



# Faculty Senate

## UNIVERSITY of ALASKA ANCHORAGE

### UAA Faculty Senate Agenda

April 5, 2013

2:30 - 4:30 p.m.

**Library 307**

#### I. Call to Order

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

##### 2012-2013 Officers:

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

##### 2012-2013 Senators:

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

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

#### IV. Meeting Summary Approval (pg. 5-10)

#### V. Reports

- A. Chancellor Tom Case (pg. 11-14)
    - i. President Highlights (pg. 15-19)
  - B. Provost and Vice Chancellor Bear Baker
  - C. Vice Chancellor Bill Spindle
  - D. CIO, Patrick Shier
  - E. Vice Chancellor Megan Olson (pg. 20)
  - F. Union Representatives
    - i. UAFT
    - ii. United Academics
  - G. Office of Institutional Effectiveness (pg. 21-23)
- VI. Officer's Reports**
- A. President's Report (pg. 24)
  - B. First Vice President's Report
  - C. Second Vice President's Report
    - i. Robert Rules of Order (pg. 25)
    - ii. Distinguished Service Awards
- VII. Old Business**
- A. Consideration of MOOCs for Credit (pg. 26)
    - i. Presentation by Assistant Registrar Craig Mead
    - ii. **Motion: Move to revise page 75 of the UAA Catalogue paragraph regarding ACE credit to read: At this time UAA does not accept recommendations related to Massive Open Online Courses.**
- VIII. Consent Agenda**
- A. Graduate Curriculum
    - i. Courses
      - Add CE A651 Advanced Structural Analysis (Stacked with CE A451)(3 cr)(3+0)
      - Add EDL A620 Leadership in Alaska Culture and Social Justice Issues (3 cr)(3+0)
  - B. Undergraduate Curriculum
    - i. Courses (pg. 27-29)
    - ii. Programs (pg. 30)
  - C. Joint UAB/GAB Items
    - i. Purge List (pg. 31-33)
    - ii. GER Purge List (pg. 34)
- IX. New Business and Boards and Committees Reports**
- A. Graduate Academic Board

**Joint UAB/GAB Items:**

- i. **Motion: To use ‘Concentration’ in place of tracks, options, and emphases for all degrees**  
(pg. 35)
- ii. **Motion: To accept changes to the Curriculum Handbook regarding Currency of the Curriculum** (pg. 36)

- B. Undergraduate Academic Board
- C. General Education Review Committee (pg. 37)
  - i. **Motion: To accept changes to the Curriculum Handbook regarding general education courses**  
(pg. 38-42)
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 43)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 44-46)
- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 47)
- H. Nominations and Elections Committee
  - i. First reading of the Faculty Senate Constitution (pg. 48-56)
  - ii. First Reading of the Faculty Senate By-laws (pg. 57-73)
- I. Diversity Committee
- J. Faculty Grants and Leaves Committee
- K. Institutional and Unit Leadership Review Committee (pg. 74)
- L. Library Advisory Committee (pg. 75-76)
- M. Student Academic Support and Success Committee (pg. 77-79)
- N. Community Campus Committee
- O. GER Assessment Taskforce (pg. 80-81)
- P. Ad Hoc Committee for Academic Integrity (pg. 82)
  - i. Sanctioning Guidelines for Dean of Students Office (pg. 83-87)  
**Motion: The Faculty Senate resolves to support the Sanctioning Guidelines for Dean of Students Office.**
- Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness  
(pg. 88-91)
  - i. **Motion: The Faculty Senate requests that IDEA course evaluations not be utilized for courses with enrollments of 10 students or less unless requested by the instructor.**
  - ii. **Motion: The Faculty Senate recommend that the Short form of IDEA become the default at the University of Alaska Anchorage.**

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

**X. Informational Items & Adjournment**

- A. UAA Relay for Life Schedule of Events (pg. 128)
- B. UAA Care Team (pg. 129)



# Faculty Senate

## UNIVERSITY of ALASKA ANCHORAGE

### UAA Faculty Senate Agenda

March 1, 2013

2:30 - 4:30 p.m.

**Library 307**

#### I. Call to Order

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

##### 2012-2013 Officers:

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

##### 2012-2013 Senators:

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

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

*Move item 'I. Executive Summary of Draft UAA Strategic Research Plan, Vice Provost Helena Wisniewski' under Vice Chancellor Megan Olson's report*  
*Approved as amended*

**IV. Meeting Summary Approval (pg. 5-8)**

*Change MOOTs to MOOCs under the Provost's report  
Approved as amended*

**V. Reports**

A. Chancellor Tom Case

- i. President Highlights (pg. 9-13)  
*No Report*

B. Provost and Vice Chancellor Bear Baker

- i. FEG Clarification Memo (pg. 14-16)  
*No Report*

C. Vice Chancellor Bill Spindle

*No Report*

D. CIO, Patrick Shier

*Has been meeting with faculty and departments to identify common issues related to IT  
Trying to determine which items are IT related and which items are not  
Addressed Blackboard questions  
Discussed the new Collaborate software  
eLive will be extended for another year*

E. Vice Chancellor Megan Olson (pg. 17-18)

i. Branding Presentation

*Kristin DeSmith distributed branding marketing materials to the senate including  
the Spirit Sentinel and green and gold popcorn; both the Sentinel and popcorn  
highlight stories from faculty, staff, and students  
Branding will be showcased in several media forms including radio, print, TV, and  
social media  
Advancement is currently working on a fourth commercial that will be released in  
April  
Encouraged faculty to submit stories to Advancement to be included in the Brand  
distribution*

F. Executive Summary of Draft UAA Strategic Research Plan, Vice Provost Helena  
Wisniewski (pg. 23-55)

*Discussed the document and answered questions from senators  
Encouraged senators to read the document and provide feedback to Vice Provost  
Wisniewski and cc Diane Hirschberg*

G. Union Representatives

- i. UAFT  
ii. United Academics  
*A guest speaker will be on campus April 5<sup>th</sup> at 1:00  
Briefly discussed healthcare changes*

H. Office of Institutional Effectiveness

*A report is posted on the Faculty Senate website*

- I. Course Fee Task Force Presentation (pg. 19-22)  
*Associate Dean of the Graduate School and Chair of the Course Fee Task Force David Yesner presented materials to the senate (report is attached)*  
*The charge of the task force is to develop policy that establishes criteria for reviewing new and existing course fees*  
*All faculty and staff are encouraged to provide feedback before April 1<sup>st</sup>*  
*Policy does align with current practices*  
*Policy is written so the individual schools and college can determine their own process for receiving feedback*

## **VI. Officer's Reports**

- A. President's Report (pg. 56)  
*Strategic Direction Initiative (SDI) meeting was held last week; the President is advising that the themes be turned into action items as part of Phase III of the project*  
*Discussed lowering the cost of textbooks and making cost effective choices for students*  
*Participated in meetings with Vice Chancellor Bill Spindle, the Provost and others to discuss planning for prioritizing programs at UAA and examining their alignment with our mission and strategic planning documents; a detailed memo will be released on Monday, March 4<sup>th</sup>. Will be looking for nominations of faculty to serve on a 15-20 person taskforce*
- B. First Vice President's Report  
*Discussed Massive Open Online Courses (MOOCs) and the concerns with accepting them for transfer credits*
- C. Second Vice President's Report
  - i. Elections (pg. 57-58)
  - ii. Service Awards  
*Encouraged faculty to nominate colleagues for service awards*  
*Discussed the process of approving the consent agenda*

## **VII. Old Business**

## **VIII. Consent Agenda**

- A. Graduate Curriculum
  - i. Courses
    - Add EDL A610      Orientation to Graduate Studies in Leadership (3 cr)(3+0)
    - Chg EDL A637      Leadership and Organizational Behavior (3 cr)(3+0)
    - Chg EDL A638      Instructional and Curricular Leadership (3 cr)(3+0)
    - Chg BA A680      Social Media Strategies (Stacked with BA A480)(3 cr)(3+0)
  - ii. Programs
    - Chg      Master of Education, Early Childhood Special Education
    - Chg      Master of Education, Educational Leadership
    - Chg      Graduate Certificate, Psychiatric – Mental Health Nurse Practitioner Option
    - Chg      MS, Nursing Science Psychiatric – Mental Health Nurse Practitioner Option
    - Chg      Master of Business Administration

B. Undergraduate Curriculum

i. Courses (pg. 59-61)

ii. Programs

Chg	OEC, Sustainable Energy
Chg	BS, Geomatics
Chg	Undergraduate Certificate in Geographic Information Systems (GIS)
Add	CSCE, Prefix

C. Faculty Evaluation Guidelines (pg. 62-76)

**1<sup>st</sup> Sharon Chamard**

**2<sup>nd</sup> Barbara Harville**

**Consent Agenda is Unanimously Approved**

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

A. Graduate Academic Board

**Joint UAB/GAB Items:**

i. Procedure for Changing Placement Tests (pg. 77)

**Motion to accept the memo**

**2<sup>nd</sup> Sharon Chamard**

**Unanimously Approved**

B. Undergraduate Academic Board

C. General Education Review Committee (pg. 78)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 79)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 80-82)

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 83)

H. Nominations and Elections Committee

I. Diversity Committee (pg. 84)

J. Faculty Grants and Leaves Committee (pg. 85)

i. Faculty Handbook Changes

a. Chapter IV (pg. 86-107)

b. Chapter V (pg. 108-113)

c. Sabbatical Application (pg. 114-115)

d. Research Travel Grant Coversheet (116)

e. Faculty Development Grant Template Form (117-119)

**Motion to accept changes to the Faculty Handbook**

**2<sup>nd</sup> Terry Kelly**

**Unanimously Approved**



K. Institutional and Unit Leadership Review Committee (pg. 120)

L. Library Advisory Committee (pg. 121)

M. Professional Development Committee

N. Student Academic Support and Success Committee (pg. 122-125)

- i. **Motion: The Student Academic Support and Success committee (Ann Jache, Tom Skore representing) moves**

**That an incentive tuition program be created that provides one to three credits of free tuition for students who are enrolled during Spring or Fall Semesters in 15 credits and have completed a minimum of 15 units of credit at UAA with a cumulative UAA GPA of 3.0 or higher.**

**1<sup>st</sup> Tom Skore**

**2<sup>nd</sup> Leonard Smiley**

**Amendment: add undergraduate before students to read “free tuition for undergraduate students”**

**1<sup>st</sup> Tara Smith**

**2<sup>nd</sup> David bowie**

**Unanimously Approved**

**Amendment: add free tuition for degree seeking undergraduate students**

**1<sup>st</sup> Barbara Harville**

**2<sup>nd</sup> Sharon Chamard**

**Unanimously approved**

**Amendment: change ‘free’ to ‘50 percent discount’**

**1<sup>st</sup> terry Kelly**

**2<sup>nd</sup> Bogdan Hoanca**

**3 for**

**33 opposed**

**Disapproved**

**Motion: That an incentive tuition program be created that provides one to three credits of free tuition for degree seeking undergraduate students who are enrolled during Spring or Fall Semesters in 15 credits and have completed a minimum of 15 units of credit at UAA with a cumulative UAA GPA of 3.0 or higher.**

**28 for**

**8 opposed**

**Approved**

O. Community Campus Committee (pg. 126)

P. Ad Hoc Committee for Academic Integrity (pg. 127)

Q. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 128-130)

R. Ad Hoc Committee for Research and Creative Activity

S. Ad Hoc Committee for Faculty Evaluator Training (pg. 131-132)

T. GER Assessment Taskforce (pg. 133-134)

**X. Informational Items & Adjournment**

A.

# CASENOTES

Chancellor Tom Case  
University of Alaska Anchorage



*Amazing Stories logo, [Alaska Airlines Center named](#), [Snodgrass Hall opened at Mat-Su College](#), First ever [Alaska Native Studies Conference](#) scheduled for April 5,6, and [Senator Lisa Murkowski learning about what UAA is doing to help survivors of the Tsunami in Japan](#).*

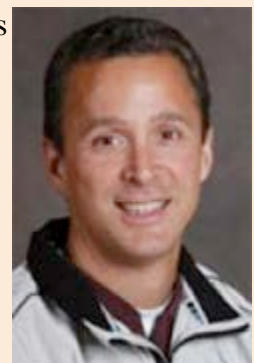
## Dear UAA Community,

We're heading into the homestretch after an amazingly eventful March including the naming of the Alaska Airlines Center in recognition of a new \$6.3M, 10-year agreement with [Alaska Airlines](#). We also watched FedEx pilots land a Boeing 747 on Merrill Field and come to its final resting station at the UAA Aviation Center where it will serve as a training tool for UAA aviation maintenance students.

Give a Seawolf howl to Head Cross County and Track and Field Coach Michael Friess who led UAA in its first season of indoor competition to the women's GNAC title, breaking a nine-year run by Seattle Pacific. Coach Friess was also voted West Region Female Team Coach of the year. Go Seawolves!

These are just some of the amazing stories being written every day at UAA.

Thank you to those who have attended information sessions, provided feedback and volunteered to become involved in the comprehensive review and prioritization of academic and administrative programs and services at UAA that is getting underway. We are committed to making this a transparent and open process. [A one-pager](#)



Michael Friess

[describing the process is here](#). A Program Prioritization website is in the works and there will be a feedback mechanism to ensure all ideas and comments are seen and considered.

I encourage you to get involved.

## Program notes



*Senator Lisa Murkowski visited with Japanese Language professor Hiroko Harada and her students to learn about what UAA is doing to help Japanese in Rikuzentakata which was devastated by the tsunami.*

For the third year in a row UAA is recognized by the President's Higher Education Community Service Honor Roll.

PWSCC Training Department taught a 40 hour Hazard Waste Operations and Emergency Response course in Tazlina to employees of the Native Village of Tazlina and Copper River Native Association. [See a video of one of the cleanup projects.](#)

UAA was featured in the national publication, Diversity: Issues in Higher Education, for creating a friendlier and more accessible campus for students with disabilities. Nationwide, universities are updating their campuses to comply with new standards, but UAA is on the forefront with above ground heated hallways, wheelchair accessible elevators with braille lettering and Wi-Fi, as well as offering technology-based services for disabled students. Learn more about UAA's programs and

## Faculty and Staff notes

Rashmi Prasad has accepted the position of dean of the College of Business and Public Policy. [The full story is on Green and Gold.](#)



*Rashmi Prasad*

Mark Madden, professor of aviation technology, received the 2013 National General Aviation Award from the Federal Aviation

Administration for the important role he plays in promoting aviation education and flight safety. Professor Madden is named FAA Safety Team Representative of the Year.

Kachemak Bay Campus director Carol Swartz received a citation from the Alaska State Legislature recognizing her 26 years of service and founding of the Kachemak Bay Writer's Conference.



*Liz Downing*

Liz Downing, Kenai Peninsula College Title III project director is appointed to the Board of Directors of the Alaska Society for Technology in

services to assist disabled students.

Education. She will lead national and state legislative advocacy.

### Publication note

The Alaska Justice Statistical Analysis Center (AJSAC) has released, "Assaults Committed Against Alaska Police Officers, 2002-2011," issue number 13-03 in its [Fact Sheet publication series](#).



### Public square

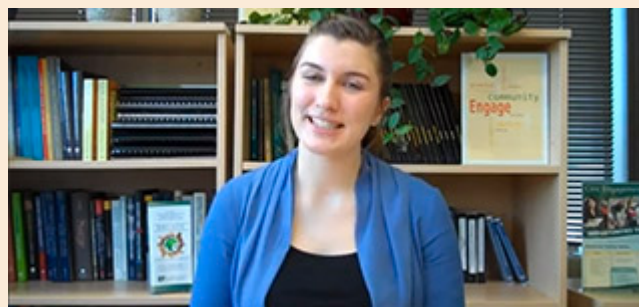
UAA will host the first ever [Alaska Native Studies Conference](#), "Alaska Native Studies in the 21st Century: Transforming the University," April 5-6 on the UAA Anchorage campus.

UAA's School of Allied Health hosted "[Dental Days](#)" March 21-23. The lottery program provides free dental care to individuals on a limited income or with no dental insurance.

Prof. Ryan Fortson, J.D., Justice faculty, volunteered to act as a presiding judge at the recent statewide 2013 Alaska High School Mock Trial Competition in Anchorage at the Boney Courthouse. The competition is sponsored by the Young Lawyers Section of the Anchorage Bar Association and the Law Related Education Committee of the Alaska Bar Association.



### Student notes



Rachel Wintz, a senior majoring in Sociology, minoring in Spanish and receiving a Certificate in Civic Engagement was chosen by the American Democracy Project (ADP) to be a "student panelist" for the ADP Student Plenary at their national conference in June. Here is the [video Rachel made](#) with the Center for Community Engagement & Learning (CCEL) staff to receive this award.

Diana Hawkins was selected Alaska's New Century Scholar by the Coca Cola Foundation and will receive \$2,000 at the national convention of American Community College Association in San Francisco next month. Diana graduates from Prince William Sound Community College (PWSCC) in May.

Last year, during fall semester, UAA's USUAA student government raised \$34,000 in "green fees,"



which will be used to support student sustainability projects and research. Learn more about the project [here](#).

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### Facilities notes

Mat-Su College celebrated the official opening of the Snodgrass Hall expansion housing nursing and paramedic programs. The event included special recognition for Bill Tull, Mat-Su College's first director from 1958-1959.

The College of Health (COH) held an open house on March 7 to showcase the newly renovated Allied Health Sciences Building on the UAA campus. COH Dean Bill Hogan thanked the donors who had made possible the acquisition of high-fidelity (human or patient) simulator manikins and an ultrasound machine for the facility.



*Snodgrass Hall*

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Coming up this month: UAA vs. Harvard Debate: On April 25, UAA is hosting an outstanding team from Harvard University to debate against two students from our own Seawolf Debate team. The debate will happen at the Bear Tooth Theatrepub and will address the motion "This House would repeal the Second Amendment." Another amazing story in the making.

Go Seawolves!

Best regards,



Tom Case

## U OF A SYSTEM HIGHLIGHTS – MARCH 22, 2013

### STATEWIDE

#### **Facilities and Land Management**

On March 20 the Mat-Su Borough Assembly transferred \$620,000 to the university for the land transfer and right-of-way sale affecting university parcels in the area north of Point MacKenzie and south of West Susitna Parkway. This is the first step in our efforts to increase the value of potential lake front lots for the parcels remaining in university possession. (And it also facilitates construction of the rail line!)

The sale of Bill Ray Center was advertised on March 19. Offers are due April 22.

On March 18 the Mat-Su Borough Planning and Zoning Commission approved a section line easement variance for construction of the new Valley Center for Arts and Learning. This is a milestone action for the project which will begin construction this spring, and results from cooperative effort by UAA, Mat-Su College and Facilities and Land Management staff working with local government on solutions to thorny problems.

Senate Bill 74, creating the University Building Fund, was introduced by Senator Kelly this week and is expected to be heard in Senate Finance Committee next week.

### UAA

UAA and Alaska Airlines marked Alaska Airlines' \$6.3M commitment to UAA over 10 years - including a \$1M scholarship endowment for student athletes, with the naming of the *Alaska Airlines Center*.

Forums for faculty, staff and administrators to become involved in the prioritization of academic programs and services at UAA are beginning this month.

Mat-Su College (MSC) celebrated the official opening of the Snodgrass Hall Expansion for nursing and paramedic programs. Special recognition was given Bill Tull, MSC's first director from 1958-59.

Rashmi Prasad is the new dean of the College of Business and Public Policy (CBPP). Dr. Prasad has been a member of the faculty of CBPP for 11 years and served as Interim Dean of CBPP since summer 2012.

Mark Madden, professor of aviation technology, received a 2013 National General Aviation Award from the Federal Aviation Administration - FAA Safety Team Representative of the Year.

Bob McDonnell, director of Business Services, received the 2013 Operations Award from the Northwest Association of College and University Housing Officers for outstanding service in the housing operation.

Seawolf athlete Micah Chelimo was named the NCAA Division II Men's Scholar Athlete of the Year for the 2012 cross country season by the U.S. Track & Field and Cross Country Coaches Association.

Seawolf Cross Country and Track & Field Coach Michael Friess was named Great Northwest Athletic Conference (GNAC) Female Team Coach of the Year. Friess led UAA in its first season of indoor

competition to the women's GNAC title, breaking a nine-year run by Seattle Pacific. Friess was also voted U.S. Track & Field and Cross Country Coaches Association West Region Female Team Coach of the Year.

Kachemak Bay Campus Director Carol Swartz received a citation from the 28<sup>th</sup> Alaska State Legislature recognizing her 26 years of bringing higher educational services to Homer and the surrounding area and the founding and directing of the Kachemak Bay Writers' Conference.

Kodiak College received nearly \$60,000 in Alaska Workforce Investment Board funding to pilot a workforce development program titled *Path One: Fast Track Carpentry and Weatherization Training Program*.

Kodiak College Student Government Association, in collaboration with Kodiak's NPR affiliate, co-sponsored the film *Miss Representation* to an audience of nearly 100.

The Alaska State Library is funding a project at the Consortium Library to get the 1964 earthquake website online in preparation for next year's 50<sup>th</sup> anniversary.

The estimated value of construction spending in Alaska in 2013 will be about \$8.4 billion, up 8 percent from spending in 2012, according to the *2013 Alaska Construction Forecast* prepared by Scott Goldsmith and Mouhcine Guettabi of the Institute of Social and Economic Research (ISER) for the Associated General Contractors of Alaska and released as part of ISER's Research Matters series.

Alaska Justice Center published the Fall 2012/Winter 2013 issue of the "Alaska Justice Forum" featuring an integrated approach to mediation and Alaska Justice Statistical Analysis Center's Fact Sheet, "State and Local Law Enforcement Personnel in Alaska 1982-2011."

## **UAF**

KSUA, the student-operated media group at UAF, won the mtvU College Radio Woodie Award, which is presented to the best U.S college radio station in the nation.

The Alaska SeaLife Center honored four School of Fisheries and Ocean Sciences (SFOS) scientists recently at the annual Alaska Ocean Leadership Awards and Alaska Marine Gala. The Marine Research Award was given to Katrin Iken, Brenda Konar, Russ Hopcroft and Bodil Bluhm for their contributions to the decade-long Census of Marine Life research project. For details visit <http://bit.ly/ZVI48V>.

A research team from SFOS spent four days camped on the ice near Barrow testing several ways of collecting data about the fish and habitat below them. The pilot study is a component of the larger Central Beaufort Sea Marine Fish Monitoring research project funded by the Bureau of Ocean Energy Management and managed by principal investigator Brenda Norcross. The information gathered here will be used to create a plan for under-ice research projects.

Junior Bente Heller earned the first-ever national championship trophy won by a Nanook swimmer. Heller took first in the 100-meter backstroke event at the NCAA Division II national meet in Birmingham, AL March 8. She also finished third nationally in the 100 meter freestyle event.



The UAF Chancellor's Gala raised \$25,000 for the Greater Fairbanks Community Hospital Foundation to support the Circle of Hope Breast Cancer Program at Fairbanks Memorial Hospital and \$25,000 to support Community & Technical College's dental assistant and dental hygiene program.

The Rasmuson Foundation donated \$25,000 to the Bristol Bay Campus (BBC) for audio and video conferencing equipment for the BBC Science Center in Dillingham.

Solsten XP donated \$15,000 to the 2013 GeoFORCE Alaska program at UAF. The program, modeled after the successful GeoFORCE Texas program, had its inaugural year in 2012 and is designed to increase students pursuing STEM degree programs.

Associated General Contractors donated \$10,000 in support of the American Society of Civil Engineers Steel Bridge program at College of Engineering and Mines.

The UAF spring phonathon is underway. From Fall 2011 to Fall 2012, the program saw an 11 percent increase in donors and a 12.5 percent increase in number of gifts.

Tom Marsik, an assistant professor of sustainable energy at the Bristol Bay Campus, has built what's being called one of the tightest homes in the world. The average home in rural Alaska takes about \$5,000 to heat—Marsik's takes about \$900. Read the story at <http://bit.ly/115Ic5Y>.

UAF's Office of Undergraduate Research and Scholarly Activity (URSA) has awarded more than \$100,000 for student research projects and travel and nearly \$15,000 to faculty to support undergraduate research. Outreach about research continues as well with URSA's weekly Research Showcase. The lectures are recorded and available at <http://bit.ly/Ykfe2F>.

Groundbreakings for the Wood Center Dining Expansion and Engineering Building are scheduled for March 30.

For additional highlights visit [www.uaf.edu/chancellor/highlights/](http://www.uaf.edu/chancellor/highlights/).

## **UAS**

More than 45 participants from across Alaska attended a UAS Educational Leadership Program for training and college credit on the new educator evaluation regulations March 2 at the Baranof Hotel. The new regulations require the use of "student learning data" such as test scores to evaluate teachers and principals. Educational Leadership Program Director Dr. Martin Laster designed the course for superintendents and other educational leaders. He invited Commissioner of Education Mike Hanley, former Anchorage Superintendent of Schools Carol Comeau, and Rob Thomason, current president of the superintendent's association, to join him in presenting the class. Dr. Laster presented his original research funded by the Institute of Social and Economic Research. Of the superintendents, college professors from other campuses, the commissioner and consultants present, there was a universal desire to participate in future UAS/American Association of School Administrators training opportunities.

The Honors Program will host a spring symposium in April. The topic of this inaugural forum is Transgenerational Suffering with a special focus on historical violence, memory, and repair. It is organized partly around this semester's Honors Reading Seminar selection *Haunted Legacies: Violent Histories and Transgenerational Trauma* by Gabriele Schwab. The symposium will involve students and invited guest speakers in a series of events that are free and open for public participation. The event kicks off with a film screening on April 3 at 3:30 pm in the Egan Lecture Hall and concludes with a public presentation on April 12 from 7 - 8:30 pm. Invited speakers include Dr. Patricia J. Huntington and Dr. Martin Beck Matušík of Arizona State University, and Dr. Monica Osborne of Pepperdine University.

Pre-Engineering student Joshua Brewster was selected to participate in NASA's Summer 2013 Assistant to the Stratospheric Observatory for Infrared Astronomy (SOFIA) Program Chief Engineer Internship at the Dryden Flight Research Center in California. NASA is developing SOFIA as a world-class airborne observatory that will complement the Hubble, Spitzer, Herschel and James Webb space telescopes. Interns will assist the SOFIA Program Chief Engineer in the verification, validation, and commissioning of the SOFIA observatory, including the 747SP aircraft, telescope assembly, mission systems, and science instruments.

In early March the Outdoor Leadership class climbed Mt McGinnis and skied out the creek for a full traverse. It was a 14 hour, 10+ mile day, with 4000 feet of elevation gained and lost. On March 8, the Glacier Travel and Crevasse Rescue class traversed the first icefall of the Mendenhall Glacier, from the toe through the first icefall to top of the West Glacier Trail. This traverse has only been done once before, reports Outdoor Studies Program Program Director Forest Wagner.

Professor of Biology Sherry Tamone has a student from Thailand working in her lab this spring. Kunlawan Sorach is working with the blue swimming crab (*Portunus pelagicus*) and learning how to measure molting hormones. Kunlawan is a Ph.D. in Aquaculture/Biological Sciences candidate from Burapha University in Chonburi Thailand.

## **PRESIDENT'S COMMENTS**

Recent commitments in Anchorage include:

- Staff Alliance retreat.
- Alaska Forward Leadership Council.
- Met with Sue Linford, President/CEO of Linford of Alaska and Port of Anchorage Port Commission chair. Discussed economic development and transportation issues.

Vice President Thomas and I met with Denise Wartes, Rural Alaska Honors Institute (RAHI) director, and UA K-12 Outreach Director Kathy Berry-Bertram to explore ideas for student recruitment into teaching.

The ANSWERS (Alaska Navigator: Statewide Workforce and Education-Related Statistics) Executive Governance Committee met today by video conference to reach consensus on the project's scope, functionality and applications. Vice President Thomas, Associate Vice President Gwen Gruenig, and Executive Director of Applications Services Rory O'Neill joined me at the table.

**UA Grant Proposals Awarded  
March 08, 2013 - March 21, 2013**

MAU	Proposal Type	Proposal Category	Department	PI	Title	Project Start Date	Project End Date	Funding Agency	Award Date	Amnt (\$1,000)
UAA	Other	Basic Research	CAS ENRI AK Natural Heritage Prog	Rinella, Daniel J	Aquatic Invertebrate and Diatom Sampling on Kanuti National Wildlife Refuge, Additional Funding	14-May-12	14-May-16	USDI Fish & Wildlife Service, Anchorage MS-235	18-Mar-13	34.4
<b>UAA Total</b>										<b>34.4</b>
UAF	New Competitive	Basic Research	CEM INE Water Research Center	Schnabel, William E	Ice Thickness Measurements on the Yukon River Using Ground Penetrating Radar	1-Mar-13	30-Jun-13	State of Alaska DOT & PF	8-Mar-13	18.8
			UAF IARC General	Young, Jessica Marie	CR: Quantifying changes in the Arctic hydrological cycle at the landscape scale using advances in water vapor isotope (d18O and dD) techniques and aircraft	15-Feb-13	15-Aug-14	National Science Foundation	18-Mar-13	89.5
			Scenarios Network for AK Planning	Brinkman, Todd Jared	Land Use Mapping Project for the Council of Athabaskan Tribal Governments	30-Jan-13	30-Jun-15	Council of Athabaskan Tribal Govts.	13-Mar-13	27.0
	New Non-competitive	Applied Research	AFES Environmental Sustainability	McBeath, Jenifer H	Quality Control of the Alaska Seed Potatoes for Export Project	1-Sep-12	30-Jun-13	AK Department of Community & Economic Development	19-Mar-13	70.0
		Basic Research	UAF IARC General	Kim, Yong Won	Dynamics of carbon flux in tundra ecosystem, Council, Alaska	1-Apr-13	31-Dec-13	Korea Polar Research Institute	11-Mar-13	36.8
			SFOS Fisheries Division	Kruse, Gordon H	Alaska Sea Grant Program Support (PhD student)	1-Jan-13	1-Jun-13	Nat'l Oceanic & Atmospheric Admin	14-Mar-13	20.0
<b>UAF Total</b>										<b>262.1</b>
<b>Grand Total</b>										<b>296.5</b>

### Development

- Chancellor Tom Case has announced that the new on-campus arena, scheduled to open fall 2014, will be named the Alaska Airlines Center, in recognition of a newly forged 10-year agreement with the airline. The new deal, which begins July 1, 2013, includes \$1M to create a new scholarship endowment for UAA Seawolf student-athletes, plus an enhanced athletics sponsorship contract valued at \$5.3M. A large portion of this agreement will provide travel sponsorship for UAA's athletic teams, the largest single expense for UAA's athletic program.



- ExxonMobil donated \$135,000 to support the Alaska Native Science Engineering Program.
- LGL Alaska Research Associates contributed \$30,000 to the LGL Alaska Graduated Research Ecology Research Award, which provides support to students in pursuing an advanced degree to conduct Alaska-based ecological research.
- Hecla Greens Creek Mining Company contributed \$18,180 to the Hecla Greens Creek Scholarship.
- The Atwood Foundation pledged \$150,000 for operational support to Robert B. Atwood Chair of Journalism.
- Phonathon has raised over \$120,500 in pledges from over 1,280 alumni of UAA.
- Employee Giving campaign started up on March 20th.

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APRIL 5, 2013

## INFORMATION UPDATE

### BOOKS OF THE YEAR

- Review copies of the 2013-14 UAA/APU Books of the Year *The Influencing Machine* by Brooke Gladstone and *Escape from Camp 14* by Blaine Harden are available for faculty considering incorporating the theme and/or books into their curriculum next year. Please email John Dede with your request. The theme is “Information, Ideas, Ideology: Shaping Your Reality”.

### CENTER FOR ADVANCING FACULTY EXCELLENCE

In March, CAFE focused support on faculty evaluation concerns, with sessions on IDEA and the annual retention, tenure and promotion process. In addition, faculty who attended the Team-based Learning conference in February presented a session articulating the usefulness of TBL and showcasing ways to incorporate TBL into courses of various types and disciplines.

CAFE’s *Making Learning Visible* program, which has a record number of participants this semester, continues its work to prepare faculty for implementing a scholarly inquiry project into their teaching. The opportunity to apply for the Fall 2013 MLV program will be advertised in mid-April, along with a new initiative (in partnership with the Consortium Library) to provide mini-grants for faculty/librarian collaboration in embedding information literacy concepts, skills, and outcomes into a course.

#### Upcoming CAFE events:

- **Just BEFORE the Faculty Senate meeting! CAFE’s Faculty Development Luncheon**, highlighting the year’s activities and annual “COW” awards, will be held **April 5**, 11:30 a.m. to 1 p.m. in LIB 307. Come enjoy lunch and laughs with your colleagues while learning about the faculty development initiatives at UAA and watching five dedicated individuals receive the coveted COW awards! Email Liisa Morrison to RSVP: [liisa@uaa.alaska.edu](mailto:liisa@uaa.alaska.edu)
- **Department Chairs workshop with Walt Gmelch**, “Managing Conflict & Colleagues: Mending the Cracks in the Ivory Tower,” will be held 8 to 11:30 a.m. Friday **April 12** in LIB 307. It is open to chairs and aspiring chairs. RSVP: [http://www.uaa.alaska.edu/cafe/events/specialevents.cfm#CP\\_JUMP\\_547228](http://www.uaa.alaska.edu/cafe/events/specialevents.cfm#CP_JUMP_547228)
- **Support for Research, Grant funding, and Scholarly Writing**
  - **FIND that GRANT!** – work with the Consortium Library’s Foundation Center Collection Supervisor Deborah Mole to create a SMARTS/GENIUS profile in the SPIN database, a grant funding database updated daily with funding announcements from federal and state agencies, and corporate, national, and community foundations: 10:30 – Noon on Friday **April 19** in LIB 309.
  - **Faculty Writing Retreat** with **Sonja Foss** and **William Waters** will provide intensive, focused, distraction-free, supervised writing time. This 2.5 day workshop begins Monday **May 13**. Space is limited! [http://www.uaa.alaska.edu/cafe/events/specialevents.cfm#CP\\_JUMP\\_1130697](http://www.uaa.alaska.edu/cafe/events/specialevents.cfm#CP_JUMP_1130697)

## CENTER FOR ADVANCING FACULTY EXCELLENCE – *events continued*

- **Grant Funding Workshops with Lucy Deckard** (of Academic Research Funding Strategies LLC) are scheduled for **May 14-16**. Lucy will offer grant funding strategies for new faculty and sessions targeting specific agencies such as NSF and NIH. You may also sign up for an individual/small group consultation. See the CAFE website for more information: <http://www.uaa.alaska.edu/cafe/events/specialevents.cfm#SEM14>

## CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- Six faculty applications were received for the Selkregg Community Engagement and Service Learning Award, which will be presented at the **Annual Community Engagement Forum Luncheon** on **April 19** from 11:30 a.m. to 1:30 p.m. The Second Bridge Scholarship Award and the Dr. Alex Hills Engineering & Civic Engagement Award will also be presented. You can RSVP for this event at the CCEL website.
- The Provost's office will name a new faculty committee to pursue the strategic planning necessary for the reauthorization of the Carnegie Foundation "Engaged University" designation. This application is due to Carnegie on **April 1, 2014**. The faculty committee and a faculty chair, to be determined, will work with Judy Owens-Manley and John Dede.
- RFPs will be coming out soon for Faculty mini-grants and Community-Engaged Student Assistants (CESAs) for Fall. Faculty can apply for an "early decision" for fall if they'd like.

## COMPLEX SYSTEMS

- **Healing 1** by artist Brian Knep, one of the Complex Systems guest lecturers last spring, is on display at the Kimura Gallery from **March 27 through April 18**. This interactive display uses a computer, video projector, video camera, custom software, and vinyl floor, with participants creating the art.

## FACULTY TECHNOLOGY CENTER

- The Faculty Technology Center is now operating with four instructional designers and one media technician. Interviews for the remaining open instructional designer position are underway with campus visits scheduled for April 4, 15 and 16. In addition, we are working with Provost Baker to address the need for an ePortfolio resource and hope to have a new position on campus this Fall.
- The 2012-2013 cohort of Technology Fellows successfully completed their experience on March 29 and we were thrilled to see all the exciting outcomes of their work. We have over 20 applications for next year's program, Moving Online, and will be announcing the new cohort in mid-April.
- We have begun collaborating more with our cousin departments at the other MAUs, which we are excited to say has already brought new opportunities for all of us. You will see more announcements of this partnership in the Fall as we offer our first iTeach Anchorage session.

## FACULTY TECHNOLOGY CENTER - *continued*

- As always, our workshops are popular and we have also been fulfilling requests for special department focused activities. We plan to offer more of these events next year.
  - **Apple iTunes U Workshop**, led by Apple staff, **April 13** from 1 to 3 p.m. For details/registration check the FTC website.
  - **AAEEBL ePortfolio webinar** series on **April 10** and **24**, from 9-10 a.m.
  - **Google Apps for Education, April 29**, from 2:30-3:30 p.m. in Lib 215 or on eLive. For details/registration check the FTC website.
  - **MOOC: A Framework for Campus Analysis, April 24**, Library 214 from 10 a.m. to Noon. For details/registration check the FTC website.

## INSTITUTIONAL RESEARCH

After a national search, **Dr. Erin Holmes** has accepted the position of Associate Vice Provost of Institutional Research. She is currently the Director of Institutional Research at Black Hills State University (BHSU), and is co-chairing their re-accreditation process this spring. Erin has 26 years of higher education experience, with over 12 years of experience as Director of Institutional Research in three different universities. She earned her doctorate in Public Policy and Public Administration from Mississippi State University. Erin worked with Dr. Gary Rice's Student Learning Progress Model, as BHSU was one of the 17 national beta test sites. Erin's data collection, analysis, and modeling skills will serve UAA well in developing data-driven decision making. She begins work at UAA on **June 1**.

## INSTITUTIONAL EFFECTIVENESS

Reports now available on the Institutional Effectiveness website:

- *SUCCESS OF STUDENTS ENROLLED IN 15+ CREDITS*
- *FALL 2012 STUDENT PROFILE*
- *AY12 CERTIFICATES AND DEGREES, including detailed information on each college and campus*



Faculty Senate President's Report  
April 5<sup>th</sup>, 2013

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

- Convened and chaired Faculty Senate Executive Board Meetings
- Attend meetings with Chancellor to discuss academic support and policy matters
- Attend meetings with the Provost to discuss academic support and policy matters
- Participate in meetings with Vice Chancellor Bill Spindle, the Provost and others to discuss planning for prioritizing programs at UAA and examining their alignment with our mission and strategic planning documents
- Conduct informational forums on the Prioritizing Programs process
- Finalize details on the IMET pilot studies to examine ways to enhance response rates to IDEA including recruiting faculty to participate.
- Attend Deans and Directors Meeting – CARE team highlight (see informational item in agenda. I encourage you to invite Caitlin to come and give a brief presentation at your department meeting).
- Assisted in development of Robert's Rules essentials handout for Senators (credit to Terry Kelly and our parliamentarian Tara Smith for their work on this).
- Participated in Research and Creative Activities committee. Suggesting changes to the Faculty Senate Constitution to reflect the research and creative activity aspect of the workload of many of our faculty. Review and comment on Vice Provost for Research Committee's Draft UAA Research Plan.
- Convened and chaired the ad hoc Faculty Evaluator Training committee
  - Guide evaluation of questions and feedback
  - Facilitate development of testing modules for chapters and portions of the FEGs
- Community Outreach – Worked with the Anchorage Chapter of the American Cancer Society to launch UAA's first Relay for Life fundraising event including establishing the Friends of Kerri (Morris) team. Come out and support faculty, staff, and students (Wells Fargo Sports Center tonight at 8pm)
- Faculty Alliance Responsibilities
  - Attend Faculty Alliance meetings
  - Attend Statewide Academic Council
  - Attend Student Service Council
  - Finalized work to set up and organize a cross MAU Blackboard shell / forum for hosting materials and discussions for ongoing collaborative work between the MAUs on General Education coordination.



## Some Common Motions in Robert's Rules of Order

What You Want to Do	What You Say	Requires a Second?	What Happens Next
Make a Motion	"I move that..."	Yes	If seconded, then discussion begins on motion, followed by vote. Mover speaks first but may not speak again until all others have spoken, unless called upon by President.
Amend a Motion	"I move to amend the motion on the floor in the following way..."	Yes! There are no "friendly amendments"	If seconded, then discussion begins on <i>the amendment only</i> . Any vote taken is <i>only on the amendment</i> . After vote, discussion returns to original motion (perhaps now amended depending on vote).
Consider only one part of the motion	"I move to divide the question."	Yes	Each part of the motion must be able to stand on its own. If seconded, <i>immediate</i> vote on the <i>division of the motion only</i> .
End Discussion	"I call the previous question."	Yes	If seconded, requires <i>immediate</i> vote to <i>end discussion</i> . 2/3 majority required.
Refer the Matter to a Committee	"I move to refer this question to committee X" <b>OR</b> "I move to create an ad hoc committee to consider X"	Yes	If seconded, then discussion is followed by a vote on whether to refer the matter to a committee.
Postpone Consideration of a Motion to a Specific Time	"I move to postpone the motion on the floor until X"	Yes	If seconded, then discussion is followed by a vote on postponement.
Set a Motion Aside	"I move to table the question."	Yes	If seconded, then <i>immediate</i> vote to set matter aside.
Bring a Tabled Motion Back	"I move to take X from the table"	Yes	If seconded, then <i>immediate</i> vote to bring motion back for discussion.
Suspend a Rule of the Senate	"I move to suspend rule X of this body"	Yes	Cannot suspend constitutional rules. If seconded, <i>immediate</i> vote. 2/3 majority required.
Point out an Error in the Proceedings	"Point of Order, Mr. President"	No	You may ask a question about the proceeding or point out the error.



Enrollment Services  
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April 1, 2013

To: Faculty Senate Executive Board  
From: Lora Volden, University Registrar

Re: MOOC (Massive Open Online Courses) Guidance

On February 12, 2013 you received a memo from members of Academic Affairs and the Office of the Registrar. I have been asked to provide a short and simple list of immediate actions that are needed from Faculty Senate regarding MOOCs.

1. Should the UAA award credit to students who show proof of completing MOOCs? Several people have noted that MOOCs and consideration of MOOC for credit are very dynamic issues thus rejecting them definitively and indefinitely seems imprudent.
2. Current UAA Policy states "Recommendations for business or industry credit equivalents are found in the American Council on Education's National Guide" (P. 75, UAA Catalog). UAA has a long-standing practice of awarding credit based on ACE Guide Recommendations. Relative to MOOCs, ACE just recently included MOOCs in its recommendations and is currently recommending credit for 5 MOOCs. Should UAA award credit for MOOCs based on ACE recommendations? It is important to note that many colleges and universities which typically accept ACE recommendations for credit have stipulated that they will not apply these MOOC recommendations.

If we do not award ACE credit recommendations related to MOOCs, our policy should be updated to state "Recommendations for business or industry credit equivalents are found in the American Council on Education's National Guide. At this time UAA does not accept recommendations related to Massive Open Online Courses."

**Course Action Requests**

**A. CAS**

Chg	BIOL A373	Conservation Biology (GER)(3 cr)(3+0)
Del	HIST A444	Advanced Studies in Film History (3 cr)(3+0)

**B. CBPP**

Chg	BA A131	Personal Finance (3 cr)(3+0)
Add	BA A215	Introduction to Property Management (3 cr)(3+0)
Add	BA A225	Leasing Property Management (3 cr)(3+0)
Chg	BA A233	Survey of Finance (3 cr)(3+0)
Add	BA A302	Maintenance in Property Management (3 cr)(3+0)
Add	BA A303	Property Management Finance (3 cr)(3+0)
Chg	BA A315	Property Management and Marketing (3 cr)(3+0)
Chg	BA A325	Corporate Finance (3 cr)(3+0)
Chg	BA A343	Principles of Marketing (3 cr)(3+0)
Chg	BA A380	Investment Management (3 cr)(3+0)
Chg	BA A385	Intermediate Financial Management (3 cr)(3+0)
Chg	BA A395	Property Management Internship (3 cr)(0+6)
Add	BA A421	Property Management Capstone (3 cr)(3+0)
Chg	BA A426	Financial Institutions (3 cr)(3+0)
Chg	BA A431	Real Estate Appraisal (3 cr)(3+0)
Chg	BA A432	Real Estate Law (3 cr)(3+0)
Chg	BA A452	Financial Derivatives (3 cr)(3+0)
Chg	BA A453	Bond Market Analysis (3 cr)(3+0)

**C. COH**

Chg	DH A222	Adjunctive Techniques for Dental Hygiene (3 cr)(2+3)
Chg	DH A292D	Clinical Seminar I (1 cr)(0+3)
Add	DH A302	Advanced Instrumentation for Dental Hygienists (1 cr)(0+2)
Del	DH A312	Advanced Techniques for Dental Hygienists (3 cr)(1+4)
Del	DH A350	Basic Restorative Techniques (3 cr)(1+6)

Add	DH A360	Restorative Techniques for Dental Auxiliaries (5 cr)(1+12)
Chg	DH A392C	Clinical Seminar II (1 cr)(0+3)
Chg	DH A392D	Clinical Seminar III (1 cr)(0+3)
Del	DH A450	Advanced Restorative Techniques (1 cr)(0+3)
Del	DH A495C	Restorative Clinical Practicum (1 cr)(0+3)
Chg	EMT A110	Emergency Trauma Technician (3 cr)(2+2)
Chg	FIRE A101	Principles of Emergency Services (3 cr)(3+0)
Chg	FIRE A105	Fire Prevention (3 cr)(3+0)
Chg	FIRE A107	Strategy and Tactics of Fire Suppression (3 cr)(3+0)
Chg	FIRE A111	Principles of Fire and Emergency Service Administration (3 cr)(3+0)
Chg	FIRE A121	Fire Behavior and Combustion (3 cr)(3+0)
Chg	FIRE A123	Fire Investigation I (3 cr)(3+0)
Chg	FIRE A170	Occupational Safety and Health for Emergency Services (3 cr)(3+0)
Chg	FIRE A190	Selected Topics in Fire and Emergency Services (3 cr)(0-3+0-9)
Chg	FIRE A202	Fire Protection Hydraulics and Water Supply (3 cr)(3+0)
Chg	FIRE A203	Hazardous Materials Chemistry (3 cr)(3+0)
Chg	FIRE A206	Building Construction for Fire Protection (3 cr)(3+0)
Chg	FIRE A214	Fire Protection Systems (3 cr)(3+0)(
Chg	FIRE A220	Legal Aspects of Emergency Services (3 cr)(3+0)
Add	FIRE A221	Principles of Fire and Emergency Services Safety and Survival (3 cr)(3+0)
Chg	FIRE A223	Fire Investigation II (3 cr)(3+0)
Add	FIRE A295	Fire and Emergency Services Practicum (3 cr)(0+9)
Chg	JUST A374	The Courts (3 cr)(3+0)
Del	JUST A400	Advance Research Methods in Justice (3 cr)(3+0)
Del	JUST A401	Inferential Data Analysis in Justice (3 cr)(3+0)
Chg	JUST A460	Justice in Crisis (GER)(3 cr)(3+0)
<b>D. SOE</b>		
Add	CE A451	Advanced Structural Analysis (Stacked with CE A651)(3 cr)(3+0)
Add	CSCE A415	Machine Learning ( 3 cr)(3+0)
Add	CSCE A446	Digital Media and Interactive Systems (3 cr)(3+0)
Add	CSCE A450	Robotics (3 cr)(3+0)

Add	CSCE A460	Advanced Database Systems (3 cr)(3+0)
Add	CSCE A462	Data Mining (3 cr)(3+0)
Add	CSCE A485	Computer Machine Vision (3 cr)(3+0)
Add	EE A307	Introduction to Power Systems (3 cr)(3+0)
Add	EE A333	Electronic Devices (3 cr)(3+0)
Chg	ENGR A151	Introduction to Engineering (1 cr)(1+0)

**Program/Prefix Action Requests**

**A.     CBPP**

Chg                   BBA, Management

Chg                   BBA, Finance

**B.     COH**

Chg                   BS, Nursing Science

Del                   Undergraduate Certificate, Practical Nursing

Chg                   AAS, Dental Hygiene

Chg                   BS, Dental Hygiene

Chg                   Bachelor of Arts, Justice

Chg                   BS, Medical Laboratory Science/MEDT

Chg                   AAS, Medical Laboratory Technology

Chg                   OEC, Clinical Assistant

Chg                   OEC, Phlebotomist

Chg                   Bachelor of Social Work

Chg                   AAS, Fire and Emergency Services Technology

**C.     CTC**

Chg                   BS, Physical Education

Chg                   Minor, Athletic Training

Chg                   OEC, Outdoor Leadership

**D.     SOE**

Chg                   Minor, Electrical Engineering

Chg                   BS, Engineering

# Final Purge List for 2013-14 UAA Catalog

SUBJECT PREFIX	COURSE NUMBER	BANNER COLLEGE CODE	COURSE TITLE	COURSE EFFECTIVE	LAST TERM OFFERED	Was this course carried over by request from the 2011-12 purge list?	Was this course carried over by request from the 2012-13 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
Scbrse Subject Code	Scbrse Crse Number	Scbrse College Code	Scbrse Title	Scbrse Term Code Start	Scbrse Term Code					
AET	A171	CT	Building Your Own Home	199702	200801					
AET	A290	CT	AET Selected Topic	199902	200801					selected topics course; <b>Retain</b> per Donn Ketner
AGRI	A240	CT	Greenhouse Oper & Mgmt	199702	200801					
AKNS	A420	AS	Alaska Native Education	199802	199902				Minor, Alaska Native Studies	
ANTH	A432	AS	Hunting & Gathering Societies	199702	200701		yes		BA, Anthropology; BS, Anthropology	<b>Retain</b> per David Yesner
ANTH	A499	AS	Senior Thesis in Anthropology	200701	N/A		yes		Honors, Anthropology	<b>Retain</b> per David Yesner
ANTH	A690	AS	Special Topics in Anthropology	200703	N/A					selected topics course; <b>Retain</b> per David Yesner
ART	A102	AS	Fiber & Basketry Activities	199702	200801					selected topics course; <b>Retain</b> per Deborah Tharp
ART	A361	AS	History of Graphic Design	199702	N/A	yes	yes		BA, Art; BFA, Art	<b>Retain</b> per Deborah Tharp
ART	A392	AS	Selected Topics in Art Educ	199702	200801					selected topics course; <b>Retain</b> per Deborah Tharp
ART	A456	AS	3-D Digital Animation	200603	N/A		yes			<b>Retain</b> per Deborah Tharp
BA	A653	CB	Multinational Financial Mgmt	199702	200702		yes			<b>Retain</b> per Suresh Srivastava
BA	A692	CB	Investmt Seminar: Subtitle Var	200503	N/A		yes			selected topics course; <b>Retain</b> per Suresh Srivastava
BIOL	A150	AS	Intro to Marine Biology	199702	200301		yes			
BIOL	A327	AS	Parasitology	199702	199803	yes	yes			
BIOL	A461L	AS	Molecular Biology Laboratory	200501	N/A		yes		BA, Biological Sciences; BS, Biological Sciences; BS, Natural Sciences	<b>Retain</b> per Benjamin Harrison
CNT	A272	CT	Cisco Wireless Networking	200603	200703					
CNT	A281	CT	Certification Program	200103	200801					
COMM	A305	AS	Intercultural Communication	199803	200603		yes		Minor, Communication	<b>Retain</b> per Barbara Harville
CS	A431	EN	Compilers: Concepts/Techniques	199702	200601	yes	yes		BS, Engineering	<b>Retain</b> per Kenrick Mock
CS	A670	EN	Comp Sci for Software Engineer	199702	N/A	yes	yes			<b>Retain</b> per Kenrick Mock
CS	A671	EN	Advanced Software Engineering	199702	199703	yes	yes		BS, Engineering	<b>Retain</b> per Kenrick Mock
CS	A690	EN	Adv Topics in Computer Science	199702	200701		yes			selected topics course; <b>Retain</b> per Kenrick Mock
CWLA	A698	AS	Individual Research	199702	200801					
DNCE	A185	AS	Design for Dance	200401	200801			THR A347 (prereq)		
EDAE	A615	EA	Intro to Adult Education	200603	200703			EDAE A695 (prereq)		
EDAE	A639	EA	Instructional Tech Prod Eval	200703	N/A					
EDAE	A645	EA	The Teaching of Adults	199702	200801					
EDAE	A665	EA	Hist/Phil Adult Educatio	199702	200703			EDAE A695 (prereq)		
EDAE	A670	EA	Current Topics/Adult Ed	199702	200802					selected topics course
EDAE	A676	EA	Curric & Instructional Design	200603	200801					
EDAE	A695	EA	Practicum in Adult Education	199702	200801					
EDET	A626	EA	Technology in Teachng & Learn	200601	N/A		yes			<b>Retain</b> per Christin Theno
EDFN	A612	EA	Community Relations	200601	200703					<b>Retain</b> per Christin Theno
EDFN	A631	EA	Adv Educational Psych	200601	200701		yes		MEd, Teaching and Learning	<b>Retain</b> per Christin Theno
EDFN	A651	EA	Curriculum Theory & Dev	200601	200703				MEd, Teaching and Learning	<b>Retain</b> per Christin Theno
EDRD	A610	EA	Reading and Cognition	200601	200801					<b>Retain</b> per Christin Theno
EDSA	A101	EA	Program Mgmt School-Age Care	200703	200703			EDSA A202 (prereq), EDSA A295A (prereq)		
EDSA	A102	EA	Pos Learnng Environ School Age	200703	200801			EDSA A202 (prereq), EDSA A295A (prereq)		
EDSA	A212	EA	Program Developmt School Age	200703	N/A			EDSA A295B (prereq)		
EDSA	A234	EA	Admin & Supervision School Age	200703	N/A			EDSA A295B (coreq)		
EDSA	A290	EA	Special Topics School-Age Care	200703	N/A					selected topics course
EDSA	A295A	EA	Practicum for School-Age Care	200703	N/A					
EDSA	A295B	EA	Adv Practicum School-Age Care	200703	N/A					
EDSE	A480	EA	Culture, Schools, and Society	199703	200802					
EDSE	A685	EA	Young Children w/Complex Needs	199702	200801					
EDSE	A698	EA	Individual Research	199702	200801					
EDSE	A699	EA	Thesis	199702	200703					
EE	A407	EN	Power Distribution	200503	N/A	yes	yes		BS, Engineering; Minor, Electrical Engineering	<b>Retain</b> per Jens Munk
ESL	A190	CT	Selected Topics in ESL	200801	N/A					selected topics course
ET	A183	CT	Data Communications	200103	200801					
FIRE	A155	CH	Wildland Fire Behavior	200503	200703				AAS, Fire and Emergency Services Technology	
FIRE	A157	CH	Wildland Air Ops & Safety	200503	200801				AAS, Fire and Emergency Services Technology	
FIRE	A230	CH	Fire Dept Org Theory/Behavior	200503	N/A		yes		AAS, Fire and Emergency Services Technology	<b>Retain</b> per Robin Wahto
FREN	A306	AS	Adv French Conversation & Comp	200603	200801					selected topics course; <b>Retain</b> per Patricia Fagan
GEO	A456	EN	Geomatics/Civil Design	199702	200503	yes	yes			<b>Purge</b> per Bill Hazelton



<div> <div>SUBJECT</div> <div>COURSE</div> <div>BANNER</div> <div>PREFIX</div> <div>NUMBER</div> <div>COLLEGE</div> <div>COURSE TITLE</div> <div>COURSE</div> <div>EFFECTIVE</div> <div>LAST TERM</div> <div>OFFERED</div> </div>						Was this course carried over by request from the 2011-12 purge list?	Was this course carried over by request from the 2012-13 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
Course Subject Code	Schcrse Crse Number	Schcrse College Code	Schcrse Title	Start	Sbscct Term Code					
GEOG	A200	AS	Alaskan Geography	199702	200703					
GEOL	A421	AS	Invertebrate Paleontology	200403	N/A	yes	yes		BS, Geological Sciences; BS, Natural Sciences	
GEOL	A457	AS	Soil Genesis & Classification	200403	200703				BA, Environment and Society; BS Environment and Society; BS, Geological Sciences; BS, Natural Sciences; MS, Applied Environmental Science and Technology	
GEOL	A690	AS	Graduate Topics in Geology	200401	200601	yes	yes		MS, Applied Environmental Science and Technology	selected topics course
GER	A310	AS	Sel Top: Lit Trends & Tradtns	199702	200801				BA, International Studies	selected topics course; <b>Retain</b> per Patricia Fagan
GUID	A101	AS	Intro To Peer Advising	199702	200601		yes			<b>Retain</b> per Linda Morgan
HIST	A239	AS	Black History II	199702	200703					<b>Retain</b> per Liz Dennison
HIST	A323	AS	Communist China	200401	200503		yes		BA, History; BA, International Studies	<b>Retain</b> per Liz Dennison
HIST	A382	AS	American Women's History	199702	200701		yes		Minor, Women's Studies	<b>Retain</b> per Liz Dennison
HIST	A451	AS	Gilded Age/Progressive Era	199702	200801					<b>Retain</b> per Liz Dennison
HIST	A690	AS	Studies in History	200502	200602	yes	yes			selected topics course; <b>Retain</b> per Liz Dennison
HNRS	A309	HC	Resrch Methds w/Intrdisc Teams	200703	N/A				Natural and Complex Systems Program	
JPC	A405	AS	Comm & Media Theories	200603	N/A		yes		BA, Journalism and Public Communications	<b>Purge</b> per Paola Banchemo
JPC	A446	AS	Magazine Editing/Production II	200603	N/A		yes		BA, Journalism and Public Communications	<b>Purge</b> per Paola Banchemo
JPC	A485	AS	Documentary Film Production II	200603	N/A		yes		BA, Journalism and Public Communications	<b>Retain</b> per Paola Banchemo
JPC	A487	AS	Independent Film Production II	200603	N/A		yes		BA, Journalism and Public Communications	<b>Retain</b> per Paola Banchemo
JPC	A492	AS	JPC Senior Seminar	200603	N/A		yes		Honors, Journalism and Public Communications; BA, Journalism and Public Communications;	<b>Retain</b> per Paola Banchemo
JUST	A354	CH	Criminal Procedure	199702	200703			PARL A354 (crosslisted)	UC, Paralegal Studies	
JUST	A400	CH	Adv Research Methods Justice	200403	200603		yes		Honors, Justice Research	
JUST	A401	CH	Inferential Data Analysis	200403	200701		yes		Honors, Justice Research	
JUST	A640	CH	Corrections Theory Research	199803	200603		yes		Master of Public Administration	<b>Retain</b> per Allan Barnes
LOG	A664	CB	Supply Chain Mgmt Leadership	200201	200802				MS, Global Supply Chain Management	<b>Retain</b> per Darren Prokop
LS	A211	AS	Library Research 21st Century	200601	200701		yes			<b>Retain</b> per Page Brannon
LSIC	A392	AS	Seminar in Liberal Studies	200103	200801				Bachelor of Liberal Studies	
MECH	A102	KP	Intermediate Machine Shop	199702	200601				UC, Mechanical Technology	
MUS	A240	AS	Fingerstyle Guitar III	199702	200703			MUS A241 (prereq), MUS A242 (prereq)		
MUS	A241	AS	Fingerstyle Guitar IV	199702	200701		yes			
MUS	A242	AS	Solo Fingerstyle Guitar	199702	200603		yes			
NS	A624	CH	Qualitative Nursing Research	199702	200801					<b>Retain</b> per Jill Janke
NS	A631	CH	Women's Health & Obstetrics I	200401	200403	yes	yes	NS A635 (prereq)	GC, Family Nurse Practitioner	<b>Retain</b> per Jill Janke
NS	A632	CH	Focus on Pediatrics I	200401	N/A		yes	NS A636 (prereq)	GC, Family Nurse Practitioner	<b>Retain</b> per Jill Janke
NS	A635	CH	Women's Health & Obstetrics II	200401	200501	yes	yes		GC, Family Nurse Practitioner	<b>Retain</b> per Jill Janke
NS	A636	CH	Focus on Pediatrics II	200403	N/A	yes	yes		GC, Family Nurse Practitioner	<b>Retain</b> per Jill Janke
NUPN	A112	CH	Mother Baby Nursing for PNs	200202	200703			NUPN A112L (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A112L	CH	Mother-Baby Nursing for PN Lab	200202	200703			NUPN A112 (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A113	CH	Nursing of Children for PN	200202	200703			NUPN A113L (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A113L	CH	Nursing Children for PN Lab	200202	200703			NUPN A113 (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A116	CH	Role Transition to LPN	200202	200703			NUPN A118L (coreq)		
NUPN	A118L	CH	Practicum for PNs	200203	200703			NUPN A116 (coreq)		
PARL	A354	CH	Criminal Procedure	199702	200703			JUST A354 (crosslisted)		
PEP	A103	CT	SCUBA	200603	200801					<b>Retain</b> per Paula Martin*
PEP	A207	CT	Emerg Water Safety & Lifeguard	200603	200701		yes			<b>Purge</b> per T.J. Miller
PEP	A210	CT	Wilderness EMT	200603	N/A		yes			<b>Purge</b> per T.J. Miller
PEP	A233	CT	Coaching Track & Field/Running	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PEP	A234	CT	Coaching Wrestling	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PEP	A235	CT	Coaching Swimming & Diving	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PEP	A236	CT	Coaching Skiing	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PEP	A237	CT	Coaching Figure Skating	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss



BANNER						Was this course carried over by request from the 2011-12 purge list?	Was this course carried over by request from the 2012-13 purge list?			
SUBJECT	COURSE	COLLEGE	COURSE	LAST TERM				COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
PREFIX	NUMBER	CODE	COURSE TITLE	EFFECTIVE	OFFERED					
Course Subject	Course Crse Number	Course College	Course Title	Start	Subsect Term Code					
Code	Code	Code	Code	Code	Code					
PEP	A239	CT	Coaching Baseball/Softball	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PEP	A240	CT	Coaching Football	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PEP	A243	CT	Coaching Hockey	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PEP	A244	CT	Coaching Volleyball	200603	N/A		yes		Minor, Coaching	<b>Retain</b> per Michael Chriss
PER	A168	CT	Winter Camping Alaska	200603	N/A					<b>Retain</b> per T.J. Miller
PER	A170	CT	Backpack Alaska	200603	N/A		yes	PER A287 (prereq)		<b>Retain</b> per Paula Martin*
PER	A171	CT	Outdoor Adventure in Alaska	200603	N/A		yes			<b>Retain</b> per T.J. Miller
PER	A178	CT	Discovering Wild Plants	200603	N/A		yes			<b>Purge</b> per T.J. Miller
PER	A183	CT	Alaska Marine Survival	200603	N/A		yes			<b>Purge</b> per T.J. Miller
PER	A224	CT	Intermediate Karate	200603	N/A		yes			
PER	A237	CT	Intermediate Ice Skating	200603	N/A		yes			
PER	A246	CT	Intermediate Rock Climbing	200603	200603			PEP A467B (prereq)	OEC, Outdoor Leadership; BS, Physical Education; Minor, Outdoor Leadership	
PER	A285	CT	Expedition Glacier School	200603	N/A		yes			<b>Retain</b> per T.J. Miller
PER	A287	CT	Expedition Backpacking	200603	N/A		yes		OEC, Outdoor Leadership	<b>Retain</b> per T.J. Miller
PHYS	A413	AS	Statistical/Thermal Mechanics	200703	200801			CHEM A333L (prereq)	BS, Chemistry; BS, Natural Sciences	<b>Retain</b> per Jim Pantaleone
PS	A344	AS	State and Local Politics	199702	200603		yes		BA, Political Science	<b>Retain</b> per Jim Muller
PS	A453	AS	Organization Theory	199702	200703				BA, Political Science; Minor, Public Administration	<b>Retain</b> per Jim Muller
PSY	A602	AS	Native Ways of Knowing	200603	N/A		yes		PhD, Clinical-Community Psychology	<b>Retain</b> per James Fitterling
PSY	A603	AS	Alaskan and Rural Psychology	200603	N/A		yes		PhD, Clinical-Community Psychology	<b>Retain</b> per James Fitterling
PSY	A605	AS	History and Systems	200603	N/A		yes		PhD, Clinical-Community Psychology	<b>Retain</b> per James Fitterling
PSY	A606	AS	Native Ways of Healing	200603	N/A					<b>Retain</b> per James Fitterling
PSY	A607	AS	Cognition, Affect, and Culture	200603	N/A		yes		PhD, Clinical-Community Psychology	<b>Retain</b> per James Fitterling
PSY	A616	AS	Program Evaluation I	200603	N/A		yes	PSY A617 (prereq)	PhD, Clinical-Community Psychology	<b>Retain</b> per James Fitterling
PSY	A617	AS	Program Evaluation II	200603	N/A		yes		PhD, Clinical-Community Psychology	<b>Retain</b> per James Fitterling
PSY	A659	AS	Multivariate Methods in Psych	200603	N/A		yes			<b>Retain</b> per James Fitterling
PSY	A671	AS	Grant Writing	200603	N/A		yes			<b>Retain</b> per James Fitterling
RUSS	A490B	AS	Sel Topic-Russ Cult in Transla	199803	200001		yes		BA, International Studies	selected topics course; <b>Purge</b> per Patricia Fagan
SOC	A375	AS	Social Psychology	200403	200703				BA, Elementary Education	
SOC	A377	AS	Men, Women and Change	199703	200703				Minor, Women's Studies	
STAT	A405	AS	Nonparametric Statistics	200603	200603		yes		BA, Mathematics; BS, Mathematics; BS, Natural Sciences; Minor, Statistics; MS, Applied Environmental Science and Technology	<b>Retain</b> per Sam Thiru
SWK	A667	CH	Clinical Group Therapy	200601	N/A		yes		GC, Clinical Social Work Practice	<b>Retain</b> per Beth Sirles
VS	A126	KP	Woodworking II	199702	200801					
WELD	A290	CT	Selected Topics in NDT	200201	N/A					selected topics course

Final GER Purge List for 2013-14 UAA Catalog										
SUBJECT	COURSE	BANNER		COURSE	LAST TERM	Was this course carried	Was this course carried			
PREFIX	NUMBER	COLLEGE		EFFECTIVE	OFFERED	over by request from	over by request from	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
						the 2011-12 purge list?	the 2012-13 purge list?			
Code	Sbcrse Crse Number	Sbcrse College Code	Sbcrse Title	Sbcrky Term Code Start	Sbsect Term Code					
CIS	A326	CB	*Information Age Literacy	200803	N/A		yes		BS, Aviation Technology, Aviation Management Emphasis; BS, Aviation Technology, Air Traffic Control Emphasis	GER Integrative Capstone; <b>Retain</b> per Minnie Yen
HNRS	A490	HC	*Senior Honors Seminar	199703	200703	yes	yes		Honors Senior Project/Thesis Requirements (Honors Core)	GER Integrative Capstone; <b>Retain</b> per Ronald Spatz



**Enrollment Services**  
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February 15, 2013

To: Undergraduate Curriculum Board, Graduate Curriculum Board, College Curriculum Boards  
From: Lora Volden, University Registrar *Lora*

Re: Concentrations, Tracks, Options, and Emphasis

**Issue**

Overtime more and more departments have added a concentration, track, option, or emphasis to their programs of study. Additionally, several programs have expressed the desire to indicate these on student transcripts and/or diplomas. In order to respond to the faculty, the Registrar's Office first needs to better understand how these different terms are being applied at UAA.

Since currently we are unable to determine standard definitions or accepted requirements for these terms, I am asking the UAB, GAB, and the college curriculum committees for information about how they determine the appropriateness of one term over another. In addition to the decision making criteria of the particular boards and committees, I will appreciate any information you can gather from the different programs within your college.

**What I need**

I would appreciate feedback on the following:

- Is there a standard definition you have for
  - Concentration
  - Track
  - Option
  - Emphasis
- When do you use each? Is there certain criteria you look at?
- Are there implications associated with these terms that are tied to department accreditation?
- What else should we know that we aren't asking?

If you have information on this that you would like to share I ask that you email me or if you prefer I would be happy to come to a future college curriculum meeting to listen and take notes. I would appreciate having this information before the end of this term (April 26).

Suggestions about language for the Curriculum Handbook regarding currency of the curriculum.

This is the present (Nov 5, 2012) language in “Section 1 – Introduction” to the curriculum handbook.

- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

Recommend this minor revision:

“The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the boards are useful for external review, they are primarily intended to promote and maintain excellence, **and to reflect current practices** in teaching, learning, and research.”

Editorial comment: Assessment and curriculum changes and currency should be linked or related in the CH. For the CH, I think that this should be addressed directly in the Basis for Academic Board Review that begins on p.1.

Suggest adding:

**“7. Changes resulting from the program’s response to academic assessment processes. Please refer to the current Academic Assessment Handbook for additional guidance regarding these activities.”**

Then also suggest adding this about **keeping curriculum current**:

**“8. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.”**

Committee Member	3/8	3/29
Utpal Dutta	P	P
Kevin Keating	P	P
Kathryn Hollis-Buchanan	P	P
Donn Ketner	E	P
Len Smiley	P	P
Shawnalee Whitney	P	E
Walter Olivares	P	E
Kyle Hampton	E	E
Sheri Denison	P	P
Robert Capuozzo	E	E
Sandra Pence (chair)	P	P
Dave Fitzgerald	P	P
Susan Kalina	P	P

#### **Program/Course Action Requests**

Approved the following courses as Integrative Capstones:

CSCE A470 Computer Science and Engineering Capstone Project

JUST A460 Justice in Crisis

BIOL A373 Conservation Biology

#### **Other Items**

Revisions on the GER portion of the Curriculum Handbook were approved by UAB.

Developed list of courses that have not been revised in the past 10 years, as required by

UAA policy (per Curriculum Handbook). Will send reminders to affected departments about the need to revise courses.

Presented first draft of revised social sciences template.

Presented draft of process to enforce GER policy.

## Section 6 - General Education Requirements (GER)

### 6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at [www.uaa.alaska.edu/governance/GER](http://www.uaa.alaska.edu/governance/GER).

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

### 6.2 Revision of or Request for GER Course

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

1. Additional Considerations:
  - Inter MAU coordination to facilitate transfer between campuses.
  - o Courtesy coordination is recommended to determine potential transfer conflicts.

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- o Check other campus' catalogs to see if they have a course with the same prefix and number.
- o If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA. The registrar's office can provide assistance with course number suggestions.
- o If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
- The appropriate GER templates must be applied ([www.uaa.alaska.edu/governance/](http://www.uaa.alaska.edu/governance/))
- Addresses appropriate GER student learning outcome(s) from the GER Preamble ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm))
  - 1. Communicate effectively in a variety of contexts and formats;
  - 2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
  - 3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
  - 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
  - 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
  - 6. Identify ways in which science has advanced the understanding of important natural processes;
  - 7. Locate and use relevant information to make appropriate personal and professional decisions;
  - 8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
  - 9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.
- Meets category definition from Board of Regents Regulation ([www.alaska.edu/bor/policy-regulations/](http://www.alaska.edu/bor/policy-regulations/))
- Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm)) and this handbook
  - o **Oral communication skills.** Students:
    - develop both their message creation and message interpretation skills in order to be more successful communicators.
    - develop an awareness of the role of communication in a variety of human relationships.
    - develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.
  - o **Quantitative skills.** Students:
    - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
    - correctly explain their mathematical reasoning.
  - o **Written communication skills.** Students:
    - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
    - write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
    - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.
    - demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality

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- to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.
- **Fine arts.** Students should be able to:
    - identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
    - interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.
  - **Humanities.**

Students who complete a **content-oriented** course in the humanities should be able to:

    - identify texts or objects, place them in the historical context of the discipline,
    - articulate the central problems they address and provide reasoned assessments of their significance.

Students who complete a **skills oriented** humanities course in **logic** should be able to:

    - identify the premises and conclusions of brief written arguments,
    - evaluate their soundness or cogency, and recognize common fallacies,
    - use a formal technique to determine the validity of simple deductive arguments and
    - evaluate the adequacy of evidence according to appropriate inductive standards.

Students who complete a **skill-oriented** humanities course in a **language** should:

    - demonstrate proficiency in listening, speaking and writing.
  - **Natural sciences.** Student will:
    - Be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
    - demonstrate an understanding of the fundamentals of one or more scientific disciplines,
    - demonstrate a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Students completing the laboratory class will:

    - demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
    - critically observe materials, events or processes, and
    - accurately record and analyze their observations.
  - Social sciences.** Students will be able to:
    - describe the discipline she or he has studied and discuss the key principles or themes that unify it.
    - describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research.
    - demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
    - explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.
  - Integrative capstone.** Students must:
    - demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.
  - Provides rationale for retaining or adding this course to the GER menu



- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

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

- The following must be submitted to the Governance Office ([aygov@uaa.alaska.edu](mailto:aygov@uaa.alaska.edu)):

- Signed CAR.
- Completed CCG.

If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm)).

- Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)). The Fee Request Form is not required if there are no changes to existing fees.

- Coordination should be done early in the process and consists of three steps:

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

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

- The faculty initiator is also required to send an email to [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu) explaining the revision or new course. The email must include contact information, as well as:

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

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

- The faculty initiator is required to send the CAR and CCG to the library liaison for that department ([http://consortiumlibrary.org/find/subject\\_liaison\\_librarians](http://consortiumlibrary.org/find/subject_liaison_librarians)).

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

~~4.~~

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~~5.—GER changes should have a Fall implementation date ~~of fall. In order to~~To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation. it is recommended that first reading take place no later than first week in March.~~

~~6.5.~~

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### 6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The purge list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.

## UAA Faculty Senate Academic Assessment Committee AY 2012-2013

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

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

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

Meeting dates Mar 1<sup>st</sup> from 9:30a-12:30p in ADM 204.

### Informational Items:

- AAC is working to update and Annual Assessment Survey for implementation in spring semester 2013.
  - o The survey is scheduled to be available to programs on April 1<sup>st</sup>, 2013.
  - o The deadline to submit the Annual Assessment Survey will be June 15<sup>th</sup>, 2013.
- The AAC is developing the Northern Lights Assessment Seminar scheduled for September 19<sup>th</sup> - 20<sup>th</sup>, 2013 on the UAA campus. This seminar/workshop will focus on the value and utility of assessment including e-portfolios; assessment processes, tools and resources; and integration of assessment into program review. As it becomes available more information will be posted at: [http://www.uaa.alaska.edu/governance/academic\\_assessment\\_committee/index.cfm](http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

## **ACDLITE Committee Report**

**Meeting Date: Friday, March 8, 2013**

Committee Members:

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

P-present

E-excused

A-absent

D-Distance

**Approval of Feb. 2013 report-** One correction- ABBELL- Pebble Pad will be presented in May 2013

**Approval of March. 2013 agenda- NOTE:** Amy will be absent next meeting due to travel; Gail has volunteered to take minutes for the April meeting.

### **Update:**

Angela and Amy are meeting with Pat Sheir on March 22, 2013 after the UTC meeting; Pat could not attend our March meeting due to travel but will attend the April ACDLITE meeting.

**Black Board issue-** Equation issues, it's a known problem but no one is taking responsibility for it. The main issue is for people that are trying to write their own equations. But there are bigger issues with Blackboard such as the analytics. The platform often seems weak with functions that don't work well for individual faculty functions and needs. There is a work around for the equations issue maybe this hasn't been publicized to faculty. The work around doesn't seem to have the functionality needed. **ACTION:** **Jane will follow up on this and come back to address the committee on her progress.**

**Dave-** Follow-up on the Blackboard outage of November 2009. A specially appointed task force and ACDLITE made several recommendations following the catastrophic failure that was caused by multiple disk failures and system procedures. Several solutions have been put into place by ITS to prevent a recurrence of that situation. Because disks continued to fail after the outage, the HP EVA system was replaced with a Dell EqualLogic system. Incidents are now escalated based upon their urgency and their impact. Rather than using parallel restoration, services are prioritized and restored accordingly. ITS now performs more frequent backups to shorten the recovery time. They now also use the "restore verify only" SQL command to avoid restoring corrupted files. They have also implemented a system to monitor Blackboard services.

On the communication side, ITS updated the telephone-tree status line and their postings to the Call Center twitter feed. Critical services such as Blackboard will have outage and maintenance information posted on the logon screens for those services.

The recommended “off-site” for data recovery is currently being constructed, but there still is no “official” and tested data recovery plan. While an informal Risk Analysis has been conducted, there is no official document, which should be an essential element of a Data Recovery Plan (DRP).

We can ask as a committee to have the Disaster Recovery plan completed not just for Blackboard but also for all IT services. Perhaps there could be a DRP that includes all three MAUs. **ACTION- at the next UTC meeting, recommend that a Disaster Recovery plan be addressed, outlined and tested within the next year, as recommended by the task force.**

Is it still the policy that courses are deleted from Blackboard after 3 years? Yes- due to storage issues. Where/what is the Bb policy? Who has the ownership of the policy in terms of updating? **ACTION: Bring this up at the next UTC meeting- the Blackboard use policy should be reviewed on a regular basis and updated.**

#### **Review of ACDLITE’s Yearly Goals for 2012-13:**

##### **Committee Goals set last September:**

*- Maintain ACDLITE’s presence in all UAA committees and initiatives that address instructional technology issues to ensure that UAA faculty needs and concerns are addressed.* As a committee, we have met this goal by the various activities of committee members related to technology and ACDLITE’s mission. **ACTION: Committee members please summarize your activities as related to instructional technology this past year in an email to Amy by the beginning of April so that we can prepare our end of year report to Faculty Senate.**

*-Update and maintain the eLearning Faculty Handbook-* the handbook sub-committee successfully completed a major review and revision to the eLearning Faculty Handbook, updating information and links. A final recommendation is to work with Dave Dannenberg at the FTC to assist in publicizing the document to faculty.

*--Attend candidate presentations for the Provost and the CIO search-* ACDLITE committee members provide representation and feedback for both the Provost and CIO search. A list of attendees will be included in the final Faculty Senate report.

ACDLITE Leadership for next year- we will continue to recruit leadership and committee members for ACDLITE next year. We still need people from satellite campuses and someone from Health Sciences for full representation. We can ask during the next Faculty Senate meeting if anyone is interested in joining. Angela will not be on the committee next year. Amy will continue on ACDLITE but not in a leadership role.

**ACTION: at the last meeting in April, brainstorm goals for next year:**

- Participate in eLive change over as needed
- assist in search committee for the new ePortfolio manager
- follow up on Disaster Recovery Plan with UTC

**Reports:**

- **eLearning workgroup**- Matt- presentation- share point 2010- intranet type format, file storage and serving but more user friendly. Matt thought it was useful and user friendly. The eTech fair was in Feb. but there was a low turnout for the event. They should have coordinated with Café and other faculty groups if they want to increase attendance. We might want to coordinate with our face to face sessions. Overall the sessions seemed to lack what faculty need or are looking for. Matt will bring this feedback back to the committee. They will plan this more in advance for next fall.

-**UTC update**- the last meeting focused on meeting Pat and getting to know his agenda. The main focus was the elive changeover (there is now a one year reprieve). One concern is if there's a need for such a significant change then what is the process that we have as an institution? We don't seem to have a formalized process, such as facilitating the recommendation and vetting and assimilation of learning. One example is the unified directory system and how some people are still having problems and this illustrated how the process needs revisions. Maybe bringing in consultants to help- we need to learn how to define the process of changes or upgrades to systems and technology. This will assist in accepting change. We have a lot of opportunity to influence our mission right now. Someone has to coordinate all of the committee charges and align that with a vision of leadership along with Dave at FTC. eLive could be the first opportunity to devise this process. Faculty has to have a unified voice. The new CIO might need a steering committee for IT and FTC. Isn't UTC a representation of a steering committee but it was more of an advisory committee? We can make this recommendation at the next UTC meeting- we can start with the mission statements of each committee. **ACTION: Angela and Amy will devise an agenda for the meeting with Pat at the end of March.**

-**ePortfolio/Bruno**- update on the AAEEBL webinar series- we are a member now and we have access to these webinar. Bruno will be in Boston supporting this on the program committee. Pebble Pad is on May 1<sup>st</sup> -a UK product. Every two weeks for an hour (around 9-10 am) you can attend. They showcase the ePortfolio options and it's very impressive and informative. Path brite gave me an idea of how eportfolio can interface in Black Board. Blackboard is weak in terms of ePortfolio options and they haven't continued to be innovative and the price is too high for what they offer. The ePortfolio initiative will take much more than just the platform and it is up to the faculty to determine the direction. We need to follow up with Dave on the ePortfolio job search- we need representation on this search committee.

**Next Meeting Friday, April 8, 2013 RH 204**

## **Budget, Planning, and Facilities Advisory Board - Report to Faculty Senate – 04/05/2013**

BPFA met on Friday, March 1, 2013, from 1-2 pm in SSB 258.

Committee members present included Stefanos Folias, Sarah Kirk, and Jodee Kuden. Tara Smith also attended. Sharon Chamard, Marcia Stratton, and Sam Thiru were excused.

1. Agenda and previous meeting notes accepted.
2. New Business

We discussed Mark Fitch's request that the BPFA work on addressing the policy on classroom design. Stefanos agreed to take the lead on reviewing the policy website. He'll gather our questions and bring that back to the April meeting.

We also reviewed the Sightlines Report and decided that this and the policy on classroom design need to be our priority for the April meeting. Everyone agreed to review the Sightlines report and the Policy website (<http://www.uaa.alaska.edu/policy/>) thoroughly to help give feedback to Faculty Senate.

Sharon Chamard was volunteered to lead the Sightlines report follow up by meeting with Cathy Murphy from classroom Scheduling. Stefanos Folios volunteered to attend this meeting as well. The BPFA has questions based on the Sightlines report about the classrooms usage numbers found there. Tara Smith mentioned that special events can get a classroom for one or two days, but it ties up the room for the entire semester based on just that 2-day event, i.e., TIAA-CREF or Valic retirement sessions.

## 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~~that affect the general welfare of the University and its research, creative activities and educational programs.
- b. To serve as an agency by which information of general concern and interest to the University of Alaska Anchorage faculty may be freely collected, disseminated and discussed.
- c. To function as the legislative body having primary authority to initiate, develop, review and recommend policy of the University of Alaska Anchorage, including but not limited to
  - (1) Academic Matters
    - (a) degree requirements,
    - (b) program approval,
    - (c) course approval,
    - (d) admissions policies,
    - (e) instructional policies,
    - (f) transfer policies,
    - (g) academic advising,
    - (h) assessment of incoming students,
    - (i) outcomes of courses,
    - (j) distance education,
    - (k) e-learning,
    - (l) library,
    - (m) conduct of research scholarship, and creative activities
    - (n) mentorship of research scholarship, and creative activities
    - (o) other matters directly concerned with the academic programs of the University of Alaska Anchorage.



(2) Faculty Matters

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

(3) Physical Facilities and Equipment

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

(4) University Community

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

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

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

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

- (1) budget,
- (2) calendar,
- (3) administrative appointments,
- (4) physical facilities,
- (5) computing,
- (6) distance education,
- (7) e-learning,
- (8) coordinated policies,

- (9) telecommunications,  
(10) research, scholarship and creative activities  
(11) other matters affecting the general welfare.

### ARTICLE III. MEMBERSHIP

**Section 1.** Those eligible for membership in the Faculty Senate shall be tenure-track or term faculty members with a .5 F.T.E. or greater, non-administrative assignment prior to being elected, and who hold the rank of Instructor, Assistant Professor, Associate Professor, or Professor. Faculty members on any type of Sabbatical leave that prevents attendance at 20 percent or more of Faculty Senate meetings are not eligible to serve as members of the Faculty Senate and must relinquish the position.

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

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

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

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

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

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

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

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

**Section 6.** Senators shall be elected no later than April 15. Voting will be by secret ballot. Candidates shall be elected by a simple majority of those responding. If two seats of unequal duration are available, the faculty member with the greatest

number of votes serves the longer term. If a faculty member wins both a senate position at-large and for a unit, the Nominations and Elections Committee will determine which one of the offices will be filled by that member.

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

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

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

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

Other vacancies during the academic year shall be elected by the Faculty Senate at the earliest possible convenience.

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

#### ARTICLE IV. OFFICERS

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

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

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

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

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

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

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

- Section 8.** The Chair of the Graduate Academic Board, the Chair of the Undergraduate Academic Board, the Second Vice President or the Past President, shall serve as a representative of the Faculty Senate to the Faculty Alliance. The UAA Faculty Senate President will select this representative.
- Section 9.** If for any reason the President should relinquish or be recalled from office, the 1<sup>st</sup> Vice President will automatically and immediately assume the Presidency.
- Section 10.** If for any reason the 1<sup>st</sup> Vice President should relinquish or be recalled from office, the President will call an election.
- Section 11.** If for any reason the 2<sup>nd</sup> Vice President should relinquish or be recalled from office, the President will call an election.
- Section 12.** The terms of newly elected Officers shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.
- Section 13.** The President, First Vice President, and Second Vice President of the Faculty Senate, together with the chairpersons of the Undergraduate Academic Board; the Graduate Academic Board; and the Past President, who shall be an ex officio, non-voting member; shall constitute the Executive Board of the Faculty Senate. The Executive Board shall be empowered to act in the name of the Senate on an emergency basis. Any actions taken by the Executive Board are subject to Senate review at the next meeting of the Faculty Senate.

#### ARTICLE V. BOARDS AND COMMITTEES

- Section 1.** There shall be two permanent boards and fourteen standing committees of the Faculty Senate as well as those committees established by the Bylaws. The Committee Chairs may appoint ex-officio non-voting members. ~~It is recommended that committees with overlapping interests hold at least one joint meeting in the spring semester.~~
- a. Undergraduate Academic Board
    - General Education Review (GERC)
  - b. Graduate Academic Board
  - c. Committees,
    - 1) Academic Computing, Distance Learning, Instructional Technology, and eLearning
    - 2) Student Academic Support and Success
    - 3) Budget, Planning & Facilities Advisory
    - 4) Nominations and Elections
    - 5) Diversity
      - Indigenous Peoples
    - 6) Library Advisory
    - 7) University-wide Faculty Evaluation ~~Professional Development~~
    - 8) Faculty Grants and Leave
    - 9) Institutional and Unit Leadership Review
    - 10) Distinguished Service Awards
    - 11) Academic Assessment
    - 12) Community Campus
    - 13) Academic Integrity
    - 14) Research & Creative Activity
    - 15) Ad hoc committees as described in Sections 7-9

- Section 2.** Senate members of permanent boards and committees shall serve ~~two~~one-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 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 that~~ affects administrative practice.
- Section 12.** The position of any member of a permanent board or committee shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings, unless the absence is excused by the Chair of that board or committee.
- Section 13.** The position of any Senator shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings or fails to attend four regularly scheduled meetings in an academic year, unless the absence is excused.
- Section 14.** The position of Board or Committee Chair shall be vacated if the occupant fails to attend two consecutive regularly scheduled meetings of the Board or Committee; or if the occupant fails to attend two consecutive regularly scheduled Senate meetings.
- Section 15.** Senate, permanent board, and committee vacancies that occur after a regularly scheduled annual election shall be expeditiously filled in the manner designated for that position in the Constitution and shall be for the unexpired term of the position.
- Section 16.** Board and Committee Chairs may appoint ex-officio, non-voting members.
- Section 17.** A member of the Undergraduate Academic Board or Graduate Academic Board may designate a voting substitute for a meeting from which the board member will be absent. This substitute must be eligible for membership on the board. Voting substitutes are not allowed on Faculty Senate committees. The presence of a voting substitute means that the absence of the elected member does not count.

## ARTICLE VI. MEETINGS

- Section 1.** The Senate shall meet once a month from September through December and February through May. Other meetings, including electronic voting meetings, may be held on the special call of the President of the Faculty Senate. Only matters pertaining to course or program approval may be voted on electronically. Electronic voting meetings during the period between May and August can be called only on an emergency basis by the President of the Faculty Senate, at the written request of the Undergraduate and/or Graduate Academic Boards. The results of any electronic voting during the May-August period must be reported to the Senate at its regularly scheduled meeting. Senators may attend the senate meetings as voting members via remote link.
- Section 2.** Each academic year, the senate shall conduct ~~two Faculty Forums~~ ~~Retreats~~ ~~each academic year~~, one Faculty Senate Retreat in the fall semester for senators and board and committee members and one Faculty Forum for all faculty members in the spring semester. The agenda for the Faculty Senate Retreat and Faculty Forum shall be set by the executive board in consultation with the faculty.

**Section 3.**

~~The 2<sup>nd</sup> Vice President shall convene a Special Nominations Meeting within one week of the start of balloting for membership.~~

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

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**ARTICLE VII. QUORUM**

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

**ARTICLE VIII. PARLIAMENTARY AUTHORITY**

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

**ARTICLE IX. AMENDMENTS**

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

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

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

**Section 4.** Following the second reading, the amendment shall be voted on by all faculty members eligible to serve as a Senator, as described in Article III, section 1, of this Constitution. Amendments shall be approved by a two-thirds vote. The vote shall be considered invalid if fewer than 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.

- The petition shall be considered to second the motion.
- The Senate must consider this motion at the meeting following the submission of the petition.
- 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.
- 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**

**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.



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

**Section 1. (Article III. Membership)**

a. Nomination of Senators

- (1) The Nominations and Elections Committee shall prepare a slate of candidates for Senate positions consisting of eligible faculty nominated by faculty. to be presented  
~~at the Special Nominations Meeting held within one week of the start of balloting for membership.~~
- (2) ~~The slate of candidates may be augmented by nominations from the floor of the Senate at the Special Nominations Meeting.~~ Nominations shall be made in accordance with Article III, sections 3, 4, and 5 of the Constitution.

b. Election of Senators

- (1) Election of Senators shall be by ballot.
- (2) Faculty Members shall vote in accordance with Article III, sections 3, 4, and 5 of the Constitution.
- (3) The terms of the newly elected Senators shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the Academic year.

c. Recall of Senators

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

## 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, 1<sup>st</sup> Vice President, and 2<sup>nd</sup> Vice President and must consist of eligible faculty nominated by faculty. ~~to be distributed to the faculty at large prior to the Special Nominations Meeting held within one week of the start of balloting for membership. The slate of candidates may be augmented by nominations from the floor at the Special Nominations Meeting.~~

### b. Election of Officers

- (1) Officers shall be elected by the faculty at large. ~~following the Special Nominations Meeting.~~
- (2) Election of officers shall be by secret ballot.
- (3) The terms of the newly elected officers shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the Academic year.

### c. Recall of Officers

- (1) Any elected officer may be recalled by a two-thirds vote of all qualified voters casting ballots in a recall election held in accordance with paragraph (2) below. Recall shall be effective immediately upon tabulation of all ballots cast.
- (2) A recall election shall be held upon receipt by the Faculty Senate Executive Board of a written petition signed by at least 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, Instructional Technology, and eLearning; Student Academic Support and Success; Budget, Planning and Facilities Advisory; Diversity; Library Advisory; Professional Development and Institutional and Unit Leadership Review; Academic Honesty and Integrity; and Research and Creative Activity.

- (1) The Senate shall select a minimum of three Senators for the Committee, with a maximum of two Senators from any unit as defined in Article III, section 3, subsections A-K, and section 4 of the Constitution.
- (2) A Senate member of the Committee shall convene the first meeting.
- (3) New and continuing members shall elect the chair(s) no later than May 15, with service to begin June 1. The Chair or a Co-chair must be a member of the Faculty Senate.
- (4) The Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.
- (5) The Committee shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

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

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

- (1) Each of the units listed in Article III, Section 3, of the Constitution shall elect representatives to the Undergraduate Academic Board so that total membership on the Board is the equivalent of one representative for each sixty (60) or fraction thereof of faculty members who meet the requirements laid down in Article V, Section 3, of the Constitution.
- (2) The Senate shall choose four ~~members~~ senators to serve on the Board.  
Senate Representation  
Arts and Sciences (1)  
~~At Large Members~~ Any Senators (3)
- (3) Non-Senate Faculty Members shall be elected by faculty within their respective units as defined in Article III, section 3 of the Constitution.

Non-Senate Faculty Representation:

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

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

- (4) Faculty holding appointments of less than .50 F.T.E. (hereafter called adjunct or part-time faculty) may collectively elect one representative to the Undergraduate Academic Board.
- (5) Faculty members of the Board for Undergraduate Academic Board shall serve two-year staggered terms.
- (6) The students of the University of Alaska Anchorage may appoint one undergraduate or certificate-seeking student to voting membership on the Undergraduate Academic Board. The method of selection of the student representative shall be the responsibility of the student government.
- (7) New and continuing members of the Board shall elect the chair person(s) no later than May 15, with service to begin June 1. The chair(s) shall be elected by the Board from those members who are in the second year of their terms or who have served at least one previous term of office. If no chair is an elected senator, a chair shall act as an ex-officio, voting member of the Senate at Senate meetings.
- (8) One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Services, Publications and Scheduling, shall be ex-officio and non-voting members of the Undergraduate Academic Board. The Governance Office shall be responsible for coordinating the activities of the Undergraduate Academic Board.

b. Functions and Responsibilities of the Undergraduate Academic Board

- (1) The Board may initiate and review all academic policies of undergraduate programs as defined in Article II, Section 2, subsection c(1) of the Faculty Senate constitution.
- (2) Subject to Article V, Sections 5, 5a, and 5b of the Constitution, the Board shall have the authority to
  - (a) approve all new permanent numbered courses, including those from Community Campuses and changes in number, content, title, and description of existing undergraduate courses;
  - (b) review and recommend any changes in existing undergraduate degree and undergraduate certificate programs, which have been initiated by program faculty;
  - (c) review and recommend any new undergraduate degree or undergraduate certificate programs, which have been initiated by faculty.
- (3) The Board may forward issues about academic computing, distance learning, instructional technology, e-learning, or telecommunications to the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee. These requests may include a request for a timely response.

- (4) Approved actions of the Board shall be submitted for review to the Faculty Senate at the next regularly scheduled meeting of the Senate.
- (5) The Chair of either the Undergraduate Academic Board or the Graduate Academic Board may request that the Faculty Senate establish a joint special committee to consider matters of mutual concern to the Academic Boards.
- (6) The Undergraduate Academic Board shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.
- (7) The Undergraduate Academic Board shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

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

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

The following units shall be represented by a faculty member:

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

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

All membership terms are for two academic years.

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

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

- The Committee shall: (with respect to course actions and reviews)
- 1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria (see <http://www.uaa.alaska.edu/governance/ger/upload/tier3model.pdf>);
  - 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;
  - 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 leave that prevents them from meeting the qualifications for membership and attendance requirements in the Faculty Senate Constitution (Article 5, Sections 3 & 12) Sabbatical are not eligible to serve as members of the Graduate Academic Board and must relinquish the position.
- (1) The Senate shall choose four senators to serve on the Board:

College of Arts & Sciences	(1)
<u>Any senator</u>	(3)
  - (2) Non-Senate Faculty Members shall be elected by faculty within their respective units as defined in Article III, section 3 of the Constitution.

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

Members may attend the meetings of the Graduate Academic Board as voting members via remote link.
  - (3) Faculty members of the Board for Graduate Academic Board shall serve two-year staggered terms.
  - (4) The students of the University of Alaska Anchorage may appoint one graduate student to voting membership on the Graduate Academic Board. The method of selection of the student representative shall be the responsibility of the student government.
  - (5) Newly elected and continuing members of the Board shall elect the chairperson no later than May 15, with service to begin June 1. The chair shall be elected by the Board from those members who are in the second year of their terms or who have served at least one previous term of office. If the chair is not an elected senator, the chair shall become an ex-officio, voting member of the Senate.

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

d. Functions and Responsibilities of the Graduate Academic Board

- (1) The Board may initiate and review all academic policies of graduate programs as defined in Article II, Section 2, subsection c (1) of the Faculty Senate Constitution.
- (2) Subject to Article V, Sections 5, 5a, and 5b, of the Constitution, the Board shall have the authority to
  - (a) approve all new permanent numbered courses, including those from Community Campuses, and changes in number, content, title, and description of existing graduate courses;
  - (b) review and recommend any changes in existing graduate degree and graduate certificate programs; which have been initiated by program faculty;
  - (c) review and recommend any new graduate degree or graduate certificate programs, which have been initiated by faculty.
- (3) The Board may forward issues about academic computing, distance learning, instructional technology, e-learning, or telecommunications to the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee. These requests may include a request for a timely response.
- (4) Approved actions of the Board shall be submitted for review to the Faculty Senate at the next regularly scheduled meeting of the Senate.
- (5) The Chair of either the Undergraduate Academic Board or the Graduate Academic Board may request that the Faculty Senate establish a joint special committee to consider matters of mutual concern to the Academic Boards.
- (6) The Graduate Academic Board shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.
- (7) The Graduate Academic Board shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

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

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

- f. Functions and Responsibilities of the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee
  - (1) The Committee may initiate and review all policies affecting academic computing, instructional technology, distance education, and e-learning as defined in Article II, Section 2, subsections c (1) and (3) of the Faculty Senate constitution.
  - (2) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on academic computing, instructional technology, distance education, e-learning, and telecommunications as defined in Article II, Section 2, subsections d (5) and (8) and subsection e (5), (6), (7), and (8) of the Faculty Senate constitution.
  - (3) The Committee shall respond to requests from the Boards for Undergraduate Studies or Graduate Studies in reference to academic computing, instructional technology, distance education, e-learning, and telecommunications. In addition to any reports requested by the initiating Board, the Committee shall submit a report to the Faculty Senate summarizing any findings or recommendations. This may be the same report submitted to the initiating Board.
  
- g. Composition of the Student Academic Support and Success (SASS) Committee
  - (1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Student Academic Support and Success (SASS) Committee by April 20 or as vacancies permit.
  
- h. Functions and Responsibilities of the Student Academic Support and Success (SASS) Committee
  - (1) The Committee may initiate and review all policies affecting student academic support to include but not be limited to attrition, assessment, placement, and advising. Examples of academic support include supplemental instruction, tutoring, learning communities, and in-take processes.
  
- i. Composition of the Budget, Planning and Facilities Advisory Committee
  - (1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Budget, Planning and Facilities Advisory Committee by April 20 or as vacancies permit.
  
- j. Functions and Responsibilities of the Budget, Planning and Facilities Advisory Committee
  - (1) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on budget matters as defined in Article II, Section 2, subsections d (1), (3), and (8) and subsections e (1), (3), and (5) of the



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

l. Functions and Responsibilities of the Nominations and Elections Committees

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

m. Composition of the Diversity Committee

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

n. Functions and Responsibilities of the Diversity Committee

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

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

Composition of the Indigenous Peoples Committee

This committee shall maintain a minimum membership of 50% who are Indigenous Faculty

Two (2) members of this sub-committee must be from the Native Coalition Group on campus which includes representatives of the programs that service indigenous students.

Two (2) Indigenous students

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

o. Composition of the Library Advisory Committee

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

p. Functions and Responsibilities of the Library Advisory Committee

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

~~q. Composition of the Professional Development Committee~~

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

~~r. Functions and Responsibilities of the Professional Development Committee~~

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

qs. Composition of the University-wide Faculty Evaluation Committee

The Faculty Senate shall establish one University-wide Faculty Evaluation Committee consisting of a total of fifteen (15) tenured full professors, ~~five~~ seven (7) from ~~each the bipartite~~ bipartite workload tracks (Bipartite-Vocational, Bipartite-Academic), and ~~eight (8) from the tripartite workload track~~ eight (8) from the tripartite workload track (Tripartite-Academic). No more than two (2) faculty members may be from an individual school or college in each Bipartite-Academic and Tripartite-academic workload category. Tenured associate professors will be elected

if there are insufficient numbers of ~~full~~-professors to staff the committee. All faculty members who serve on this committee shall be elected by the faculty at large to three-year terms. No one on a promotion or tenure committee at a prior level, and no one standing for promotion or tenure is eligible to serve on the committee. Elections shall be held annually, and in each year seven or eight members shall be elected. No faculty member who holds an administrative appointment (dean, associate dean, assistant dean) in the University is eligible. The committee shall establish subcommittees composed of committee members for the purposes of evaluation of individual faculty. Each subcommittee shall include a majority of representatives from the same workload track as the faculty member being evaluated and at least one member from each of the other tracks.

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

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

- (1) to review and recommend policies on tenure, promotion, appointment reappointment, and termination as defined in Article II, Section 2, subsections c. (2) of the Faculty Senate constitution.
- (2) to review school and college evaluation criteria and processes for consistency with Board of Regents and University policies, and to make change recommendations to the Provost.
- (3) to review the recommendations of school and college peer review committees and of deans and directors for their consistency with Board of Regents and University policies and with the requirements adopted by the schools and colleges.
- (4) to make recommendations on faculty promotion and tenure to the Provost.

**s. Composition of the Faculty Grants and Leave Committee**

Tenure-track faculty elected from the following units:

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

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

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

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

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

Sabbatical leave policies shall be considered independently of other grant and leave policies.
- (2) The Committee may provide advice and consultation to the Chancellor, University of Alaska Anchorage in matters relating to the administration of Faculty Development Funds, Research and Travel Funds, and Sabbatical Leave including but not limited to
  - (a) development of time lines and procedures for awarding grants;
  - (b) review and assessment of applicants for University grants; and,
  - (c) fostering of faculty development and research opportunities for faculty members.
- (3) The Committee shall present a report of its activities to the Faculty Senate at the regularly scheduled December and May meetings.

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

- (1) A Senator on the Committee shall convene the first meeting in each academic year.
- (2) Membership on the committee is open to any faculty member who submits his or her name to the Nominations and Elections Committee by April 20 or as vacancies permit.

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

- (1) Oversee the faculty review of Deans and Directors via a periodic survey.
- (2) Annually advise the Senate's Executive Board by the end of September of the Committee's timeline and milestones for that academic year; thereafter, the Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the Senate's regularly scheduled October meeting.
- (3) Annually review the survey instrument and modify as needed.
- (4) Annually discuss with the University's Deans and Provost the overall scope of the survey instrument, the expected protocols for its administration, and the timeline noted in (2) above.
- (5) Notify faculty prior to the survey's administration; advance faculty participation in the survey process.
- (6) Confer with each dean to determine the reporting process most suitable

for that dean's respective unit. If a dean is newly appointed or leaving his/her post during a year when his/her unit is to be surveyed, the Committee, following discussion with that dean and the Senate's Executive Board, may elect to postpone the survey period by up to two years.

- (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.

#### W. Composition of the Distinguished Service Awards Committee

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

#### X. Functions and Responsibilities of the Distinguished Service Awards Committee

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

- i. To a member of the Faculty Senate or its Boards and Committees for Outstanding and Distinguished Service to the Senate.
- ii. To a faculty member for service to the university outside of the Senate.
- iii. To a community member who has made distinguished contributions to the University. Nominees may be students, staff members, or members of the community.

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

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

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

y. Academic Assessment Committee

Composition of the Assessment Committee

- (1) Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:
  - a. College of Arts & Sciences (1)
  - b. College of Business & Public Policy (1)
  - c. College of Education (1)
  - d. College of Health (1)
  - e. Community & Technical College (1)
  - f. School of Engineering (1)
  - g. Library (1)
  - h. Kodiak College (1)
  - i. Kenai Peninsula College (1)
  - j. Matanuska-Susitna College (1)
- (2) In addition there shall be 4 representatives from Faculty Senate (4)
- (3) Faculty members of the Assessment Committee shall serve two year staggered terms.
- (4) Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June 1. After AY10, the chair shall be elected by the Assessment Committee from those members who are in the second year of their terms or who have served at least one previous term of office. The Chair or a Co-chair must be a member of the Faculty Senate.
- (5) One representative from the Office of Academic Affairs, appointed by the provost and one representative from the office of the Registrar shall be ex-officio and non-voting members of the Assessment Committee. OAA shall be responsible for coordinating and supporting the activities of the Assessment Committee.

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

z. Functions and Responsibilities of the Academic Assessment Committee:

- (1) Develop and maintain UAA Assessment Handbook.
- (2) Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;
- (3) Recommend program assessment-related actions to the Senate;
- (4) Develop institutional learning outcomes assessments and direct the collection and analysis of that data;

- (5) Review and recommend all requests to modify institutional learning outcomes;
- (6) Review all requests to modify assessment policies;
- (7) Refer all curricular and academic issues to the Boards;
- (8) Undertake such additional tasks or responsibilities relating to program and institutional assessment as assigned by the Senate.

#### Aa. Composition of the Community Campus Committee

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

#### Ab. Functions and Responsibilities of the Community Campus Committee

- (1) Annually advise the Senate's Executive Board of the committee's timeline and milestones for that academic year, and that of each of the community campus Faculty Forums.
- (2) To communicate information, and to coordinate action(s) of mutual interest, between the Faculty Senate and the community campus Faculty Forums. When necessary, the committee shall facilitate consultation between any Faculty Forum and the Faculty Senate's Executive Board on governance matters common to both.
- (3) To provide a single point of liaison between the community campus Faculty Forums and other standing committees of the Faculty Senate.
- (4) Assist each community campus Faculty Forum, when requested by such, in developing and implementing a system of periodic feedback between the Director and faculty on matters specific to their respective campuses; each feedback system shall provide information useful to the respective campus Director and shall enhance communication between that Director and his or her faculty on matters derived therein. Each Forum shall periodically report its activities to the committee for inclusion in the latter's year-end report.

#### Aa. Composition of the Academic Honesty and Integrity Committee

- (1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee, or to a Senate member of the Diversity Committee by April 20 or as vacancies permit. In additions, up to 2 student members will be solicited.

#### Ab. Functions and Responsibilities of the Academic Honesty and Integrity Committee

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

Ac. Composition of the Research and Creative Activity Committee

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

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

- (1) The Committee may initiate and review all policies affecting research and creative activity.
- (2) The Committee will provide a connection between the faculty and the UAA vice provost for research and graduate studies, and advise the VPRGA on developing productive relationships with research and creative activity faculty across the campus.
- (3) The Committee will provide reports and recommendations to the Faculty Senate on behalf of the research and creative activity community at UAA.
- (4) The Committee may conduct needs assessments, engage in planning and advocate on behalf of faculty engaged in research and creative activity.

**Section 4. (Article VI. Meetings)**

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

**Section 5. (Article VIII. Parliamentary Authority)**

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

**Section 6. (Article X. Amendments)**

- a. Amendments to the Bylaws may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.
- b. Copies of proposed amendments shall be sent to all members of the Faculty.
- c. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the second regular meeting following the distribution of copies. Any tenure-track or term faculty member eligible to serve as a Senator may participate in floor discussions during the first and second readings.
- d. Following the second reading, the amendment shall be voted on by all faculty members eligible to serve as 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.



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

**April 1, 2013**

The Committee drafted a presentation to be offered to the deans on the use of an in-house developed survey of faculty and staff on their respective unit's leadership. This presentation included a list of candidate survey questions. Committee members attended two Executive Board meetings to discuss these materials. The Executive Board requested that a spectrum of survey options be prepared and such a collection was subsequently delivered to the Senate's President. Based on the Committee's discussions with the Executive Board, the Committee is revising its list of candidate survey questions. The Committee anticipates that both the survey process and survey questionnaire will be forwarded to the Office of Academic Affairs with a request to address the deans thereafter. The Committee has also completed its review of commercially available surveys and will include a summary of such in its year-end report.

Committee members include: Barbara Brown, Larry Foster (chair), Deborah Fox, Forrest Nabors, Katherine Rawlins, and Liliya Vugmeyster. The Committee meets next on April 5 in SSB 223 at 1:00 PM.

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

February 1, 2013 Meeting

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

MEMBERS IN ATTENDANCE. Mandy Booth, Sam Cook, Leanne Davis, Christie Ericson, Alberta Harder (UAA Co-chair), Garry Kaulitz, Beth Kersey, Sharon LaRue, Sean Licka, Ann McCoy (APU Co-chair), Francisco Miranda, Nancy Nix, Steve Rollins, Rieken Venema

MEMBERS EXCUSED. Page Brannon, Steve Godfrey, Richard Lazur, Peter Olsson

APPROVAL OF AGENDA AND JANUARY LAC REPORT.

SUBCOMMITTEE UPDATES. The Library as Place Subcommittee reported that the new way finding maps have been installed. Currently an exhibit of works by Jane Jones from KPC in Soldotna and Alan Finch from Tennessee is being shown in the ARC Gallery. Nature photographs from the Loren Taft collection are on display on the third floor. The Library Resources Subcommittee is drafting a letter of support to the UAA administration requesting resources for the Library. A draft of the letter should be ready by the March LAC meeting. The Library Services Subcommittee continues to work on the newsletter for APU and UAA faculty.

FROM THE DEAN'S LIBRARY REPORT. Dean Rollins reported on price increases for library resources for the next academic year. A reception was held at the Library on January 25<sup>th</sup> for UAA and APU psychology faculty and graduate students. The library resources that are available for their programs were highlighted. A reception for students in the MS program for Global Supply Chain Management was also held on that day. Two customer service workshops for library employees were held in January. The book and video collections in Disability Support Services are being cataloged and moved to the Library. Dean Rollins reminded the committee about UAA Advisory Committee breakfast on February 7<sup>th</sup> at the Student Union.

INFORMATION LITERACY PRESENTATION. Jennifer McKay shared results from her recent information literacy study.

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

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

March 1, 2013 Meeting

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

MEMBERS IN ATTENDANCE. Mandy Booth, Sam Cook, Christie Ericson, Alberta Harder (UAA Co-chair), Sharon LaRue, Richard Lazur, Sean Licka, Ann McCoy (APU Co-chair), Francisco Miranda, Peter Olsson (by phone), Steve Rollins, Rieken Venema

MEMBERS EXCUSED. Page Brannon, Leanne Davis, Steve Godfrey, Garry Kaulitz, Beth Kersey, Nancy Nix

APPROVAL OF AGENDA AND FEBRUARY LAC REPORT.

SUBCOMMITTEE UPDATES. The ARC Gallery exhibit of works by Jane Jones from KPC in Soldotna and Alan Finch from Tennessee closed on March 1st. Garry Kaulitz's exhibit will run March 22<sup>nd</sup> to April 26<sup>th</sup>. Nature photographs from the Loren Taft collection are on display on the third floor. The Library Resources Subcommittee will finish drafting a letter of support to the UAA administration requesting resources for the Library. The draft will be sent to all LAC members in March for review. The APU Graduate Studies Committee is planning for electronic publication of theses and dissertations through ProQuest.

FROM THE DEAN'S LIBRARY REPORT. The Consortium Library submitted the annual statistics for all of the UAA libraries to the National Center for Educational Statistics. The statistics confirm the overall increase in library use at UAA and the continuing trend towards electronic resources and digital collections. Library instruction continues to increase, as well as reference transactions and research assistance. The Library will be hiring an instructional design librarian, an engineering librarian, and a permanent head for Technical Services in 2013. Dean Rollins and Alberta Harder attended the UAA Advisory Committee breakfast on February 7<sup>th</sup> at the Student Union.

**NEXT MEETING: April 5, 2013 Consortium Library Room 302A, 11:30 am – 1:00 pm.**  
**Subcommittees meet at 11:30.**  
**There will be a Web Plan presentation.**

## STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

### SUMMARY REPORT FOR MARCH 2013 TO UAA FACULTY SENATE

#### Membership

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

#### 2012-2013 SASS Committee Goals and Current Status

During the February 15, 2013 SASS meeting, the Committee focused on Goal 3 with regard to an *incentive tuition program*. Remaining goals for the 2012-2013 academic year will be reviewed during the March 22<sup>nd</sup> meeting.

1. Review prior years' goals since 2002. Assess accomplishment, continued priority, or discontinued priority. Status: Initiated/ Ongoing.
2. Formalize organizational relationship with the Office of Institutional Effectiveness, Engagement and Academic Support. Outcome: memorandum of agreement. Status: Incomplete.
3. ***Explore incentive tuition program for 3.0 GPA and better students as an incentive to better student outcomes. Outcome: Proposal for consideration by the Senate as a potential recommendation to the UA Board of Regents. Status: Recommendation made and approved by the Faculty Senate 3/1/13. Complete.***
4. Explore intervention strategies for at-risk students: Outcome: summary report to Senate. Status: Incomplete/Ongoing
5. Review and discuss latest requirements for AA degrees. Outcome: Provide input to AA Committee. Status: Incomplete.
6. Review, discuss, recommend/endorse latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being "college ready." Outcome: summary report to Senate. Status: Incomplete.
7. Review and discuss Board of Regents policy as directed by the Senate Executive Board. Outcome: summary report to Senate. Status: Incomplete.
8. Research the use of preparatory courses as co-requisites. Outcome: summary report to Senate. Status: Incomplete.
9. Continue to review and discuss the English Accuplacer Test. Outcome: summary report to Senate. Status: Complete/Ongoing.
10. Review and discuss "Stay on Track Initiative" and related tuition waivers. Outcome: summary report to Senate. Status: Complete.
11. Explore committee participation to include students, parents of students, and alumni. Outcome: summary report to Senate. Status: Incomplete.

**Co-Chair Summary:** The SASS Committee met for the seventh time of the 2012-2013 academic year on March 22, 2013. Minutes and related documents are attached. The key issue during the past meeting was the discussion of an *incentive tuition program*. The motion approved by the Senate is attached.

## **Student Academic Support and Success (SASS)**

Friday, March 22, 2013

ADM 101A, 2:30-4:00 PM

Meeting Minutes

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

- I. Old Business
  - a. Approved minutes from 2/15/13 SASS meeting.
- II. New Business
  - a. Reviewed progress on incentive tuition cap proposal to the Faculty Senate. The proposal was approved by the Faculty Senate during the March 1, 2013 meeting with “friendly amendments.”
  - b. Began Review of 2012-2013 Committee Goals. Given the importance of intervention strategies for “at-risk” student, SASS has agreed to make the topic a permanent agenda item.
- III. Open Agenda
  - a. Search for the Associate Vice Provost for Student Access, Advising, and Transition is nearly complete. Several members of SASS attended the campus forums done by the finalists.
  - b. Linda Morgan will invite a member(s) of student government to the next SASS meeting to explore formal participation of student government with SASS.
- IV. Adjourn: 4:00 PM

## MOTION: Incentive Tuition Program

### Preamble:

The members of the SASS Committee subsequent to the discussion of President Gamble's October 18, 2012 memo regarding the "Stay on Track Initiative," and based upon prior similar discussions, concluded that a 15 credit hour *incentive tuition program* should be created for students with cumulative 'B' averages (3.0) or above, who also have completed a minimum of 15 credits from UAA. The program would allow successful students to take 1-3 additional credit hours during Fall or Spring Semesters without additional tuition. (Students with course loads above 18 credits would be responsible for normal tuition rates over 18 credits.)

The committee believes this will create economic incentives for improving student outcomes, in addition to being a mechanism for recognizing improved student performance. Additionally, SASS expects this action to be viewed very positively by the broader community and stakeholders of UAA as a generous, yet cost-effective method to promote the value of the university.

Research by the committee suggests that some of UAA's peer institutions, including UAS, use incentive programs. Financial data from 1996-2000 does not suggest dramatic increases in tuition revenue, subsequent to the elimination of UAA's consolidated tuition cap in 1995.

The Committee's hope is that the *incentive tuition program* would become an automated part of the registration process. The Committee does not desire the creation of a new form, application, or review process.

SASS would like the above recommendation for an *Incentive Tuition Program* be endorsed by the UAA Faculty Senate and advanced for further administrative review and implementation.

### Motion:

The Student Academic Support and Success committee (Ann Jache, Tom Skore representing) moves: **That an incentive tuition program be created that provides one to three credits of free tuition for students who are enrolled during Spring or Fall Semesters in 15 credits and have completed a minimum of 15 units of credit at UAA with a cumulative UAA GPA of 3.0 or higher.**

**MOTION APPROVE BY SENATE: That an incentive tuition program be created that provides one to three credits of free tuition for degree-seeking undergraduate students who are enrolled during Spring or Fall Semesters in 15 credits and have completed a minimum of 15 units of credit at UAA with a cumulative UAA GPA of 3.0 or higher.**

## **General Education Requirements Assessment Task Force:**

### **Preliminary Message to Faculty Senate—5 April 2013**

1) **Charge:** The Faculty Senate, in its motion of September 7, 2012, called for the creation of a General Education Requirements Task Force and charged it with investigating and reporting on national best practices in the assessment of general education curricula. The motion called for a two year project, with the Task Force spending the first year researching national best practices in assessment of GER outcomes, and then fostering a campus wide dialogue during the second year, culminating in recommendations for action on GER student learning outcomes assessment at UAA.

2) **Task Force Work for 2012-13:** Set up in mid-October, 2012, The Task Force has intensively researched and discussed national best practices in assessing general education outcomes. This inquiry included commissioning a report by Hanover Research (available on the Task Force website <http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm>) and carefully examining specific general education assessment practices, structures, and culture at selected universities. Additionally, a number of Task Force members participated, with representatives from UAF and UAS, in an ACC&U (American Council of Colleges and Universities) workshop on general education outcomes and assessment here at UAA in January 2013. One member of the Task Force attended the AAC&U Annual Meeting in Atlanta, January 23-26, and three members of the Task Force attended the AAC&U Working Conference: *General Education and Assessment: A Sea Change in Student Learning*, held in Boston, February 28-March 2, 2013.

3) **Suggested Guiding Principles and Values in GER Outcomes Assessment:** General Education is integral to the undergraduate educational experience at UAA. It provides students with a common, well-rounded, educational experience and builds a foundational body of core skills necessary for life-long learning and a variety of career paths. The GER does not stand alone. As students progress through the GERs, they gain knowledge and skills, which they will continue to develop within a chosen major.

The GER Student Learning Outcomes (SLOs) set out the specific skills and abilities in which UAA students should develop proficiency as they move through their GER studies (see UAA Academic Catalog 2012-13, pp. 83-87, for GER information and SLOs). By assessing student achievement of the GER SLOs, we will engage in open-ended inquiry and productive discussion about student performance, better understand the role of the GERs in our students' overall academic experience, and be more informed as we consider curricular changes and improvements.

After researching national best practices and approaches, the Task Force respectfully submits the following guiding principles for developing a general education assessment plan at UAA, with attention to faculty, students, and the institution as a whole.



Guiding Principles for General Education Assessment		
Faculty	Students	Institution
Participate in a process of shared inquiry. Conversations among faculty are key to meaningful assessment.	Focus on improving overall student achievement of the learning outcomes. Assessment is not about a particular course, instructor, or student.	Consider carefully who owns the results and makes the recommendations for improvement.
Empower faculty to engage in productive conversations on disciplinary and cross-disciplinary levels.	Make assessment useful. Assessment can be used as a pedagogical tool for formative assessment. Assessment can encourage students to reflect on the purpose of the GERs and to make connections between their own educational experiences.	Fund and reward at the school/college and university level.
Assess what we value for our students. Integrate assessment into regular faculty and student work and use what the faculty members and students already do in their classes.		Build on current practices while maintaining choice and flexibility.
Discuss, engage, enact - Make it meaningful.		
Keep it simple, sustainable, and don't be afraid to start small. Focus, stagger, and sample.		
Communicate the story and engage a broader audience. Make the goals transparent.		

**4) Campus Wide Forums and Discussions of GER Assessment Best Practices:** Beginning Fall 2013, the GER Assessment Task Force will invite faculty into a conversation about best practices, their own contributions to helping students meet the GER outcomes, and how they see themselves contributing to the assessment of that achievement. This will include:

- A session in the September AAC Assessment Workshop/Summit
- CAFE sessions
- GER Outcomes Assessment retreat in early November
- Discussion with Councils of Deans and Councils of Chairs

**5) Recommendations for Action:** Contingent on the status of the all-campus GER assessment discussions, in the Spring 2014 the GER Assessment Task Force plans to present to the Faculty Senate a final report with recommendations for actions on implementing a GER assessment process at UAA. This report would include funding implications of a new GER assessment plan.

# Ad Hoc Committee on Academic Integrity

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Report from March 18, and April 1, 2013 Meetings.

**Members:** Dede Allen, Paola Banchemo, Beth Barnett, David Bowie (Co-chair), Sally Bremner (Co-chair), Dayna DeFeo, Dawn Dooley, Jennifer Stone, Terri Coker, Steffen Peuker, Michael Votava, Jacque Woody.

**Academic Integrity Resource for Faculty:**

Jennifer shared her first draft of a brief AI guide for faculty, to be modeled on *Students in Crisis or Conflict*. The 8.5 x 11" 4-sided folder displays an attractive graphic, the intent and contact information on the front; Student Code of Conduct, Part A with sidebar on what to include when reporting on page 2; common violations with prevention strategies, instructor responses and possible sanctions on page 3; academic integrity FAQ on the back cover. Members suggested page 3 covers just the most common violations: plagiarism, cheating, and collusion – with two additional columns for Faculty Role and Dean of Students Office Role, with references for more information. Most useful FAQ could include, How can I prevent plagiarism in my classroom? How can I recognize academic dishonesty? What should I do if I am suspicious that academic dishonesty has taken place, but don't have evidence? It was suggested that we add a card insert on the Academic Dishonesty reporting process. Steffen will draft a flowchart. Apparently a graphic design student working with Student Affairs did the Students in Crisis guide, so we could submit a project request when this is ready to publish.

**Online reporting of academic dishonesty incidents:** Michael has been assigned a legal assistant to create a website for this function. This will bring our earlier work towards an online form to fruition. He plans to have it ready to test before this semester ends.

**Sanctioning Rubric:** This document was reviewed by the Dean of Students and the Vice Chancellor for Student Affairs, who recommended certain revisions. The committee discussed and finalized the changes and will put it before the Faculty Senate on April 5<sup>th</sup> seeking a resolution of support. We have also been looking at a new policy to allowing faculty to convert a W to an F or a WF, if a student withdraws from a class under suspicion of academic dishonesty. Michael and Dayna have both discussed this with Lora Volden to decide how best to close this loophole to make students more accountable. Since a number of members could not attend our April 1<sup>st</sup> meeting, we will postpone further discussion on this issue for now.

**AI Tutorial:** Steffen, Dayna, Beth and Sally continued to work over Spring Break to develop new questions, based on incidents from DoS files to populate a database of questions for the AI Tutorial Quiz. Steffen will test some of the more difficult questions with a high school class this summer to ensure they are reasonable for freshmen. We hope to have the extended question bank in use with the AI Tutorial this fall.

**Next meeting: April 15, in LIB207B, at 8:30 am.**

Submitted by Sally Bremner, Co-Chair  
Ad Hoc Committee on Academic Integrity

## **UAA PROPOSED REPORTING AND SANCTIONING GUIDELINES FOR ACADEMIC MISCONDUCT**

The University of Alaska Anchorage believes that academic integrity violations are best addressed through procedures designed to educate students. However, the necessity of maintaining the quality of education and of protecting the reputation of the University and its degrees requires the possibility of punitive sanctions to reinforce educative approaches and to arrest immediate or consistent issues. The guidelines included here are intended to clarify how the University can best achieve these goals.

The sanctioning guidelines that follow are designed to guide the Dean of Students Office in the imposition of sanctioning for academic misconduct and to provide a transparent description of consequences for both students and faculty. The Dean of Students Office reserves the right to depart from these guidelines in cases involving aggravating or mitigating circumstances, underprepared students, graduate students, etc. Cases may exist where students need to be assigned greater sanctions due to their prior disciplinary record. Conversely, cases may occur where lesser sanctions may be appropriate. The Dean of Students Office intends to follow the minimum sanctioning guidelines, making exceptions that are in the best interest of the student.

### **REPORTING PROCEDURE**

In cases of suspected academic dishonesty, the decision to refer or report the case to the Dean of Students Office and to assess any penalty to the grade of the assignment lies solely with the Instructor of Record in the course.

The Reporting Procedure for a typical case would work as follows:

- I. The professor believes an academic integrity violation has occurred.
- II. The professor assesses academic work; the Dean of Students Office is not involved.
- III. The Professor notifies the Dean of Students Office of academic misconduct using the online form. The professor makes one of the following two choices:
  - A. The professor asks the Dean of Students Office to document the incident in their records, but the professor does not want to file a report of allegations of student misconduct for action through the student disciplinary process. The Dean of Students Office will verify that the student does not have a history of prior academic misconduct on file. The professor or a Dean of Students Office staff member will have a follow up discussion with the student.
  - B. The professor reports allegations of student misconduct for review by the Dean of Students Office. The Dean of Students Office conducts a preliminary investigation.
    - i. If there is insufficient evidence to substantiate the allegations or warrant disciplinary sanctions, then the case is dismissed and the Instructor of Record is notified.
    - ii. If there is sufficient evidence to substantiate the allegations and warrant disciplinary sanctions, then the student is notified of the allegations and invited to participate in the student conduct process. This process can have two outcomes:
      - a. Not Responsible: The case is dismissed and the Instructor is notified. The Department Chair and Dean of the School or College where the course is taught are also notified of the outcome.

- b. Responsible: Sanctions are imposed based on the guidelines listed below, and the Instructor of Record is notified of the outcome. The Department Chair and Dean of the School or College where the course is taught are also notified of the outcome.

### **POSSIBLE ACADEMIC ACTIONS**

Faculty are advised to include academic misconduct policies in their course syllabi. Faculty assign grades based on their assessment of student learning. If students submit assignments or examinations that are not their own original work, faculty may not be able to assess what students have learned. In general, faculty have these options available to them if students commit academic misconduct:

- A. Award Full Credit for the Assignment or Examination
- B. Award Partial Credit for the Assignment or Examination
- C. Award No Credit for the Assignment or Examination
- D. Assign Students to Redo the Assignment or Examination

In some cases, faculty may not be able to assess if students have met the learning outcomes for the class. In other cases, the academic misconduct may not be related to the learning outcomes for the class. In either case, faculty members may fail the students for the course.

Besides academic actions determined by faculty members, academic departments may establish policies to dismiss students from a program of study for academic reasons including academic misconduct.

### **DISCIPLINARY SANCTION DESCRIPTIONS**

The sanctioning system employed by the Dean of Students Office is based on a spectrum of possibilities, from a Warning through Expulsion from the University of Alaska system. The spectrum approach allows the flexibility to address cases based on specific circumstances, severity of the behavior, and repeated violations.

The sanctions are not mutually exclusive, and can be combined into a series of sanctions that might be more effective in modifying the student's behavior in the future. For example, Discretionary Sanctions such as essays might be given as an educative complement to a punitive sanction of a Warning or Disciplinary Probation.

Disciplinary sanctions are only imposed once the Dean of Students Office has reached a conclusion of "Responsible." Note that the assignment of grades in relation to any reported case is outside the purview of the Dean of Students Office, rests solely with the Instructor of Record, and does not depend on actions taken by the Dean of Students Office.

**Warning** – A written notice that a student has violated UAA's Student Code of Conduct, which can be used as evidence of previous offenses in future cases. Warnings are typically limited to cases where academic misconduct appears to be unintentional or the severity of the offense is minor. If a student receives a warning, the Dean of Students Office does not disclose a disciplinary record about a student to a third party, i.e., a medical school, after receiving a proper release of information.

**Academic Integrity Tutorial** – The student would be required to take the Academic Integrity Tutorial and successfully pass the final quiz under the supervision of a designated representative of the Dean of Students Office.

**Disciplinary Probation** – a written warning that includes the probability of more severe disciplinary sanctions if the student is found responsible for violating UAA’s Student Code of Conduct for a specified probationary period. If a student is placed on disciplinary probation, the Dean of Students Office will disclose a disciplinary record of a student to a third party, i.e., a medical school, after receiving a proper release of information.

**Discretionary Sanctions** – Discretionary sanctions are designed primarily to educate the student as to the consequences and repercussions of the lack of academic integrity. The sanctions can include (but is not limited to) essays, written apologies, presentations, mentoring meetings, counseling, educational classes, community service work, or other uncompensated labor. They should be assigned only in conjunction with other sanctions.

**Suspension** – The separation of the student from the University of Alaska for a specified period of time. The student may not participate in University of Alaska events or be present on University of Alaska property for a specified period of time.

**Expulsion** – The permanent separation of a student from the University of Alaska. The student may not participate in University of Alaska events or be present on University of Alaska property.

## DEFINITIONS OF TERMS

**BOR Policy Reference:** Policy reference given in R09.02.020. The first column gives the policy reference as of April 2012; the second column the policy reference under the proposed Ad-Hoc Committee recommendations.

**Nature of Violation:** Description of the nature of the violation reported to the Dean of Students Office. The descriptions are guidelines and are NOT exhaustive; in all cases, the BOR Policies are the basis of classification of violations. The one-word description in square brackets refers to the violations listed on the proposed *Student Code of Conduct Complaint Form*.

**Minimum Sanction:** This is the minimum sanction that would be imposed by the Dean of Students Office if a student were found Responsible of violating the Student Code of Conduct. In certain cases, multiple minimum sanctions (“Warning AND Academic Integrity Tutorial”) would be imposed.

**Maximum Sanction:** This is the maximum sanction that could be assigned by the Dean of Students Office. This sanction is “Up To and Including,” meaning that any and all sanctions between the Minimum and the Maximum could be applied to a specific case depending on the severity and circumstances, as well as if the student had been found Responsible for similar violations in the past.

## SANCTIONING GUIDELINES FOR DEAN OF STUDENTS OFFICE

### First Offense

BOR Policy Ref. Current Proposed		Nature of Violation [Complaint Form Notation]	Minimum Sanction Based Imposed Sanction	Maximum Sanction Up To and Including
1,2	1,2	Utilizing devices or materials not authorized by instructor [CHEATING]	Warning <u>AND</u> Academic Integrity Tutorial	2 Years Disciplinary Probation
4	3	Submitting ideas or work of others as one's own [PLAGIARISM]	Warning <u>AND</u> Academic Integrity Tutorial	1 Year Suspension
3	4	Assisting another student without instructor's permission [FACILITATION]	Warning <u>AND</u> Academic Integrity Tutorial	1 Year Disciplinary Probation
5	5	Submitting work done in previous class without the instructor's permission [CHEATING]	Warning <u>AND</u> Academic Integrity Tutorial	1 Year Disciplinary Probation
6	6	Acting as or utilizing a substitute [FACILITATION]	2 Years Disciplinary Probation <u>AND</u> Academic Integrity Tutorial	1 Year Suspension
n/a	7	Deceiving faculty members or university representatives [OTHER]	1 Year Disciplinary Probation <u>AND</u> Academic Integrity Tutorial	1 Year Suspension
7	8	Fabricating or misrepresenting data [FABRICATION]	2 Years Disciplinary Probation <u>AND</u> Academic Integrity Tutorial	1 Year Suspension
8	9	Buying, possessing, or selling instrument of assignment or exam [OTHER]	Warning <u>AND</u> Academic Integrity Tutorial	1 Year Suspension
9	10	Altering grades on own or another student's work [OTHER]	2 Years Disciplinary Probation <u>AND</u> Academic Integrity Tutorial	1 Year Suspension
10	11	Offering money or other remuneration in exchange for grade. [OTHER]	2 Years Disciplinary Probation <u>AND</u> Academic Integrity Tutorial	1 Year Suspension
n/a	12	Violating ethical standards or guidelines of a specific program [OTHER]	1 Year Disciplinary Probation <u>AND</u> Academic Integrity Tutorial	1 Year Suspension

## **SANCTIONING GUIDELINES FOR DEAN OF STUDENTS OFFICE**

### **Repeat Offense of Academic Misconduct**

The Dean of Students Office will take the following factors into consideration when determining sanctions for repeat offenses:

- After the first incident(s) of academic misconduct, was the student assigned discretionary sanctions designed to educate the student?
- Did this incident occur before or after the Dean of Students Office addressed the first case of academic misconduct?
- Are the new allegations less severe, the same level, or more severe than prior offenses?
- Is the nature of this offense the same as prior offenses?
- What is the totality of the student's disciplinary record?
- What are the recommendations of the Instructor of Record and Department Chair?
- Are there any mitigating circumstances that should be taken into consideration?

If a student has received a warning as a prior sanction, the minimum sanction imposed for a future offense is one-year disciplinary probation.

If a student has been placed on disciplinary probation as a past sanction but the disciplinary probation period has expired, the minimum sanction imposed for a future offense is two-years disciplinary probation.

If a student is currently on disciplinary probation for academic misconduct, the Assistant Director of Student Conduct will consult with the Associate Dean of Students to determine whether or not the allegations should warrant suspension or expulsion.

If a student has been suspended in the past for academic misconduct, the recommended sanction imposed for a future offense is expulsion.

April 1, 2013

**Faculty Senate Report  
ad hoc Committee Faculty Senate Committee  
to Investigate Methods of Evaluating Teaching Effectiveness (IMETE)**

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**Co-Chairs:** Mari Ippolito and Stephanie Olson  
**Meeting Date:** Wednesday, March 18, 2013

Committee Members in Attendance:

✓	Megan Ossiander-Gobeille	Excused	Galina Peck
✓	Mari Ippolito	✓	Marian Bruce (ex officio member)
✓	Stephanie Olson	✓	Jacque Woody
✓	Alan Peabody		

**COURSE SECTIONS WITH ENROLLMENTS OF 10 OR FEWER STUDENTS:**

- In April, 2011, the Faculty Senate approved the following motion:

The Faculty Senate requests that IDEA be used only for sections of at least 10 students unless requested by the instructor for that section. The Faculty Senate further requests that an alternative tool for student feedback be developed for sections of fewer than 10 students.

No action was ever taken on this motion; therefore, the IMETE Committee would like to bring the following motion before the Faculty Senate to determine if its members still wish to support this recommendation.

**MOTION: The Faculty Senate requests that IDEA course evaluations not be utilized for courses with enrollments of 10 students or less unless requested by the instructor.**

**THE DIAGNOSTIC (LONG) FORM VERSUS THE SHORT FORM OF IDEA COURSE EVALUATIONS:**

- The Diagnostic form of IDEA Course Evaluations is presently being used for all courses at UAA.
- In April, 2011, the Faculty Senate declined to recommend that UAA change from the Diagnostic to the Short form of IDEA Course Evaluations.
- Presently, IDEA permits its clients to choose one form (Diagnostic or Short) as the default form and faculty members and/or departments can request the alternative form. That is, UAA could shift to using the Short form of IDEA Course Evaluations and faculty or departments that wish to use to continue to use the Diagnostic form could request it.
- The cost to UAA for both forms is the same per report regardless of which form is used..
- The Faculty Information Forms are the same for both forms.
- IDEA recommends that specific groups use the Diagnostic Form, i.e., “teaching assistants, new faculty, those planning to apply for promotion and tenure, and those trying new methodologies.”



- Departments or instructors can add their own questions to either form – including but not limited to questions on course-specific Student Learning Outcomes and a link to an on-line (e.g., Qualtrics) survey devised by the instructor or his/her department.
- A comparison of the Diagnostic and Short forms of IDEA follows:

Category	DIAGNOSTIC FORM	SHORT FORM
Number of items	47 or less*	18 or less*
Length of reports to instructors	About 4 pages per course*	About 3 pages per course*
Questions answered via IDEA results	<ol style="list-style-type: none"> <li>1. Overall, how effectively was the course taught?</li> <li>2. How does this compare with the ratings of other teachers?</li> <li>3. Were you more successful in facilitating progress on some class objectives than on other?</li> <li>4. How can instruction be made more effective?**</li> <li>5. Do some salient characteristics of this and its students have implications for instruction?</li> </ol>	<ol style="list-style-type: none"> <li>1. Overall, how effectively was the course taught?</li> <li>2. How does this compare with the ratings of other teachers?</li> <li>3. Were you more successful in facilitating progress on some class objectives than on other?</li> <li>4. Do some salient characteristics of this and its students have implications for instruction?</li> </ol>

\*The number of questions and length of the reports to instructors vary depending on the number of goals selected on the Faculty Information Forms (FIFs).

\*\* This is the only goal not addressed by the Diagnostic but not the Short form.

- The IMETE Committee examined how some other universities use the Diagnostic and Short forms of IDEA. A summary of this information follows.

#### Angelo State University

The Short form is the default; instructors who express an interest in receiving more information are encouraged to use the Diagnostic form.

#### Art Institute of San Francisco

The Diagnostic form used by new teachers and used once a year by continuing faculty; the short form is used in other courses.

Bethel University in St. Paul, Minnesota

Faculty are encouraged to administer evaluations in every course until they are tenured; further, they are encouraged to use the Diagnostic form in at least one course.

Emmanuel School of Religion

The Diagnostic form used in at least two courses per faculty member.

Southeast Missouri State

This university uses both the Diagnostic and Short forms.

IDEA administered in all classes every other year; one-third of classes are surveyed during other semesters at the discretion of faculty or for faculty on probation

Southwestern College

Faculty are asked to administer the Diagnostic form in one major course and one general education course they select each semester.

**MOTION: The Faculty Senate recommend that the Short form of IDEA become the default at the University of Alaska Anchorage.**

RECOMMENDATION FOR MINIMUM NUMBER OF RESPONDENTS FOR IDEA REPORTS TO BE ISSUED:

- In the "Interpretative Guide" provided by IDEA for both the Short and the Diagnostic forms, it is indicated that the average of the ratings of objectives provide "a good indication of how successfully objectives were reached, especially if at least 10 students provided ratings and if at least 75% of enrollees responded."
- IDEA fees are based on reports issued and a report is issued for each course in which two or more students have provided IDEA ratings unless a different minimum number or percentage of respondents necessary for a report to be issued is specified by the client.
- The issue of less than 10 students responding is addressed by the first motion in this report.
- For classes with enrollments of more than 10 students, does the Faculty Senate want to recommend a minimum response rate below which no IDEA reports will not be issued? After a discussion, IMETE settled on 33% as the minimum response rate necessary for an IDEA report to be issued. IMETE plans to bring a motion to this effect before the Faculty Senate at the April, 2013, meeting. We are interested in feedback from interested parties regarding the appropriateness of 33% as the cutoff.

OTHER ISSUES:

- The IMETE Committee also intends to bring a motion before the April, 2013, Faculty Senate to continue the IMETE Committee for additional year to follow up on ongoing efforts, e.g., recommendations pertinent to the faculty survey and the IDEA pilot studies as well as related activities.
- Other projects relevant to the documentation of teaching effectiveness detailed in the previous report are ongoing.
- IMETE members are currently working toward summarizing the responses to the faculty survey on methods of documenting teaching effectiveness for the April, 2013, Faculty Senate meeting. The survey currently has 186 respondents. If you have not done so and would like to respond to the survey, the link is: [http://surveydirector.qualtrics.com/SD/?Q\\_SDID=SD\\_2cxjD4hw1pAYElc](http://surveydirector.qualtrics.com/SD/?Q_SDID=SD_2cxjD4hw1pAYElc)

•  
**Our next meeting will be Wednesday, April 17, 2013, from 4-5 p.m.**

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

Prepared by Mari Ippolito

To: Members of the Faculty Senate  
From: Diane Hirshberg, Chair, Faculty Senate Ad-Hoc Committee on Research and Creative Activity  
Re: Committee review of the draft "UAA Strategic Research Plan"  
Date: April 2, 2013  
Cc: Robert Boeckmann, Seong Dae Kim, Jill Flanders-Crosby, Megan Friedel, Gabe Garcia, Carrie King, Katherine Rawlins, Josh Swift

The Faculty Senate Ad-Hoc Committee on Research and Creative Activity has reviewed and discussed the draft "UAA Strategic Research Plan." Our overall comments about this document are detailed below. In addition, we have made extensive comments on the draft itself. That document is attached. We hope these comments are useful as the faculty senate determines how to respond to the report. We urge the Senate to share our feedback with the Vice Provost for Research and Graduate Studies, and with other senior leadership at UAA.

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We feel the priorities are out of order in this plan. The focus of the plan is narrowly on innovation, not broadly on research and creative activity, and is not inclusive of the broad range of research, creative activity and scholarship being conducted at our campus. Research is not synonymous with innovation; rather innovation fits within some areas of research, but is not the goal of all. Invention likewise is a sub category of research, *not* a standalone category equal in weight to research, scholarship and creative activity.

Creative activity is ignored throughout the document. The title itself fails to include creative activity. (To better reflect all aspects of scholarship at UAA, we suggest the title of the document be the "UAA Research and Creative Activity Strategic Plan.") Creative activity is not included in the discussion of improving student learning and helping students realize they can change their world, and yet arts and humanities are critical in this effort. When we as directors, choreographers, art professors and music professors are engaging our students in productions and gallery projects, they are also learning in that research/creative environment in a real hands-on and engaged situation as they watch us work out problems based on our research and creative investigation. Likewise, we help them work out their artistic problems and invite creative investigation.

Moreover, we are concerned that the plan is attempting to re-write what UAA is, and what it should be focusing on as an institution. The report's description of the university does not reflect the institution as it stands, nor necessarily where we envision it heading. While we do have one PhD program, and two more being planned, doctoral level education is not the primary focus of the campus. Undergrad research, more so than graduate student research, supports the large scale university research and creative activity operations of the sort listed in the draft plan. In addition, the institutions listed as examples in our report are not our peer and aspirational institutions. They are large, established R1 institutions. While we admire and learn from their work, they have a substantially different mission, focus and level of institutional resources and support for research and creative activity.

The report also does not adequately reflect the priorities laid out in UAA 2017. UAA 2017 calls for us to "Reinforce and rapidly expand UAA's research mission: strengthen capacity for competitive sponsored research, and give special attention to Alaska, the Pacific Rim, and the circumpolar North." While the report focuses on increasing research at UAA, it is in narrow, not expansive ways, and there is little to no mention of the Pacific Rim or the circumpolar North.

The mission statement ignores social sciences and health sciences, and also omits indigenous peoples when focusing on what makes Alaska unique. It is too narrow in focus and fails to recognize significant research being done at UAA that improves the well-being of Alaskans by improving social services, understandings of the communities and peoples of the state, and how best to reach its young people. Many areas of research, particularly the social sciences, do not result in invention/entrepreneurship. Much good can come from these areas of research by improving the lives of individuals in the community and the services they are provided without ever trying to make a commercial gain.

We are also troubled by the emphasis on the amount of external funding brought in for research and creative activity, rather than on the work itself or the products of this work, whether unfunded, inexpensive or big budget. Larger budgets do not necessarily equal better research and creative activity. Many of the smaller grants are quite valuable, whether from the Alaska Humanities Forum or the Rasmuson Foundation or other local funders. We also are concerned about the focus on ongoing “sustainable” research funding. Again, why is that a goal in itself? Many interesting research and creative activity projects have a beginning, middle and end. Prioritizing research that continues on indefinitely isn’t necessarily in the best interest of the institution. It might discourage shorter term impactful research and risk taking and it doesn’t encourage growth in new directions.

There are two metrics mentioned for measuring research productivity: research funding and patents. What happened to peer-reviewed publications, white papers or reports? Many faculty members are very successful at publishing in high quality journals with little or no funding. Funding does support research productivity, but should not be the end goal. It should be seen as only one possible means to assist in conducting research, creative activity and publishing. What about measuring the impact of the research and creative activity on our community, state, and beyond? How about faculty who are engaged with policymakers, social services agencies or not for profits? What about the reports we produce that influence policymaking or the program operations?

In addition, we need to recognize the value of individual research and creative activity that may not address commercializable products or needs specific to Alaska, but that can through their global investigation and inquiry still bring awareness of excellence back to UAA and generate dialogue about Alaska issues. We do much research with a national or global focus that engages the public and is relevant globally regardless of funding. It is impactful research, and there are ways of measuring its impact other than by the proposed metrics, whether through publication in certain highly selective journals, as is the standard in the sciences, or by how it is used in policymaking and public conversations.

The illustration of strengths & research clusters has a number of major omissions. For example, in the Humanities “bubble” there is no mention of History, English or Alaska Native studies, and in the Arts “bubble” the focus is too narrow, missing what happens when artists are innovative. The document needs real examples of exciting research that is happening at UAA; the report authors could draw from the recent rapid fire research event for a diverse array of research and creative activity projects (<http://www.uaa.alaska.edu/honorscollege/ours/upload/Rapid-Fire-2013.pdf>).

There are also assertions about research, performance and studio facilities and resources that do not hold true for all faculty members; while we have beautiful new facilities for some, many continue to work in poor conditions. Many faculty members have to conduct research either by reserving a room in the library or do research in which physical space is not needed. It is hard to be productive with those types of limitations.

We have some process questions, both about the drafting of the report itself as well as proposed future activities. We find it hard to make recommendations on how to strengthen the draft plan when we don't know how it was written. While there is mention of the process by which the plan was developed, we are not clear about the extent to which committee members actually contributed to its writing or how broadly input was sought before it was crafted. Other similar processes have taken a year or longer to collect data and recommendations from representatives of all stakeholders and have been much more transparent, with broadly advertised conversations across the campus. We have not seen evidence of such a process. In terms of the draft plan itself, we find the interdisciplinary research clusters proposal intriguing, but problematic in terms of the lack of clarity about the process of choosing the emphases or who gets to be involved. As written, it is not a process that seems open or inclusive.

Other research plans that we have read from other universities focus a lot more on what the university is going to do to achieve the goals. Specifically, are new facilities going to be built, what kind of internal funding is going to be offered to encourage faculty research efforts, focus on hiring new faculty, things like that. The draft plan states goals and then gives some description of different emphasis areas and what has been done. But we would like to see more about what the university is going to do to encourage faculty engagement in research. A great description is given of the INOVATE awards, but more and broader activities like that need to be described to show what will be done to reach our research and creative activity goals as a university.

**DRAFT**

UAA Research and Creative Activity Strategic  
~~Research~~ Plan

**Comment [A1]:** This is not a plan for strategic research, it's a strategic plan for research and, if we are being inclusive as we claim, creative activity

*A Pathway for Growth  
Through Discovery, Creativity and Invention*

February 20, 2013



1.	<b>Table of Contents</b>	2
2.	Introduction	3
3.	The Plan Process	10
4	Priorities and Goals	11
5	Strategies and Objectives to Achieve the Goals	14
5.1.	Goal 1 - Enhance and continue the growth of research excellence	15
5.2.	Goal 2 - Build new capabilities through interdisciplinary clusters	16
5.3.	Goal 3 - Become known nationally for innovation and entrepreneurship	21
5.4	Goal 4 - Increase research capacity and create a dynamic environment	24
6.	Appendices	
A:	2012 Innovate Awards	27
B:	2012 Innovate Awards Accomplishments to Date	28
C:	2013 Innovate Awards	29
D:	2013 Innovate Awards by Discipline	30
E:	2013 Inventions In the Commercialization Process	31
	List of Tables and Figures	
Table 1:	UAA Research 2008-2012 (Increased 9.5% in FY12 over FY11- achieved its highest increase growing by \$4.1M in FY 12)	6
Table 2:	2012 Applied and Basic Research Data by Unit (8% increase in FY 12 from FY11 mainly from NIH,NSF, DOE, DOL)	7
Table 3:	Graduate Student Graduation Data for Academic Year 2012	9
Table 4:	UAA Publications and Creative Arts 2007-2012	12
Figure 1:	The Innovate Cycle of Success	3
Figure 2:	Research Expenditures for 2008-2012	5
Figures 3 and 4:	Grant Funding and Proportions by Agency Sources	6
Figure 5:	Median Award Amounts for Fiscal Years 10-12	7
Figure 6:	Undergraduate Research – UAA Honors College (Faculty Leadership in Expanding Undergraduate Research - FLEUR)	8
Figure 7:	Graduate Students Admitted	8
Figure 8:	Technology and Research Trends	14
Figure 9:	Current Areas of Strength at UAA Showing Diversity	15
Figure 10:	Inter-Disciplinary and Inter-College Research in Biomedical Sciences, Engineering, and Health Sciences	20
Figure 11:	Research Areas in Biomedical Sciences, Engineering, and Health Sciences	21
Figure 12:	The Commercialization Structure	23



## 2. Introduction

The University of Alaska Anchorage (UAA) Research and Creative Activity Strategic Plan sets forth the following vision and mission based on the UAA Strategic Research Plan has taken into account the goals and objectives presented in the of UAA 2017 Plan, (the university's strategic plan), in particular the Core Theme 2, Research, Scholarship and Creative Activity, and the recent evaluation team report on how best to achieve the goals of the Core Theme, Evaluation Summary, the State Council on Research (SCOR) Plan, and along with regional, national, and global demands for new discoveries. It identifies strategies for our research that will fulfill needs of Alaska, the nation and the global community.

### **Vision:**

*UAA will become a premier research and innovation university known for discovery, creativity and invention.*

### **Mission:**

- Execute a synergistic model of research, invention, and education to solve significant problems of a complex world in our areas of strength.
- Capitalize on UAA's unique geographic environment and the flora, fauna and minerals indigenous to Alaska to uncover solutions to complex problems.
- Foster creativity in the arts and research in the humanities.
- Contribute to community needs by transitioning solutions to important problems from inventions based on commercializing research from faculty and students.
- Provide students with access to programs made rich by research and hands-on entrepreneurial experiences.

The Figure 1 summarizes this synergistic interaction.



**Figure 1:** The Innovate Cycle of Success

### **Background:**

**Comment [A2]:** Please use the correct name of UAA's strategic plan

**Comment [A3]:** Again need to cite these documents correctly

**Comment [A4]:** In our 2017 Strategic plan, is the public square directive still there? If so, creative activity speaks directly to the public square. Maybe something that can be emphasized more somewhere

**Comment [A5]:** This mission ignores social science and health research agendas completely

**Comment [A6]:** What are these and by what criteria have they been identified?

**Comment [A7]:** Why the focus on indigenous environment and not indigenous peoples?

**Comment [A8]:** These are WAY too narrow in focus. Where is the recognition of the significant research being done that improves the well-being of Alaskans by improving social services, understandings of the communities and peoples of the state, and how best to reach its young people? Community needs are served by social science research into complex problems as much if not more so than inventions and commercial ventures.

**Comment [A9]:** I agree with your two comments above. Many areas of research, particularly the social sciences, do not result in invention/entrepreneurship. Much good can come from these areas of research by improving the lives of individuals in the community and the services they are provided without ever trying to make a commercial gain.

**Comment [A10]:** research bubble should say Research and Creative Activity

The University of Alaska Anchorage is the largest university in the University of Alaska system with 20,699 students and 680 faculty members. ~~UA Statewide has designated UAA as the health focus university for the state.~~ The university translates the research discoveries of its members into applications that benefit communities in Alaska and often have a national and global impact as well. Anchorage is UAA's main campus, and the extension colleges and campuses include: Chugiak-Eagle River, Kenai Peninsula, Prince William Sound, Kodiak, and Matanuska-Susitna. The University has PhD degree granting status; the degrees granted include PhDs, MDs<sup>1</sup>, Masters (Arts, Education, Sciences, Business and Public Administration), Bachelors (Arts, Science and Fine Arts) and Associate degrees. UAA conferred a total of 2,310 degrees in the 2012 Academic Year. The academic units of UAA include the College of Arts and Sciences (CAS), the College of Business and Public Policy (CBPP), the College of Health (COH), the College of Education (COE), the Community and Technical College (CTC), the School of Engineering (SOE), the School of Nursing (SON), the Graduate School, the School of Social Work, the WWAMI School of Medical Education and the University Honors College. UAA is home to the Consortium Library, which it shares with Alaska Pacific University. UA Statewide has designated UAA as the health focus university for the state.

UAA is experiencing significant growth in its infrastructure and research capacity to become a first-class research and education enterprise. The ConocoPhillips Integrated Science Building opened Fall 2009, jointly funded by ConocoPhillips and the State of Alaska with its design intended to encourage state-of-the-art research, education, community engagement, and collaboration among faculty. In addition, ConocoPhillips provided a \$15M Arctic Science and Engineering Endowment to provide current income and long-term support for arctic science and engineering programs and related activities at the University of Alaska Anchorage as determined by the President of the University of Alaska. The new Health Sciences Building opened in Fall 2011 and was funded by the State of Alaska; it has state-of-the-art classrooms, simulation laboratories, and an anatomy laboratory. The construction of a new Engineering Building has received approval from the State of Alaska.

The University's distinguishing features include encouraging and supporting creativity and innovation across disciplines – sciences, engineering, business, education, social sciences, arts and humanities, as well as interdisciplinary research; our ability to engage students in research, creativity and innovation; the use of our geographic environment, the animal and plant life and mineral resources indigenous to Alaska to solve important problems; and an infrastructure for commercialization to benefit the community; ~~and our ability to engage students in research, creativity and innovation.~~

Contributions from individual scholars are vital to the success of UAA. Therefore, the University will continue to support individual excellence in scholarship, and champion research and creative activity priorities established by its faculty members. UAA is also committed to increasing research impact in priority areas where there are recognized clusters of strength, where research outcomes and translation promote sustainability, where interdisciplinary contributions can lead to major advances, and where the research can have our biggest impact on the communities served by UAA. Competitiveness in a global world requires distinguishing UAA in areas that align its clusters' strengths with sustainable research trends, in areas of need locally, within Alaska, the nation and the world. To make this happen requires selection of priorities for research and; creativity ~~and innovation~~ by taking into account sustainable

**Comment [A11]:** The university does no such thing. Our faculty conduct research that can do this, but the university simply supports research that can do this

**Comment [A12]:** This is a backwards emphasis – this whole section is painting UAA as something it is not. We should be described as a comprehensive university that offers degrees and certificates ranging from the associates level to PhD (and, at present, it's only one PhD degree, and will never be more than a handful). When you talk about how many degrees are conferred, be clear how many are B.A.s vs AA degrees.

**Comment [A13]:** This should not come before the broad description of the campus

**Comment [A14]:** awkward

**Comment [A15]:** For some faculty. But for many other faculty the research space is very limited or non-existent.

**Comment [A16]:** Same thing. These are good steps that benefit some faculty, but the poor conditions in which other faculty have to conduct research should not be overlooked.

**Comment [A17]:** I am not sure why this word should keep popping up. Research is not synonymous with innovation. Like mentioned in the comments about the mission, innovation fits for some areas of research, but it is not the goal of all.

**Comment [A18]:** this should be a higher priority than commercialization – the balance in terms of the relative importance of focal areas is off

**Comment [A19]:** what about the peoples of Alaska? Our indigenous populations have much to teach us if we listen – and they are significant in what makes us unique

<sup>1</sup> UAA grants medical degrees in conjunction with its membership in WWAMI. WWAMI is a decentralized Medical Education Program with participation by the states of Washington, Wyoming, Alaska, Montana and Idaho, hence its name. The University of Washington Medical School is the degree granting institution.

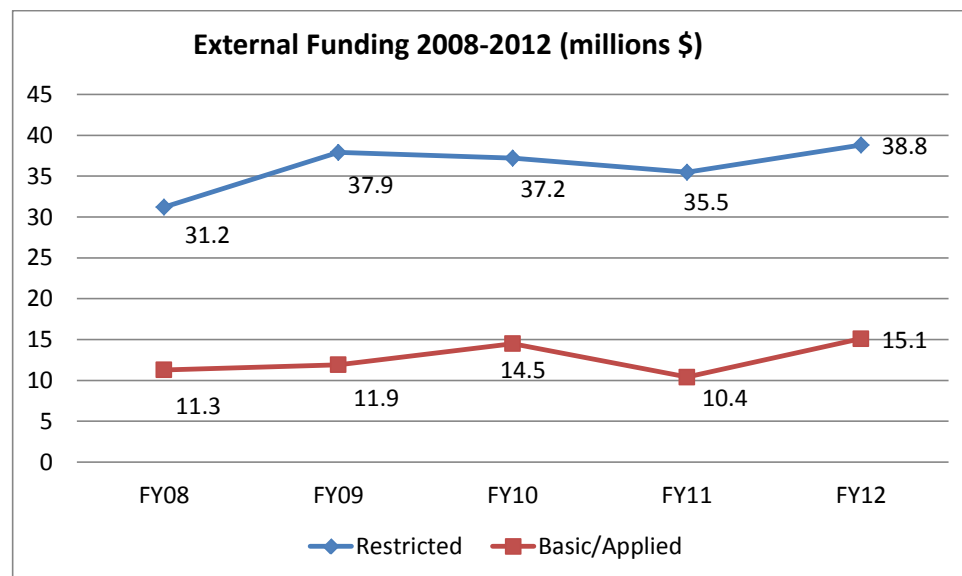
research trends, the needs of society in Alaska and around the globe, as well as government spending, and the allocation of the University's resources accordingly.

UAA also realizes that the role of a 21<sup>st</sup> century university includes being a driving force behind the transfer of new technologies, new jobs, and new hope for the future. Therefore, to benefit the state and the community, UAA will take research and technological innovations to the marketplace by licensing its IP and launching startup companies that are based on faculty and student research. These endeavors also lead to new research questions and enhance the learning experience for students.

This plan intends to strike a balance between teaching and research and creative activity. The intention is to continue UAA's strong tradition of teaching and to promote student involvement in research, creative activity -and innovation both at the undergraduate and graduate levels. By focusing on research, scholarship and invention, UAA increases the quality and breadth of learning, and its students realize the benefits obtained from learning in a research environment and participating in research and its applications. Through research and its innovative applications students see the impact they can have to help change the world.

#### The Trend is Upward

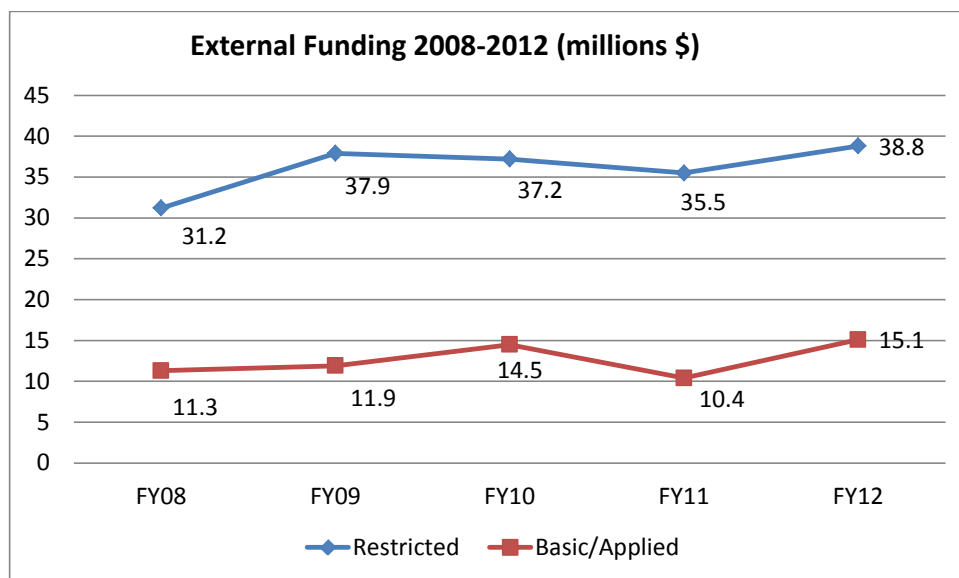
The external funding trend for UAA is increasing, and in FY12, total grant awards increased to \$38.8 million, up 9.5% over FY11 and 24% higher than FY07, Figure 2. Of this \$38.8M, \$15.1M was basic and applied research. Research expenditures totaled \$13.9M in FY12.



**Comment [A20]:** This again seems to fit only a small area of research and ignores much of the research that is being conducted at UAA

**Comment [A21]:** I would just remove innovation from the entire document.

**Comment [A22]:** I am not sure about limiting this discussion to research environment. When we as directors, choreographers, art professors and music professors are engaging our students in productions and gallery projects, they are also "learning in that research/creative environment in a real hands-on and engaged situation as they watch us work out problems based on our research and creative investigation just as we help them work out their artistic problems and invite creative investigation. But I would have to play with this language a bit and try and understand the original intention of these few sentences



**Figure 2:** Total External Research Funding for 2008-2012

**Comment [A23]:** this graphic does not make sense – restricted funds can pay for basic and applied research, as can general funds. Also, the NCHEMS data includes things that aren't directly research – e.g., students services, or scholarships/fellowships. This needs major re-working and clarification

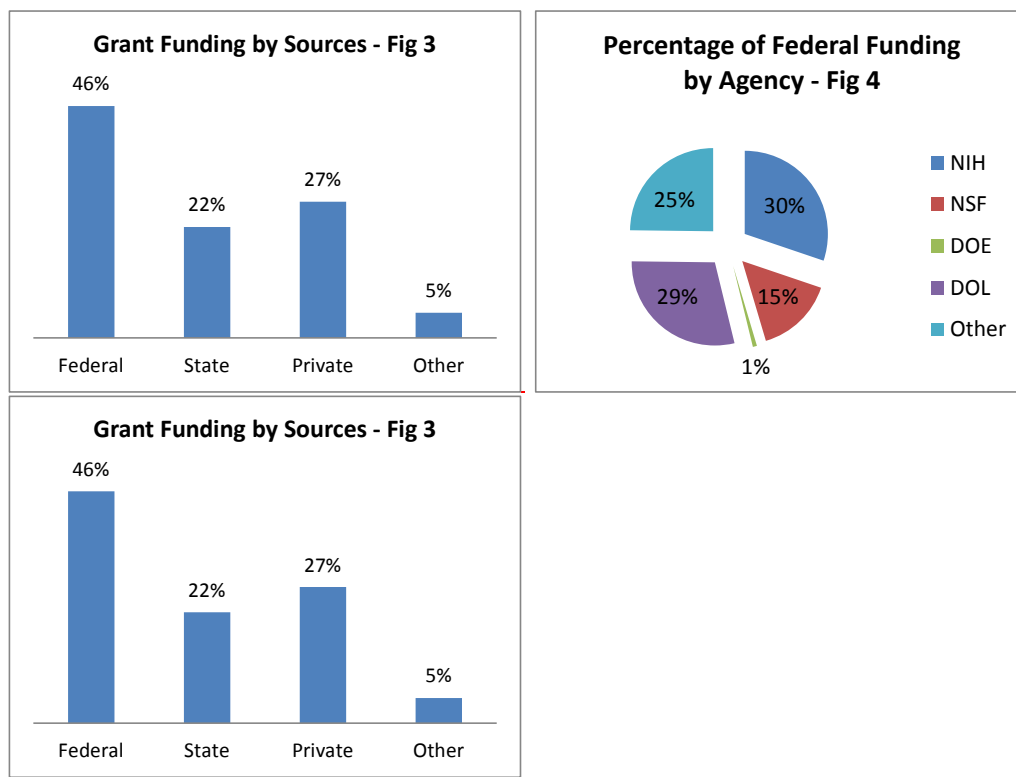
The NCHEMS distribution of research funds is shown in Table 1 for the fiscal years 2008 to 2012.

	FY08		FY09		FY10		FY11		FY12	
NCHEMS	#	Amount \$	#	Amount	#	Amount	#	Amount	#	Amount
Instruction	50	9,371,157	60	9,319,156	54	10,340,634	68	9,231,212	64	11,519,630
Research (Basic & Applied)	129	11,292,300	123	11,869,810	135	14,533,407	120	10,349,820	140	15,071,034
Public Service	61	3,738,122	63	6,286,903	56	6,376,129	75	8,530,417	76	7,849,823
Academic Support	11	3,578,768	19	3,845,929	23	1,714,367	19	3,129,452	21	1,682,778
Student Services	10	1,922,280	11	1,910,909	10	2,838,135	10	1,705,181	8	1,874,666

Institutional Support	10	686,540	10	3,744,424	9	597,813	5	140,808	10	244,926
Scholarship/ Fellowship	14	653,589	8	896,957	12	774,273	18	2,369,359	10	576,311
<b>TOTAL</b>	<b>285</b>	<b>31,242,756</b>	<b>294</b>	<b>37,874,088</b>	<b>299</b>	<b>37,174,758</b>	<b>315</b>	<b>35,456,249</b>	<b>329</b>	<b>38,819,168</b>

**Table 1:** UAA Research 2008-2012 (Increased 9.5% in FY12 over FY11- achieved its highest increase growing by \$4.1M in FY 12)

The funding sources are shown in Figure 3, and the majority of federal funding was from NIH, NSF, DOE and DOL. The funding percentages for the four main agencies account for 75% of external research funding (see Figure 4).

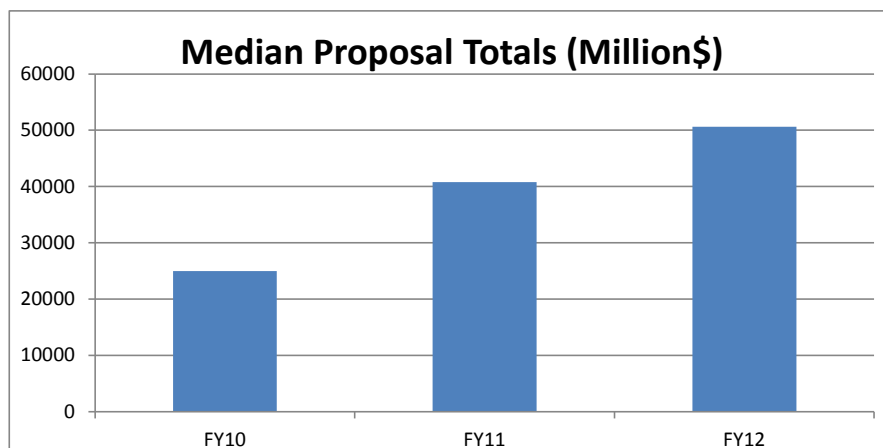


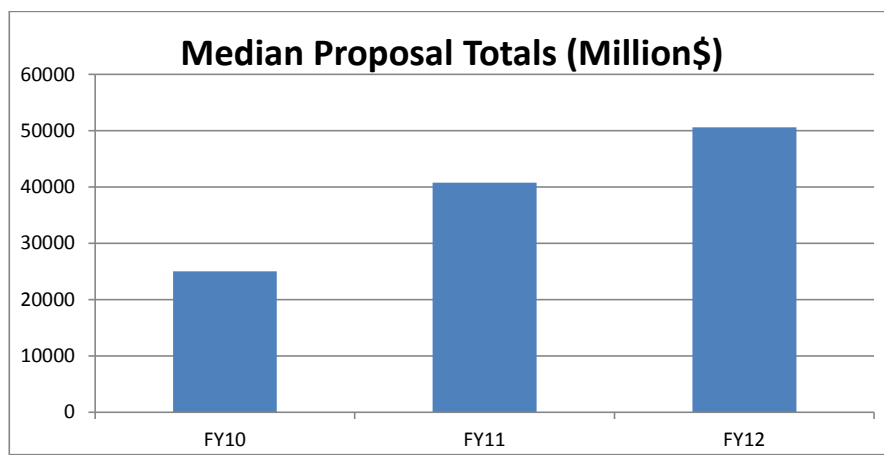
**Figures 3 and 4:** Grant Funding and Proportions by Agency Sources  
Table 2 summarizes basic and applied research awards in FY 12 by College and School.

Unit	Applications	Total \$ Proposed	Awards	Total \$ Awarded
CAS	82	\$28,856,266	58	\$8,853,491
COH	41	\$10,353,146	25	\$2,888,243
CBPP	47	\$3,595,466	42	\$2,338,400
SOE	22	\$4,384,112	9	\$770,663
KPC			1	\$165,000
Provost Operations	7	\$7,697,661	4	\$50,301
Senior Provost			1	\$4,936
CTC	1	\$20,000	0	\$0
Total	200	\$54,906,651	140	\$15,071,034

**Table 2:** 2012 Applied and Basic Research Data by Unit (8% increase in FY 12 from FY11 mainly from NIH, NSF, DOE, DOL)

The median for the research awards in FY12 was \$50K, so half of the awards were above \$50K. This was higher than in previous years (Figure 5), and discussions with faculty indicate that UAA can achieve an even higher median. A suggested goal is \$70K, Core Themes 2 Evaluation Summary.





**Figure 5:** Median Award Amounts for Fiscal Years 10-12

The University Honors College (UHC) Office of Undergraduate Research and Scholarship (OURS) is UAA's central unit increasing the breadth, depth, quality, and number of undergraduate research opportunities at UAA, as these opportunities have been shown to increase student success before and after graduation. The mission of the UHC is to provide access to excellence for students by offering 1) undergraduate research and experiential learning opportunities, and 2) a multidisciplinary academic curriculum.

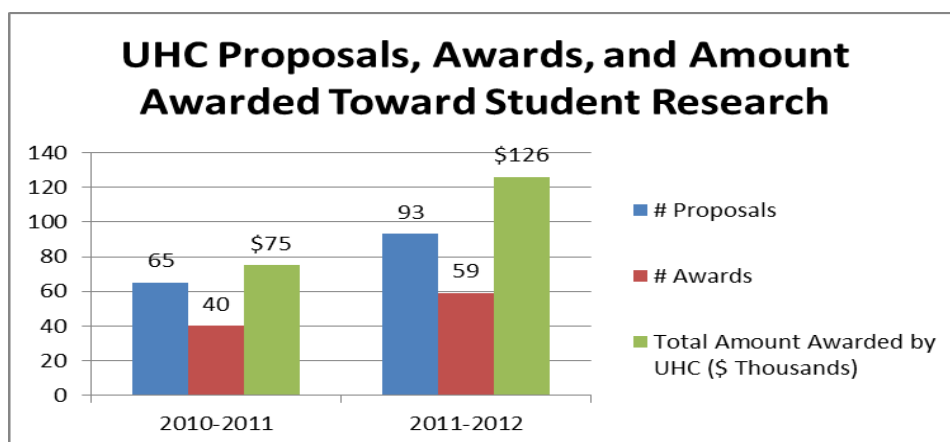
Undergraduate research activity measured by the Office of Undergraduate Research and Scholarship (OURS), a division of the University Honors College, increased dramatically in 2011-2012 compared to 2010-2011. Due to new grant opportunities and programmatic changes, the amount of funding awarded undergraduates increased by 68%, and the number of students involved in OURS activities increased by 67%. The number of proposals increased by 43%, and the number of awards increased by 48%. Figure 6 illustrates growth in how undergraduates pursuing OURS funding for are currently excelling in research.

**Comment [A24]:** the office of undergraduate research will also support and fund well designed creative activity projects – so should this not say research and creative activity opportunities?

**Comment [A25]:** this is mixing up the Honors College overall mission and the sub-unit of OURS, which should be discussed independently of the college.

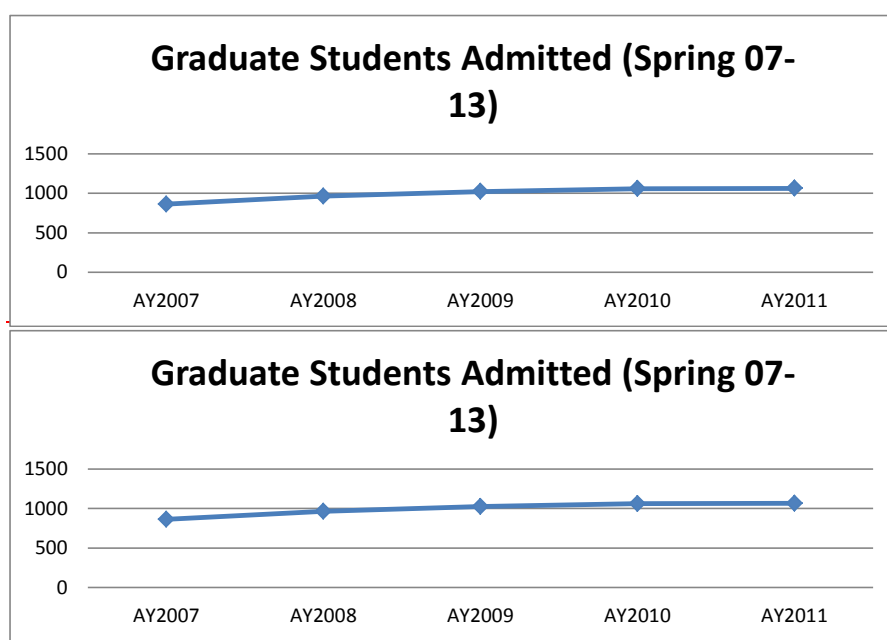
**Comment [A26]:** Research and creative activity?

**Comment [A27]:** There is nothing in terms of quality that you can draw from increased #s applying.



**Figure 6:** Undergraduate Research – UAA University Honors College (Proposals received from undergraduate students, proposals awarded and dollar amount awarded, including FLEUR (Faculty Leadership in Expanding Undergraduate Research))

There is a strong commitment at UAA to expand our graduate and undergraduate programs. A steady increase in graduate student enrollments shown in Figure 7 reflects this commitment. In 2012, UAA was approved as a doctoral granting degree institution. The currently approved PhD is the first doctoral program at UAA while in the 2011 Academic Master Plan for the UA system, approval was given to the introduction of two professional doctorates, one for nurse practitioners and the other in education. Enrollments in the graduate school are growing – an increase of 23.1% since 2007 (see Figure 7).



**Figure 7:** Admitted Graduate Students for the Years 2007 to 2011.

Master's degrees are offered in 25 disciplines or sub-disciplines, and there are 17 graduate certificates. UAA also offers graduate programs in affiliation with other universities. The medical degree for WWAMI is a prime degree, but students are able to take advantage of graduate programs in biological sciences, computer science, speech and language pathology and in post-professional education for occupational therapy doctoral professionals.

Table 3 shows the number of 2012 advanced degree graduates for UAA and combined degrees.

CAS	CBPP	COE	COH	CTC	SOE	TOTAL
-----	------	-----	-----	-----	-----	-------



Grad Cert			37	13	4	5	59
Masters	38	46	119	27	3	35	268
PhD	3						3
MD				22			22
TOTALS	41	46	156	62	7	40	352

**Table 3:** Graduate Student Graduation Data for Academic Year 2012

Our graduate students are excelling. One of our biological sciences master's students, Mr. Chris Barnett, was selected by the Western Association of Graduate Schools (WAGS) Executive Board as the winner of the 2012 Distinguished Thesis Awards for STEM and Humanities & Social Sciences. He is a student of Dr. Jocelyn Krebs and received the award for his work on Williams Syndrome. The award will be presented in March 2013 at the WAGS Annual Meeting. This is only the second time we have received this distinction. The first award was given to Ms. Christine Byl in 2006. Ms. Byl received her MFA in Creative Writing and Literary Arts and was advised by Dean Ronald Spatz.

**The INNOVATE Awards:**

To inspire faculty research, entrepreneurship, and creative activity, in December 2011 the Vice Provost for Research and Graduate Studies (VPRGS) ~~initiated and~~ established the "INNOVATE Awards," and acquired \$200,000 in internal funding. These awards are for a one-year time period, and each award should lead to one or more of the following: a publication in a peer-reviewed journal, a creative event, external research funding, or Intellectual Property. A sub-committee of the Vice Provost Research Council (VPRC) reviewed the proposals and determined the awards. Forty proposals were received, and 13 were funded in the following areas: engineering, science, biomedical, arts/humanities.

Accomplishments after one year included 11 proposals submitted for external funding with three awarded to date totaling more than \$350,000, ~~which is an excellent return on investment~~. In addition, three additional proposals are being prepared for submission, six submissions have been made to peer-reviewed journals, four Invention disclosures have been received and two have evolved into provisional patent applications (patents pending) with two more expected. Additional benefits from the program include an award of a Scholar in Residence<sup>2</sup>, a method developed for image decompression that outperformed government (NASA) standards, and nine presentations at international conferences.

The 2012-2013 Academic year is the second for the Innovate Awards, with an additional \$200,000 in internal funding. Thirty-five proposals were received, and 16 were funded.

Three notable facts this year:

<sup>2</sup> Professor Rearden was Scholar in Residence at the New Bedford Whaling Museum during summer 2012 while researching the historical background for his forthcoming novel, *Heart of the Whale*.

**Comment [A28]:** Don't state the obvious (and we don't really have a comparison to say this is an excellent return)

- the diversity of areas and disciplines increased,
- more awards are interdisciplinary, and
- proposals were received from all the colleges and schools in UAA.

A success story from this current year: a professor in Theatre and Dance shared that “after successful receipt of the Innovate award” a private donor provided an additional sum of money to support the project, which equates to approximately a 38% return on investment within a month.

Appendices 1 and 2 list the successful 2012 and 2013 researchers and projects. Appendix 3 demonstrates the diversity of awards by discipline. The 16 awards were proposed by 29 investigators, representing 14 different disciplinary studies.

Many of the colleges and schools within UAA offer funding to support research efforts, for example, the College of Business and Public Policy provides travel funds to encourage faculty to pursue development opportunities, including the presentation of work in progress at academic conferences. Faculty and Administrators: please insert research incentives (travel, additional funds, etc) provided by your schools and colleges to support faculty endeavors.

**Comment [A29]:** No mention of Faculty Development Grants or Research Travel Grants, as provided by the Office of Academic Affairs.

#### ***Patent Wall of Fame:***

As an incentive for and in recognition of innovation, a Patent Wall of Fame was established by the VPRGS. Patent activity is Increasing. Since January 2012, 20 invention disclosures have been received from faculty, students, and staff – in contrast to 3 the previous year. More are in process, and 8 have evolved into patents pending.

### **3. The Plan Process**

To develop the UAA Strategic Five-Year Research Plan, the Vice Provost for Research and Graduate Studies (VPRGS) established the Vice Provost’s Research Council (VPRC) to draft a plan. In addition to contributing to the overall plan, each member of the VPRC was assigned a portion of the plan to develop and obtain input from his or her College or School and Department. The VPRC members were selected based on recommendations of the Deans of the School and Colleges within UAA. The following persons agreed to serve.

Chair, Dr. Helena Wisniewski, Vice Provost for Research and Graduate Studies  
 Dr. Jeff Bailey, Associate Vice Provost for Research, Professor of Education  
 Dr. Orson Smith, Interim Dean, School of Engineering  
 Dr. David Driscoll, Associate Dean for Research, College of Health, and Director, ICHS  
 Dr. Fred Rainey, Associate Dean of Math and Natural Sciences, CAS, and Director, Biological Sciences  
 Dr. Timothy Smith, Associate Dean for the Performing and Fine Arts, CAS, and Music  
 Dr. David Yesner, Associate Dean Graduate School, Professor of Anthropology  
 Dr. Lil Alessa, Biological Sciences  
 Dr. Jonathan Alevy, Economics  
 Dr. Sam Cook, Mathematics  
 Dr. Aaron Dotson, Civil Engineering  
 Dr. Patrick Dulin, Assistant Professor, Clinical and Community Psychology Ph.D. Program  
 Dr. Dan Kline, Chair, English

Dr. Cindy Knall, WWAMI  
Dr. Jocelyn Krebs, Biological Sciences  
Dr. Marie Lowe, ISER  
Dr. Frank Moore, Computer Science and Engineering  
Dr. LeeAnn Munk, Chair, Geological Sciences  
Dr. Jane Shelby, Director, WWAMI  
Dr. Don Spalinger, Biological Sciences  
Dr. Jeff Welker, Biological Sciences

The VPRGS presented an earlier draft of the plan to the Deans and Directors and Provost for comment, and shared with the Faculty Senate the fact that it was under development. Provost and Vice Chancellor Baker has been briefed and received this copy of the plan.

The Vice Provost for Research also serves on the Statewide Planning Committee for Research (SCoR) and solicited input to incorporate into the SCoR plan from UAA's Deans, Provost, Associate Deans and President of the Faculty Senate. The UAA Strategic Research and Creative Activity Strategic Plan also reflects pertinent portions of the statewide plan. In addition, elements of the Biomedical and Health Research and Education – System-wide Strategic Plan for UA, March 2012, as well as recommendations posed by the Core Theme 2 Evaluation Summary, were incorporated.

A further revised draft version by the VPRC was completed on February 16, 2013, which will be circulated to members of the Faculty Senate for their input. Once this input is received and incorporated into the plan, the VPRC will discuss the necessary resources to implement the plan. The final plan, including the necessary resources will be presented to the Provost and Vice Chancellor Baker and Chancellor Case for their approval. The plan will then be ready for broader dissemination and implementation.

#### 4. Priorities and Goals

This plan identifies the following priorities and goals. Objectives and strategies to achieve these goals and metrics for success will be presented in Section 5.

##### Priorities:

1. Enhance current areas of excellence – Continue to promote well-established traditional research areas within UAA, and those that emphasize traditional research and creative directions.
2. Develop new capabilities – match our strengths with Sustainable Research Trends and Opportunities and choose three areas of focus that are aligned with these trends and opportunities – this is the core of the plan.
3. Increase research capacity and create a dynamic environment to promote research excellence and innovation.
4. Benefit the community and state by taking research and technological innovations to the marketplace -technology commercialization – based on inventions created from faculty and student research at UAA.

##### Associated Goals:

**Goal 1 (Priority 1): Enhance and continue the growth** of research and creative excellence as presented in Figure 9.

**Comment [A30]:** Why is all this here? Shouldn't a description of the process just be in the preface or an accompanying letter? But not in the text of the strategic plan

**Comment [A31]:** traditional research and creative activity areas?

**Comment [A32]:** And creative activity

**Comment [A33]:** Research and creative activity excellence

**Goal 2 (Priority 2): Build new capabilities through interdisciplinary clusters aligned with sustainable research and technology trends to provide impact solutions to complex problems regionally, within the state and globally.**

**Goal 3 (Priority 4): Become known nationally for innovation and entrepreneurship** through a quality patent portfolio, and successful startup companies. Generate revenue for inventors, the research enterprise, and the University and contribute to economic development in the community and state.

**Goal 4 (Priorities 1, 2 and 3): Increase research capacity and create a dynamic environment of research, creativity and innovation, including facilitating faculty awareness of, and access to, funding opportunities.**

#### **Metrics**

The evaluation of success in meeting the above goals will include a mix of traditional metrics such as the growth of external funding, research expenditures, the number of publications in peer-reviewed journals, the number of patents, and graduate students sponsored. In addition, success will also include activities that address the aspirational goals shown in Table 4. These data were collected from the colleges and schools in November 2012. For example, to evaluate pursuits in creative arts, one metric is to track performances and exhibitions.

Year	Refereed Journal Articles	Articles in Conference Proceedings	Books	Book Chapters	Creative Arts	Totals
2012	311	163	22	88	179	763
2011	181	220	14	57	175	647
2010	181	134	11	68	177	571
2009	209	214	13	61	164	661
2008	239	151	9	60	166	625
2007	100	121	8	91	105	425
<b>GRAND TOTALS</b>	<b>1221</b>	<b>1003</b>	<b>77</b>	<b>425</b>	<b>966</b>	<b>3692</b>

**Table 4:** UAA Publications and Creative Arts 2007-2012

There are two primary threshold indicators suggested in the Core Themes 2 Evaluation, July 2012: the median as an indicator for the dollar amount of awards, and the ratio of tripartite faculty to awards – one indicator of faculty productivity. As indicated in Figure 5, our median has been increasing, which is a good indicator of increases in the size of the research grant funding. However, ratings need to have proper qualifiers and context, such as economic influences, for submissions that are associated with a fiscal year. Adequate data must be available before setting a threshold of concern. A possible minimum threshold of performance could be one grant or one funded creative activity, on average, every four

years per tripartite faculty member. Regarding the median, a median of \$40,000 would indicate concern. It should be noted that metrics are subject to tenure and promotion criteria for disciplines and colleges, and in the creative arts, there are different thresholds for levels of performance.

**Comment [A34]:** Where does this figure come from? What is the research base for this determination? Our peer or aspirational institutions?

Increases in external funding could come in the form of research grants, or, in the arts, donors who contribute to an exhibit or enable a performance. If the indicator is research and creative activity funding, three possible levels of performance were outlined in the Core Themes 2 Evaluation Summary, July 2012. These related to performance indicators in terms of the number of proposals submitted, the number of grants awarded, and the median size of the grants. The indicators would apply to those faculty who hold research as one component of their workload (all tripartite faculty and those bipartite faculty who have been assigned research as part of their workload). As is usual for a comprehensive university with many different disciplines and different levels of research productivity, the criteria for satisfactory research performance should be determined within the schools, colleges, and departments.

**Comment [A35]:** Social Sciences get VERY different funding opportunities from the hard sciences. You cannot establish one threshold for all tripartite faculty – sociology faculty are very productive but it is hard to get big \$\$\$

Faculty with a commitment to funded research and/or creative activity should be active in seeking out grants by applying at a rate appropriate to their discipline and the amount of their workload devoted to research and/or creative activity. The purpose of grant applications is to win research funding, and funding for creative activity, and it would be expected that the majority of faculty active in research or the creative arts would be undertaking their research and creative endeavors through competitive funding. From the point of view of metrics, a reasonable objective would be to see an increase in the median annual grant expenditures to at least \$70,000.

**Comment [A36]:** Is there a plan for growing the support infrastructure to enable faculty to succeed at this? OSP is understaffed – they are fabulous, but they can't make up for the lack of infrastructure within colleges and schools, and the need for professional development for faculty as well as administrative support

Another type of creative activity based on research is patents. UAA is emphasizing entrepreneurial activities including fostering IP, invention disclosures, and patents. Since January 2012, 20 invention disclosures have been submitted, up from three the previous year, and eight of these have evolved into patents pending. A metric could be a 10% increase.

**Comment [A37]:** Again, where does this come from? What is the evidence that this is reasonable? Who are we compared with in these goals?

**Comment [A38]:** Where is the discussion about the impact of the research on our community, state? How about faculty who are asked to engaged with policymakers, agencies etc? Such as social work faculty who work closely with social services agencies?

**Comment [A39]:** So the two metrics that are mentioned are research funding and patents. But what happened to peer-reviewed publications. Many faculty members are very successful at publishing in high quality journals without funding. Funding supports research productivity. Funding should not be the end goal though. It should be seen as only one possible means to assist in conducting research and publishing.

## 5. Strategies and Objectives to Achieve the Goals

Figure 8 illustrates current technology and research trends that are sustainable and provide opportunities for external funding and research and innovative growth.

**Comment [A40]:** This is a VERY narrow depiction of research trends. There is only one social science are listed, and it is extremely narrow. Where is economic research? The experimental econ lab where we have a Nobel Prize winner as a major supporter and affiliate? How about education or political science?

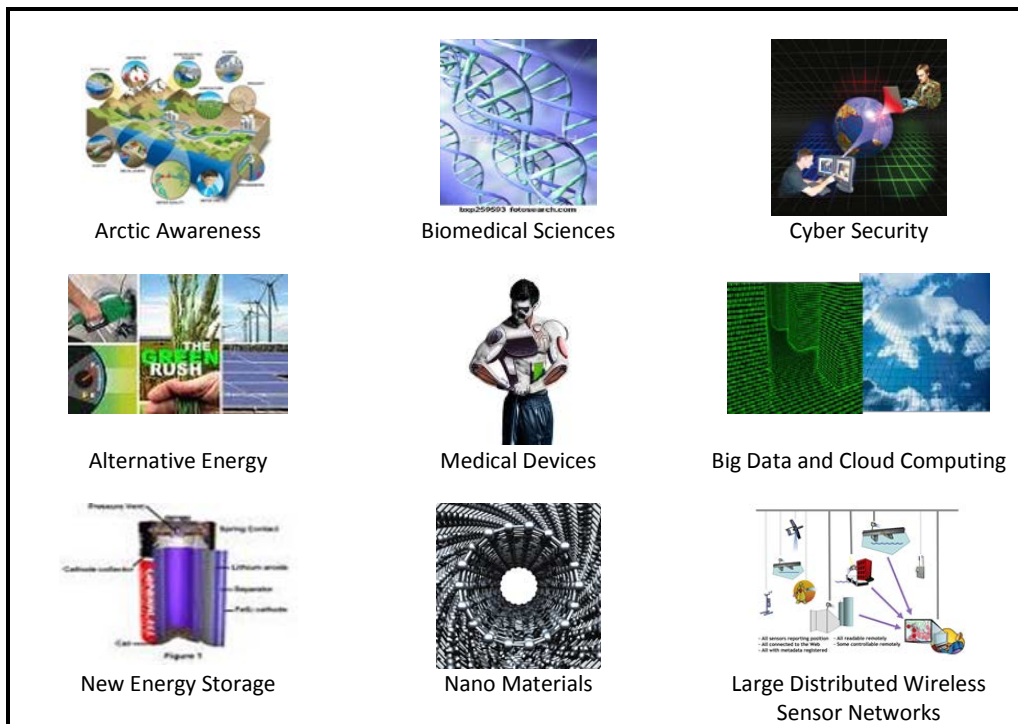
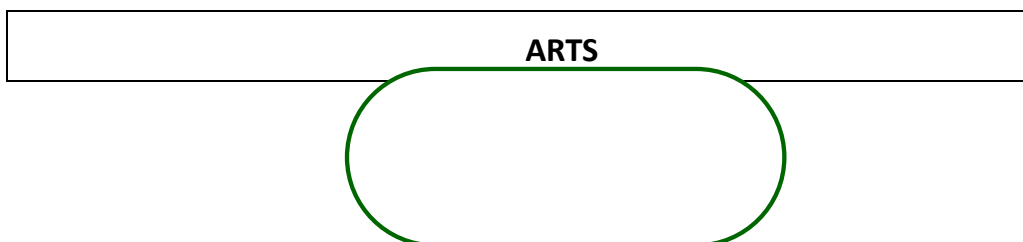


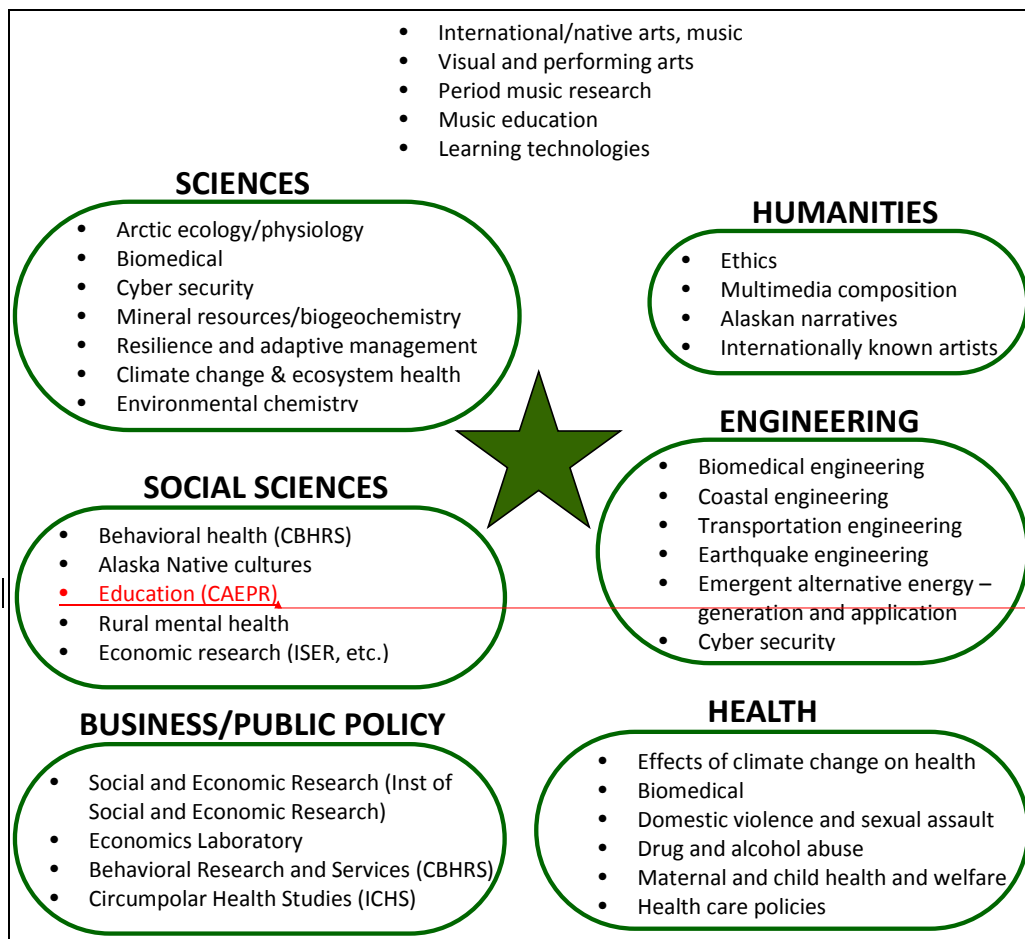
Figure 8: Technology and Research Trends

Figure 9 illustrates our areas of strength and clusters at UAA.



**Comment [A41]:** Not sure where the music education and period music research came from as an area of strength and cluster over similar clusters inside of dept of art for example. Seems a bit "too specific" to a singular art discipline? Perhaps the similar strengths/clusters of art could be merged collectively speaking? For example, we have a killer and internationally recognized museum and museum education specialist in art that is a huge strength for the arts at UAA

**Comment [A42]:** Likewise, I'm perplexed by the "Humanities" bubble, which seems to actually be "Arts" focused. There is some very excellent research being done in History, English, and Native Studies that could be highlighted here. This seems like the weakest bubble on the chart.



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**Figure 9:** Current Areas of Strength at UAA Showing Diversity

**5.1 Goal 1 (Priority 1): Enhance and continue to grow research excellence and creativity as presented in Figure 9.**

UAA values all its scholars for their contribution to inquiry and the stock of knowledge. Figure 9 shows the broad range of research and creative activity... As an institution, we are investing in, and supporting, our researchers in a number of ways. The Vice Provost's Innovate Awards provide substantial recognition and financial assistance to faculty from a wide range of disciplines and may be used for time release, consumables, equipment, conference travel, and research assistance. Training seminars, individual sessions, and assistance to improve grant applications are offered to ensure that our faculty increase their expertise and chances of success in external funding. Library resources and infrastructural funding are supported through indirect cost recovery. Building a culture of research through funding and

**Comment [A43]:** You have things in the wrong place here – CHS is Health not CBPP. ISER is listed twice. CAEPR may be new, but exists. Where is ENRI? Justice?

**Comment [A44]:** And creative artists

professional support assists a researcher ~~to~~ excel in their chosen field of inquiry or expression. Our faculty are contributing to the research reputation of UAA through publications, presentations at conferences, technology commercialization, and creative expression through performances and exhibits. Since future needs are not all recognized in current trends, we must support many areas of research to lay the foundation for the future.

**Comment [A45]:** A researcher or artist

UAA research support will include the following.

- Internal funding to support the ability to pursue individual research
- Yearly Innovate Awards— \$200,000 annually; these awards are already achieving successes in acquiring external funding, increasing publications, presentations at conferences, scholar in residence, and intellectual property
- Investment in equipment<sup>3</sup>
- Release time from the normal course load
- Facilitation of research capabilities and creative pursuits
- Provision of reward incentives
- Research faculty retention
- Mentoring - establishing programs within departments
- The College of Health will continue to fund its “Presidential Professor” – helping with research endeavors
- Investing in researcher salaries, providing “in-kind” contributions for federal and state projects
- Attracting new faculty by providing competitive start-up packages.
- Internationally-known artists to perform at UAA.

**Comment [A46]:** Need a mention of space. I believe this is a big limitation for many departments at UAA. Many faculty members either have to conduct research by reserving a room in the library or do research in which physical space is not needed. It is hard to be productive with those types of limitations.

**Comment [A47]:** And creative activity

## 5.2 Goal 2 (Priority 2): Build new capabilities through interdisciplinary clusters aligned with sustainable research and technology trends to provide impact solutions to complex problems regionally, within the state and globally.

The strategy to select areas of focus will be based on matching UAA’s areas of strength with the needs in the communities in Alaska that UAA serves. Criteria for selection of new focus areas will also be based on the sustainable research and technology trends, anticipating opportunities based on these trends to obtain and maintaining an advantage, and using the natural advantages afforded UAA by virtue of its unique geographic location. These advantages include **PEOPLES!** plants, animals, and minerals indigenous to Alaska. These foci are in fields in which we have capacity and experience and can provide a foundation for economic growth. A part of this strategy is to focus on targeted areas to build a strong base of research and invest in areas that add value and increase knowledge transfer capability. The fact that UAA is designated a focus of the health sciences for the state is also an important consideration. An area of inter-disciplinary activity is represented by EPSCoR. Their five-year project ‘Alaska Adapting to Changing Environments’ explores how communities in three regional ‘cases’ confront and adapt to environmental and social change. These changes include Alaska’s ecosystems, which are under major transitions, including changes in ecosystem services such as fresh water, healthy wildlife populations and sustainable fisheries. To understand these changes and how they affect the Alaskan lifestyle necessitates an integrative, interdisciplinary approach, one that UAA is poised to undertake.

**Comment [A48]:** I would like to see a detailed description of each of these – just like what was given for the INOVATE awards. I want to know in detail what the university is going to do to support faculty research efforts. How exactly is money going to be spent to support the research efforts?

**Comment [A49]:** Yes. If we are going to emphasize the indigenous environment, we must also emphasize the culture of indigenous peoples in Alaska.

This is intended to be a five-year initiative in which we will explore additional research concentrations on which to focus resources for which UAA will become the ‘go-to’ university in these areas. The plan

**Comment [A50]:** This needs rewriting – runon sentence

<sup>3</sup> In FY12, CAS In invested over \$400K in Lab Equipment in Chemistry, Geology, and Biological Sciences.



proposes a phased approach for investment of resources. For example, UAA will choose one area initially and then, at an appropriate time, begin investment in a second area. Once these areas are secure, it will investigate additional areas.

**Comment [A51]:** There is no example here.

**Comment [A52]:** Who will choose this? How? What is the process? Merge this paragraph with the next one and make it clear. Also, who selects the members of the committee that the VPRGS is facilitating?

The current plan selects the following initial focus area: Health and Biomedicine. This focus was selected because it represents strategic research projects that require interdisciplinary contributions from across the colleges, schools, institutes, and centers at UAA. In the subsequent year, two additional foci will be selected, and an implementation plan will be developed. These new domains of inquiry will be selected by a working group facilitated by the VPRGS.

### 5.2.1 Health and Biomedicine

Constituents of the university readily acknowledge the need for research to understand current threats to the health of Alaskans and for initiatives to prepare scientists and providers to address these issues.

The leading causes of morbidity in Alaska include cancer, heart disease, injuries, stroke, respiratory disease, suicide, diabetes, disease, chronic liver disease, other chronic diseases and infectious diseases. These are also a concern nationally as one in eight older Americans has Alzheimer's disease, which is the sixth leading cause of death in the US. Every 45 seconds, someone in the United States has a stroke, and American Indians/Alaskan Natives are affected at a higher percentage than any other group, and finally, 25.8 million children and adults in the United States—8.3% of the population—have been diagnosed with diabetes.

**Comment [A53]:** This in no way helps...

**Comment [A54]:** This is a laundry list—it's too long. And... it completely misses "unintentional injury" or accident deaths which is a HUGE category for Alaska, really high. The list is fairly meaningless in that it in no way shows what is unique here

Biomedical engineering is the application of engineering principles to solve problems in the health field. It is one of the fastest growing disciplines and industries for health innovation and product development globally; medical devices and technologies are a \$140 to \$180-billion dollar industry that is growing at over 10% annually. According to Bureau of Labor Statistics, employment in fields such as biomedical engineering is expected to grow by 62 percent from 2010 to 2020, which is much faster than the average for all occupations.

Nationally the demand for new medical devices and new therapeutics for chronic diseases such as diabetes and Alzheimer's will be strong because the large, aging population of baby boomers is likely to need more medical care, and because of an increased public awareness of medical advances in pharmaceuticals and in biomedical engineering, such as medical devices, and their benefits.

**Comment [A55]:** Need citations, real data if going to include assertions of this nature

Nationally, there is increasing attention to economic and policy issues associated with health care delivery, particularly how to restrain the growth in health care costs and how to organize and pay for health care. Alaska faces special challenges in these areas—and also offers important examples of innovative approaches to health care. Nationally and internationally, there will be increasing need for economic and policy analysis with regard to these critical issues.

Solutions to these complex issues will require both engagement and intellectual exchange across the breadth of expertise across UAA. With a strong interdisciplinary intra-institutional effort in biomedical sciences and health sciences, UAA will put in place a well-aligned vision for growth of basic, applied and translational research that will serve the health needs of Alaska, the nation, the educational mission of the University of Alaska, as well as provide solutions to global issues. This vision is also aligned with sustainable research trends and the research mission of funding agencies such as the NIH, and NSF, which positions UAA for continued and additional funding. The timing is right for UAA to grow its

biomedical and health sciences programs and research and focus on new areas to provide solutions to these complex issues.

- UAA has been recognized as the focus for health sciences for the state, and its new Health Sciences Building contains state-of-the-art facilities.
- UAA has created a rich environment with strengths in basic bench and animal science research within the departments of biology and WWAMI, with additional strengths in basic and applied research in the chemistry and psychology departments, as well as in its institutes and centers. The School of Engineering has also begun to develop medical devices. Interdisciplinary efforts are being developed to help create solutions, for example those demonstrated in Appendix 3, which lists the many disciplines supported through the 2013 Innovate Awards.
- The centers and institutes have developed strong partnerships with the external community to translate and integrate the knowledge and solutions we generate into meaningful outcomes for the community.
- UAA has strong capabilities for health care economic and policy analysis at the Institute of Social and Economic Research (ISER), and elsewhere in the College of Business and Public Policy and UAA.
- UAA has a host of long-term field experiments and data collection programs in the Arctic, Sub-Arctic and Boreal regions that monitor and understand ecosystem services and health, and received a new NSF EAGER (High Risk-High Reward) addressing freshwater processes on the North Slope of Alaska with studies at the ecosystem and landscape scale.
- UAA has increased the number of grants from NIH thus increasing its reputation within the community; funding from NSF and other federal agencies further consolidates our reputation.
- The current INBRE provided resources to help hire new faculty, and the new INBRE will be directed toward supporting core facilities and resources that will enhance the chances of success for the existing INBRE faculty with a focus on areas to include environmental agents of disease (such as infectious agents), physiological responses to extreme conditions, and new emphases fostering development of translational science, behavioral and population health, and clinical research. UAA is active in these areas and can take advantage of the new INBRE funding for growth.

**Comment [A56]:** What is evidence of our reputation? Who is “the community” here?

Therefore, UAA has a strong foundation from which to build this research program. Strategic investments in biomedical and health research at UAA can amplify its current faculty, and organizational and instrumental resources can accelerate knowledge translation from research programs to health practices and back again.

#### **Suggested growth areas and new capabilities**

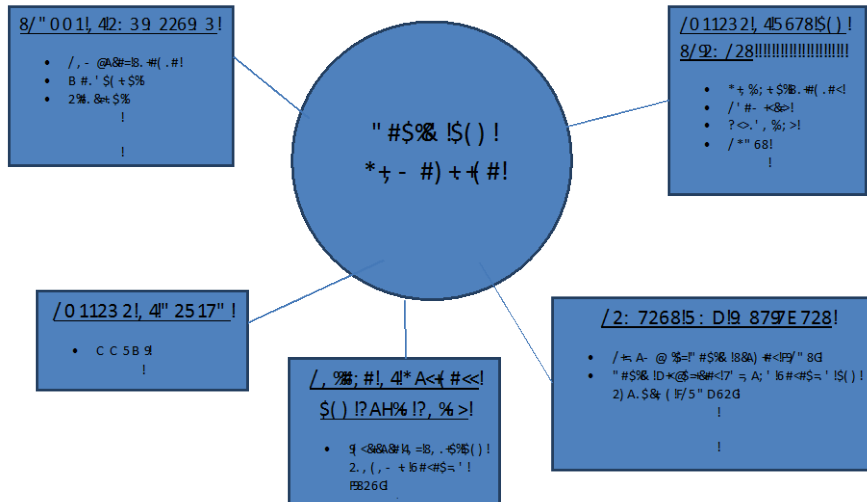
- *Translational research.* In addition to basic and applied research there is also translational research, which is an area not currently well-represented within the UA system. Therefore, *translational research presents an opportunity for UAA to distinguish itself.* UAA can do so by

**Comment [A57]:** Define

building upon its existing work in departments and centers coupled with external partnerships. In addition, a majority of the faculty working in the biomedical areas see their work as potentially translational.

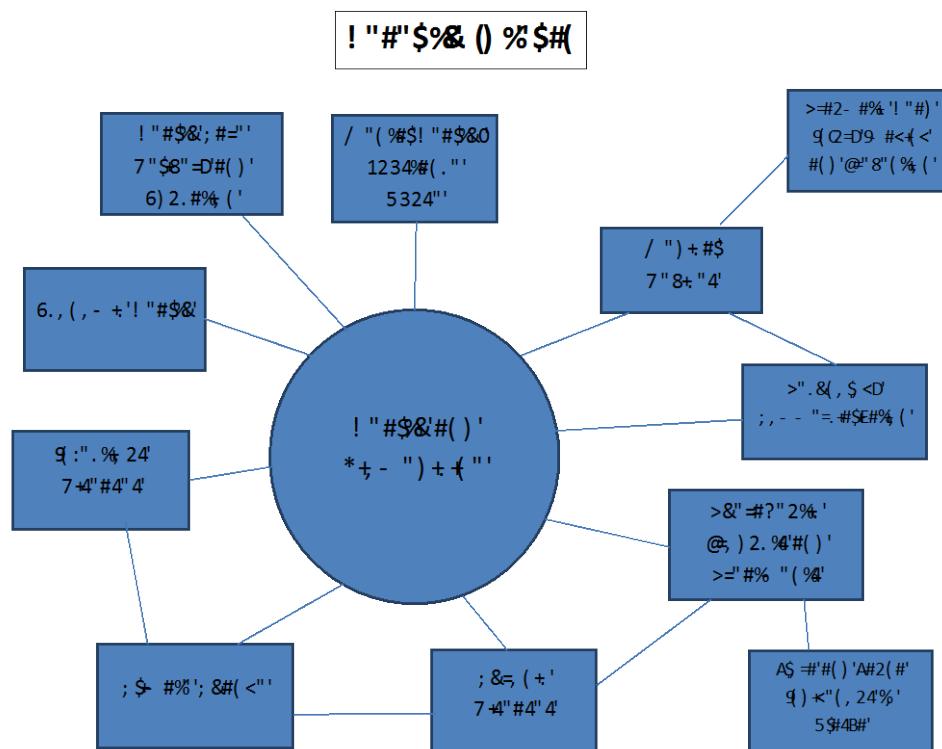
- *Therapeutic treatments* resulting from many of the ongoing research efforts. Some of these utilize plants and animals indigenous to Alaska, including the Alaskan blueberry and the Arctic ground squirrel. Others focus on Alaskan health issues, such as assessing NFkB targets in oral epithelial cells exposed to iqmik, a form of smokeless tobacco favored by many Alaskan natives. UAA has made some breakthroughs, such as the work in Williams Syndrome that have the potential to result in therapeutic treatments. In addition, UAA is uniquely positioned with proximity to three hospitals that can provide partnerships ranging from joint research efforts to clinical trials. This is a longer-term effort as the work often takes five to ten years from bench to animal testing to clinical trials and possibly FDA approvals depending on a strategy taken. The potential payoffs are high.
- *Biomedical engineering*. This is one of the fastest growing disciplines and industries for health innovation. It is a multidisciplinary area that uses engineering principles to solve problems in the health field. It combines the design skills of engineering with medical and biological sciences to advance healthcare, including diagnosis, monitoring, treatment and therapy. It is a growth area rich in research potential and driven by demand from the aging baby boomer population. In terms of jobs for students, it expected to grow by 62% between 2010 and 2020, which is well above the average job growth rate according to the Bureau of Labor Statistics. We have a cluster of engineering faculty starting to develop medical devices that range from lessening trauma in surgical procedures to a diagnostic that has the potential to be used in assessing Traumatic Head Injury, a growing concern in sports and the military. It is also an area that is not currently being focused on within the UA system, which provides UAA with a unique opportunity to lead.

!"#\$%&'()\*+,-./:0123456789@A B C D E F G H I J K L M N O P Q R S T U V W X Y Z [ \ ] ^ \_ ` a b c d e f g h i j k l m n o p q r s t u v w x y z { | } ~ ! " # \$ % & ' ( \* + , - . / : 0 1 2 3 4 5 6 7 8 9 @ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z [ \ ] ^ \_ ` a b c d e f g h i j k l m n o p q r s t u v w x y z { | } ~



**Figure 10:** Inter-Disciplinary and Inter-College Research in Biomedical Sciences, Engineering, and Health Sciences

Figure 11 shows several of the potential research areas in this form of interdisciplinary, inter-college research focus.



**Figure 11:** Research Areas in Biomedical Sciences, Engineering, and Health Sciences

#### Metrics for Success within five years

- Create a federally funded center of research excellence in the health and biomedical sciences.
- Strive to publish at least three peer-reviewed manuscripts co-authored by people from more than one Department/Institute/College at UAA describing interdisciplinary health and biomedical research.
- Acquire three external grants each with an annual expenditure larger than \$100,000.
- Increase number of faculty serving on NIH or NSF committees or study sections.
- **Decide on a grand challenge problem that will receive national acclaim in the health and biomedical sciences when solved.**

#### 5.2.2 Build new focus areas that are aligned with research and technology trends.

The plan is to choose two additional focus areas within the next two years – or one per year. The VPRGS and the VPRC would serve as facilitators.

**Comment [A58]:** Why these metrics? Are we measuring up against our peer institutions? Or our aspirational institutions?

**Comment [A59]:** Is national acclaim the goal of our work? How about seeking to solve a problem that vexes Alaska? Our reputation should emerge from the good work we do, but it should not be what is driving why we choose certain projects. This focus is again backwards.

**5.3. Goal 3 (Priority 4): Become known nationally for innovation and entrepreneurship through a quality patent portfolio, and successful startup companies. Generate revenue for inventors, the research enterprise, and the University and contribute to economic development in the community and state.**

5.3.1 UAA realizes that the role of a 21<sup>st</sup> century university includes being a driving force behind spinning out new technologies, new jobs, and new hope for the future. Therefore, to benefit the state and the community, UAA will take research and technological innovations to the marketplace by licensing its IP, and launching startup companies that are based on faculty and student research. Such endeavors also lead to new research questions and enhance the learning experience for students. Commercialization of University research was made possible by the Bayh-Dole Act of 1980. This act gave universities the right to commercialize federally funded research efforts. Subsequent to Bayh-Dole, universities have leapt into the business of commercializing their technology, either by licensing to an established company or by licensing to establish new startup companies.

Today, most research universities and an increasing number of other institutions of higher learning have well-developed technology transfer programs, staff that support licensing, and support systems, including seed-capital funds to support startup companies, business incubators, or proof of concept centers and related economic development infrastructure.

The benefits of technology commercialization are many. Following is a summary of benefits identified through a survey completed by the Association of University Technology Managers (AUTM). The survey reflects responses of 183 US universities. Responses represent a mix of universities (private, state, premier) hospital and research institutes, and one third-party technology investment firm. Participating institutions included Stanford, MIT, University of Utah, the University of California System, Georgia Tech, California Institute of Technology, and the University of Michigan.

- **Revenue Generation** - patents can generate revenue streams from the licensed technologies, resources that can then be reinvested into more research – an estimated \$2.42 billion was leveraged from licensing of US University IP in 2010 – (AUTM survey).
- **Job creation** - University IP in 2010 increased jobs 10% from 2009.
- **Attraction and retention of high quality faculty** – today's faculty are more entrepreneurial and seeking research opportunities in key translational areas; faculty will come to UAA because we are offering commercialization.
- **Attraction and retention of high quality students** – university startup firms often seek to hire graduates of the host university. Firms that employ students in meaningful ways immediately following graduation tend to result in students staying in state.
- **Economic Development** - federal and state policy makers are desperate to fire up the economy. Nationally, universities are increasingly becoming key drivers of economic transformation. Of significance for Alaska, 76% of the startups formed had their primary place of business in the licensing institution's home state – up 10% from 2009.
- **Innovation** – among those surveyed, significant results were reported - 20,642 disclosures; 12,281 new US patent applications, and 4,469 new US patents issued.

UAA is already moving forward in regards to technology commercialization. UAA is significantly increasing its patent portfolio. Since January 2012 there have been 20 invention disclosures from faculty and students, in contrast to only 3 the prior year, and 8 of these have evolved into patents pending. This

**Comment [A60]:** This is not who we are. We are not the University of Wisconsin with the Wisconsin Institutes for Discovery. Why is this more important than solving health and education problems in rural Alaska? Where is the market research on the capacity of Anchorage to host multiple new businesses?

**Comment [A61]:** We are not an R1! We need to grow our capacity before we launch this – cart before the horse (or sled before the dogs) big time!

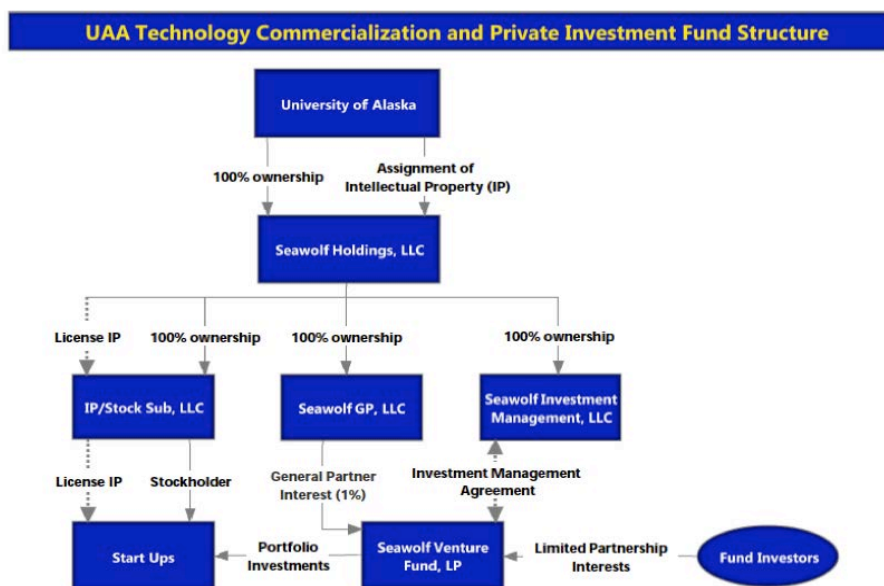
**Comment [A62]:** These are NOT our peer and aspirational institutions!

**Comment [A63]:** We don't have the workforce capacity! How about building that first???

illustrates the enthusiasm of both faculty and students and the power of incentives, including the Innovate Awards and the Patent Wall of Fame. UAA's current intellectual property is listed in Appendix 4, along with the type of invention and the stage of commercialization process for each invention.

UAA's clusters of research that will form the basis of the patent portfolio include biomedical and health sciences, engineering, biological sciences, chemistry and interdisciplinary efforts between business, and mathematical sciences. This research is funded primarily by agencies of the federal government such as the National Institute of Health, National Science Foundation, NASA, and the Department of Education. External research funding is increasing. In addition, internal funding through the Innovate Awards has provided additional incentives. These leading-edge research efforts are in fields that can lead to groundbreaking new therapies and treatments – pharmaceuticals; medical devices; novel sensors for communication, remote monitoring and surveillance; cyber security; and learning tools. All appear to have great potential for the formation of future emerging clusters and could have a profound effect on future industry expansion and economic diversification in the State.

UAA created an infrastructure to commercialize technology based on faculty and student research at UAA, which was approved by the Board of Regents of the University of Alaska on July 27, 2012 (Figure 12).



**Figure 12:** The Commercialization Structure

The purpose of Seawolf Holdings is to:

- Provide a corporate interface between UAA and its enterprise companies.
- To protect the university – limit its liabilities.
- Hold and license IP.

Its functions include:

- Oversee the subsidiaries.
- Determine which university IP is commercializable.
- Initially its Board of Directors will review and approve all investment and divestment decisions until a 3- to 5-person investment committee of the GP is formed.

**Board of Directors of Seawolf Holdings, LLC, approved by the UA Board of Regents, Sept. 2012.**

Dr. Helena S. Wisniewski, Vice Provost for Research and Graduate Studies, UAA, and President of Seawolf Holdings, LLC

Mr. Thomas Hook, President and CEO, and Board of Directors of Greatbatch, Inc.

Mr. Stephen Socolof, Managing Partner, New Venture Partners

Mr. John Wanamaker, Alaska Venture Partners

Dr. John Sibert, Founding Chairman, National Association of Seed and Venture Funds

Dr. Elisha Baker, UAA Provost and Vice Chancellor

**Seawolf Venture Fund, LLC**

The purpose of establishing a fund and seeking investor support is to provide seed investment in technology, especially UAA technology. The target fund is \$10-\$15 million. The initial close is \$3 million. The 49<sup>th</sup> State Angel Fund has signed a Letter of Intent to invest \$1.5 million.

**Metrics**

- Increase Intellectual Property (IP) by 10% each year for next three years (use 2012 as baseline),
- License IP – at least two to three each year to achieve 50% of IP portfolio licensed within three years,
- Create start-up companies - at least two by end of FY13
- Exit strategy within 5 years for one company

**Incentives**

- **Create incentives for faculty to participate:**
  - Monetary rewards for patent filings and patent awards – for example \$500 for filing; \$1,000 for award.
    - Recognition: Induction into newly established Patent Wall of Fame.
  - Value IP in the promotion and tenure process.
  - Seed money to develop IP – Innovate Awards.
  - If they start a company they will get equity in it.

**5.4 Goal 4 (Priorities 1, 2 and 3): Increase research capacity and create a dynamic environment of research, creativity and innovation, including facilitating faculty awareness of, and access to, funding opportunities.**

**Strategy:**

- **Promote mechanisms that encourage engagement across disciplines** through “self-organization” as a confederation of scholars. To do so, the Office of Research and Graduate Studies will establish a workspace for faculty interaction and innovation. This space will be devoted to small group discussions, seminars, and brainstorming sessions by faculty,

**Comment [A64]:** My same comment. I also hope we can find a way to state the value for individual research that may not address medicine or needs specific to Alaska, but through their global investigation and inquiry, it still brings awareness of excellence back to UAA and can often generate dialogue about Alaska issues. Not sure that makes sense, but if I think about it, I can find a way to make it make sense.

**Comment [A65]:** What happened to creative activity??? And why isn't this goal #2 to support goal #1???



collaborators, and visitors. The VPRGS will periodically fund visiting scholars in areas of strategic interest for UAA in order to incubate new and innovative ideas in research and creative activities. This room, a “**skunk works**”, will be the venue in which the grand challenge problem will be explored.

- **Investigate alternative institutional structures that will enable collaborative work on discovery, creativity, and innovation.** For some goals, groups could form high-level organizations (e.g., schools or institutes), while others may find that there is no need to create over-arching central structures—the effective operation and collaboration among our faculties, centers, institutes, and schools are the key components for success.
- On a monthly basis, the VPRGS will host either a **Research Seminar or a Disruptive Technology Roundtable**. These will be seminars on research at UAA and provide a forum to encourage collaboration among UAA faculty as well as the community. The Disruptive Technology Roundtables will feature a new technology or invention with invitation to the community that would be interested in such technology. The idea is to keep it small to allow for suggestions from potential investors for commercialization of the technology.
- **To increase external research funding provide the following:**
  - Pursue agencies from which UAA has not historically received funding to include DARPA, DHS, HSARPA, DOD, and the intelligence community.
  - VPRGS will take an active role and lead in laying groundwork, setting up introductions, establishing relationships.
  - Apply for larger funding through collaborative efforts with other universities and corporations. For example MURI – announcements out in July.
  - Increase focus on obtaining funding from corporations.
  - Provide internal support and incentives
    - Innovate Awards – seed money
    - Release time
    - Develop a proposal writing support office.
    - Support for outside proposal writer who can position UAA for larger interdisciplinary grants.
  - Increase median award amount.
    - 2010 HALF UNDER \$25,000
    - 2011 – HALF UNDER \$40,000
    - 2012 – to date – HALF UNDER \$50,000
  - Have a sequestration plan in place.
  - Focus on submitting proposals for larger awards – collaborative internally and externally
  - Success rates rising:
    - FY10 - 35%
    - FY11 – 40%
    - FY12 – the win rate is 60.4% (of submissions reviewed); this rate is based on restricted funds for the nine NCHEMS categories that total \$38.5M
  - Have more faculty participate on federal government advisory committees.
  - Have faculty accept IPOs at agencies like DARPA or NSF.

- Nominate more faculty for awards that receive national recognition.
- Develop a structure and policies for improved responsiveness from OSP and OGCS, and obtain resources to do so.
- **Establish industry consortium in engineering and sciences - corporations contribute fee** for belonging and provide research topics of interest to them. Once a year hold an industry day on campus. Enable industry members to participate with faculty on campus for periods of time.
- **Create a “Biomedical Sciences Group”** an interdisciplinary group among biology, chemistry, WWAMI, engineering, health programs, College of Health, circumpolar health to focus on biomedical sciences as defined by NIH, from basic and applied research to translational.
- **Have a contest among** different collaborative groups for **the best grand challenge** idea, and present that group with a monetary prize, recognition, and support to begin solving the challenge. Such grand challenges are a means to becoming well known and a “go to university” in an area.
- **Enhance research opportunities for Graduate and Undergraduate Students**
  - Create courses and other initiatives that raise student awareness about the benefits of translational and applied research
  - Create more opportunities and provide funding for research projects/initiatives with a multidisciplinary or translational research focus
  - Create courses on Commercialization of Intellectual Property.
  - Create Reverse Internships for promoting innovation—invite experts (members of industrial research labs, local industry leaders etc.) for 2-4 months to immerse them in research teams—provides students with internship-like experience while on-campus.
  - Create new project class where students from different faculties come together to work on a general problem that spans disciplines.
  - Increase collaboration with Honors College.
  - Continue to nominate students for national and international awards and scholarships.
  - Invest in assessment, including methods to track undergraduate and graduate research activity.

**Comment [A66]:** And what happened to creative activity here for our Graduate and undergraduate students?

## Closing

The timing is right for UAA to develop and implement a Strategic Research Plan. UAA has many strong research areas and creative endeavors from which to grow. This plan will provide UAA with a path for this growth, a pathway that will both further enhance current strengths, and build new initiatives – based on these strengths, that together will position UAA for prominence in the State of Alaska and globally.

**Comment [A67]:** What is there no appendix displaying external funding by discipline or organization?

## Appendix A: 2012 Innovate Awards

Researchers	Title	Unit
<b>Spalinger, Lund &amp; Schroeder</b>	Trophic Dynamics of Nutrient Cycling in Western Alaska Tundra Ecosystems	Biological Sciences
<b>Burkhead</b>	Development of a copper-deficient mouse model of non-alcoholic fatty liver disease	Biological Sciences
<b>Duddleston, Rainey &amp; Buck</b>	Host-gut-microbiome interactions in the arctic ground squirrel: investigations in an extreme hibernator	Biological Sciences
<b>Ward</b>	Teen Friendships & Dating Program	Center Human Development
<b>Kennish &amp; Zwollo</b>	Development of an Integrated Cellular-Chemical Approach for Quantifying Effects of Marine Phthalates on the Function of Trout Immune Cells	Chemistry
<b>McGill</b>	Investigating nutraceutical application for the Alaska bog blueberry: Inhibition of TNF $\alpha$ -mediated nSMase activation by citrate and malate in a human neuroblastoma model	Chemistry
<b>Rearden</b>	Heart of a Whale	College Prep/Developmental Studies
<b>Moore</b>	Improving the Science Value of CCSDS Lossy Compressed Images via Evolutionary Computation	Computer Science/Math
<b>Hamel</b>	Performance of Wood-Plastic Composites in Cold Regions	Engineering - Civil
<b>Lund &amp; Peterson</b>	Ultra-Long Lifespan Wireless Sensor Devices for Asset Management	Engineering - Electrical
<b>Paris, Brock &amp; Lund</b>	Evaluation of Instrumentation to Assess Accelerations of the Head Due to Soccer Ball Heading	Engineering - Mechanical
<b>Gonzalez &amp; Skewes</b>	Social Validity of Alcohol Treatments for Alaska Native College Students	Psychology
<b>Knall</b>	Assessing NFkB Targets in Oral Epithelial Cells Exposed to Iqmik	WWAMI

## Appendix B: 2012 Innovate Award Accomplishments to Date

### **Accomplishments Summary – after one year**

- 11 proposals submitted for external funding.
- External funding awards total over \$350,000, to date.
- 6 submissions to peer-reviewed journals in process.
- 4 invention disclosures filed, and 3 evolved into patents pending.

### **Additional benefits:**

- Scholar in Residence, New Bedford Whaling Museum for Heart of a Whale.
- Method developed for image decompression that outperformed government (NASA) standard.
- 9 presentations at international conferences.

Appendix C: 2013 Innovate Awards

Researcher	Title	Unit
<b>Alevy &amp; Young</b>	Seasonality and Economic Behavior	Economics
<b>Callahan &amp; McVaney</b>	Augmented Reality, BIM and GIS for Mobile Platforms in Architecture, Engineering and Construction	Construction Design and Technology
<b>Dotson &amp; Munk</b>	Civil Engineering: Source Identification and Complexation of Copper in an Urban Environment	Engineering-Civil & Geology
<b>Duddleston &amp; Sullivan</b>	Importance of the microbial community as a driver of tree performance and treeline position in northwest AK	Biological Sciences
<b>Flanders Crosby &amp; Jeffery</b>	Secrets Under the Skin Art Installation	Theatre and Dance
<b>Hamel</b>	Design and Evaluation of Thin-shell Latex-modified Concrete Barrel Roof Units	Engineering - Civil
<b>Lund</b>	Wireless Sensor Nodes with Advanced Signal Analysis Capabilities for Expanded Sensor Network Applications	Engineering - Electrical
<b>McCoy</b>	Development of a point of care assay for vitamin D	Chemistry & Psychology
<b>McGill &amp; Murphy</b>	Malate Supplementation: A Dietary Intervention to Improve Spatial Memory in Aged Rats	Chemistry
<b>Mock, Hoanca, Bauer, Anthony, Ozuru</b>	Revealing Human Moral Decision Making Through Eye Tracking	Comp. Sc. Eng. Info. Sys., Philosophy, Psychology
<b>Puckett &amp; Rector</b>	Seed Funding for the Production of the Definitive Aurora Borealis Planetarium Show	Physics & Astronomy
<b>Stecyk</b>	The turtle heart: A non-traditional model to understand and potentially treat human cardiovascular disease	Biological Sciences
<b>Stone</b>	Language, Literature, and Technology in Alaska	English
<b>Tomco, McCoy, Seefeldt</b>	Characterization of Aminopyralid Degradation in AK Soils	Chemistry
<b>Vugmeyster &amp; Ostrovsky</b>	Computational Modeling of Protein Flexibility via Bridging Polymer and Protein Sciences	Chemistry, Math
<b>Yang</b>	Carbon fiber tape-based anti-icing technology for wind turbine blades	Engineering - Civil

# Appendix D: 2013 Innovate Awards by Discipline

	Biol	Chem	Phys	Geol	Psych	Math	CS&E	Econ	Engr	CIS	Constr	Eng.	Phil	Dance
Decision Making					✕		✕			✕			✕✕	
Malate Supple- mentation		✕			✕									
Cu -Urban Env'rt				✕					✕					
BIM - GIS							✕				✕			
Comput'l Modeling		✕				✕								
Microbial Comm-	✕													
Point of Care Assay		✕												
Seasons Economic Behavior								✕						
Under the Skin														✕
Wireless Sensors									✕					
Barrel Roof									✕					
Carbon Fiber Anti- Icing									✕					
Planet- arium			✕ ✕											
Turtle Heart	✕													
Language Tech												✕		
Aminopryr alid Degrad'tn		✕												

Four disciplines	
Two disciplines	
Single discipline	

# Appendix E: Inventions in the Commercialization Process

Invention	Type of Invention	Status
Methods and Systems for Multiple Factor Authentication Using Gaze Tracking and Iris Scanning	Biometrics	US Patent 7,986,816
Spinal Rod Bender	Biomedical Devices and Therapeutics	Patent pending; US Patent Application 13/078,546 filed April 1, 2011
Student Success Model	Educational Software	Copyright registration in progress; US Provisional Patent Application 61/580,932 filed December 28, 2011
Ultra Long Life Energy Source	Sensor Devices/Networks	Patent Pending; US Provisional Patent Application 61/645,356 filed May 10, 2012
Wireless Head Impact Mouth Guard	Biomedical Devices and Therapeutics	Provisional Patent Application filed December 31, 2012; US Provisional Patent No. 61/747,411
Ultrasonic Gum Tissue Sounder	Biomedical Devices and Therapeutics	Invention disclosure filed
Pharmacological Treatment for Neurodegenerative Disease	Biomedical Devices and Therapeutics	Invention disclosure Provisional patent being prepared
Self-Heating Concrete	Sensor Devices/Networks	Patent pending; US Provisional Patent Application 61/699,372 filed September 11, 2012
FreeSim traffic pattern software for testing snowplows	Sensor Devices/Networks	US Provisional Patent Application 61/709,264 filed October 3, 2012
Improving Compressed Images via Evolutionary Computation	Other	Submitting Invention Disclosure
Isotope Methods for Exploring and Mining copper	Other	Patent pending; US Provisional Patent Application 61/680,660 filed August 7, 2012
Student management software	Educational Software	Invention disclosure to be filed
Developed fish grinder mechanics	Other	Provisional Patent Application 61/660,290 filed July 12, 2012
Economics Laboratory educational game software	Educational Software	Invention Disclosure under development
Alaska CACHE: Health Care industry Data System	Educational Software	Technology disclosure submitted to RGS 11/14/12
Smart phone App for depression	Educational Software	Considering Invention Disclosure
Active sensing method for thaw bulb detection in oil/injection wells	Other	Technology disclosure submitted to RGS 12/3/12
Permafrost cooling in oil/injection wells with heat pipes	Other	Technology disclosure submitted to RGS 12/3/12
Maglev based multi-purpose transport system	Other	Technology disclosure submitted to RGS 10/30/12
Muscle Pain Detector Device	Biomedical Devices and Therapeutics	Discussions underway for preparation of an invention disclosure



# **Schedule of Events**

## **UAA RELAY FOR LIFE**

**Friday, April 5, 8:00 pm - Saturday, April 6, 12:00 pm**  
**Wells Fargo Sports Complex, Basketball Court**

<b>Date/Time</b>	<b>Event</b>	<b>Other information</b>
7:30 pm - 8:00 pm	Event Setup	Teams can set up their plots
8:00 pm - 8:30 pm	Opening Ceremony—Event Begins + Survivor Lap	Color Guard Presentation by UAA ROTC National Anthem by Nathaniel Jenkins
8:30 pm - 9:30 pm	Anna Lynch	Live music
9:30 pm - 11:00 pm	Salsa Dancing Lessons	AK Sound
11:00 pm - 12:00 am	Luminaria Ceremony	To honor loved ones who have passed
12:00 am - 1:00 am	Drag Hour	Make-up, heels and mustaches encouraged!
1:00 am - 2:00 am	Frozen T-Shirt Context	Thaw, wear, win!
2:00 am - 3:00 am	Hula Hoop Activity	Create your own hula hoop and dance
3:00 am - 4:00 am	Neon Hour + Karaoke	Glowsticks and neon
4:00 am - 5:00 am	People Bingo	Fill in all the squares on your bingo card
5:00 am - 6:00 am	Pajama Hour + Trivia	Get your jammies and lets play!
6:00 am - 7:00 am	Team Scavenger Hunt	Get to know your fellow Relayers
7:00 - 8:00 am	Dance Through the Decades Hour	Music and dancing of the Eras!
8:00 am - 9:00 am	Rise + Shine Breakfast	Fuel up
9:00 am - 10:00 am	Zumba	Shake that groove thang!
10:00 am - 11:00 am	Dance Troop Performance	TBD
11:00 am - 12:00 pm	Closing Ceremony	Thank you to all participants

\* Events and times subject to change

### **Questions?**

**Contact UAA Relay for Life Event Chair, Kacee Holloway at**  
**[uaacollegesagainstcancer@gmail.com](mailto:uaacollegesagainstcancer@gmail.com)**



**sense** something?

**say** something.

**do** something.

# care



The UAA **Care Team** is a behavior intervention team. The team reviews reports about student behavior and determines a course of action to support students. If you **sense** something that does not seem right, **say** something to the Care Team Coordinator (907) 786-6065, or **do** something by submitting a report online. Help keep your campus community safe.

For more information or to **submit a report**:  
[www.uaa.alaska.edu/CareTeam](http://www.uaa.alaska.edu/CareTeam) • 786-6065



The Dean of Students Office coordinates the Care Team.

*UAA is an EEO/AA employer and educational institution.*