associate Vice Provost Rich Whitney

      F. Union Representatives
         i. UAFT
       ii. United Academics (pg. 17)

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

VI.   Officer's Reports
      A. President's Report (pg. 18-19)

      B. First Vice President's Report

      C. Second Vice President's Report
         i. 2012 Elections (pg. 20-21)
       ii. Vacancies:
             a. UAB (2 FSAL, 1 COH)
             b. Academic Assessment Committee (1 FSAL)
       iii. Service Awards

VII.   Boards and Committees
      A. Graduate Academic Board
         i. Curriculum (pg. 22)

      B. Undergraduate Academic Board
         i. Curriculum (pg. 23)

      C. General Education Review Committee (pg. 24)

      D. University-wide Faculty Evaluation Committee

      E. Academic Assessment (pg. 25)

      F. Academic Computing, Distance Learning and Instructional Technology (pg. 26-28)
         i. eLearning Handbook (pg. 29-62)

eLearning & Technology Faculty Handbook
The handbook is a living document and is updated every year. To view the current round of changes, see the draft (separate attachment). The following is a summary of the proposed changes:

- Changed title of ACDLIT (Academic Computing, Distance Learning and Instructional Technology) to ACDLITe (Academic Computing, Distance Learning, Instructional Technology and eLearning)

- Used **eLearning** for titles (conforms with proposed wording for UAA Faculty Senate Constitution and Bylaws)

- Used **e-learning** for text (conforms with proposed wording for UAA Faculty Senate Constitution and Bylaws)

- Deleted links that no longer exist

- Removed reference to the definition of Distance Learning from the Northwest Commission on Colleges and Universities (NCWWU), as it no longer exists in the standards. Replaced by the wording in the Higher Education Opportunity Act

- Added sentence recommended by Legal Counsel to textbook information

Motion:
Change the name of the committee from (ACDLIT) Academic Computing, Distance Learning, and Instructional Technology, to (ACDLITe) Academic Computing, Distance Learning, Instructional Technology, and eLearning.

Motion:
Adopt the updates to the eLearning & Technology Faculty Handbook as proposed above.

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 63-64)

H. Nominations and Elections Committee

I. Diversity Committee (pg. 65-68)

J. Faculty Grants and Leaves Committee (pg. 69)

K. Institutional and Unit Leadership Review Committee (pg. 70)

L. Library Advisory Committee (pg. 71)

M. Professional Development Committee (pg. 72)

N. Student Academic Success Committee (pg. 73)

O. Ad Hoc Committee for Academic Integrity (pg. 74-75)

P. Ad Hoc Committee for Community Campus

Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness

VIII. Old Business

IX. New Business
A. First reading for Faculty Senate Constitution and By-Laws (pg. 76-100)
B. Listening Sessions
(http://www.alaska.edu/files/shapingalaskasfuture/SDU-1-26.pdf.)

X.   Informational Items & Adjournment

UAA Faculty Senate Summary
February 3, 2012
2:30 - 4:30 p.m. Library 307

I.   Call to Order

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

2011-2012 Officers:

X	Bhattacharyya, Nalinaksha – President	X	Davies, Hilary- Chair, UAB
X	Boeckmann, Robert - 1st Vice President	X	Modlin, Susan - Chair, GAB
X	Fitzgerald, Dave - 2nd Vice President		Vacant - Past President

2011-2012 Senators:

X	Abaza, Osama	X	Harville, Barbara	X	Orley, Soren
E	Alsua, Carlos	X	Hanson, Robin	X	Pence, Sandra
X	Boege-Tobin, Deborah	X	Harder, Alberta	X	Pfeiffer, Karl
X	Burke, Tracey	E	Ippolito, Mari (Parliamentarian)	E	Predeger, Betty
X	Campbell, Elizabeth	E	James, Elizabeth	X	Rawlins, Katherine
X	Carter, Trina	E	Johnston, Gail	X	Russ, Debra
X	Cates, Keith	E	Kappes, Bruno	X	Schreiter, Mark
X	Davies, Hilary	X	Kuden, Jodee	X	Selkregg, Sheila
X	Dennison, Elizabeth	X	Kim, Sun-il	X	Siemers, Cheryl
X	Din, Herminia	X	Landen, Paul	X	Skore, Tom
X	Dirks, Angela	X	LaRue, Sharon	X	Smith, Tara
X	Foster, Larry	X	Magen, Randy	X	Spieker, Rena
X	Fox, Deborah	X	McCoy, Robert	X	Stone, Jennifer
X	Garcia, Gabe	X	Miranda, Francisco	X	Theno, Christine
E	Garton, Susan	E	Mock, Kenrick	X	Thiru, Sam
X	Green, Amy	X	Nagy, Lou	X	Vandever, Jan
				X	Vugmeyster, Liliya

III.   Agenda Approval (pg. 1-4)
Approved

IV.   Meeting Summary Approval (pg. 5-8)
The Faculty Senate President expressed concern and reservations about the proposed
Research Master Plan and the lack of inclusion of faculty in the process
Approved

V.   Reports
      A. Chancellor Tom Case (pg. 9-10)
         i. President Highlights (pg. 11-19)

Student population is represented as a bell curve and the majority of students (middle portion) have the ability to graduate in 4 years
Deferred maintenance is still the main priority in the budget
Congratulations to Mike Driscoll on his new position as President of IUP
Four Dean searches are currently in progress
Wants to start the Provost search soon and wants the faculty to be involved in the process

B. Provost and Executive Vice Chancellor Michael Driscoll
    i.   DRAFT Promotion and Tenure guidelines (pg. 20-62)
He will be at UAA until the end of June and he will start working at IUP on July 1ˢᵗ Will start working for IUP July 1ˢᵗ and he will be at UAA until the end of June
The consultant who UAA is working with for the SOE and COH searches, was here last week
The search committee for the CAS Dean has a decent pool of candidates while the COE search committee is in the process of getting names
The Vice Provost of Accreditation and Curriculum position has been posted and will hopefully be filled before the Provost leaves
The UAA International and Intercultural Task Force is having open forums in which faculty are encouraged to attend: They are being held February 10ᵗʰ from 1-3 and March 2 from 9:00-10:30. For more information visit the website at www.uaa.alaska.edu/IIL.
The P&T guidelines attached to this agenda is just a draft; the Provost is hoping to receive more feedback came back from UAFT and there is a possible meeting with UNAC next week to further discuss language in the guidelines

C. Vice Chancellor Bill Spindle
    3 Groups will be working over this semester
    1ˢᵗ - Classroom utilization study
    2ⁿᵈ – Administrative Policy website
    3ʳᵈ – Protecting Minors
    Several points were raised on items that should be considered when revising minor policies
    Hockey is playing tonight and Saturday night, Men's basketball is playing tomorrow night, ski team is skiing tomorrow at Kincaid Park

D. Vice Chancellor Megan Olson's Report (pg. 63-67)
    Faculty Senate President encourages senators to attend the Brand development sessions
    Pick-Click-Give donations will be doubled my Exxon Mobile

E. FTC Instructional Designer Lee Henrikson
    Completed Blackboard timeline ahead of schedule
    Their communication plan included emails, faculty portal page, flyers, department meetings, instructional designers at community campuses, meetings with adjuncts
    Before Blackboard was launched they held 59 workshops in which there were 623participants
    Departments can schedule individual training sessions

F. CIO/Associate Vice Provost Rich Whitney

G. Union Representatives

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        i. UAFT

      ii. United Academics (pg. 68)

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

VI.   Officer's Reports

  A. President's Report (pg. 69-71)
Mari Ippolito is new Parliamentarian
Faculty Assembly was not attended by many faculty, but several questions and suggestions resulted from it
Faculty are encouraged to attend the internal listening sessions

  B. First Vice President's Report (pg. 72-73)
E-Lab taskforce has formulated a draft document
A change to FERPA is being made
A proposal was put forward about emergency technology systems

  C. Second Vice President's Report
      i. Welcome Senators Robert McCoy (FSAL) and Rena Spieker (COH)
     ii. Vacancies:
         a. UAB (2 FSAL, 1 COH)
         b. Academic Assessment Committee (1 FSAL)
         BPFA also has vacancies
    iii. Service Awards (pg. 74)
        Volunteers are needed for the Service Awards committee

  D. Past President's Report
John Petraitis has accepted the position of Associate Dean of CAS and will no longer be on Faculty Senate

VII.   Boards and Committees

  A. Graduate Academic Board
      i. Curriculum (pg. 75)
        2nd Hilary Davies
        Approved

  B. Undergraduate Academic Board
      i. Curriculum (pg. 76-77)
        Approved

     ii. Motions (pg. 78-80)

       Motion: Curriculum Handbook changes that include:
- Publishing Student Learning Outcomes (SLO) in the catalog
- Replacing "Chairperson" in the CAR signature box with "Chair" and changing "Curriculum Committee" to "College/School Curriculum Committee"
- Clarifying Box 13a. and 16d.

       Approved

  C. General Education Review Committee (pg. 81)

   D. University-wide Faculty Evaluation Committee

   E. Academic Assessment (pg. 82)
       Vacancy for FSAL - Meetings are held 2nd, 3rd, and 4th Friday from 1:00 to 2:00

   F. Academic Computing, Distance Learning and Instructional Technology (pg. 83-88)
       i. Motions (pg. 85-86)

1. Change the title of Distance Handbook to eLearning Handbook

2. Page 5, Item 3.
   It is recommended that UAA students 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)

Replace with language that will be incorporated in the Faculty Handbook and the Adjunct Faculty Handbook:
   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.

3. Page 16: Required and Optional Texts/Equipment.
   Students need a complete list of what they should purchase for success in your course. 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.

Change to:
   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. 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.

4. **Page 20: Did you forget your password? Delete reference to**
       http://idm.uaa.alaska.edu/idm/user/login.jsp
   Replace with:
       http://me.uaa.alaska.edu   Option 2.

5. **Page 21: Top 2 lines.**
   If you are a student at UAA, the easiest and most convenient way to access your email is through Webmail. You can use Webmail from any computer connected to the Internet that has a Web browser. (Note: the AOL Web browser will not work with UAA email!!) You can logon to your UAA email at http://webmail.uaa.alaska.edu. If you are UAA staff or faculty and you are using Exchange services with your UAA email, you can access your Exchange mailbox at: http://webaccess.uaa.alaska.edu

Replace with the following wording:
   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/

2nd Hilary Davies
Approved

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

Informational Item: Page 30: Link to the Elluminate Live Policy
> The Elluminate Live Policy is being updated, and has not yet been approved by UTC.

    G. Budget, Planning, and Facilities Advisory Committee- BPFA
        Late report will be posted on the Governance website
        Meeting February 15th from 1:00-2:00
        Drafted policy for classroom configurations

    H. Nominations and Elections Committee

    I. Diversity Committee (pg. 89-82)
        February is Black History month

    J. Faculty Grants and Leaves Committee (pg. 93)

    K. Institutional and Unit Leadership Review Committee (pg. 94)
        A more complete vision will be presented at the next Faculty Senate meeting

    L. Library Advisory Committee (pg. 95-96)
        Northern entrance plan and other possible library changes were discussed

    M. Professional Development Committee (pg. 97-99)
        *Quorum was not reached at the last two meetings, but membership of the committee
        has been revised to resolve this issue in the future*

    N. Student Academic Success Committee (pg. 100-101)

    O. Ad Hoc Committee for Academic Integrity (pg. 102-103)

    P. Ad Hoc Committee for Community Campus

    Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness

VIII. Old Business

IX.   New Business

X.   Informational Items & Adjournment

STATEWIDE

Human Resources
The top five chief financial officer candidates have been identified and the selection committee is preparing to schedule interviews.

UAA

The Alaska Native American Business Enterprise Center (AK NABEC) officially opened on the UAA campus on February 21. AK NABEC, funded by the Minority Business Development Agency and partners with the National Center for American Indian Enterprise Development, is working with the UAA Center for Economic Development. We look forward to the increased opportunity for UAA faculty, students, programs, and research to better serve the economic development of our state.

UAA reported a total of 54 injuries on its consolidated injury report for 2011. Of these, 24 were recordable. The recordable injuries included: 8 back injuries, 6 slip and fall, 4 other strain, 3 struck by object, 2 vehicle and 1 laceration. We are continuing to improve overall safety at UAA through messaging and training. We are holding a safety leadership training and assessment for faculty and staff March 1- 2.

In Spring 2012 the number of students taking 15 or more credits increased sharply (+14%, 303 students). The Stay on Track initiative launched last fall may have been a contributing factor.

We announced a symbolic new initiative honoring our graduating active duty military and veteran students. Red, white and blue honor cords will be available to any graduating active duty, guard/reserve or veteran student interested in wearing one during commencement. These cords signify to the public the appreciation that UAA feels toward our military and veteran students for their service.

The Council on Domestic Violence and Sexual Assault awarded the UAA Justice Center $350K in grant funding to continue their work measuring violence against women in Alaska in the Alaska Victimization Survey.

Icicle Seafoods, Inc. contributed $300,000 to benefit various programs within the UA System focusing on the fishing industry, seafood market research, and career development. These gifts bring Icicle Seafoods' accumulative donations to over $1 million.

Men and Women Seawolf basketball teams are ranked second in the West Region.

Caitlin Cheely and William Giedosh received the Department of State 2012 Critical Languages Scholarship in Russian. Ben Woodland won UAA's first Critical Languages Scholarship in Turkish.

Mechanical engineering student Kaelin Ellis has been accepted to the prestigious Summer Research Opportunity Program (SROP) at the University of Michigan (UM). Upon completion and acceptance at UM, SROP guarantees a five year Ph.D. fellowship at UM.

Sunny Mall, assistant professor of secondary education in the College of Education, is the recipient of the Alaska Journal of Commerce's 2012 'Top Forty Under 40' awards.

Lt. Gov. Mead Treadwell met with faculty, staff, students and visitors at Matanuska-Susitna College.

More than 90 professionals representing 60 career fields participated in the Kenai Peninsula College Kenai River Campus 22nd annual career exploration event.

UAA Chancellor Tom Case has been elected to serve on the 2012 Commonwealth North Board of Directors' Executive Committee as president-elect.

UAF

The late UAF professor emeritus Davis "Dave" Sentman was elected to the 2012 class of fellows for the American Geophysical Union. Sentman was selected for his contributions to the field of atmospheric electricity. He passed away shortly after the council made its selection in December 2011.

Scientists launched a NASA sounding rocket from Poker Flat Research Range Feb. 18 into a brilliant aurora display. The rocket mission, designed to gather information on space weather conditions that affect satellite communications, was a success.

An agreement between UAF and Northern Marianas College will allow NMC students to complete bachelor's degrees in natural resources management in Fairbanks and for UAF students to study in Saipan. The agreement, signed by Chancellor Rogers and President Sharon Hart, calls for fostering cooperation in education, research and exchange opportunities.

Nearly 100 people attended the Alaska Inventors Day Seminar Feb. 11 at the Geophysical Institute. Mayors Jerry Cleworth of Fairbanks and Doug Isaacson of North Pole attended.

Glosten Associates Inc., the naval architectural firm that designed the ice-capable R/V Sikuliaq, pledged $60,000 over three years to support outreach efforts related to the vessel. Science operations aboard the ship are expected to begin early 2014.

The Delta Farm Forum Feb. 25 included an update on the barley biofuel project. The Army is studying the feasibility of using barley-fired boilers, which, if successful, would support barley production in the area.

The Department of Alaska Native Studies and Rural Development announced its first recipient of the Peace Corps Paul D. Coverdell Fellows Program. Jacqueline Rahm, who is working toward her doctorate in indigenous studies, received the award.

Denise Wartes, Rural Alaska Honors Institute and GeoFORCE Alaska, will serve on the selection committee for the 2012 Gates Millennium Scholarship for Native American/Alaska Native students.

Michele Stalder will serve as the interim dean of the UAF Community and Technical College. She succeeds Susan Whitener, who recently resigned.

To help create a healthier campus community — and to have a little fun at the same time — UAF will participate in a fitness challenge this spring. The 2012 Fittest Winner Competition will have teams compete to lose weight and increase their exercise over a 10-week period.

Mattie Cobb, a 4-H sponsored student from Ninilchik, will race in the 2012 Jr. Iditarod Sled Dog Race.

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

UAS

North America's fifth largest icefield is the laboratory for a study revealing that the remnants of fossil fuels in glaciers may be changing the source of food for marine life. UAS Associate Professor of Environmental Science Eran Hood is the second author of the study, to be published in the international journal *Nature Geoscience* in March 2012. The article is currently on-line. Hood led the fieldwork on the Mendenhall and Herbert Glaciers, where visiting scholar-scientists from throughout the Lower 48 sampled snow, ice melt, and glacier runoff.

A diverse panel convened at the Egan Lecture Hall Feb. 18 to spread their message to college students and community members: "It is a moral imperative to take action on human-accelerated climate change. " A group called Alaska Interfaith Power & Light showcased perspectives on climate change from the faith, science and Native communities. The group has also hosted panels in Fairbanks and Anchorage.

UAS sent its first student team to the Juneau World Affairs Council's annual WorldQuest event Feb. 3 led by Academic Exchange and Study Abroad Coordinator Marsha Squires. The Auke Ness Monsters competed valiantly for the gold in this engaging world trivia event with the support of Chancellor John Pugh, Provost Rick Caulfield and various faculty members.

PRESIDENT'S COMMENTS

Discussed resource planning and the Strategic Direction Initiative (SDI) at the UA Community Campus Directors' conference.

Had an excellent meeting with Faculty Alliance Chair Dan Monteith and Chair-Elect Cathy Cahill. The following week I spoke at the Faculty Alliance meeting. Topics were e-labs task force report, SDI, Complete College America.

Moving forward with the metrics initiative was a primary topic of discussion at the Feb. 14 joint Statewide Academic Council/President's Cabinet meeting, held just prior to the BOR meeting.

Met briefly with Congressman Don Young in Fairbanks.

Participated in internal listening sessions at UAF in Fairbanks and at the Kuskokwim Campus in Bethel.

Last Saturday I met with U.S. Air Force Chief of Staff Gen. Norton Schwartz, both our U.S. senators, and Interior leaders relative to the status of Eielson AFB and its impact on the Fairbanks community.

In Juneau from Tuesday – Thursday. I chaired the Alaska Aerospace Corporation board meeting. As a member of the Alaska Military Force Advocacy and Strategy Team (AMFAST) we met with Governor Parnell. Attended the Denali Commission day-long work plan meeting. Met with Chancellor Pugh, Provost Caulfield, and the UAS deans. Had a productive discussion with the governor's Chief of Staff Mike Nizich regarding reinstating "Advising" dollars into our FY13 budget. Had two conversations with Sen. Murkowski regarding Eielson AFB and Alaska's military posture. Spoke at length with Alaska's Federal Aviation Administration (FAA) director regarding UA drone operations and FAA support of airspace initiatives for use of drones in Alaska. Met with Lt. Governor Treadwell on UA research needs and the importance of student advising.

UA Grant Proposals Awarded
February 10, 2012 - February 23, 2012

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt ($1,000)
UAA	New Competitive	Basic Research	COH Center for Human Dev Admin	Ward, Karen M	Customized Self-Employment Model for Individuals with Brain Injury	1-Jan-12	31-Dec-13	Kessler Foundation	10-Feb-12	999.8
UAA Total										**999.8**
UAF	New Non-competitive	Basic Research	GI Atmospheric Science	Sassen, Kenneth	CloudSat Cloud Climatologies	15-Jan-12	15-Dec-12	JPL	16-Feb-12	25.0
		Public Service	Museum	Rasic, Jeffrey T.	Archaeological Collections Care for State of Alaska	10-Jan-12	30-Sep-12	AK Department of Natural Resources	13-Feb-12	5.0
UAF Total										**30.0**
Grand Total										**1,029.8**

UNIVERSITY ADVANCEMENT FACULTY SENATE REPORT – MARCH 2012

Alumni Relations
- The Chancellor's Task Force on Alumni Relations met on February 24th and 25th and launched efforts to make recommendations and a 3-5 year plan to support the vision to increase alumni participation and support of the University. The Chancellor has asked that the work of this committee be broad, vision oriented and specify those changes that will enable UAA's quest for ever-increasing excellence as an institution. The work of the task force will be complete by May, 2012. The task force is deliberating on key concepts and issues around developing institutional alumni relations, including:

  - What are the key elements of a mutually beneficial relationship between an alumni organization and a University?
  - What are best practices and how might they be instructive for us?
  - How are alumni programs best funded?
  - What do alumni expect from the University and from its alumni association?
  - What does the University expect from alumni?
  - What organization and funding structure will provide UAA with the means to raise alumni engagement to sustainable new levels of effectiveness?

  Task Force membership includes:
  Chair - Eric Wohlforth, LL.D. '09, M.A. Interdisciplinary Studies '11
        UAA Alumni of Achievement 2011
        Senior Partner & Attorney, Wohlforth, Johnson, Brecht, Cartledge & Brooking

        Ryan Bucholdt
        Student Body President of USUAA

        Bruce Bustamante, BBA '99
        Princess Tours, Vice President Community and Public Affairs

        Heather Cavanaugh, MBA, '08
        Alaska Communications, Director of Corporate Communications

        Cathleen Hahn, BBA '85,
        Cathleen S. Hahn, CMA, CPA

        Jim Hemsath, M.S. Engineering Management '01
        Alaska Industrial Development and Export Authority (AIDEA), Deputy Director for Development
        Vice President UAA Alumni Association

        Thomas Jantunen, BBA '04
        Perkins Coie LLP, Attorney

        Dr. Dewain Lee
        Dean of Students and Associate Vice Chancellor for Student Development

        Julia Martinez
        University Advancement, Senior Director of Alumni Relations and Annual Giving

Jeff Oliver, MFA '09
University Advancement, Senior Electronic Media Specialist

Dave Rand, MBA '00
ATS Alaska, CEO
Former Alumni Association Board of Director

Ivy Spohnholz
University Advancement, Senior Development Officer

Andre Thorn
Director of Multicultural Center, AHAINA programs

Frank von Hippel
Biological Sciences Department, Professor of Biology

Dr. Norm Wilder, M.B.A. '02
Alaska Regional Hospital, Retired, Chief Medical Officer
UAA Alumni Association Board of Director

Special Dates and Reminders:
- Mark your calendars for the third annual Green and Gold Gala on September 29, 2012 at the Marriott in Anchorage.

- Dates for Homecoming 2012 - - an 'all-University', 'all-community' celebration—are October 5 – 15.

- Nominations for the 2012 Alumni of Distinction can be forwarded to Julia Martinez, 786-1278. Julia.martinez@uaa.alaska.edu. The selection process will begin this spring.

Annual Giving
- The 2012 Employee Giving campaign " Show your Seawolf Pride" will officially launch the week of March 19th (post Spring Break) and run through the end of the fiscal year, June 30, 2012.

Development

- On February 6, at the National Association of Corrosion Engineers Western Region Conference, Chancellor Tom Case announced a major gift of $1 million from **BP** to establish the BP Asset Integrity and Corrosion Lab. This state-of-the-art lab will be the first of its kind in the state, and offering local research and quick turnaround on corrosion issues which impact many facets of the Alaskan economy, from oil and gas to fisheries and shipping. The facility will open its doors in the fall of 2012, with a goal of creating a stream of well-trained corrosion engineers who are knowledgeable about Alaska's energy and environmental issues.

- **ExxonMobil Production Company** has made two large donations to support ANSEP. The first donation for $100,000 will support the ANSEP Acceleration Academy. The second donation for $35,000 was to underwrite the 17th Annual ANSEP Celebration and Extravaganza Banquet.

- John Rubini and Leonard B. Hyde of **JL Properties** have both made pledge payments in support of the ANSEP Building Project. To date, Mr. Rubini and Mr. Hyde have donated over $133,000 each to this fund.

- **Chugach Alaska Corporation** donated $100,000 to support Excellence in Alaska Native Business and Public Policy

- The **Estate of Elizabeth Tower** made a stock donation valued at over $188,000 to support the Elizabeth Tower Endowment for Canadian Studies.

- **ExxonMobil** has just offered a matching gift to encourage donations to Alaska colleges and universities during the 2012 Pick.Click.Give. campaign. Every contribution to any of the campuses of the University of Alaska, Ilisagvik College and Alaska Pacific University will be matched dollar-to-dollar up to $100,000. Find out more at: http://www.pickclickgive.org/blog/index.cfm/2011/12/31/Great-news-for-Alaska-higher-education-from-ExxonMobil

- **Rasmuson Foundation** contributed $25,000 to ISER for Research on Educational and Vocational Models of the Seafood Industry

- **Anchorage Daily News** has made an In-Kind donation of ad space for the 2012 UAA Commencement, valued at over $12,000

- **Koniag, Inc.** contributed $5,000 to support Excellence in Alaska Native Art

- **Evergreen Business Capital** contributed $5,000 in support of the Evergreen Business Capital Scholarship in the College of Business and Public Policy. Since 2007, Evergreen Business Capital has donated $20,000 to this program.

University Relations

Last month the Nerland Agency conducted 11 discussion open discussion groups as part of the new branding effort at UAA. Members of the general public, students, alumni and faculty and staff participated. Two more discussion groups will take place in the Anchorage School District in the next two weeks, one with high school counselors and one with high school juniors and seniors. These discussion groups are working to answer questions such as: What is UAA known for? What should UAA be known for? What makes UAA different than other schools? How does going to UAA make me feel/what does it say about me? In addition, the McDowell group is currently conducting interviews with 20-30 key informants in the Alaska community as part of the branding process. These interviews are with business leaders, legislators, community leaders and community advisors. When both the interviews and discussion groups are completed, Nerland will look at the key themes that arose from this process and will begin to draft 5-6 key brand positioning statements that will be broadly tested with both the internal UAA community and the external community. We expect to begin testing these statements in April.

The spring 2012 edition of *Accolades* is in the editing stage, with publication expected in April. The theme for this coming issue is "Dollars and Cents." Stories included in this issue will address student scholarships, the cost of higher education and UAA's place in the market, the ins and outs of the university budget, among others.

# # #

The UNAC Representative Assembly (RA) met in Anchorage February 3rd and 4th. The APEA (Alaska Public Employees Association) provided leadership training for the board. Abel Bult-Ito, Nelta Edwards and Cyndee West met with Provost Driscoll to go over UNAC's concerns with the draft of the UAA Faculty Tenure and Promotion Guidelines on February 7th. The meeting was very productive. Judge Sen K. Tan gave final approval of the agreement reached by UNAC and the University on the ORP lawsuit in Anchorage Superior Court on February 14th. Questions about the lawsuit from class members may be directed to Matt Singer (msinger@jdolaw.com). Nominations are now open for UNAC Representative Assembly members. Those elected will have a three-year term of office beginning July 1, 2012 and ending June 30, 2015. Union leadership urges members to run for these important positions—if not now, some time in the future—because a union is only as strong as its membership. The call far nominations went out to faculty this week.

Faculty Senate
UNIVERSITY *of* ALASKA ANCHORAGE

Report from Faculty Senate President   February 26, 2012
Senate Meeting Held on March 2, 2012.

1. Conducted regular weekly meetings of the Senate E-Board.

2. Regularly met with the Provost and the Chancellor.

3. Attended System Governance Council Meeting.

4. Attended University Assembly and Governance Leaders' meeting with Chancellor.

5. Attended Full Council of Deans and Directors meeting.

6. Attended Faculty Alliance Meeting.

7. Attended PBAC meeting.

8. Sent the following e-mail to al faculty:

   > Dear Colleagues,
   > We are going to discuss Listening Session in the next Faculty Senate Meeting on March 2, 2012. The Senate Meeting will be held from 2.30 PM to 4.30 PM.
   > Many of us are having concerns about the process and the possible outcomes of Listening Sessions. Our concerns can be summarized as below:
   >
   > (a) The attendees in these sessions are not very representative.
   >
   > (b) The themes are based on a report by Dr. Terry MacTaggart (see http://www.alaska.edu/files/shapingalaskasfuture/Shaping-Alaska's-Future_100311.pdf). Many of the themes can be classified as Good Motherhood Statements- i.e they are always desirable objectives and are just statements of good intentions. As for example consider the following themes from this report:
   >
   >   - recognize the immense diversity of educational, economic, social, and cultural needs of Alaskans, Native and non-Native alike.
   >   - work tirelessly to confront and overcome the immense challenge of delivering high-quality education to rural Alaska students.

- build or further develop effective working relationships with other educational, economic and cultural organizations in the circumpolar region and indeed around the world.
- place a high premium on providing world-class service and value to students.
- strengthen and diversify economic opportunity within the state through education, training, as well as applied and pure research that in the short or longer term can help businesses grow and create new, high-paying jobs.
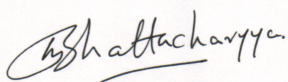
These goals are always laudable and anybody will agree to these all the time. Why do we need listening sessions to confirm/verify/validate these themes? What additional information does these listening sessions provide to us and how representative are these concerns?

(c) We know in at least one case where the response was specifically asked for by the facilitator. In one of the meetings the facilitator specifically asked about transfer credits. This kind of method muddies the water. We have no idea whether transfer of credits is a genuine issue or whether it is simply a reaction induced by the facilitator.

(d) The summarizing of the outcome apparently follows a completely subjective procedure. You can see it in
http://www.alaska.edu/files/shapingalaskasfuture/SDU-1-26.pdf.
There is something called "strength". Now of course one understands that we are dealing with unstructured situations and relatively soft topics. So certain amount of subjectivity is unavoidable. Social scientists grapple with these issues all the time. So maybe we need more discussion on process to be followed for summarizing.

(e) Yet another procedural issue is the plan to ask different questions to different groups. Clearly asking different questions to different groups makes comparison across groups difficult.

We need to discuss these issues and record our observations so that this and subsequent efforts in divining the desires of the constituents of the University results in a better triangulation. So please come to the Faculty Senate meeting.

Faculty Senate Meetings are open meetings.However naturally Senators will be accorded priority in speaking.

With best wishes.

Nalinaksha Bhattacharyya
Faculty Senate President.

2011-2012 Faculty Senate Membership

Officers	Position	Term	Email	Phone	Fax
Nalinaksha Bhattacharyya	President	11-12	afnb@uaa.alaska.edu	786-1949	786-4115
Robert Boeckmann	1st Vice President	11-12	afrjb@uaa.alaska.edu	786-1793	786-4898
Dave Fitzgerald	2nd Vice President	11-12	afdaf@uaa.alaska.edu	786-4482	786-4115
Hilary Davies	Chair, UAB	11-12	afhmd@uaa.alaska.edu	786-1745	786-6162
Susan Modlin	Chair, GAB	11-12	afsjm2@uaa.alaska.edu	786-4876	786-4559
Vacant	Past President	11-12			
Mari Ippolito	Parliamentarian	11-12	mfippolito@uaa.alaska.edu	786-1718	786-4898

Senators	Representing	Term	Email	Phone	Fax
Tara Smith	At-Large	10-12	aftms@uaa.alaska.edu	786-6873	786-6857
Randy Magen	At-Large	10-12	afrhm1@uaa.alaska.edu	786-6901	786-6912
Susan Garton	At-Large	11-13	afscg@uaa.alaska.edu	786-4335	786-4313
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Kenrick Mock	At-Large	10-12	afkjm@uaa.alaska.edu	786-1956	786-6162
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Trina Carter	At-Large	10-12	afcc@uaa.alaska.edu	786-1846	786-1834
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Eva Kopacz			afeyk1@uaa.alaska.edu	786-6909	786-6912
Herminia Din	CAS Fine Arts	10-12	hdin@uaa.alaska.edu	786-1785	786-1799
Tom Skore	CAS Fine Arts	11-13	aftts@uaa.alaska.edu	786-1740	786-1799
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Barbara Harville	CAS Humanities	10-12	bh@uaa.alaska.edu	786-4396	786-4888
Jennifer Stone	CAS Humanities	11-12	jcstone@uaa.alaska.edu	786-4373	786-4383
Vacant	CAS Humanities	11-13			
Sam Thiru	CAS Math./Natural Sc.	11-13	afkt@uaa.alaska.edu	786-1958	786-6162
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Liliya Vugmeyster	CAS Math./Natural Sc.	11-13	aflv@uaa.alaska.edu	786-4709	786-4607
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Bruno Kappes	CAS Social Sciences	10-12	afbmk@uaa.alaska.edu	786-1719	786-4898
Karl Pfeiffer	CAS Social Sciences	11-12	afktp@uaa.alaska.edu	786-1746	786-1737
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Susan Modlin	COH	11-13	afsjm2@uaa.alaska.edu	786-4876	786-4559
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Rena Spieker	COH	11-13	afis@uaa.alaska.edu	786-4588	786-4559
Betty Predeger	COH	11-13	afejp@uaa.alaska.edu	786-4575	786-4559
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Lou Nagy	CTC	11-13	afln@uaa.alaska.edu	786-7214	786-7202
Sharon LaRue	CTC	11-13	afsll@uaa.alaska.edu	786-7218	786-7202
Sun-il Kim	Engineering	10-12	afsk1@uaa.alaska.edu	786-1049	786-1079
Osama Abaza	Engineering	10-12	afoa@uaa.alaska.edu	786-6117	786-1079
Jodee Kawasaki	Library	11-13	jkawasaki@alaska.edu	786-1875	786-4639
Deborah Mole /	Library	11-13	afdlm2@uaa.alaska.edu	786-1967	786-1834
Robin Hanson			afrhh@uaa.alaska.edu	786-1827	786-6050
Deborah Fox	Mat-Su	11-13	dfox@matsu.alaska.edu	745-9780	745-9711
Jan Vandever	Mat-Su	10-12	pfjjv@uaa.alaska.edu	745-9749	746-9303
Paul Landen	Kenai	10-12	ifphl@uaa.alaska.edu	262-0394	262-0358
Cheryl Siemers	Kenai	11-13	ifcks@kpc.alaska.edu	262-0364	262-0358

Revised by CL on 2/28/12 (6:52 PM)

2011-2012 Faculty Senate Membership

Debbie Boege-Tobin	Kenai	11-13	ifddb@kpc.alaska.edu	235-1607	235-1626
Mark Schreiter	Kodiak	11-13	mschreiter@kodiak.alaska.edu	486-1227	486-1257

Revised by CL on 2/28/12 (6:52 PM)

Program/Course Action Request

A.   CBPP

Add   BA A680   Social Media Strategies (3 cr)(3+0)

B.   SOE

Add   AEST A666   Methods, Assessment and Communication of Basic and Applied Research (3 cr)(3+0)

Add   CE A652   Advanced Steel Design (Stacked with CE A452) (3 cr)(3+0)

Add   CE A679   Sediment Transport and Coastal Processes (Stacked with CE A479) (3 cr)(3 + 0)

Program/Course Action Request

A. CBPP

Add	BA A480	Social Media Marketing (3 cr)(3+0)

B. COH

Del	DLS A101	Introduction to Children's Behavioral Health (3 cr)(2+2)
Chg	DLS A200	Introduction to Children's Behavioral Health (3 cr)(2+2)
Add	DLS A204	Person Centered Planning (3 cr)(2+2)
Chg		Children's Behavioral Health, DLS
Add		Legal Studies/ LEGL
Add		Legal Nurse Consultant/LNC
Chg	MEDT A132	Introduction to Laboratory Medicine (3 cr)(2+2)
Chg	MEDT A133	Basic Techniques in Laboratory Medicine (1 cr)(0.5+1)
Chg	MEDT A204	Hematology and Coagulation (6 cr)(3+6)
Chg	MEDT A301	Clinical Molecular Biology (4 cr)(3+3)
Chg	MEDT A395	Medical Laboratory Technology Practicum (12 cr)(0+36)
Chg		AAS: Medical Laboratory Technology/MEDT
Chg		BS: Medical Laboratory Science/MEDT
Add	SWK A410	Trauma in Childhood (3 cr)(3+0)

C. SOE

Chg	ENGR A151	Introduction to Engineering (1 cr)(1+0)
Chg	CE A152	Introduction to Civil Engineering (1 cr)(1+0)
Add	CE A452	Advanced Steel Design (Stacked with CE A652) (3 cr)(3+0)
Add	CE A479	Sediment Transport and Coastal Processes (Stacked with CE A679) (3 cr)(3+0)

Committee Member	2/10	2/17	2/24
Utpal Dutta	X	X	X
Kevin Keating	E	E	X
Kathryn Hollis-Buchanan	X	X	X
Suzanne Forster	E	X	E
Len Smiley	X	X	X
Marcia Stratton	X	X	X
Walter Olivares	E	X	X
Kyle Hampton	X	X	E
Deborah Fox	X	X	X
Robert Capuozzo	X	X	X
Sandra Pence	X	X	E
Hilary Davies	X	E	X
Bart Quimby	X	X	E

Program/Course Action Request

Other Items
1. Reviewed assigned sections of Board of Regents' (BOR) Policy.
    a. 10.04.040. General Education Requirements
        Discuss goals and objectives vs outcomes approach
    b. 10.04.062. General Education Coursework Transfer
        Needs clarification:
        i. Does this mean a student enrolled at one university can GER 'shop' at other universities to find courses he/she would prefer to take over courses required by the university in which the student is enrolled? (e.g. MATH F103X vs MATH A107)
        ii. Transfer of COMPARABLE courses is not an issue.
2. Reviewed and provided suggestions on new General Education Equivalency table from Registrar's Office that is required by BOR policy to be in the catalog. The table shows how GER courses taken at other MAUs will meet UAA general education requirements.
3. Approved revision to General Education catalog copy required by BOR that includes quotes from BOR's policy.
4. The Office of Academic Affairs is sending two committee members to a general education conference Feb. 23-25 to gather information on how other institutions conduct general education assessment.

UAA Faculty Senate Academic Assessment Committee

	Keith Cates (Chair), COE		Rebecca Moorman, LIB		Bart Quimby, OAA
	Osama Abaza, Faculty Senate		Bill Myers, CAS		Melissa Huenefeld, OAA
	Brian Bennett, CTC		Soren Orley, CBPP		Helena Wisniewski – Ex Officio
	Kim Bloomstrom, MSC		Cheryl Siemers, KPC		
	Jennifer McFerran Brock, SOE		Tara Smith, Faculty Senate		
	Jesse Mickelson, KOD		Kathi Trawver, COH		
	Kenrick Mock, Faculty Senate		Vacant, Faculty Senate		

Meeting dates Feb. 10th, 17th & 24th from 12-2p in LIB 306.

Informational Items:

- Continued progress on development of the Academic Assessment webpage to better provide resources and guidelines. This includes development of reporting spreadsheets and instructional videos.
- Continued pilot of the program assessment review with volunteer program/departments.

Friday February 24, 2011, from 9:00 to 11:00AM, Location: Lucy Cuddy Center

Committee members attending:

Matt Cullin- P	Gail Johnston-P	Dave Fitzgerald-P
Angela Dirks- E	Amy Green-P	Hilary Davies-P
Ann Jache-P	Susan Mircovich-D	Ed McLain- A
Bruno Kappes- P	Todd Petersen- A	Ira Rosnel- P
Dimitry Ostrovsky - D	Alpana Desai- P	

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

Tech Fair

The Faculty Technology Fair on February 17th from 11:30 until 1:00 PM in the Lucy Cuddy Center was well attended. Presentations for SMART BOARDS, SMART PENS, tablet PC's, CAMTASIA, clickers, virtual labs, speech recognition software, and ePortfolios were given. Members from the Faculty Technology Center were there to answer questions and the e-Learning work group offered proactive solutions for faculty when technology fails. Sally Bremner won the Galaxy android and Daniel Anteau won the iPad.

Report from the University Technology Council (UTC) – meeting February 11th

Email issues:
Gmail, MSN, yahoo etc. are now accepting inbound from UAA; however, Hotmail is not taking inbound from UAA. National companies "grade" the reputation of email domains. The grades are changed every hour. We were upgraded from POOR to Neutral within 48 hours of the incident. Because of the turmoil, changes are being made to UAA's system.

- Inbound –
  - o Iron port filters for suspected SPAM so many valid business emails are being set aside.
  - o Monday through Friday faculty and staff are sent a list of their inbound "suspected SPAM" and are given the option to send them through or ignore them.
  - o This service is not preformed on the weekends
  - o UAA has not yet explored setting up individual "White Lists"
  - o Community campuses inbound email comes through UAA's Iron port system.
  - o IT wants to be notified if unwanted SPAM makes it through the filter
- Outbound –
  - o A "Threshold" has been set for the number of outbound emails from a single email account.
  - o If the number of outbound emails exceed the threshold – the personal email account password will be reset, meaning the individual cannot access any of the UAA accounts tied to the email domain name. (blackboard, etc.)
  - o Adjustments will be made to some accounts because they send out regular email to all students, or all faculty.
  - o Community campuses have their own mail domain so their outbound email does not go through UAA's iron port

RIAA:
The file sharing trouble in the dorm has decreased but file sharing on the "Campus Public Use wireless" has increased (even at lower bandwidth). Most students in the dorm did not notice the difference. Expect IT to take action on the Public Use wireless at the end of February.

ONE CARD:
The project broke the managed print services, but it is now fixed. There is still one issue remaining: the $10 fee is not listed separately on the account, instead it is added into the balance on the card. A post-project review is planned.

Report from the E-Learning Work Group

The eTech Fair was presented through Elluminate Live and had 51 attendees. The sessions were recorded for later viewing. The e-Learning work group is organizing a sub-group to focus on adjunct support. They are accessing the needs of adjuncts when first hired to provide information, links, handbooks, etc. In addition, CAFÉ is also doing a series of workshops. There was discussion about an adjunct website as a "go-to place" for all information pertaining to adjuncts.

Report from Tech Fellows Planning Committee

They met for the first time to discuss the logistics/theme/goals/purpose of the program. The current proposal is that this year would be focused on departmental teams for participants (concerns about individual needs were also addressed). The timing, presenters, support, accountability, and outcomes were also addressed.

Qualtrics Survey Tool - Bruno Kappes

Bruno demonstrated the many options and uses of the UAA hosted Qualtrics survey option. Some faculty are using it to supplement the IDEA survey in an attempt to gain feedback from students. The Qualtrics support center is very informed and personable- easy to use and set up (also free with unlimited questions unlike Survey Monkey). Quick turnaround allows you to improve or refine classes in a timely manner.

eLearning & Technology Faculty Handbook

The handbook is a living document and is updated every year. To view the current round of changes, see the draft (separate attachment). The following is a summary of the proposed changes:

- Changed title of ACDLIT (Academic Computing, Distance Learning and Instructional Technology) to ACDLITe (Academic Computing, Distance Learning, Instructional Technology and eLearning)

- Used **eLearning** for titles (conforms with proposed wording for UAA Faculty Senate Constitution and Bylaws)

- Used **e-learning** for text (conforms with proposed wording for UAA Faculty Senate Constitution and Bylaws)

- Deleted links that no longer exist

- Removed reference to the definition of Distance Learning from the Northwest Commission on Colleges and Universities (NCWWU), as it no longer exists in the standards. Replaced by the wording in the Higher Education Opportunity Act

- Added sentence recommended by Legal Counsel to textbook information

Motion:

Change the name of the committee from (ACDLIT) Academic Computing, Distance Learning, and Instructional Technology, to (ACDLITe) Academic Computing, Distance Learning, Instructional Technology, and eLearning.

Motion:

Adopt the updates to the eLearning & Technology Faculty Handbook as proposed above.

ACDLIT's next meeting will be March 23, 2012, Location: Lucy's in the Cuddy Center from 9:00 until 11:00 AM

University of Alaska Anchorage

eE Llearning
& Technology
Faculty Handbook

Table of Contents

<u>Introduction</u>

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, ~~and~~ Instructional Technology, and eLearning Committee
University of Alaska, Anchorage, Spring 2012~~1~~

<u>ACDLITe</u> Committee

Dear Colleagues –

The Academic Computing, Distance Learning, ~~and~~ Instructional Technology, and eLearning Committee (ACDLITe~~C~~) undertook the project of preparing this Handbook during academic year 2008-2009. In spring 2010, ~~and~~ 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 ~~e~~E ~~L~~learning 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, ACDLIT~~e~~C supports the following definition of distance delivery education in the Higher Education Opportunity Act~~proposed by the Northwest Commission on Colleges and Universities, Standard Two, Educational Program and Its Effectiveness, Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs:~~

~~"Distance education is defined for the purpose of accreditation review as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence studies, or audio, video, or electronically mediated technologies."~~

Distance education.
(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).

Comment [H1]: definition has been removed from NWCCU Handbook

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

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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 styles)

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)

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.

Page 5

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

8. are provided access to training materials related to the course technologies when and where appropriate.

C. <u>Guidelines for Faculty Support Services</u>

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.

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. has 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

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9. attempt to address different learning styles 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

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. <u>Guidelines for Student Participation</u>

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 styles)

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

9. take the time to complete and submit the university-sponsored course evaluation form made available to them at the end of the semester

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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%2Dtesting/

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.

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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. IT Help Desk

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).

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

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6. Learning Resources Center (LRC)

The 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: http://www.uaa.alaska.edu/ctc/programs/lrc/
KPC learning center: http://www.kpc.alaska.edu/KRC/learningcenter/

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7. 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/ or:
http://consortiumlibrary/org/distance/
KPC library link: http://www.kpc.alaska.edu/resources/libraries/

8. Faculty Technology Center (FTC) (formerly eMedia)

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/

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9. 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.

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10. 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
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

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

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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.

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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.

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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.

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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.

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11. Email Information

The following information outlines setting up and managing student 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, use the USERNAME LOOKUP form on the left of the technology webpage:
http://www.uaa.alaska.edu/informationtechnologyservices/identity.cfm

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 Call Center 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

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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/

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

When does your account expire?

Student accounts expire one semester after the last day of attendance. Staff, faculty, and other employee accounts expire one month after last day of employment or upon the supervisor's 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 10MB
Staff and Faculty have 2GB

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?

If you are setting up an e-mail program, you will need to enter **mail.uaa.alaska.edu** for the incoming mail server name, and **smtp.uaa.alaska.edu** for the outgoing mail server name
For Exchange information and setup information please see the Exchange articles at:
http://www.uaa.alaska.edu/informationtechnologyservices/email.cfm

For KPC: Contact IT Services: 907-262-0351

Expected Technical Skills

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 10MB. 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.

12.   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 at the following website:
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

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	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

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.

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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/tech/accuse.cfm

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:

The author owns work except when work-for-hire rules apply.

The author's employer owns works when:
   it is produced within employee's scope of employment

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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.

Visit the websites:
http://www.uaa.alaska.edu/policy/copyright/index.cfm

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;

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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

Visit the website: http://www.uaa.alaska.edu/policy/copyright/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, visit the website:
http://www.uaa.alaska.edu/finsys/bannertraining.cfm

FERPA Training
(this site can only be accessed from an on-campus computer)

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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

Visit the website:
http://www.uaa.alaska.edu/policy/copyright/teachact.cfm

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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: https://kb.uaa.alaska.edu/Wiki%20Pages/Blackboard%20Faculty%20Resources.aspx .

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: http://www.uaa.alaska.edu/facultytechnologycenter/

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Budget, Planning, and Facilities Advisory Board (BPFA)

Wednesday, Feb 15, 2012 Meeting
RH 309, 2:00pm – 3:00pm

☒ Timothy Hinterberger   ☒ Sheila Selkregg   ☒ Marcia Stratton   E Sam Thiru (Chair)

☒ Present   ☐ Absent   E Excused

The committee revised the original classroom configuration proposal at the February meeting, and now seeking advisement from the Faculty Senate.

DRAFT   DRAFT   DRAFT

Classroom Configuration: ISSUES
- Faculty from a multitude of disciplines use classroom space.
- Classroom environment can significantly impact the ability of faculty to achieve instructional goals.
- Faculty employ a variety of approaches to achieve instructional goals.
- Classroom space cannot be unilaterally changed by Facilities, UAA Departments, Colleges or Administration without consultation with the faculty.

Classroom Configuration: DESIGN GUIDELINES
1. Furniture design/replacement in classrooms must retain the ability of ALL faculty to achieve instructional goals.
2. Furniture within a classroom must be able to be rearranged quickly and easily allowing for a variety of teaching/learning activities. Furniture that while moveable takes too much time to rearrange such as locking/unlocking is to be avoided.
3. Furniture needs to fit appropriately in the size and shape of the room giving consideration to: safety, accessibility, ease of movement, and space for the Instructor.
4. Furniture reconfiguration should not reduce the net seating capacity of the room.
5. Some general use classroom space must be retained that provides the kind of flexibility and movability now available in rooms that have tablet desks or simply retain rooms with tablet desks.

Classroom Configuration: PROTOCOLS
1. Before changing the configuration of a classroom Facilities (or the agency initiating the change) must:

2. Contact the Chairs of the departments that have used the room during the past year (Fall and Spring semester) and who will be using the room in the up-coming semester and provide specific information about the proposed change in configuration.
3. Chairs will have three weeks to consult with their faculty regarding the proposed change to assess the impact it will have for faculty meeting their instructional goals.
4. There must be unanimous agreement by the Chairs that the proposed configuration will not impact the ability of their faculty to achieve their instructional goals for the change to be made.
5. If the Chairs agree to a change, Facilities (or the agency initiating the change) will provide to the chairs a schedule indicating when the change will take place.

Note: Ultimately this could over time create a situation where faculty are in rooms that have been reconfigured by agreement of other departments using the rooms and creating environments unfriendly to faculty coming into the room. As a result it seems that item 5 under Design Guidelines should be given high priority.

DRAFT   **DRAFT**   **DRAFT**

UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE
3211 Providence Drive, Anchorage Alaska 99508
Drs. Natasa Masanovic, Patricia Fagan, and Gabe Garcia, Co-Chairs

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FEBRUARY 17, 2012

E	Michihiro Ama, Languages	x	Gabe Garcia, Health Sciences, 3rd Co-Chair	x	Natasa Masanovic, Languages, 1st Co-Chair
x	Gabrielle Barnett, Liberal Studies	---	Susan Garton, Education	x	Sudarsan Rangarajan, Languages
x	Yong Cao, Business	x	Beth Graber, English (Kachemak Bay)	x	Rena Spieker, Nursing
x	Ping-Tung Chang, Math (Matsu)	E	Hiroko Harada, Languages	E	Mary Weiss, Nursing (Bethel)
x	Herminia Din, Art Education	E	Sun-il Kim, Computer System Engineering	x	Yelena Yagodina, Mathematics
x	Kevin Dow, Accounting	x	Paul Landen, Psychology (Kenai)		
x	Patricia Fagan, Languages, 2nd Co-Chair and Secretary	x	Sean Licka, Art History		
Consultants and Representatives				
E: Marva Watson, Director, Campus Diversity & Compliance Office				

* x=Present   *E=Excused   *---=Not Present

I. Review of Agenda for February 17, 2012: Unanimously approved with no additions proposed.

II. Review of FSDC Meeting Minutes from January 20, 2012: Approved with the following changes in *italics*: Section V, Bullet 5. The *College of Business and Public Policy* would like to see the expansion of the Chinese Language Program as well as the installment of Arabic Language and Cultural Studies Program to better prepare its students for the 21st-Century job force in International *Business.*

III. P.T. Chang addressed the Faculty Senate Diversity Committee, stating that he is seeking alternative volunteers to continue his publication of *The Diversity Scholarship for Students* and *Newsflash*, since those particular FSDC members who pledged to continue these publications are no longer serving on the committee. To date, Dr. Chang has distributed over

60 publications of each newsletter. Many thanks to P.T. for all his efforts on behalf of our students!

IV. Update from the UAA Faculty Senate January 2012 Meeting: Gabe Garcia, FSDC Faculty Senate Representative, reiterated to the committee that President Gamble issued a review of the policies of the **B**oard **O**f **R**egents. (The FSDC received instructions from FS President, Nalinaksha Bhattacharyya, regarding a review of the policies relating to "Diversity" which the 1st and 2nd FSDC Co-Chairs incorporated into the meeting agendum of February 17, 2012.) In addition, it was announced that FSDC member, Rena Spieker, has been recently elected as UAA Faculty Senator until May 2013.

V.   Update from International and Intercultural Laboratory Task Force: Herminia Din, FSDC IILTF Representative, informed the committee that the International and Intercultural Laboratory Task Force invited all members of the UAA community to share stories pertaining to its six established Learning Outcomes during Open Fora on January 27 and February 10 with a total of 15-18 attendees. Several FSDC members noted the benefit of discussions during the fora regarding the need for an array of diverse pedagogies for our pluralistic student population. There is one remaining Open Forum on Friday, March 2, 9:00-10:30 a.m. in LIB 302. All FSDC members and students are encouraged to attend; re-attendance is particularly welcome, since new ideas may emerge while collaborating in distinct groups. It was noted that UAA is proud to announce that it boasts its highest enrollment rate of international students to date; it is believed that such healthy numbers stem from the institutional open enrollment policy and relatively low tuition rates. It was also noted that UAA must be responsible with its good fortune in attracting an increased number of international students; that is, more guidance and advising infrastructures must be put in place. A recommendation to continue the Task Force for AY 2012-13 is currently underway. IILTF Co-Leaders, Marva Watson and Susan Kalina, are consulting with Deans and Directors to determine the direction of the Office of International Affairs which is currently lead by an Interim Director. FSDC and IIL Inventory Task Force member, Gabrielle Barnett, noted that a website collection is underway in which Mission statements and Student Learning Outcomes for all programs and departments across campuses are being reviewed and coded for intercultural and international content. First FSDC Co-Chair, Natasa Masanovic, announced that IILTF Co-Leaders, Marva Watson and Susan Kalina, will be present at our next FSDC meeting in March 2012 for debriefing.

VI. Junior-Senior Faculty Mentor/Mentee Update: Several FSDC members related their recent meetings with mentees. As cases were (anonymously) detailed, it became even more evident to the FSDC that this support network is vital for untenured and contingent faculty, as it was reported that several term instructors had been misguided by senior faculty in believing that they were obligated to share all class lesson preparations and course materials with senior faculty members teaching the same or similar courses. These contingent faculty members had also been told that handing over these materials would benefit their candidacy if a tenure-track position were ever to open. Junior/contingent faculty members' expectations need to be transparent so that they do not become vulnerable to infringement upon their intellectual property. FSDC mentors were advised to encourage their mentees to seek clarification from union representatives whenever in doubt.

VII. Work on BOR Policies—Classification of the the Diversity-Related Policies of the Board of Regents.The sections to which the umbrella term of "Diversity" has been allocated are the following:

✓ Nondiscrimination as integral to the Mission Statement of the University
✓ Hierarchy and Reporting Command of Personnel
✓ Forms of Discrimination Defined

- o Reasonable Accommodation for People of Disability
- o Process of Accommodation Delineated
- ✓ Affirmative Action Goals
  - o Recruitment Procedures
    - ▪ Definitions
    - ▪ Reasonable Accommodation
    - ▪ Approval
    - ▪ Training
    - ▪ Screening and Selection
    - ▪ Record Keeping and Reporting
    - ▪ Special Recruitment Categories
      - • Temporary Hire
      - • Emergency Hire
      - • Casual Labor
      - • Promotion and Transfer
      - • Direct Appointment
      - • Re-appointment
        - o Seasonal, Grant, or Contract Worker
      - • Public Disclosure
- ✓ Student Affairs
  - o Expectations
    - ▪ Campus Environment
    - ▪ Student Support Services
- ✓ Equal Education Opportunity
  - o Selection of Textbooks and Educational Materials

The Faculty Senate Diversity Committee needed to classify the assigned policies under three headings -Red, Yellow, and Green.

The classification rubrics given by our Faculty Senate President, Nalinaksha Bhattacharyya, were the following:

RED—those policies which are definitely anachronistic and need to be revised urgently.

YELLOW—those policies which may require a detailed examination but at a later stage after dealing with the RED category.

GREEN—those policies which are prima facie fine and where there is no reason to suspect any potential dysfunctionality/conflict."

Given an insufficient amount of time left in the meeting, the FSDC was only able to review Part I of the BOR Policies. It was determined that 1st and 2nd Co-Chairs would complete the review electronically with members and send agreed-upon color-coded policies to the Faculty Senate prior to the next meeting in March.

VIII. FSDC Mission Statement: The 1st and 2nd Co-Chairs, having reviewed the suggestions submitted by a number of members, drafted the following FSDC Mission Statement:

"*The purpose of the Faculty Senate Diversity Committee is to support the initiatives of all faculty members across the University of Alaska Anchorage Campuses in promoting diverse and inclusive educational experiences.*"

Due to a lack of remaining time, it was decided that this proposed mission statement will be reviewed and voted upon during the next meeting on March 23, 2012.

VIII. Informational Items:
- ✓ UAA Alaska Civil Rights Month: Events in February
- ✓ Black History Month: Events in February

Please visit http://www.uaa.alaska.edu/diversity/ for the complete schedules and posters of events.
- ✓ Gender and Identity—The work of Iranian Filmmaker, Shirin Neshat: February 13-March 10, 2012
  - o M-F, 10:00 a.m.-5:00 p.m., Kimura Gallery
    - ▪ *Rapture*: February 13-17
    - ▪ *Fervor*: February 20-24
    - ▪ *Women without Men*: February 13-March 10; <mark>Premiere, February 29, 7:30 p.m., ARTS 150</mark>
    - ▪ *Turbulent*: February 27-March 2
    - ▪ *Soliliquy*: March 5-9

IX. Remaining Spring 2012 Meetings, Fridays, 3:00-4:30 p.m., GHH 103:
March 23 (Friday AFTER Spring Break)
April 20

X. Meeting adjourned at 4:35 p.m.

Minutes respectfully submitted by Patricia Fagan, Ph.D.

Faculty Grants and Leaves Committee Report   March 2012

Committee Members:

Amy Green-Chair	Kirk Scott	Kamal Narang
Yoshito Kanamori	Kathy Stephenson	Seong Kim
Angela Dirks	Megan Friedel	

Marian Bruce/Faculty Services

Report:

- The Faculty Grants and Leaves committee has not met since the last Faculty Senate meeting therefore there is no report.
- The next FGL meeting is scheduled for April 6th, Round I 2012 Research Travel Grants
- FGL chair, Amy Green and Marian Bruce, from Faculty Services, presented two CAFÉ sessions on Feb. 10 to assist faculty in developing proposals for Faculty Development Grants and Sabbatical Applications.

UNIVERSITY *of* ALASKA ANCHORAGE

Institutional and Unit Leadership Review Committee (IULRC)
Monthly Report
February 26, 2012

The Committee met February 24th to review progress to date on its AY 2011 – 2012 goals. Committee activities since its last report (Jan. 30th) include:

1. Development of a feedback process for the community campuses: Following our February 3rd discussions with the ad hoc Community Campus Committee of the Senate, both committees are of the opinion that the community campus Faculty Forums should develop the feedback processes appropriate to their respective campuses. By doing so, these Forums will cement their presence in such processes, much as the Senate has done with the deans of the Anchorage campus (i.e., the survey of faculty and staff on the leadership of their respective units). The roles of the IULRC in these processes has been drafted as a possible Bylaws change; following discussions with the ad hoc Community Campus Committee on March 2nd, the IULRC will submit its recommendations to the Senate's Executive Board. Moreover, members of the IULRC expect to confer in March with community campus directors on the proposed feedback processes.

2. In addition to the Bylaws language change noted in Paragraph 1 above, the Committee will submit to the Executive Board in early March suggested changes addressing survey protocols in the event a dean leaves her / his post or is new to it.

3. The Committee continues to explore alternate survey instruments; the first step of this task is to examine commercially available survey tools. To date, the Committee has reviewed three such instruments. Alternatives exist which are superior in quality but are correspondingly higher in cost and manpower requirements. The committee expects to review one more instrument before its end of term. A summary of the Committee's exploration of alternate instruments will be included in its year-end report. This task is expected to continue with next year's IULRC.

4. Survey listservs are near finalization for subsequent submittal to the IDEA Center. The expected survey period for CBPP and CTC is March 19 – April 8. The Committee is authoring notices.

The Committee is chaired jointly by Larry Foster and Jan Vandever. Committee members include Katherine Rawlins, Trina Carter, Liliya Vugmeyster, and Christine Theno. Professors Vandever, Vugmeyster, and Carter were excused from the February meeting. The Committee will meet next on March 23rd at 2:00 PM.

Prepared by Larry M. Foster (Mathematical Sciences).

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE
February 3, 2012 Meeting
Consortium Library Room 302A, 11:30 am – 1:00 pm

- MEMBERS IN ATTENDANCE. Gina Boisclair, Elizabeth Campbell, Daria Carle, Leanne Davis, Steve Godfrey, Alberta Harder, Garry Kaulitz, Sean Licka, Ann McCoy, Susan Mitchell, Peter Olsson, Steve Rollins, Rieken Venema

  MEMBERS EXCUSED. Mandy Booth, Nancy Nix

- APPROVAL OF AGENDA AND JANUARY LAC REPORT.

- SUBCOMMITTEE REPORTS. Steve Godfrey, chairperson of the Library as Place subcommittee, reported that work continues on updating the way finding maps. New maps should be available for review by March.

  The Library Resources subcommittee is working on a draft of a letter in support of FY 2013 Library budget requests.

  Gina Boisclair, chairperson of the Library Services subcommittee, reported that there is interest in reestablishing a reserves desk at APU. Elizabeth Campbell and Leanne Davis will work on helping to draft a Library customer service policy. Susan Mitchell and Peter Olsson will review the group study room policy.

- FROM THE DEAN'S LIBRARY REPORT. Dean Rollins provided a draft of six Library budget requests for the FY 2013 budget. These include an inflationary adjustment for fixed costs and funding to respond to LibQUAL results. Dean Rollins and Susan Mitchell will provide a LibQUAL report to the APU faculty on February 15th.

- LIBQUAL UPDATE. Susan Mitchell reported on results from the LibQUAL survey. Susan provided a list of suggested projects for the subcommittees based on the APU and UAA LibQUAL comments.

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

Submitted by: Alberta Harder, UAA Co-Chair, 2012-2-27

UAA Professional Development Committee

Minutes for: (10:00am Feb. 17, 2012 and Health 381)
- Members in attendance (Remote)

- o Bean
- Bennett
- o Dunscomb
- Flanders_Crosby
- Harville

- Ketner
- LaRue
- Predeger
- o Schultz
- Straley

- o Owens-Manley (ex-officio)
- Koshiyamay (ex-officio)
- o Bruce (ex-offici

General Business

Call to order
Quorum –
Approval of the Agenda
Approval of the Minutes

Continuing Business.

Discussion for the support of CAFÉ and the purpose of PDC

Development of structured professional development programs within the in-service college programs

Developing a professional development priority

Approach through the dean's office for each college

Seeking nominations for the co-chair to meet the F.S. requirement

Encouraging a response for the F.S. Survey of BOR policy relevant to PDC

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Student Academic Support and Success Committee
February 17, 2012 Meeting Minutes
ADM 101A 2:30-4:00 pm

</div>

Persons in attendance: Michael Buckland, Connie Fuess, Shannon Gramse, Alberta Harder, Trish Jenkins, Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer

Persons excused: Tracy Burke, Tom Harman, Sara Juday, Tom Skore, Filipinas Tibayan

Approval of agenda and January meeting summary

The meeting agenda and the January 20th meeting summary were approved.

UAA Senate Report

The SASS Committee discussed the need for review of the UA policies sent to the committee by the Faculty Senate executive board. Alberta will send the committee's recommendations for review of the policies to the executive board before the next Faculty Senate meeting.

Discussion of 2011-2012 Goals

Linda Morgan has invited Dr. Bruce Schultz, Vice Chancellor for Student Affairs, to the March SASS meeting to discuss student success initiatives. Alberta reminded the committee that the new report on the success of subsequent college-level work by underprepared students can be found on the UAA Institutional Effectiveness website. Tom Harman requested input for a response to the report.

The meeting was adjourned at 4:00 p.m.
Next Meeting: Friday, March 23, 2012, 2:30-4:00 in ADM 101A

Ad Hoc Committee on Academic Integrity

February 6, 2012, 8:30 – 9:30 am.

Present: Paola Banchero, Beth Barnett, Sally Bremner, Dawn Dooley, Sam Fredrick, Scott Gavorsky, Steffen Peuker, Jennifer Stone, and Michael Votava. Apologies from Claudia Lampman.

Board of Regent Policy Revision: At Faculty Senate, Bhatta expressed concern about our focus on this. However this will be only one of our recommendations; there are many other issues important to address at UAA too.

Notation for academic dishonesty on transcripts: This could be one possible sanction if students are found responsible, and could be part of a rubric. We plan to consult with Lora Volden (Office of the Registrar) after the focus groups. Michael Votava has assigned his student worker to take the 8-hour class by Gary Pavela (http://www.academicintegrityseminar.com/) to test out another possible sanction. She has been assigned to a tutor and required to answer questions, read a novel and complete writing activities. So far, it appears the class will involve intense reflection on ethical conduct rather than on proper citing. There is a $100 charge. Michael advised that UAA already has a system in place for reimbursement for fees expended on educational interventions for students who misuse alcohol.

Focus Groups: Our goal is to gather feedback from students, faculty and administrators to fine-tune the recommendations we'll take first to USUAA then to Faculty Senate. Paola proposed we follow The CAI Assessment Guide's second semester plan. She suggested we structure the 90 minute sessions around 1) Academic and BOR Policies and recommendations (15 min). 2) Disciplinary procedures and Sanctions (60 min), and 3) Education and Prevention (15 min). Paola suggested all three groups take place sequentially on March 28th, from 4:30 pm on. Students in selected GERs could be asked to sign up for the student group, indicating class standing, if they are interested in participating. They could be reminded and sent background information via e-mail. The session will include two scenarios for discussion, one relating to the online environment, offering a comparison (using PowerPoint with flowcharts) between the way the incidents would be handled under current practice; and the way they would be handled under new recommendations. Prior to the groups, participants should receive a summary or our survey findings (2p) and recommendations divided into 3 categories: List of possible sanctions; creation of a Judicial Board (composition, timing of activation); activities for education / prevention. This last group will include our AI Tutorial, a first-year seminar (basic study skills, information literacy, proper citing, and other academic integrity issues), a role in Freshman Convocation and the expectation that faculty will report incidents.

AI Tutorial Improvements: Scott reported that Luke Weld can work on this once a decision is made on software. Scott will categorize the current quiz questions then solicit examples from other disciplines in 5-6 categories. The Tutorial will have a database of questions to pull from randomly.

Teaching proper citation: Students frequently protest that they do not receive the instruction they need in this. We need to know they are getting this. What is the faculty's responsibility for teaching proper citation? Is a question that could be posed in the focus groups. Scott suggested if we get the AI Tutorial revamped and working well, we could ask the library to assist in creating a similar one for citation. Meantime maybe we could find something from another institution to use.

Responsibility for addressing academic dishonesty incidents: Michael pointed out our implicit assumption that DoS will continue to do this. Faculty reporting must be made easier. More DoS staff will be critical, as heightened awareness of AD on campus has already escalated cases. An assist for Michael, an AI Coordinator, could do outreach for students and faculty, update the AI tutorial, and create a faculty guide – between incidents.

Next meeting: February 20th, in LIB205, at 8:30 am. Meanwhile, Jennifer and Paola will work on IRB submission for student focus group; Michael will identify 5 scenarios to choose from, Sally will review BOR policy to identify any further revisions needed, and Michael will work on a list of possible sanctions.

Ad Hoc Committee on Academic Integrity

February 20, 2012, 8:30 – 9:30 am.

Present: Sally Bremner, Dawn Dooley, Sam Fredrick, Scott Gavorsky, Claudia Lampman, Steffen Peuker, Jennifer Stone, and Michael Votava. Apologies from Paola Banchero.

Focus Group planning:
Michael Votava provided 5 incidents of academic dishonesty from DoS files to serve as scenarios. Jennifer drafted a protocol for the Academic Integrity Focus Groups, tentatively planned for March 28th. These items were discussed at some length.

SCHEDULE
Pre-focus group: Participants will receive the **10 page report on AI survey results.**
I Welcome and overview
II Recommended changes to BoR policy & Student Code of Conduct
Handout at session: two documents (current and proposed recommendations); one document showing both.
Question: Are there any proposed changes you cannot support, and why?
Question 2: Are there other changes you'd like to see?
Question 3 (for faculty): Is this an incident you would report?
III Procedures and sanctions
Two academic dishonesty scenarios will be presented for discussion.
Question 4: What actions should be taken by students, faculty, or administrators? (The sanctions that were imposed, will not be included - to encourage the full range of creativity in responses.)
Introduce proposed new sanctions to assess reaction.
   a. Transcripting
   b. Judicial Board/Honors Council vs Administrative Review (current practice)
   c. Mandatory reporting for students; for faculty
   d. At what point should a student found responsible for academic dishonesty be placed on probation? Suspended? Expelled?
Question 5: Which sanctions do you think would be the most effective to deter cheating and plagiarism?
IV Prevention and Education
Question 6: How can we build a culture of academic honesty at UAA?
May suggest ideas to assess support:
        Mandatory course, tutorial or orientation
        Addressing ethics (including citation practices) across curriculum.
Wrap-up: participants will receive a survey/questionnaire (rating each option 1-4) covering each of the 3 areas, to gather feedback/comments that were not shared openly.

N.B. The highlighted items are documents that will be needed for the focus groups. Claudia offered to create the wrap-up questionnaire; Sally will put the BoR policy materials together.

Next meeting: March 5, in LIB205, at 8:30 am. A major topic will be recruitment for focus groups.

Summary of changes to the UAA Faculty Senate Constitution and Bylaws

- Added e-learning to the list of topics that UAB and Faculty Senate reviews
- Changed College of Health and Social Welfare to College of Health
- Updated the number of Faculty Senate standing committees (two committees were added: Academic Assessment and Service Awards)
- Changed the title of ACDLIT (Academic Computing, Distance Learning and Instructional Technology) to ACDLITe (Computing, Distance Learning, Instructional Technology, and eLearning
- Add: The officers of the Faculty Senate, including the Chair of the Undergraduate Academic

- Board and the Chair of the Graduate Academic Board have the same rights and responsibilities as Senators.

- Clarified absences: The position of **any member of a Committee or Board** shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings or fails to attend four regularly scheduled meetings in an academic year, **unless the absence is excused by the Chair of the relevant Committee or Board.**

  The position of a Senator or Officer shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings or fails to attend four regularly scheduled meetings in an academic year, unless the absence is excused by the Executive Board.

- Changed Faculty Assembly to Faculty Retreat to reduce confusion with the University Assembly

- Added: **Faculty Retreats shall be open to attendance by all faculty members.**

- For Faculty Senate committees, edited wording: **The position of a Senator or Officer shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings or fails to attend four regularly scheduled meetings in an academic year, unless the absence is excused by the Executive Board.**

- For Academic Computing, Distance Learning, Instructional Technology, and eLearning; Student Academic Support and Success; Budget, Planning and Facilities Advisory; Diversity; Library Advisory; Professional Development and Institutional and Unit Leadership Review.

  New and continuing members shall elect the chair(s**) no later than May 15**[th]. **Either** the Chair **or a Co-chair** must be a member of the Faculty Senate.

- For Undergraduate Academic Board:

  New and continuing members of the Board shall elect the chair person(s) no later than May 15, **with service to begin June 1.**

- Corrected wording

CONSTITUTION OF THE FACULTY SENATE
UNIVERSITY OF ALASKA ANCHORAGE

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

ARTICLE I. NAME

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

ARTICLE II. PURPOSES, RESPONSIBILITY AND AUTHORITY

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

Section 2.   The purposes of the Faculty Senate are

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

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

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

      (1) Academic Matters

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

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(2) Faculty Matters

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

(3) Physical Facilities and Equipment

    (a) academic computing,
    (b) instructional technology,
    (c) classrooms,
    (d) other facilities affecting the quality of instruction.

(4) University Community

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

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

    (1) budget,
    (2) calendar,
    (3) administrative appointments,
    (4) physical facilities
    (5) telecommunications,
    (6) offices,
    (7) parking,
    (8) computing,
    (9) other matters affecting the general welfare.

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

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

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ARTICLE III. MEMBERSHIP

Section 1.   Those eligible for membership in the Faculty Senate shall be tenure-track or term faculty members with a .5 F.T.E. or greater, non-administrative assignment, and who hold the rank of Instructor, Assistant Professor, Associate Professor, or Professor. Faculty members on any type of Sabbatical leave are not eligible to serve as members of the Faculty Senate and must relinquish the position.

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

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

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

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

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

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

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

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

Section 6.   Senators shall be elected ~~not~~no later than April 15. Voting will be by secret ballot. Candidates shall be elected by a simple majority of those responding. If two seats of unequal duration are available, the faculty member with the greatest number of votes serves the longer term. If a faculty member wins both a senate position at-large and for a unit, the Nominations and Elections Committee will determine which one of the offices will be filled by that member.

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

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

Section 9. Reapportionment shall be done upon a two-thirds vote of the Senate.

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

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

ARTICLE IV. OFFICERS

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

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

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

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

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

Section 6. The First Vice President shall be the President-elect and shall serve as a representative of the Faculty Senate to the Council of Deans and Directors, the University Assembly and the Faculty Alliance.

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

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

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

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

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

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

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

ARTICLE V. BOARDS AND COMMITTEES

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

a. Undergraduate Academic Board
   General Education Review (GERC)
b. Graduate Academic Board
c. Committees,
   1) Academic Computing, Distance Learning, ~~and~~ Instructional Technology~~,~~ and eLearning
   2) Student Academic Support and Success
   3) Budget, Planning & Facilities Advisory
   4) Nominations and Elections
   5) Diversity
      Indigenous Peoples
   6) Library Advisory
   7) Professional Development
   8) Faculty Evaluation
   9) Faculty Grants and Leave
   10) Institutional and Unit Leadership Review
   11) Distinguished Service Awards
   12) Academic Assessment
   13) Service Awards
   14) Ad hoc committees as described in Sections 7-9

Section 2. Senate members of permanent boards and committees shall serve two-year terms. The terms of newly elected Board members shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year, unless otherwise noted in the Bylaws. The membership on these Boards and Committees shall be chosen in accordance with the procedures laid down in the Bylaws of the Faculty Senate.

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

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20% teaching.

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

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

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

   b.   The Undergraduate Academic Board and Graduate Academic Board are empowered to act in the name of the Faculty Senate on the following issues

      1.   All requests for permanent course numbers including those from Community Campuses.
      2.   Change in credit hours, grading basis and course level.
      3.   Addition/deletion of courses with permanent numbers.
      4.   Stacking/Cross-listing of courses.

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

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

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

Section 9.   Senate ad hoc committees shall cease to exist when work is completed or no later than the last regularly scheduled Senate meeting of the academic year.

Section 10.   The President of the Faculty Senate shall be an ex-officio, non-voting member of each of the permanent boards and all the elected and appointed committees of the Faculty Senate.

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

Section 12.   The position of any member of a permanent board or committee shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings.

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

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

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

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

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

ARTICLE VI. MEETINGS

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

Section 2. The position of a Senator or Officer shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings or fails to attend four regularly scheduled meetings in an academic year, unless the absence is excused by the Executive Board.

Section 3. The senate shall conduct two Faculty ~~Assembly meetings~~ Retreats each academic year; one in the fall semester and one in the spring semester.

Section 3~~4~~. The 2nd Vice President shall convene a Special Nominations Meeting within one week of the start of balloting for membership.

Section 4~~5~~. The business of the Faculty Senate shall be conducted in accordance with its Bylaws.

ARTICLE VII. QUORUM

Section 1. The presence of fifty percent of the membership shall constitute a quorum.

ARTICLE VIII. PARLIAMENTARY AUTHORITY

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

ARTICLE IX. AMENDMENTS

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

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

Section 3.   The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held ~~not~~no sooner than the second regular meeting following the distribution of copies. Any tenure-track faculty member eligible to serve as a Senator may participate in floor discussions during the first and second readings.

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

ARTICLE X. REFERENDUM

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

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

Section 2.   If a petition is submitted to rescind or amend an action of the Senate,

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

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

ARTICLE XI. EFFECTIVE DATE OF ENACTMENTS

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

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

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

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

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

Section 6.   If the Senate and the Chancellor's Office are not able to resolve the impasse, then the Senate, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure as provided for under Regents' policy.

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BYLAWS OF THE CONSTITUTION
OF THE
FACULTY SENATE
UNIVERSITY OF ALASKA ANCHORAGE

Section 1. (Article III. Membership)

a. Nomination of Senators

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

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

b. Election of Senators

    (1)   Election of Senators shall be by ballot.

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

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

c. Recall of Senators

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

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

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Section 2. (Article IV. Officers)

    a. Nomination of Officers

        (1)   The Nominations and Elections Committee shall prepare a slate of candidates for the officer positions of President, 1st Vice President, and 2nd Vice President to be distributed to the faculty at large prior to the Special Nominations Meeting held within one week of the start of balloting for membership   The slate of candidates may be augmented by nominations from the floor at the Special Nominations Meeting.

    b. Election of Officers

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

        (2)   Election of officers shall be by ballot.

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

    c. Recall of Officers

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

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

Section 3. (Article V. Boards and Committees)

(1), (2), (3), (4) and (5) will apply to the following committees: Academic Computing, Distance Learning, and Instructional Technology, and eLearning; Student Academic Support and Success; Budget, Planning and Facilities Advisory; Diversity; Library Advisory; Professional Development and Institutional and Unit Leadership Review.

        (1)   The Senate shall select a minimum of three Senators for the Committee, with a maximum of two Senators from any unit as defined in Article III, section 3, subsections A-K, and section 4 of the Constitution.

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

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

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

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

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

a. Composition of the Undergraduate Academic Board. Faculty members on Sabbatical are not eligible to serve as members of the Undergraduate Academic Board and must relinquish the position.

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

(2) The Senate shall choose four members to serve on the Board.
Senate Representation
  Arts and Sciences   (1)
  At Large Members   (3)

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

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

  Matanuska-Susitna College, Kenai Peninsula College and Kodiak College may attend the meetings of the Undergraduate Academic Board as voting members via remote link.

(4) Faculty holding appointments of less than .50 F.T.E. (hereafter called adjunct or part-time faculty) may collectively elect one representative to the Undergraduate Academic Board.

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

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

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

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

b. Functions and Responsibilities of the Undergraduate Academic Board

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

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

(a) approve all new permanent numbered courses, including those

from Community Campuses and changes in number, content, title, and description of existing undergraduate courses;

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

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

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

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

(5) The Chair of either the Undergraduate Academic Board or the Graduate Academic Board may request that the Faculty Senate establish a joint

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special committee to consider matters of mutual concern to the Academic Boards.

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

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

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

the membership of the GERC shall consist of:
● Five (5) to seven (7) members of the Undergraduate Academic Board (UAB), no two of whom represent the same College or the extended campuses. One member must be an extended campuses' UAB member.
● At least one faculty member from a discipline represented in each of the General Education Categories: Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts. Members from these categories will be added if and only if they are not represented among the UAB members selected above.
● At least one faculty representative from each of the UAA colleges: CAS, CBPP, ~~CHSW~~COH, ~~Engineering~~SOE, COE, CTC. Members from these colleges and schools will be added if and only if they are not represented among the UAB members or General Education Category members selected above.
● A student representative.
All membership terms are for two academic years.

The UAB GERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. The Category discipline representatives, as needed, will be selected by the Faculty Senate Executive Board after a call for nominations is made at the first Faculty Senate meeting. The College representatives, as needed, will be chosen internally at the College(s) otherwise lacking membership. The UAB Chair will notify the college(s) promptly after the Faculty Senate Executive Board selections are made, if they must supply a member to GERC.

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

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

1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria (see http://governance2.uaa.alaska.edu/ger/tier3.model.pdf);

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

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

4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;
4b. expedite the review of course action requests currently on hold (with respect to policy)

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

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

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

c. Composition of the Graduate Academic Board. Representation on the Graduate Academic Board is limited to faculty representing graduate programs. Faculty members on Sabbatical are not eligible to serve as members of the Graduate Academic Board and must relinquish the position.

    (1)   The Senate shall choose four members to serve on the Board:
          College of Arts & Sciences   (1)
          At large members   (3)

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

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

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

    (5)   Newly elected and continuing members of the Board shall elect the chairperson no later than May 15, with service to begin June 1. The chair shall be elected by the Board from those members who are in the second year of their terms or who have served at least one previous term of office. If the chair is not an elected senator, the chair shall become an ex-officio, voting member of the Senate.

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

d. Functions and Responsibilities of the Graduate Academic Board

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

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

        (a)   approve all new permanent numbered courses, including those

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from Community Campuses, and changes in number, content, title, and description of existing graduate courses;

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

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

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

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

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

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

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

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

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

f. Functions and Responsibilities of the Academic Computing, Distance Learning, and Instructional Technology and eLearning Committee

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

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

(3) The Committee shall respond to requests from the Boards for Undergraduate Studies or Graduate Studies in reference to academic computing, instructional technology, distance education, e-learning and

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telecommunications. In addition to any reports requested by the initiating Board, the Committee shall submit a report to the Faculty Senate summarizing any findings or recommendations. This may be the same report submitted to the initiating Board.

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

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

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

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

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

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

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

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

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

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

k. Composition of the Nominations and Elections Committee

    (1)   The Nominations and Elections Committee will consist of the 2nd Vice

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President and two members elected by the faculty. The two elected faculty must be eligible to serve on the Faculty Senate. The chair shall be the Second Vice President of the Faculty Senate, with service to commence at the beginning of "New Business" at the last regularly scheduled senate meeting of the academic year.

l.   Functions and Responsibilities of the Nominations and Elections Committees

      (1)   To prepare slates of candidates for Senators.

      (2)   To prepare a slate of candidates for the posts of President, First Vice President, and Second Vice President of the Senate.

      (3)   To prepare slates of candidates to serve in at-large positions on boards and committees.

      (4)   To prepare slates of candidates to serve on all boards, and committees, which include representation from the Faculty Senate.

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

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

m. Composition of the Diversity Committee

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

n.   Functions and Responsibilities of the Diversity Committee

      (1)   The Committee may initiate and review all policies affecting diversity in faculty and student populations, including community outreach, as defined in Article II, Section 2, subsection c (4) of the Faculty Senate constitution.

      (2)   The Indigenous Peoples Committee will be a standing committee of the Diversity Committee.

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

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

o.   Composition of the Library Advisory Committee

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

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p. Functions and Responsibilities of the Library Advisory Committee

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

q. Composition of the Professional Development Committee

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

r. Functions and Responsibilities of the Professional Development Committee

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

s. Composition of the University-wide Faculty Evaluation Committee

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

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

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

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

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

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

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

u.   Composition of the Faculty Grants and Leave Committee

Tenure-track faculty elected from the following units:

College of Arts & Sciences	(3)
College of Business & Public Policy	(1)
College of Education	(1)
College of Health & Social Welfare	(1)
Community & Technical College	(2)
School of Engineering	(1)
Library	(1)

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

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

(1)   The Committee may initiate and review grant and leave policies as elements in academic and faculty affairs subject to statewide authority. Grant and leave policies include but are not limited to policies concerning

(a) release time and research and faculty development work load measurement,
(b) categorization and prioritization of objectives,
(c) support services,
(d) allocations among units,
(e) standards,
(f) research and faculty development opportunities,
(g) Sabbatical leave.
      Sabbatical leave policies shall be considered independently of other grant and leave policies.

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

(a) development of time lines and procedures for awarding grants;
(b) review and assessment of applicants for University grants; and,

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        (c) fostering of faculty development and research opportunities for faculty members.

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

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

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

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

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

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

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

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

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

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

    (6)   Confer with each dean to determine the reporting process most suitable for that dean's respective unit.

    (7)   Oversee the survey's administration.

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

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

y. Composition of the Distinguished Service Awards Committee

At the regular February Senate meeting, the Second Vice-President will ask for

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

Functions and Responsibilities of the Distinguished Service Awards Committee

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

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

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

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

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

The Faculty Senate Distinguished Service Awards Committee will review all nominations and will select zero to three candidates in each of the award types to forward to the Senate with a description of each candidate prior to the April Faculty Senate meeting.

The Faculty Senate will vote by secret ballot at the April Senate meeting to select the winner of each award from the forwarded list of candidates. The winners will be presented with their Distinguished Service Awards at the May Faculty Senate meeting.

z. Academic Assessment Committee

    Composition of the Assessment Committee
    1. Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:
      a. College of Arts & Sciences (1)
      b. College of Business & Public Policy (1)
      c. College of Education (1)
      d. College of Health & Social Welfare (1)
      e. Community & Technical College (1)
      f. School of Engineering (1)
      g. Library (1)
      h. Kodiak College (1)
      i. Kenai Peninsula College (1)
      j. Matanuska-Susitna College (1)

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

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

4. Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June1. After AY10, the chair shall be elected by the Assessment Committee from those members who are in the second year of their terms or who have served at least one previous term of office. After AY10, the Chair or a Co-chair must be a member of the Faculty Senate.

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

The Assessment Committee is a standing committee of the Faculty Senate.
The committee shall:
1. Develop and maintain UAA Assessment Handbook.
2. Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;
3. Recommend program assessment-related actions to the Senate;
4. Develop institutional learning outcomes assessments and direct the collection and analysis of that data;
5. Review and recommend all requests to modify institutional learning outcomes;
6. Review all requests to modify assessment policies;
7. Refer all curricular and academic issues to the Boards;
8. Undertake such additional tasks or responsibilities relating to program and institutional assessment as assigned by the Senate.

Section 4. (Article VI. Meetings)

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

b. ~~The agenda of Faculty Assembly meetings shall include, but shall not be limited to, reports from each Board and Committee and an agenda-setting discussion.~~Faculty Retreats shall be open to attendance by all faculty members.

Section 5. (Article VIII. Parliamentary Authority)

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

Section 6. (Article X. Amendments)

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

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

c. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the second regular meeting following the distribution of copies.

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Any tenure-track or term faculty member eligible to serve as a Senator may participate in floor discussions during the first and second readings.

d. Following the second reading, the amendment shall by voted on by all faculty members eligible to serve as a Senator, as described in Article III, section 1, of this Constitution. Amendments shall be approved by a simple majority vote. The vote shall be considered invalid if fewer than 25% of the eligible voters respond. A Motion to Reconsider may be made only at the following meeting.