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

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<th>2014-2015 Officers</th>
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III. Agenda Approval (pg. 1-4)

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

V. Administrative Reports
   A. Chancellor Tom Case
      i. CaseNotes
      ii. President Highlights

   B. Provost and Vice Chancellor Bear Baker
      i. Interim Provost, Sam Gingerich
      ii. Office of Undergraduate Academic Affairs (pg. 9-11)
      iii. Office of the Graduate School
C. Vice Chancellor of Administrative Services, Bill Spindle
   i. Budget Update - Kelly Thorngren

D. Vice Chancellor of Advancement, Megan Olson (pg. 12-13)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 14-17)

F. CIO, Patrick Shier

G. Union Representatives
   i. UAFT
   ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 18-20)

I. Office of Campus Diversity and Compliance Director, Marva Watson (pg. 21-23)

VI. Officer’s Reports
   A. President’s Report (pg. 24-26)
   B. First Vice President’s Report
   C. Second Vice President’s Report

VII. Old Business

VIII. Consent Agenda
   A. Graduate Curriculum
      i. Courses
         Chg   EDEN A695   Mentorship, Leadership and Advocacy
         Add   EDEN A698   Research and Creative Scholarship
      ii. Programs
         Doctor of Education in Education, Culture, and Leadership
   
   B. Undergraduate Curriculum
      i. Courses
         Chg  CIS A345   Managing Data Communications and Computer Networks
         Chg  CIS A365   Object-oriented Programming
         Chg  CIS A390   Selected Topics in Management Information Systemser
         Chg  BA A462   Strategic Management
   
   C. Motion to adopt GELO outcomes as overall values
   The UAB moved to support the GERC in adopting the GELO outcomes as overall general education values that are supported by UAA’s General Education outcomes.
   Incorporating this concept into the catalog, as well as other modifications to the general education catalog copy, will be worked on by GERC Chair Sandy Pence and Vice Provost Susan Kalina in the coming months in an effort to make the information more user-friendly.
   See GERC Report for more information and graphic.
D. Proposal for Designation Process for Community-Engaged Academic Courses
   (pg. 27-29)
   The Faculty Senate requested that the Community Engagement Task Force propose a process
   for the designation of courses. The proposal recommends that both designations be self-
   imposed by individual faculty for a period of three semesters: Fall 2015-Fall 2016. In Summer
   2016, a CCEL research project will assess the workability of the self-designations with two
   semesters of data and make recommendations to both the Faculty Senate and the Community
   Engagement Task Force.

E. Minor Course Change for BA A264 Personal Selling (pg. 30-35)
   Requesting deletion of the Registration Restriction, "College of Business and Public Policy
   majors must be admitted to upper-division standing," from the catalog copy. This restriction is
   reserved for CBPP's 300-400 level business courses and was not included in CBPP's
   curriculum change request submitted in January 2013. Subsequently, in March 2013 it was
   inadvertently changed.

F. Registration Requirements for MATH A430 (pg. 36)
   Due to an error during the curriculum process, our MATH A430 course, Concepts of
   Topology, now requires a prerequisite course (MATH A324) with a co-requisite course
   (MATH A303). The intended preparation is:
   • Math A324 as a prerequisite
   • Math A303 either as a prerequisite or as a co-requisite
   We request this change be permitted to increase the number of students eligible to take the
   class before graduation. Our registrar requests your approval of this change to the catalog
   before any update is made.

IX. Boards and Committees Reports
   A. Graduate Academic Board
   B. Undergraduate Academic Board
   C. General Education Review Committee (pg. 37-38)
   D. University-wide Faculty Evaluation Committee
   E. Academic Assessment Committee (pg. 39)
   F. Academic Computing, Distance Learning and Instructional Technology and e-
      Learning (pg. 40)
   G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 41-50)
   H. Nominations and Elections Committee
   I. Diversity Committee
   J. Faculty Grants and Leaves Committee
   K. Institutional and Unit Leadership Review Committee (pg. 51)
L. Library Advisory Committee (pg. 52)

M. Student Academic Support and Success Committee (pg. 53-54)

N. Community Campus Committee (pg. 55)

O. Academic Honesty and Integrity Committee (pg. 56)

P. Research and Creative Activity Committee (pg. 57)

Q. GER Assessment Taskforce

R. Emeriti Faculty Evaluation Process Ad Hoc Committee

X. New Business

XI. Informational Items & Adjournment

A. Faculty Senate Happy Hour
   Finally! The first ever Faculty Senate happy hour at the new Alaska Airlines Center will be held directly after our meeting (we’ll try to finish early!!!) in the Center Suite, until 6:00 pm. This inaugural gathering is limited to senators, governance staff, and our administration guests. We are hoping to have an all-faculty happy hour gathering soon! Light snacks provided, with a no host bar.

B. Faculty Senate Spring Forum
   Friday, January 23rd from 10:00 a.m. to 1:00 p.m.
   Lew Haines Conference Room (Library 307)
   A reminder that while there is no senate meeting in January, the Faculty Senate Executive Board is hosting the annual Faculty Spring Forum to see a demonstration of the new electronic curriculum management system and to discuss changes to the curriculum review and assessment process. A light lunch and refreshments will be provided.

C. Fall Graduation Ceremony
   Just a reminder – the first ever graduation ceremony in the Alaska Airlines Center is scheduled for December 14th at 1:00 pm. We look forward to seeing you all there!

D. Publishing Faculty Senate Voting Records
   Faculty Senate practice will be as follows:
   1) votes will be recorded and maintained in the Governance Office
   2) voting records will not be posted, but will be available upon request
   3) voting records will be maintained for a given year until after the new Senate is sworn in, when those records are destroyed
   Practice will be assessed and revised as necessary.
I. Call to Order

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

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III. Agenda Approval (pg. 1-3)

   Approved

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

   Approved

V. Administrative Reports

A. Chancellor Tom Case
   i. CaseNotes
   ii. President Highlights

   Discussed the November BOR meeting and the next steps of the Prioritization Process
   The Prioritization process is taking longer than expected; trying to minimize drastic changes
B. Provost and Vice Chancellor Bear Baker  
   i. Office of Undergraduate Academic Affairs (pg. 10-12)  
   ii. Office of the Graduate School

C. Vice Chancellor of Administrative Services, Bill Spindle  
   Distributed handouts and provided a summary of the capital and operating budget that the BOR passed on Wednesday, November 5th

D. Vice Chancellor of Advancement, Megan Olson (pg. 13-15)  
   Discussed the upcoming commencement and hooding ceremony being held in December and encouraged faculty to attend; Dr. Vernon Smith will be speaking at the ceremony and will be honored with a dual award; direct all inquiries to Bridgett Dyson.

E. Vice Chancellor of Student Affairs, Bruce Schultz  
   No Report

F. CIO, Patrick Shier

G. Union Representatives  
   i. UAFT  
   ii. United Academics  
   UAFT negotiation updates are being sent to members as they happen

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 16-20)

I. Office of Campus Diversity and Compliance Director, Marva Watson

VI. Officer’s Reports

   A. President’s Report (pg. 21-23)  
   Highlighted several areas of the written report including: successful accreditation site visit that took place last week (November 29th and 30th); Provost search; and Faculty Alliance discussions. Baccalaureate minimums will be reviewed again as possibly becoming BOR policy. An update was given on the statewide taskforce work for a common calendar.

   i. Sustainability Club Presentation  
   Presented concerns regarding the future of the Office of Sustainability  
   Requested a resolution of support from the Faculty Senate supporting the office; no action was taken by the Senate

   B. First Vice President’s Report  
   A University College Taskforce website was created and agendas and minutes have been uploaded

   C. Second Vice President’s Report  
   Requested a volunteer from the Senate to attend the CAFÉ Advisory Council meetings as an ex-officio member
VII. Old Business

VIII. Consent Agenda
   A. Graduate Curriculum
      i. Courses (pg. 24)
      ii. Programs
          Master of Science, Arctic Engineering
          Master of Arts, Anthropology
   B. Undergraduate Curriculum
      i. Courses (pg. 25)
      ii. Programs
          Bachelor of Science, Natural Sciences
          Bachelor of Arts, Biological Sciences
          Bachelor of Science, Biological Sciences
          Arctic Engineering (AE) Prefix
   C. General University Requirement related to catalog year (pg. 26)
   D. JPC Contact Hour Catalogue Edits (pg. 27)

Motion to approve the Consent Agenda
1st Bogdan Hoanca
2nd Brian Bennett
Unanimously Approved

IX. Boards and Committees Reports
   A. Graduate Academic Board
   B. Undergraduate Academic Board
   C. General Education Review Committee (pg. 28-29)
   D. University-wide Faculty Evaluation Committee
   E. Academic Assessment Committee (pg. 30)
   F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 31-32)
   G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 33)
   H. Nominations and Elections Committee
   I. Diversity Committee (pg. 34-36)
      i. Call for Faculty and Staff to lead the Diversity Action Plan (pg. 37-39)
   J. Faculty Grants and Leaves Committee
   K. Institutional and Unit Leadership Review Committee (pg. 40)
L. Library Advisory Committee (pg. 41)
   Encouraged everyone to complete the library survey that was released to faculty, staff, and students on Monday, November 3rd

M. Student Academic Support and Success Committee (pg. 42-43)

N. Community Campus Committee (pg. 44)

O. Academic Honesty and Integrity Committee (pg. 45)

P. Research and Creative Activity Committee (pg. 46)

Q. GER Assessment Taskforce (pg. 47-48)

R. Emeriti Faculty Evaluation Process Ad Hoc Committee

X. New Business
   A. Discussion of Publishing Faculty Senate Voting Records
   B. Motion of Support for the Space Management Policy (pg. 49-55)
      1st Sam Thiru
      2nd Larry Foster
      35 For
      1 Against
      1 Abstain
      Approved
   C. Evaluation of Non-tenure Track Unit Member and Merit Pay Adjustment Taskforce
      The Faculty Senate approves the formation of an Evaluation of Non-tenure Track Unit Member and Merit Pay Adjustment Taskforce to develop an evaluation process that is “separate and distinct from that of tenure track and tenured unit members” per section 9.2.7 of the UNAC collective bargaining agreement. This taskforce will also determine rules and procedures for non-tenure track unit members to qualify for a merit adjustment to base salary per section 15.6.3 of the UNAC collective bargaining agreement. As per the Faculty Senate Constitution, Article V, Section 8, members on this committee will be appointed by the Faculty Senate President. The taskforce will complete their charge and submit their materials and recommendations to the Faculty Senate by March 31st, 2015 to be included in the April agenda.
      Unanimously Approved

XI. Informational Items & Adjournment
   A. BOR Upcoming Meeting Dates and Locations
      -- December 11-12, 2014 - Anchorage
      -- February 19-20, 2015 – Anchorage
   B. Leadership Profile for the UAA Provost and Vice Chancellor of Academic Affairs (pg. 56-63)
   C. UA Statewide Community Campus Coordination (pg. 64-72)
Undergraduate Academic Affairs

- The Office of Undergraduate Academic Affairs (OUAA) website: http://www.uaa.alaska.edu/undergraduate-academic-affairs

- High Impact Practices: CAFE, in partnership with OUAA and Student Affairs, will be hosting an all-day event on Tuesday, February 24, 2015 on High Impact Educational Practices, featuring national expert Dr. George Kuh, Director of the Center for Postsecondary Research at Indiana University. More information will continue to be shared through the faculty and staff dynamic listservs.

Academic Policy

- The Academic Affairs website now includes a section for academic affairs related policies and procedures: http://www.uaa.alaska.edu/academicaffairs/policy-procedures.cfm

- Academic Dispute Resolution Process: In AY15-AY16, the Academic Dispute Resolution Process Review Task Force will investigate current UAA academic dispute resolution policies and practices at UAA, research national best practices, and make recommendations to the Provost for next steps. The Task Force is chaired by Dennis Drinka, Associate Professor of Information Systems and Decision Sciences, and Terry Kelly, Assistant Professor of Philosophy, and consists of representatives from academic and student affairs. Visit the Task Force’s website to stay informed: http://www.uaa.alaska.edu/academicaffairs/academic-dispute-resolution-process-review-task-force.cfm

- NWCCU Student Complaint Policy: In October, the Academic Policy Advisory Committee (APAC) started discussion about how UAA addresses the new NWCCU Student Complaint Policy, as well as other federal regulation related to student complaints. Representatives from the Dean of Students Office and Institutional Research participated in the conversation. This beginning discussion focused on considering a shared general framework and tracking system for student complaint processes at UAA. The APAC will continue to have conversations about next steps in the coming months. Visit the APAC website to stay informed: http://www.uaa.alaska.edu/undergraduate-academic-affairs/academic-policy/apac/index.cfm

Academic Assessment

- The Academic Assessment Committee’s website: http://www.uaa.alaska.edu/governance/academic_assessment_committee/

- Decisions on assessment funding to the colleges and campuses were sent out on November 24th.

Program Approval Status
Undergraduate Academic Affairs
Report to the Faculty Senate
December 5, 2014

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<td>MS</td>
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<td>Awaiting Scheduling for BOR</td>
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<td>Mult.</td>
<td>Delet e Site</td>
<td>Notified NWCCU of administrative change, CTC retaining</td>
<td>N/A</td>
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Accreditation

Institutional Accreditation
http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/index.cfm

Follow up to Mid-Cycle Review Site Visit: The NWCCU evaluators recommended that UAA move quickly to finalize the indicators and the method of showing mission fulfillment. The Faculty Senate Executive Board was updated on progress toward these goals for the current accreditation cycle. More to come soon...

Program Accreditation
http://www.uaa.alaska.edu/undergraduate-academic-affairs/program-accreditation.cfm

- The Human Services AAS and BHS programs were awarded continuing accreditation through 2018 on the basis of their self-study and site visit this summer and fall. Please join us in congratulating them!

- UAA hosted site visits in November 2014 for the College of Business and Public Policy and the Dietetics BS and Graduate Certificate programs. Please contact OUAA if you are considering new program accreditation or working on maintaining your already-existing program accreditation. Please also include the Graduate School if the accreditation relates to graduate-level program(s).

- Other programs with reports and/or visits coming in AY15:

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<th>Unit</th>
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<th>Report</th>
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<td>COE</td>
<td>Early Childhood Development AAS – Seeking initial accreditation</td>
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<td>Project Management MS</td>
<td>12/14</td>
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<td>COH</td>
<td>Public Health MPH – progress report</td>
<td>12/14</td>
<td>N/A</td>
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<tr>
<td>CTC</td>
<td>Construction Management AAS and BS</td>
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International & Intercultural

- **International/Intercultural Partnership Development Team:** The team will provide guidance on the development and implementation of formal partnerships and their related programs, working with departments and colleges from the initial expression of interest through implementation. It will facilitate cross-unit conversations and efforts that are essential to successful, sustained partnerships, developing an institutional framework that will contribute to UAA's strategic approach to its international/intercultural efforts in the process. Website: [http://www.uaa.alaska.edu/undergraduate-academic-affairs/iia.cfm](http://www.uaa.alaska.edu/undergraduate-academic-affairs/iia.cfm)

- OUAA hosted the [NAFSA Global Curriculum Webinar](http://www.uaa.alaska.edu/undergraduate-academic-affairs/iia.cfm) and facilitated a post-webinar discussion. A summary of the discussion is posted at [http://www.uaa.alaska.edu/undergraduate-academic-affairs/iia.cfm](http://www.uaa.alaska.edu/undergraduate-academic-affairs/iia.cfm)

- The [University of the Arctic (UArctic)](http://www.uaa.alaska.edu/arctic-initiative/UArctic/) website:
  [http://www.uaa.alaska.edu/arctic-initiative/UArctic/](http://www.uaa.alaska.edu/arctic-initiative/UArctic/)

### UAA HERS Women's Leadership Network: Information Sessions

- The [UAA HERS Women's Leadership Network](http://www.uaa.alaska.edu/chancellor/HERS/index.cfm) website:
  [http://www.uaa.alaska.edu/chancellor/HERS/index.cfm](http://www.uaa.alaska.edu/chancellor/HERS/index.cfm)

- **The 2015 HERS selection process:** The selection process for Cabinet funding to participate in the 2015 HERS Summer Institutes is underway. The review committee is made up of UAA HERS alumnae. Selected participants will be notified in early December.
Faculty Senate Report – December 2014

Megan Olson, Vice Chancellor

**Administration**

- **Graduate Degree Hooding Ceremony – 3 p.m., Saturday, Dec. 13, Wendy Williamson Auditorium**
  This special ceremony adds to the graduation experience by making it possible to focus on advanced degree candidates and their accomplishments. It allows faculty and staff, as well as family and friends, a chance to witness the ceremonial hooding of graduate students. Be sure to RSVP for this ceremony at [www.uaa.alaska.edu/commencement](http://www.uaa.alaska.edu/commencement) beginning in mid-October.

  *Reminder for faculty to please RSVP - [http://www.uaa.alaska.edu/commencement/faculty.cfm](http://www.uaa.alaska.edu/commencement/faculty.cfm) - to assure there is sufficient seating at the event.*

- **Fall Commencement Ceremony – 1 p.m., Sunday, Dec. 14, Alaska Airlines Center**
  The fall commencement ceremony will provide an opportunity for summer and fall graduates to walk soon after they complete their coursework (instead of waiting until spring commencement). Faculty will meet on the balcony (Raven’s Nest) level of the arena to prepare for the ceremony and will move down the stairwells on both the north and south sides of the building in route to the ceremony. There will be many stairs so be sure to wear comfortable shoes.

  *Reminder for faculty to please RSVP - [http://www.uaa.alaska.edu/commencement/faculty.cfm](http://www.uaa.alaska.edu/commencement/faculty.cfm) - to assure there is sufficient seating at the event.*

- **Chancellor’s Holiday Party – Dec. 4, Alaska Airlines Center**

**Alumni Relations**

- **10th Anniversary of the Foucault Pendulum**
  On Wednesday, Nov. 12, UAA Alumni Association and the Office of Alumni Relations celebrated the 10th anniversary of the Foucault Pendulum bringing together 40 alumni and guests—many of whom were the original supporters of the pendulum and many of whom sponsored individual degrees around the pendulum.

- **Alumni Chapters**
  The UAA Alumni Association proudly welcomes chapter number 14 with the addition of the Chicago area alumni chapter.

- **Alumni ParTee: Nine in the Spine – Thursday, Feb. 26**
  Don’t forget to save the date for Alumni ParTee: Nine in the Spine, Thursday, Feb. 26—a fun evening as part of winterfest. Alumni teams return to campus to play a mini-golf course through the Spine that is designed by student clubs.

**Development**

- **Individual Gifts**
  Janet and Richard Faulkner donated at the Aurora Circle giving level ($10,000-$19,999) to support the Excellence in Accounting fund.
• **Phonathon**  
Now entering our tenth week of calling for the semester, the UAA Student Phonathon has raised $74,983 from 684 dedicated alumni donors.

**University Relations**

• **Podcasts**  
University Relations continues to podcast campus events in partnership with various departments and programs. In the past year, UR staff has recorded, edited and posted 48 podcasts, resulting in 4,314 views, or roughly 90 views per podcast. Also, KSKA’s Addressing Alaskans aired six of UAA’s podcasts over the course of the year.

• **Story Series**  
Writer Jamie Gonzales has established a monthly story series, “Project 49,” which highlights characters and events from Alaska’s rich history that have been preserved in the university’s archives. The series launched in November 2013 and has published nine stories to date. This series is in collaboration with UAA’s Archives & Special Collections, and has garnered attention from local media outlets. Similarly, University Relations launched another series, the “Green Series,” which occasionally highlights UAA’s efforts to green our campus.

• **Student-Run Radio Station KRUA 88.1 FM**  
For the second year, University Relations is partnering with student-run radio station KRUA 88.1 FM to host the “Student Story Board” series. UR staff Kathleen McCoy hosts the weekly show every Friday featuring UAA students and campus happenings.

# # #
Office of Student Affairs & Assessment
In a continued commitment to supporting student learning, success, and degree completion, Student Affairs is spearheading a pilot of the Student Success Collaborative (SSC). An implementation team of academic affairs and student affairs partners has begun the project planning process. SSC is a tool developed by the Education Advisory Board (EAB) that combines technology, research, and predictive analytics to gain insight into the factors driving student attrition, enabling systematic change to improve student success outcomes.

Leveraging historical academic data and predictive modeling, UAA will be able to detect obstacles to degree completion, calculate the likelihood of a student to graduate based upon their academic history, and identify and support students who are at risk of failing to complete a program.

Key ways this initiative will benefit UAA include:
- informing academic leaders regarding course combinations and academic pathways which slow student progress or cause students to experience barriers to completion;
- presenting high level benchmarks assessing overall health, distribution of risk, and student success indicators across each program;
- providing actionable data to reveal target areas for improvement and to optimize return on investment within individual colleges, majors, and specific populations; and
- helping at-risk, off-path, undeclared or in-transition students evaluate and compare alternative majors based on their predicted academic performance through data-driven advising.

Military & Veteran Students Resource Center (MVSRC)
In celebration of Veterans Appreciation week, MVSRC coordinated a variety of events and opportunities for the UAA community to engage in. This included:
- 11/7 - Veterans Job Fair
- 11/8 - Veterans Memorial Run
- 11/10 - Military to College with guest speaker Andrew O’Brien
- 11/11 - Helping our Military and Veteran Students Transition into College with guest speaker Andrew O’Brien
- 11/11 - Veterans: An Enduring Story of Service, lecture and open forum with Chancellor Case
- 11/12 - Resource Fair
- 11/13 - Comedy Warriors/Healing Through Humor
- 11/14 - Federal Resume Workshop

The Multicultural Center (MCC)
As a part of the UAA Homecoming and Hispanic Heritage Month, MCC hosted a meet and greet with U.S. Secretary of Housing and Urban Development, Julian Castro on Tuesday, October 7. Approximately thirty students, faculty and staff attended.

In collaboration with the Student Health & Counseling Center, MCC provides a weekly opportunity to learn about health issues that affect students based on their family health history, current lifestyles and habits. Students learn health risks and ways to live a healthier life while in college. MCC hosts these informational sessions every Tuesday from 1 - 1:20 pm at the Multicultural Center throughout November and December.

The AHAINA graduation ceremony will take place on December 13, 2014 to recognize AHAINA students who completed their undergraduate or graduate degree during the Fall 2014.

Native Student Services (NSS)
On October 16, NSS hosted 48 prospective students from the Bering Straits School District (BSSD). These high school juniors and seniors “experienced college” by attending a classroom lecture on the Alaska Native Claims Settlement Act (ANCSA). Following the lecture, the students met in NSS for an overview of the services offered at UAA and the steps needed to enroll in college.

NSS partnered with the Alaska Native Council (ANC) and the American Indian Science and Engineering Society (ASES) student clubs to host the Giving Thanks Dance Celebration on Friday, November 21 in the Lucy Cuddy Center.
This fall, every department in Enrollment Services (ES) is actively engaging students in conversations about spring registration. Student Information Advisors contacted approximately 1,500 students to help them resolve holds or other barriers to spring registration, while the Office of Admission made individual contact with all students still missing required documents. Housing, Residence Life, Accounting Services, and Enrollment Services staff made a special effort to contact students living in University housing with unpaid accounts.

Office of the Registrar
The Office of the Registrar hosted its annual DegreeWorks Pizza parties. More than 500 students attended. Attendees were surveyed about their knowledge and use of DegreeWorks: 79% of students surveyed were aware of DegreeWorks, with 42% of those using it at least monthly. The office also hosted a Schedule Planner Ice Cream Social with more than 100 students stopping by to learn more about Schedule Planner and their registration day.

The Office of the Registrar and University Advancement are in the last stages of planning for UAA’s first Fall Commencement Ceremony, which will be the first ceremony held in the Alaska Airlines Center. The 964 students who are eligible to graduate (about 100 more than last year) are invited to participate in the ceremony. The Office of the Registrar and University Advancement contacted all students who appear to have completed their program this semester but have not applied for graduation.

Office of Student Financial Assistance (OFSA)
The $avvy Seawolf Financial Literacy Series expanded to include sessions on investing and homeownership to prepare Seawolves for life after UAA.

OFSA has launched brown bag lunch workshops to increase staff and faculty knowledge of financial aid:

Satisfactory Academic Progress (SAP) - November 13, 1-2pm, Lyla Richards Room, Student Union

Financial Aid 101: Introduction to the Application and Awarding Process - January 23, Noon-1pm, Lyla Richards Room, Student Union
Determining Student Eligibility - February 27, Noon-1pm, Lyla Richards Room, Student Union
VA Educational Benefits - March 27, Noon-1pm, Lyla Richards Room, Student Union

It is not too early for students to start thinking about scholarships and financial aid for next school year. Scholarship workshops for students began this month and continue through the scholarship deadline on February 15.

Office of Student Information
The Request for Proposals (RFP) for the Customer Relationship Management software (CRM) has been released and vendor proposals were due November 13. A team from UAA and UAF will review the proposals with the goal of selecting a vendor by year-end. Both universities plan to purchase the same product, but separate instances to allow for local customization. Implementation will commence with a “go-live” goal of late summer 2015.

Students contacting the Enrollment Services one stop will experience a change in how their calls or visits are handled. The new customer services software, written in-house by Electronic Student Services, is up-and-running. For issues that cannot be resolved during the first contact a ticket will be created, similar to the ITS call center. The system will route tickets to appropriate expert staff or directors to resolve the issue and follow up with the student. Meanwhile, the student will receive an email confirming the creation of a ticket and the issue to be resolved. ES will use the data collected from the system to identify common issues that might be addressed proactively, staff training needs, and for planning staff levels.
In collaboration with the Alaska Court System, SAAT staff New Student Recruiter Andrea Jones and Senior Professional Academic Advisor Kristin Bogue participated in the “Success Inside & Out” Conference on October 25. The event was a professional pre-release conference for women at Hiland Mountain Correctional Center. Andrea and Kristin served on a panel to discuss higher educational opportunities available for the women upon release.

**Career Services Center (CSC)**
The CSC held the Fall Career Fair on Thursday, October 16 at the UAA Student Union. More than 90 companies and 182 employers attended the Career Fair.

**Educational Opportunity Center (EOC)**
The EOC hosted the 33rd Annual Anchorage Alaska College and Career Fair 2014 at the Egan Civic and Convention Center on October 19 and 20. More than 100 representatives from colleges, universities, and employers from around the country were present to offer Alaskan students and adults access to a postsecondary education experience and career exploration. This year 20 public and private high schools attended from local and rural Alaska. More than 2,000 individuals attended the Fair.

**Educational Talent Search (ETS)**
The TRiO ETS program hosted career exploration field trips for their students in October. During the high school students’ trip on October 17, 26 students toured the Culinary Arts program, the Nursing simulation lab, WWAMI’s gross anatomy lab, the Fine Arts Building, and the Alaska Airlines Center’s sports medicine and rehabilitation center. University Housing and Dining Services graciously provided lunch to the students.

During the middle school career exploration field trip on October 24, 30 students toured the Allied Health Sciences degree programs, the Culinary Arts program and facilities, the Alaska Airlines Center’s sports medicine and rehabilitation center. Student surveys showed that 90% of those who responded agreed or strongly agreed that they have a better understanding as to whether or not one of these careers would be a good match for them.

**New Student Recruitment**
The Office of New Student Recruitment welcomed two new members to the Recruitment team: Craig Mead and Sarah Hill. Filling the newly created Transfer Coordinator position, Craig will focus on recruiting transfer students and will work with other key offices on campus to build a transfer-friendly process that will more effectively attract this important market. In her new role as a traditional student recruiter, Sarah will be concentrating efforts on the recruitment of out-of-state students, primarily on the East Coast and Texas.

**UA Scholars & Alaska Performance Scholars Program**
Students of Excellence Meet and Greet for UA Scholars and Alaska Performance Scholars was held on October 24 in the Wolf Den. Forty-five faculty, staff, advisors, deans, university administrators, and students were in attendance and made meaningful connections. Representatives from the Honors College, Multicultural Center, College of Engineering, and Legal Studies Program also attended to promote their programs, giving students the opportunity to learn more about each program.
Dean of Students Office
The Dean of Students Office hosted National Collegiate Alcohol Awareness Week during the week of October 20 - 24. Departments collaborated to offer a series of programs to educate members of the UAA community about alcohol.

The Faculty Senate Academic Honesty and Integrity Committee has published a Faculty Guide to Academic Integrity that was written in collaboration with the Dean of Students Office. The new publication outlines examples of academic misconduct, strategies for prevention and intervention, a flow chart of the student conduct process, and frequently asked questions.

The Care Team joined the National Behavioral Intervention Team Association’s BIT Core Q-10 Guide for Policy Beta Test Group to assist in the development of UAA’s Care Team Policy and Procedure Manual. The Care Team Coordinator is supervising a doctoral intern from the clinical and community psychology Ph.D. program at UAA to assist with the development and promulgation of organizational and procedural documents.

The Care Team has experienced a 68% increase in referrals for the same time period as last year. This is an additional 88 reports for July 1 – November 6.

Department of Residence Life (DRL)
In collaborating with the Student Health & Counseling Center, DRL has reduced the number of students out of compliance with Board of Regents Policy on immunization records by 360.

In collaboration with the Office of the Registrar, DRL reduced the number of students with past due bills from 760 to 180.

Main Apartment Complex (MAC) staff held their annual MAC-O-Lantern Mania on October 24. MAC staff provided over 40 pumpkins for carving and a lot of treats for hungry carvers.

Student Health & Counseling Center (SHCC)
SHCC was awarded the “Preceptor of the Year” designation by the Alaska Association of Nurse Practitioners at the Alaska Nurse Practitioner Conference on September 18. This is an annual award given to a healthcare provider or providers who have exemplified outstanding contributions in the areas of mentoring and supporting student nurse practitioners.

Through a fiscal partnership with UAA Housing, the SHCC obtained immunization management software. This software system allows for an unprecedented level of support for assuring immunization compliance of students living in the UAA Residence Halls.

Student Life & Leadership (SL&L)
A night with “Bill Nye, the Science Guy” was an incredible success with a sell-out crowd of 1,950 people. SL&L collaborated with West Anchorage HS and Anchorage School District to present this event, strengthening the bonds between local educational institutions. KRUA and The Northern Light collaborated on a multimedia interview with Nye who discussed science education, space exploration, and climate change.

USUAA passed a resolution supporting designated smoking areas on campus. They plan to present this to the Chancellor along with an implementation plan. USUAA and Dining Services Annual Thanksgiving Day Feast will be Thursday, November 27 from 11 am to 1 pm.

Student Union & Commuter Student Services (SU&CSS)
In support of the midterm elections and students having the opportunity to exercise their right to vote on important Alaskan issues, SU&CSS set up mobile commuter tables on November 3 and 4 to inform students with candidate, ballot measure, and voting information.

SU&CSS is planning Late Nights for December 1 through 11. SU&CSS will provide food, relaxation and other wellness programs to support students through finals. SU&CSS is currently seeking donations from departments as well as faculty and staff to help support these programs. Monetary donations, in-kind support and volunteers are required to make this event successful. Please contact Dana Sample at 786-1896 or dlsample@uaa.alaska.edu to assist with Late Nights program.
In collaboration with Academic Innovations & eLearning, CAFE hosted three events related to online learning and resources: 1) a discussion about Open Educational Resources (OER) with Cable Green of Creative Commons, who defined OERs, provided links to thousands of OER resources, and explained the benefits of using them; 2) a repeat showing of the webinar, Copyright in Distance Education, followed by a discussion with a panel of UAA copyright experts; and 3) a live webinar entitled, Cheating Online: How to Prevent, Detect & Deter Dishonesty. Reviews of all sessions were positive. We were reminded that these topics are important to repeat regularly. Links to recordings of all these sessions as well as related materials will be available on the CAFE website soon.

Registration is open and space is limited for CAFE’s January 8, 2015 mini-retreat on Academic Writing for Faculty facilitated by Dr. Marty Townsend, Professor of English at University of Missouri, former literacy consultant to the Ford Foundation, and former Director of UM’s Campus Writing Program. Marty is an expert in a peer-review process for manuscript revision. She will demonstrate the process and assist faculty to pair up and practice the process on their own work. Faculty can get on the wait list for the half-day session and there are a few more slots for the full-day session. Register here: http://www.uaa.alaska.edu/cafe/index.cfm

Don’t miss Dr. George Kuh, nationally recognized expert on strategies relating to student success, on February 24 as he works with faculty and staff on diffusing High Impact Educational Practices (HIPs) into curricular and extra-curricular teaching and learning. Registration is now open. We expect this event to be extremely popular so be sure to register early!

In conjunction with the above event, CAFE will offer a joint academic/student affairs HIP Reading Group, facilitated by Dr. Ryan Henne and Professor Karen Roth. The group will read and discuss articles covering both curricular and extra-curricular uses of High Impact Educational Practices. Register online at CAFE for individual meetings, to be held from Noon - 1:00 p.m. on January 16, February 13, March 20, and April 17.

Responding to Toxic Behavior in Departments: CAFE will offer two more performances and discussions of Toxic Friday, the interactive theater piece addressing academic bullying in departments. Department Chairs and prospective Department Chairs are invited to attend on February 6, and all faculty are invited to the performance on February 20. A third performance for Deans & Directors will occur February 25. An interactive intervention workshop for faculty will also be offered on March 20.

Alaska Native Ways of Teaching & Learning / Difficult Dialogues: At the request of faculty participants, CAFE has scheduled five additional meetings in the spring semester to take an in-depth look at issues such as culturally responsive teaching in online classes; becoming more effective allies to Alaska Native students and faculty at UAA; and building community in our classes.
CENTER FOR ADVANCING FACULTY EXCELLENCE - continued

- **Faculty Sharing Experience in Rural Alaska:** in October, CAFE hosted a discussion of faculty with experience teaching in rural Alaska, which was a resounding success. Eighteen members of this group are interested in working together next semester on important topics such as: showcasing and learning from teaching and research in rural Alaska, forming a writing group to support publishing articles and securing grants in this area and learning more about decolonizing research methods. Meeting dates are: **January 30, February 13, and March 20.**

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- **The Community Engagement Task Force** completed a Report to the Provost from the first year’s work. It is available at [http://www.uaa.alaska.edu/engage/community-engagement-task-force.cfm](http://www.uaa.alaska.edu/engage/community-engagement-task-force.cfm). Note there is a left-hand navigation feature now on CCEL’s website for the Community Engagement Task Force where all work will be posted.

- The Faculty Senate has made a request of the Provost to have the **Community Engagement Task Force** become a permanent committee/council of the Office of Academic Affairs.

- The process is underway to have “community-engaged” or “service-learning” designations for Fall 2015 effective with fall Course Schedule Forms due February 6. The Task Force has scheduled a **Faculty Workshop for all interested faculty on Friday, January 23rd, 1:30 to 4 p.m.** in LIB 307 following the Faculty Senate spring meeting. We will also be working with Associate Deans to facilitate the process.

- CCEL will follow the January 23rd faculty workshop with a series of brown bags for the spring focused on community engagement in teaching, research and creative activity.

ACADEMIC INNOVATIONS & eLEARNING

**Professional Development**

- **AI&eL & CAFE Potluck and Talking Circle on Culturally Relevant Teaching & Technology** in Library Room 302 A on **December 12, 12:45 to 2:30 p.m.** You’re welcome to bring a favorite food to share, although we will provide a main dish and homemade sides. **Please RSVP to Melissa White, mbwhite3@uua.alaska.edu or 786-4597 by December 9.**

- Need one-on-one time with a designer to prep for Spring? Use the new appointment form on AI&e website. Available Dates: **December 17–19, 2014 and January 5–16, 2015.**

- Register for **Spring Bootcamp, January 7–9, 2015,** on our website. Topics include: Blackboard, Blackboard Collaborate, Presentation Techniques, Screencasting & Google Apps

**Distance Education**

- Dave Dannenberg will lead a small task force to apply the **Online Learning Consortium’s Quality Scorecard** to evaluate distance learning at UAA. The scorecard was developed based on practitioner research and includes 75 criteria for denoting a quality program. **Faculty involvement is needed and actively sought.** Please contact Dave at 786-4447 if interested in working on the project.
ACADEMIC INNOVATIONS & eLEARNING - continued

ePortfolio Initiatives
- It’s Digication! After months of effort, Procurement along with the RFP Evaluation Committee and the Advisory Committee selected Digication (www.digication.com). UAA contracting efforts are completed and the project is waiting on final approval from the UA General Council (hopefully soon).

- We are looking to Faculty Senate and others to help inform interested faculty and staff about piloting opportunities available this spring. The announcement is planned to be released once the contract is finalized.

Staffing Notes
- The open Instructional Designer and Assistant Director of Professional Development positions are in the final interview stage. We are scheduling campus visits and plan to have both positions filled by February 1.

INSTITUTIONAL RESEARCH

- Fall 2014 Student Characteristics are posted to the IR webpage.

- Early spring semester reports are available at the IR website. These reports are updated every Tuesday by 1 p.m.

INSTITUTIONAL EFFECTIVENESS, ENGAGEMENT & ACADEMIC SUPPORT

- The AY14 eLearning Report is now available on the IEEAS website.

- Becoming UAA 1954-2014: The Origins and Development of the University of Alaska Anchorage by W. A. Jacobs, professor emeritus in history and political science, is now available at the UAA Campus Bookstore and online with Amazon and Barnes & Noble. Copies are also available at the UAA/APU Consortium Library.
Submission of the Office of Diversity & Compliance Report to
UAA Faculty Senate President, Dr. Diane Hirshberg

December 1, 2014

The Office of Campus Diversity and Compliance and UAA Alaska Native/ Native American Heritage Month planning committee, Co-lead by Marva Watson and Dr. Maria Williams, Director, Alaska Native Studies. The UAA committee coordinated and developed events in celebration of Alaska Native/ Native American Heritage Month, for the month of November. The opening celebration was held on Wednesday, November 5th from 12:00 – 2:00 pm in the Student Union Cafeteria, and included traditional Alaska Native foods, remarks by keynote speaker Sheri Burretta, Chairman of the Board for the Chugach Alaska Corporation, performance by Mt. Susitna Drum Group, and an Alaska Native Regalia Review presented by UAA Native Student Council. The event was a success, with a turnout of nearly 200 people including 39 students from Clark Middle School, through the leadership of Principal, Cessilye Williams. Through this co-curricular engagement, UAA constituents and members of the community were exposed to UAA’s International and Intercultural Learning Outcomes in the following areas: (1) Understands one’s own culture(s) within Alaska, national and global context. (4) Fosters additional languages, including Alaska Native languages, as a component of the UAA experience, (5) Develop an informed critical awareness and understanding of cultural differences, similarities and ambiguities. Additionally, Sheri Burretta, is an UAA Alumna which aligns with learning outcome of (6.) Gain an Alaskan, national and international perspective on careers. The month long celebration fostered collaboration with partnerships with UAA departments and organizations (RRANN, Native Student Council, Native Student Services, ANROP, American Indian Science and Engineering Society, UAA Athletics Department, UAA Multicultural Center, Office of Campus Diversity and Compliance, Alaska Native Studies, Student Life & Leadership, Student Activities, Women’s Studies, Kenai Peninsula College, Mat-Su College, and the Camai Room) and the Anchorage School District.

UAA stakeholders (faculty, staff and students from the Black Student Union) are planning for UAA’s 2015 celebration of UAA Alaska Civil Rights Month and Black History Month. Civil Rights Month will launch on Tuesday, January 20th, 2015 in the Lucy Cuddy Hall. The committee hopes to secure Honorable George Martinez, cultural ambassador, political scientist, and author, as keynote speaker. UAA will follow its tradition of birthday cake served in honor of Dr. Martin Luther King Jr’s birthday. The kick-off celebration of Black History Month, will take place on Thursday, January 29th, 2015 in the Student Union Cafeteria from 12:00 – 2:00 pm. The theme “Aspire to Inspire: Transformational Leadership: from the past to the present and future.” Events will be reflective of the theme and will also give vision to where black culture is now, and where it is intended to go through the incorporation of innovative and purposeful leadership.
The Black History Month kick-off celebration incorporates student leadership, through a student led program by UAA Black Student Union, and incorporates different traditional performance, food, and address from keynote speaker Dr. E. Louis Overstreet, a leader in Alaska Civil Rights and author of “Black on a Background of White.” A Chronicle of Afro-American’s Involvement in America’s Last Frontier, Alaska.

UAA faculty members, we respectfully ask you to share this information with your students, for learning, exposure to culture and heritage and potential credit for a narrative assignment.

**Student Diversity Award:**

The UAA Diversity Action Council is accepting applications for the UAA Student Diversity Award. This award is designed to recognize student contributions that have significantly enhanced diversity on a UA campus by:

- Increasing visibility of diverse people, cultures and/or perspectives;
- Creating a welcoming environment;
- And/or representing diverse student voices through advocacy and participation in a UAA student organization

Application deadline is December 4, 2014 by 11:59 p.m.

To be considered for the UAA Diversity Action Council’s Student Diversity Award, students must submit requested information to StudentDiversityAward@uaa.alaska.edu

**Compliance:**

During March 14, 2014, the Office of Federal Contractor Compliance Programs (OFCCP) made changes to Section 503 of the Rehabilitation Act and to the Vietnam Era Veterans Readjustment Assistance Act (VEVRAA) regulations. These changes to both acts were made in an effort to employ current returning veterans and people with disabilities, and apply to all government contractors and subcontractors

U of A job vacancy announcements include an Equal Opportunity/Affirmative Action statement: The University of Alaska is an equal employment opportunity/affirmative action employer and educational institution. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other status protected by law. Applicants needing reasonable accommodation to participate in the application and screening process should contact the local Human Resources office.
One of the new regulations requires the University of Alaska to undertake appropriate outreach and to establish formal relationships with organizations that provide recruiting and training services to veterans and individuals with disabilities.

Statewide developing new forms for voluntary self-identification of Disability and Veteran Classification. Both will be accessible via UAOnline.

**Title IX:**

Through the leadership of Mike O’Brien, General Council (GC), the Office of Civil Rights (OCR) response team members, UAA, UAF, & UAS (Title IX Coordinators, Student Affairs/Services, Public Relations), are scheduled to meet December 10th & 11th to discuss a list of Title IX priorities (policies, procedures, outreach, etc.). On day two, the team will meet with the Alaska Network on Domestic Violence & Sexual Assault to discuss a Memorandum of Understanding (MOU) implementation plan.

Please anticipate a spring 15, Title IX training calendar.
December 2014

Report of the President

Faculty Alliance

GER issues
Faculty Alliance met November 14. In response to the UA Regents’ resolution on GERs¹, we are setting up a GER Task Force, with faculty representatives from each campus, to propose a shared structure for GERs at the three universities and to explain how this articulates with each university’s baccalaureate requirements and program, to propose new language for university regulation, if necessary, to accommodate the proposed common structure, and to recommend new policy for the BOR to consider for GERs. Please let me know if you are interested in serving on this committee.

Other efforts in response to the resolution are underway. The UA Math GER working group has been meeting, and expects to have some changes around course names, numbers and descriptions as well as some shared outcomes in place by fall 2015. Discussions around developmental math and general math alignment are also taking place. UA English and Developmental English faculty have had very productive on-line discussions on alignment as well, and planning for an in-person working group meeting by representatives from each campus is under way. Dan Kline is organizing that effort.

Minimum baccalaureate admissions
The minimum baccalaureate admission standards discussion is continuing, but there is now a proposal that the UA Regents adopt a policy stating that there will be minimums, but these will be set in university regulations. This will allow a bit more time for this discussion. Stay tuned…

Board of Regents appointments
Faculty Alliance sent a letter to Governor-elect (now Governor) Walker around attributes Alliance believes are necessary for new appointments to the UA Board of Regents. A copy of this letter is attached for your information. We have received a positive response to this letter from the governor’s chief of staff.

¹ “The Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016"
Paying 9 month salary over 12 months

Last month we surveyed faculty across all the campuses about their interest in having 9 month salaries paid out over 12 months. A few of the results are as follows:

3. Which union represents you?

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<th>Answer</th>
<th>Response</th>
<th>%</th>
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<tr>
<td>1</td>
<td>UAFT</td>
<td>151</td>
<td>31%</td>
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<tr>
<td>2</td>
<td>UNAC</td>
<td>320</td>
<td>65%</td>
</tr>
<tr>
<td>3</td>
<td>Adjunct</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>4</td>
<td>I am in a non-represented position</td>
<td>15</td>
<td>3%</td>
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<td></td>
<td>Total</td>
<td>489</td>
<td>100%</td>
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4. Would you like the option to have a nine-month salary paid out over twelve months?

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<th>#</th>
<th>Answer</th>
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<tbody>
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<td>1</td>
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<td>339</td>
<td>69%</td>
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<tr>
<td>2</td>
<td>No</td>
<td>107</td>
<td>22%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>43</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>489</td>
<td>100%</td>
</tr>
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</table>

We will discuss this at our next meeting, and how to communicate these findings to UA Statewide finance people.

Board of Regents

The next Board of Regents meeting is December 11-12 at the Lee Gorsuch Commons. There will be one hour public comment periods each day, tentatively scheduled for 8:45am – 9:45am on Dec 11 and 10am-11am on Friday Dec 12. Sign-up sheets will be available prior to the meeting. The chair will determine when public testimony is closed. Comments are limited to three minutes per individual or as determined by the chair (I’ve seen it be limited to 2 minutes). The final agenda will be posted at: [http://www.alaska.edu/bor/agendas/](http://www.alaska.edu/bor/agendas/) about a week before the meeting.

2015 Faculty Spring Forum: UAA’s New Electronic Curriculum Information Management System

A reminder that while there is no senate meeting in January, the Faculty Senate Executive Board is hosting the annual Faculty Spring Forum to see a demonstration of the new electronic curriculum management system and to discuss changes to the curriculum review and assessment process, Friday, January 23, 2015, 10:00 am to 1:00 pm in the Lew Haines Conference Room (Library 307). A light lunch and refreshments will be provided.

Community Campus Coordination Policies

The two efforts – UAA-specific and UA Statewide – to create policies around community campus and main campus coordination continue. A draft policy for the hiring of adjuncts at UAA across all campuses has been developed; and the final version will be distributed soon. A very good and robust discussion was held, and what became clear is that we need to create consistency not only in hiring adjuncts (which is addressed clearly by the new draft policy) but also in evaluating the effectiveness of our adjuncts. This is something that the E-board believes
the Faculty Senate should take on, but not until next year, as we have a lot on our plate already. Therefore, in March we will seek nominations for faculty to serve on a task force on adjunct evaluation for AY 2015-2016.

The UA Statewide effort goes in front of the Board of Regents next week. The draft language they will consider reads as follows:

UA’s community campuses are integrated into their respective university’s mission by providing open admission access to postsecondary education—both academic and workforce development—that aligns closely with secondary-level educational standards, career pathways, and local, regional, and statewide needs. Community campuses help prepare students for entry into higher education by delivering developmental/preparatory programs, dual credit, and Tech-Prep opportunities for local high school students. It is essential that the mission and functions of these campuses align fully with the mission, core themes, and accreditation standards of their respective university. Campus academic program and course offerings will be prioritized to meet local and regional workforce and continuing education needs, and may include more specialized programs serving broader regional and/or statewide needs as resources allow. Cross-campus programs and course offerings will be aligned within each university and, when offered on a statewide basis, be coordinated across universities to expand opportunities for students, achieve efficiencies, and avoid unnecessary redundancy in accordance with P10.04.010 Academic Program Integration.

21st Annual Martin Luther King Student Appreciation Awards Luncheon
As part of UAA’s commemoration of Dr. Martin Luther King, Jr., the university recognizes UAA students who have made positive contributions to our institution. This year's luncheon will take place on Friday, January 23, 2015, from 11:45 a.m. - 1:30 p.m. in the Student Union Cafeteria. A keynote speech will be presented by Dr. Bernard Lafayette, Jr. Faculty members are encouraged to nominate students for this award. The deadline for recommendations is 5:00 p.m. on Thursday, December 18, 2014. More information on the lunch, and a link for nominations is on this page:
https://www.uaa.alaska.edu/sll/activities/appreciationluncheon.cfm

Graduation December 14
Just a reminder – the first ever graduation in the Alaska Airlines Center is December 14 at 1 pm. It should be fun – I look forward to seeing you all there!

HAPPY HOUR!!!!!
Finally! The first ever faculty senate happy hour at the new Alaska Airlines Center will be right after our faculty senate meeting Friday (we’ll try to finish early!!) in the Center Suite, until 6 pm. This inaugural gathering is limited to senators, governance staff, and our administration guests, but hopefully we’ll have an all-faculty happy hour gathering soon! Light snacks provided, with a no host bar.

Happy Holidays/New Year/Winter Break/Whatever you choose to celebrate!
The Faculty Senate approved new definitions for community engaged academic curriculum in February 2014. The approved modifications will better distinguish between courses that generally include community engagement in the course objectives and more stringently-defined service-learning courses. The Community Engagement designation (CE) encompasses a broad range of ways that courses might engage students in learning about and taking action for the public good. Courses with the Service-Learning designation (SL) are a subset of that broad range meeting additional criteria. A course may be designated as either CE or SL but not both.¹

This request addresses a deficiency noted in the CCEL’s recent self-evaluation for the Carnegie Institute – the absence of accurate data on classroom engagement. The course designation process is critical to the CCEL’s ability to adequately assess the efficacy of engagement at the course level. Absent course designation, there is no mechanism for capturing, assessing, and reporting these efforts. Capturing this data, assessing it, and reporting out are integral to UAA’s accreditation reports and to our continued status as a Carnegie Engaged University. Assessment to date has been hampered by difficulty identifying classroom initiatives across campus; the alternative processes described below are suggested as methods that will allow data collection to begin as quickly as possible.

Following the October 2014 E-Board meeting, the Faculty Senate requested that the Community Engagement Task Force propose a process for the designation of courses. The following proposal recommends that both designations be self-imposed by individual faculty for a period of three semesters: Fall 2015-Fall 2016. In Summer 2016, a CCEL research project will assess the workability of the self-designations with two semesters of data and make recommendations to both the Faculty Senate and the Community Engagement Task Force.

**Self-Designation for both Community Engaged (CE) and Service Learning (SL)**

The attribution of a community-engaged course may apply to a broad spectrum of courses that could include a wide variety of experiences and activities. There may be a portion of the course or set of assignments that require the students’ interaction with community and/or community issues that does not carry throughout the semester. Activities might be indirect or direct service to a community organization or individuals and could potentially take place entirely in the classroom. This broad definition may sometimes capture work that is exploratory for faculty beginning to engage with community in their courses, brings an application of theory to practice that is appropriate for only part of a course, or requires a relatively low level of community interaction due to large course size or other practical considerations that make more intensive engagement difficult.

In any case, with the new Faculty Evaluation Guidelines (FEGs), we want to make it as easy as possible for faculty to document the work they are doing, describe it accurately, and to look for guidance in how to do the best engaged teaching and engaged scholarship that is possible in their individual circumstances. We suggest

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¹Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).
that faculty can be thoughtful about the designator they choose for their courses, and in fact, that the FEGs and the preparation of their faculty files are best served by faculty describing accurately what they are doing that can be called engaged teaching and engaged scholarship.

The SL designation, by definition, asks more of the faculty and the students in designing a more significant experience based in the community and asks that issues of impact, sustainability and reciprocity be addressed with the community partner, in addition to the requirements that students be prepared for the service roles, that reflection be more structured, and that there be some attempt at evaluation of impact for students and community.

We propose that a pilot project of three semesters be established with self-designators for both CE & SL. Each semester, Fall 2015 & Spring 2016, the course schedule forms will be designated in concert with faculty by whomever in that department completes the forms, similar to the process for designating distance learning courses. In Spring and Summer of 2016, a faculty research project will begin to review the designations for each semester, assessing for the workability of self-designation and the validity and reliability of the process. A mid-term report of the pilot project will be submitted to the Faculty Senate and the Community Engagement Task Force in April 2016 with a final report in August 2016. It is likely that the process would not be able to be changed substantially in time for the Fall 2016 semester, which is the reason it was extended to three semesters, rather than the one academic year. Changes could be proposed, if needed, for Spring 2017.

The Registrar’s Office is prepared to implement this process for Fall 2015 with the CE or SL designation being entered on the Final Schedule Proofs in the “attendance method” column. The final Fall 2015 Schedule Proofs are due to the Curriculum Office on 2/6/15. This will hold true for the main campus in Anchorage and for courses taught in Eagle River. If Mat-Su, Kodiak and Kenai Peninsula faculty wish to code their courses in this way, Lora Volden is willing to work with the appropriate office on adapting or adopting the process that we’ve set in place.

*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).
The two definitions that were approved by the Faculty Senate March 7, 2014 are:

**CE**  
A **Community Engaged course** involves the student(s) in some kind of work outside of the classroom that contributes to the public good. At a minimum, the course should:

- Design and implement the community work with appropriate community input so that the students’ efforts will provide an identifiable public benefit rather than a community burden.
- Clearly link the community work to student learning outcomes in the syllabus.
- Engage students in some oral or written reflection that explores their experience of engagement and connects it with the course learning goals.

**SL**  
A **Service-Learning course** is a Community-Engaged course which integrates the service and learning more deeply and more intentionally. At a minimum, the course should have:

- Service: significant community-based work defined in response to a need or aspiration presented by one or more partnering community organizations and for which core issues of impact, sustainability and reciprocity have been addressed.
- Clear linkage between the service and student learning outcomes: both academic and civic learning are addressed, and this is communicated in the syllabus.
- Preparation for service: students are prepared for the roles they will play, including engaging respectfully with a community that may differ significantly in race, class, age, or other elements of social identity.
- Structured reflection: intentional, systematic reflection on students’ experience in the community is integrated throughout the course, not added as a one-time or final assignment. Reflection activities may include talking, writing or other means, and may be individual, group-based, or both.
- Evaluation: assessment of student learning and community impact has been planned. This could consist of asking the CCEL to survey the community partner and students, or could be instructor-designed assessment activities.

*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).
Date: September 25, 2014

To: Lora Volden
Registrar
University of Alaska Anchorage

Thru: Edward Forrest
Management and Marketing Department Chair
College of Business and Public Policy (CBPP)

From: David Fitzgerald
Curriculum Committee Chair
College of Business and Public Policy (CBPP)

Re: Catalog Copy BA A264 Personal Selling
Registration Restriction

Enclosed is a copy of the CAR and CCG from the Governance web page for BA A264 Personal Selling. I am requesting deletion of the Registration Restriction, "College of Business and Public Policy majors must be admitted to upper-division standing," from the catalog copy. This restriction is reserved for CBPP's 300-400 level business courses and was not included in CBPP's curriculum change request submitted in January 2013. Subsequently, in March 2013 it was inadvertently changed.

Please contact me at 786-4482 or dafitzgerald@uaa.alaska.edu if you have any questions.

Enclosure

cc: Susan Kalina
### Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

**1a. School or College**  
CB CBPP

**1b. Division**  
ADBP Division of Business Programs

**1c. Department**  
BA

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A 254</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Personal Selling

**Abbreviated Title for Transmittal (30 character)**

**7. Type of Course**  
☐ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

**8. Type of Action**  
☐ Add  ☒ Change  ☐ Delete

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Contact Hours
- ☐ Title
- ☐ Repeat Status
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Co-requisites
- ☐ Other Restrictions
- ☐ Registration Restrictions
- ☐ Class Level
- ☐ College Major
- ☐ Other Update CCG (please specify)

**9. Repeat Status No # of Repeats Max Credits**

**10. Grading Basis**  
☒ A-F  ☐ P/NP  ☐ NO

**11. Implementation Date**  
semester/year

From: Fall/2013  To: /9999

**12. Cross Listed with**

☐ Stacked with

Cross-Listed Coordination Signature

**13a. Impacted Courses or Programs:** List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See attached sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13b. Coordination Email**  
Date: 01/22/2013

Submitted to Faculty Listserv: (uafaculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 01/22/2013

**14. General Education Requirement**

Mark appropriate box:

☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities

☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

**15. Course Description**  
(suggested length 20 to 50 words)

Designed for students with or without sales experience. Explores skills all individuals use to sell themselves, goods, services, and ideas. Offers opportunities for students to practice selling skills that will help them become better communicators throughout life.

**16a. Course Prerequisite(s) (list prefix and number)**

N/A

**15b. Test Score(s)**

N/A

**16c. Co-requisite(s) (concurrent enrollment required)**

N/A

**16d. Other Restriction(s)**

☐ College  ☐ Major  ☐ Class  ☐ Level

**16e. Registration Restriction(s) (non-codable)**

College of Business and Public Policy majors must be admitted to upper-division standing.

**17. ☐ Mark if course has fees Standard CBPP computer lab fee**

**18. ☐ Mark if course is a selected topic course**

**19. Justification for Action**

Update course outline, textbook, and bibliography

[Initiator Name (typed): Jeri Rubin]  
Initiator Signed Initials: [Date]  
[Initiator (type name)]

**12. Coordination with Librarian**

Date: 01/22/2013

[Type name]  
[Date]

[Initiator (faculty only)]

Jeri Rubin

[Date]

Approved

[Date]

[Dean/Director of School/College]

[Date]

[Approved/Disapproved]

[Department Chairperson]

[Date]

[Approved/Disapproved]

[Curriculum Committee Chairperson]

[Date]

[Approved/Disapproved]

[Provost or Designee]

[Date]

[Approved/Disapproved]

[Date]

[Approved/Disapproved]

[Date]

[Approved/Disapproved]

[Date]

[Approved/Disapproved]

[Date]

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[Date]

[Approved/Disapproved]

[Date]

[Approved/Disapproved]

[Date]

[Approved/Disapproved]

[Date]

[Approved/Disapproved]

[Date]

[Approved/Disapproved]

[Date]
**Course Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

---

### 1a. School or College

CB CBPP

### 1b. Division

ADBP Division of Business Programs

### 1c. Department

CBPP

### 2. Course Prefix

BA

### 3. Course Number

A264

### 4. Previous Course Prefix & Number

N/A

### 5a. Credits/CEUs

3

### 5b. Contact Hours

(Lecture + Lab) (3+0)

---

### 6. Complete Course Title

Personal Selling

### 7. Type of Course

- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

### 8. Type of Action

- Add
- Change
- Delete

---

### 9. Repeat Status

- No
- # of Repeats
- Max Credits

### 10. Grading Basis

- A-F
- P/NP
- NG

---

### 11. Implementation Date

- Semesters/year
- From: Fall 2013
- To: /9999

### 12. Cross Listed with

- Stacked with

Cross-Listed Coordination Signature

---

### 13a. Impacted Courses or Programs

List any programs or college requirements that require this course.

Please type into fields provided in the table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

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<td></td>
</tr>
</tbody>
</table>

### 13b. Coordination Email

Date: 01/22/2013

13c. Coordination with Library Liaison

Date: 01/22/2013

---

### 14. General Education Requirement

Mark appropriate box:

- Oral Communication
- Written Communication
- Quantitative Skills
- Social Sciences
- Natural Sciences
- Integrative Capstone

---

### 15. Course Description

(suggested length 20 to 50 words)

Designed for people with or without sales experience. Explores skills all individuals use to sell themselves, products, services, or ideas. Offers opportunities for students to practice selling skills that will help students become better communicators throughout life.

---

### 16a. Course Prerequisite(s) (list prefix and number)

NA

### 16b. Test Score(s)

N/A

### 16c. Co-requisite(s) (concurrent enrollment required)

N/A

---

### 17. Mark if course has fees

Standard CBPP computer lab fee

---

### 18. Mark if course is a selected topic course

---

### 19. Justification for Action

Update course outline, textbook, and bibliography

---

**Initiator Name (typed):** Jeri Rubin

**Initiator Signed Initials:** SR

**Date:** 1/18/13

---

**Dean/Director of School/College**

**Approved/Disapproved:**

- Approved
- Disapproved

**Date:** 1/28/13

---

**Department Chairperson**

Approved

**Date:** 1/18/13

**Undergraduate/Graduate Academic Board Chairperson**

Approved

**Date:**

---

**Provost or Designee**

Disapproved

**Date:**

---

32
I. Date Initiated: January 13, 2013

II. Course Information:
College/School: College of Business and Public Policy
Department: Business Administration
Program: Associate of Applied Science, Small Business Administration
          Bachelor of Business Administration, Marketing
          Associate of Applied Science, Digital Art: Digital Photography Concentration
Course Title: Personal Selling
Course Number: BA A264
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
              6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A – F
Course Description: Designed for students with or without sales experience. Explores skills all individuals use to sell themselves, goods, services, and ideas. Offers opportunities for students to practice selling skills that will help them become better communicators throughout life.
Course Prerequisites: N/A
Registration Restrictions: N/A
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Lecture/discussion format
B. In-class case analyses
C. Role playing
D. Videotaped sales presentations
E. Guest presenters

IV. Course Level Justification
This course builds upon a basic understanding of business and/or personal work experiences.

V. Outline
A. What is professional selling?
   1. Role of selling in marketing
   2. Selling as a career choice: types of sales jobs
   3. Ethics and social responsibility
B. Preparing for Relationship Selling
I. Understanding customers: psychological and social influences
2. Feature, advantages, benefits, and their impact on selling
3. Basics of effective communication
4. Critical sales knowledge: customers, products, pricing, promotion, distribution, industry, and technology

C. The Relationship Selling Process
1. Prospecting and qualifying customers
2. Planning the sales presentation
3. Conducting an effective sales presentation
4. Developing an approach
5. Handling objections
6. Closing the sale
7. Following up

D. Sales Management
1. Time and territory management
2. Self-management

VI. Suggested Text

VII. Bibliography


VIII. Instructional Goals and Student Outcomes

A. Instructional Goals.
The instructor will:

1. Introduce students to professional selling and to the rewarding career of professional selling
2. Explain the role and importance of the sales force in a firm’s total marketing effort
3. Discuss the importance of social, ethical, and legal issues as essential to becoming an outstanding sales professional
4. Demonstrate the importance of selling products’ benefits instead of features
5. Demonstrate effective verbal and nonverbal communication
6. Discuss prospecting and its relevance to continued sales success
7. Explain sales call planning and its importance to developing an effective sales presentation
8. Identify a wide selection of approach techniques and explain which techniques work best under various circumstances
9. Describe how to design an effective sales presentation
10. Demonstrate how to skillfully and professionally handle prospects’ questions, resistance, and objections
11. Demonstrate a variety of techniques for closing the sale
12. Explain how to provide service to customers that will lead to long-term relationships
13. Discuss techniques for staffing and self-management

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, homework assignments and video sales presentation</td>
</tr>
<tr>
<td>Written sales presentation</td>
</tr>
<tr>
<td>Video sales presentation(s)</td>
</tr>
<tr>
<td>Video sales presentation</td>
</tr>
</tbody>
</table>
To: Dr. Patricia Linton, Associate Dean

From: Debbie Narang, Chair of the Department of Mathematics and Statistics

Date: November 17, 2014

Re: Registration requirements for MATH A430

Due to an error during the curriculum process, our MATH A430 course, Concepts of Topology, now requires a prerequisite course (MATH A324) with a co-requisite course (MATH A303). The intended preparation is:

- MATH A324 as prerequisite
- MATH A303 either as a prerequisite or as a co-requisite

We request this change be permitted to increase the number of students eligible to take the class before graduation. Our registrar requests your approval of this change to the catalog before any update is made.

Approved: Patricia Linton
Associate Dean
• Continued discussion of dual-category GER courses (ART A261, A262, A360a, A360b; MUS A221, A222; THR A311, A312, A411, A412). Registrar had requested that these departments choose one category each course will meet because advisors erroneously tell students that courses can satisfy two GERs. Found policy from 2004 that states course may satisfy only one category. Will check with ART, MUS and THR departments to see if they have any input on this matter.

• Discussed adding a statement to the catalog that will allow any GER to also meet general course requirements for AAS degrees. Sent out an announcement on faculty list-serve to see if this negatively affects any programs.

• Approved the general education portion of the e-curriculum software.

• **MOTION: UAA adopts the GELO statements as overall general education values.**
Background: These statement are generally supported by our current general education outcomes. The following graphic demonstrates how the current general education curriculum fits into the GELO statements. GERC will work in the spring to revise the general education catalog copy and incorporate this at that time.

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>11/14</th>
<th>11/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utpal Dutta</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Kevin Keating</td>
<td>E</td>
<td>X</td>
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<tr>
<td>Alberta Harder</td>
<td>X</td>
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<tr>
<td>Patricia Fagan</td>
<td>X</td>
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<tr>
<td>Marcia Stratton</td>
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<td>Michael Lamb</td>
<td>X</td>
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<tr>
<td>Walter Olivares</td>
<td>E</td>
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<tr>
<td>Joel Condon</td>
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<tr>
<td>Sandy Pence</td>
<td>X</td>
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<tr>
<td>Kyle Hampton</td>
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<tr>
<td>Joan O’Leary</td>
<td>X</td>
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<tr>
<td>Francisco Miranda</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Susan Kalina</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Tier 1: The UAA GERs begin with basic college-level skills enhancement in:
- Oral Communication Skills
- Quantitative Skills
- Written Communication Skills

Tier 2: GERs continue with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience:
- Fine Arts
- Humanities
- Natural Sciences
- Social Sciences

Tier 3: For baccalaureate students, the GER experience culminates with an integrative capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design.

- Communicate effectively in a variety of contexts and formats.
- Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions.
- Locate and use relevant information to make appropriate personal and professional decisions.
- Relate knowledge to the historical context in which it developed and the human problems it addresses.
- Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
- Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics.
- Identify ways in which science has advanced the understanding of important natural processes.
- Adopt critical perspectives for understanding the forces of globalization and diversity.
- Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

UAA General Education Values
- Develop intellectual and practical skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.
- Build knowledge of human institutions, socio-cultural processes, and the physical and natural world through study of the natural and social sciences, mathematics, humanities, and the arts.
- Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.
- Integrate and apply learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.
UAA Faculty Senate Academic Assessment Committee Dec. Report to Faculty Senate

Committee Membership
Scott Downing - KPC, Cindy Trussell - KOD, Holly Bell - MSC, Rebecca Moorman - LIB, Bill Myers - CAS, Kathleen Voge - CBPP, Vacant - COE, Jennifer McFerran Brock - CoEng, Rachel Graham - Faculty Senate, Deborah Mole - Faculty Senate, Tim Benningfield - Faculty Senate, Kathi Trawver (Co-Chair) – COH, Brian Bennett (Co-Chair) - Faculty Senate, Maria Stroth (Committee Support) - OUAA, Susan Kalina (Ex-officio) - Vice Provost, Helena Wisniewski (Ex-officio) - Vice Provost.

Guest(s) and Public Attendee(s)
Melodie Mackey – PWSCC

Committee discussion(s)
Follow-up discussions of the Mid-Cycle Accreditation Site-Visit feedback.
Discussion on repository a for annual assessment reports, artifacts, data and tracking of materials
Brainstorming session on clarifying the role of colleges in the assessment process
Discussion of the Spring Assessment Workshop series

Motions

Informational Items

Programs whose assessment plans were reviewed during the period
Doctor of Education in Education, Culture, and Leadership represented by Dr. Ed McClain
Bachelor of Science in Computer Systems Engineering represented by Dr. Frank Moore

Submitted by: Brian Bennett
Date: 27 Nov., 2014
November 14, 2014 ACDLITe Committee Report

Faculty Senate, December 2014

Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Fitzgerald (CBPP)</td>
<td>Co-Chair - P</td>
</tr>
<tr>
<td>Bruno Kappes (CAS)</td>
<td>Co-Chair - E</td>
</tr>
<tr>
<td>Naomi Everett (CTC)</td>
<td>P</td>
</tr>
<tr>
<td>Amy Green (CTC)</td>
<td>P</td>
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<tr>
<td>Jane Haigh (KPC)</td>
<td>D</td>
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<tr>
<td>Getu Hailu (COE)</td>
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<tr>
<td>Barbara Harville (CAS)</td>
<td>A</td>
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<td>Matt Kupilik (COE)</td>
<td>A</td>
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<td>Ed McLain (COE)</td>
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</tr>
<tr>
<td>Lynn Paterna (COH)</td>
<td>P</td>
</tr>
</tbody>
</table>

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

1. Guests CIO Pat Shier and AI&e Director Dave Dannenberg – Updates
   - **Pat**: Discussed whether there should be a policy regarding email forwarding. Messages could be used for data collection but there could be FERPA, HIPAA, and intellectual property implications.
   - Discussions continue regarding Blackboard in the cloud.
   - While Microsoft Office 365 Pro Plus is now available to students and faculty, waiting for a spring Implementation will facilitate a smoother transition.
   - Much of bandwidth problem is associated with the downloading of music and video files in the dorms. A revised policy will likely be forthcoming.

- **Dave D**: AI&e is investigating procedures to streamline online tutoring and proctoring.
- An e-Portfolio pilot is planned for January.
- Upcoming discussions will involve consolidating various student technology fees, including ePortfolio.

2. Sub-committee assignments:
   A. A UAA software inventory document has been prepared for distribution to the various IT personnel and their supervisors across all UAA campuses.
   B. E-Learning luncheon - Todd, Aimee, Lynn P., Lynn S., Matt, Amy, and Naomi
      The luncheon will take place in mid to late February 2015, and the theme will be “Innovations in e-Learning”. The luncheon will feature one faculty member from each college (if possible) to present their innovations in terms of pedagogy, student engagement, and on-line technology best practices. The use of the Pecha Kucha method is under consideration.
   C. Due to final exams, the full ACDLITe Committee will not meet in December, but the e-Learning luncheon will meet again prior to the end of the semester.

Next Meeting: Friday, January 9, 2015
9:00 to 11:00 a.m. – IT Services Conference Room SSB120B
The November meeting of BPFA was held on the 21st in LIB 302A from 1:30pm – 2:30pm.

**Members Present:** Gökhan Karahan, Jodee Kuden, Marcia Stratton, Sam Thiru (Chair), Sarah Kirk, Tim Hinterberger, Sharon Chamard, Soren Orley, Chris Winfield

**Faculty Senate Representation:**
PBAC – Jodee Kuden, Soren Orley
Facilities PBAC – Sam Thiru

**Space Management Policy**
The Faculty Senate passed a motion in support of the Space Management Policy at the November meeting. The policy draft was submitted to the Governance by the Vice Chancellor for Facilities and Campus Services Chris Turletes, and the motion for endorsement was moved by the BPFA Chair.

**Projected Budget Shortfall**
Budget Director Kelly Thorngren attended the November meeting and briefed us on the impact of the projected budget shortfall on UAA. The FY 16 capital budget and FY16 operating budget requests are added to this document for your perusal.

**Class Scheduling Guidelines**
New class scheduling guidelines went into effect starting Oct, 2014. It will be enforced beginning spring 2015. The guidelines are stipulated chronologically for four stages namely *During Proof Process, After Schedule Goes Online, After Registration opens* and *After Classes Start* (see attachment).

**First Spring 2005 Meeting**
There is no meeting scheduled for December. The next meeting is scheduled to be held on Friday, Jan 16, 2015 in LIB 302A from 1:30pm – 2:30pm.
# Class Scheduling Guidelines

<table>
<thead>
<tr>
<th>PROOFS PROCESS</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
<th>Fall 2015</th>
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<tbody>
<tr>
<td>Initial proofs out to departments</td>
<td>Apr 7, 2014</td>
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<td>Oct 27, 2014</td>
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<tr>
<td>Initial proofs back to scheduling</td>
<td>Apr 25, 2014</td>
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<td>Nov 14, 2014</td>
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<td>Final proofs back to scheduling</td>
<td>Sep 12, 2014</td>
<td>Oct 31, 2014</td>
<td>Feb 6, 2015</td>
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*After final proofs, classes with meeting times but with no scheduled room will be given a room or taken offline if no room available.*

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>ACCEPTED CHANGES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add class <em>(MUST have a room assigned unless requesting centrally scheduled room)</em></td>
<td></td>
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</tr>
<tr>
<td>Approval code</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Capacity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cancel class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery methods, which also affects:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Meeting times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pacing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Session code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Section number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section note</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTED CHANGES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add class <em>(MUST have a room assigned unless requesting centrally scheduled room)</em></td>
<td></td>
<td>Cancel class</td>
<td></td>
</tr>
<tr>
<td>Approval code</td>
<td></td>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Capacity</td>
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<td>Section notes</td>
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<table>
<thead>
<tr>
<th>CLASSES START</th>
<th>JAN 12, 2015*</th>
<th>MAY 18, 2015*</th>
<th>AUG 24, 2015*</th>
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<tbody>
<tr>
<td>ACCEPTED CHANGES</td>
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</tr>
<tr>
<td>Add class: late-starting only <em>(MUST have a room assigned unless requesting centrally scheduled room; MUST be scheduled before class starts)</em></td>
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<td>Approval code</td>
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</tr>
<tr>
<td>Cancel class</td>
<td></td>
<td>Capacity</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Curriculum and Scheduling, Office of the Registrar, October 2, 2014
Gianna Niva 786-4606, Michael Smith 786-1555, Kathleen Murphy 786-1577
# UAA FY16 Program Increments and Fixed Costs Requests

<table>
<thead>
<tr>
<th>MAU Ranking</th>
<th>Program SAF Theme</th>
<th>Title</th>
<th>GF</th>
<th>NGF</th>
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<tbody>
<tr>
<td>1</td>
<td>1D/E/F, 2A/C, 3A/C, 4A</td>
<td>Alaska Health Education Center (AHEC) System: Health Workforce Pipeline</td>
<td>330.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3A/B</td>
<td>Kodiak College Maritime Industries Coordinator</td>
<td>103.0</td>
<td>20.0</td>
</tr>
<tr>
<td>1</td>
<td>1A/B/E</td>
<td>Rural Student Transition Specialist (RSTS)</td>
<td>73.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3A/C, 4A/C/D/E</td>
<td>Innovation and Commercialization Prototype Development</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1D/E/F, 4A/B/E</td>
<td>Center for Research and Alaska Native Education (CRANE)</td>
<td>100.0</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Total Research Requests</strong></td>
<td>706.0</td>
<td>20.0</td>
</tr>
</tbody>
</table>

## FIXED COST INCREMENTS

| 1 | Fixed Costs | UAA Alaska Airline Center new facility operating costs | 1,120.0 |
| 2 | Fixed Costs | Engineering and Industry Building new facility operating costs | 1,622.8 |
| 3 | Fixed Costs | Title IX Coordinator | 105.0 |
| 4 | Fixed Costs | Real-time Communication Access for Students with Disabilities | 90.0 |
|   |             | **Total Fixed Costs**                                           | 2,937.8 |

**GRAND TOTAL – PROGRAM INCREMENTS AND FIXED COSTS** | 3,643.8 | 20.0 |
Alaska Area Health Education Center (AHEC) System: Statewide Health Workforce Pipeline, $330.0 GF
Shaping Alaska’s Future Theme/Issue: 1D/E/F, 2A/C, 3A/C, 4A
Positions: .5 FTE staff in each of 5 regional centers, plus .25 FTE staff in UAA program office
The University of Alaska Anchorage is the grantee and headquarters for the statewide Alaska Area Health Education Center (AHEC) system that oversees five, regionally-based Centers. The federal program requires this program exist within a University and be located within a School of Medicine or School of Nursing since the goal is to build and sustain a primary care workforce. Alaska AHEC is affiliated with the WWAMI School of Medicine and the UAA School of Nursing.

The AHEC performs three major functions: 1. Fills the health workforce pipeline with Alaskan high school students, 2. Manages rural clinical rotations for health programs students, and 3. Provides continuing education to current health workers for licensure maintenance. While the federal Health Resources and Services Administration establishes AHEC programs in each state; they do not sustain them. Without state funding in FY2016, Alaska AHEC is at risk of losing its rural Centers, where critical provider shortages persist: 19% for physician assistants; 10% in nursing, and 14% for physicians, respectively (2012, ACRH). Alaska AHEC exists to meet this very need and to improve provider retention rates by growing our own workforce. AHEC funding through the University of Alaska is the only means to address these needs.

Kodiak College – Maritime Workforce Development Coordinator, $103.0 GF, $20.0 NGF
Shaping Alaska’s Future Theme/Issue: 3A/B
Positions: 1 FTE staff coordinator
Alaska Maritime Workforce Development Plan, 2014, notes that “Vessel The maintenance and repair service providers were identified by seafood harvesters as one of the primary needs to support the continued well-being of the commercial fishing industry.” It was also highlighted by Maritime sectors of Alaska’s economy and notes that over 8,000 vessels are registered in Alaska. Yet many Alaska ports lack highly trained vessel repair technicians, leading to increased downtime for seafood harvesters and other mariners resulting in lost income. Kodiak College, in response to the Maritime Plan and in support of the UA’s Shaping Alaska’s Future, through Productive Partnerships with Public Entities and Private Industries, seeks funding to support a Vessel and Maritime Workforce Development Coordinator. Based at Kodiak College, this position, in collaboration with industry partners and other UA community campuses, will develop and coordinate non-credit, intensive, vessel maintenance and repair training targeting the fishing industry and other mariners. The position will collaborate with other coastal campuses by sharing curricula, training opportunities and access to skilled instructors. The Vessel and Maritime Industries Coordinator is a critical core position in UA’s Fisheries, Seafood and Maritime Initiative.
University of Alaska

Proposed FY16 Operating Budget Request Summary (Nov. compared to Sept.)

(\text{in thousands of $})

<table>
<thead>
<tr>
<th>Base - FY15 Operating Budget</th>
<th>Initial Budget Proposal (Sept.)</th>
<th>Recommended Proposal (\textsuperscript{1})</th>
<th>Governor’s “Hold the Line” Budget (\textsuperscript{2})</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>\text{State} \text{Approp.}</td>
<td>\text{Rep.} \text{Auth.}</td>
<td>\text{Total}</td>
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<tr>
<td>FY16 Adjusted Base Requirements</td>
<td>373,845.1</td>
<td>546,090.0</td>
<td>919,935.1</td>
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<tr>
<td></td>
<td>Compensation by Employee Group</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UA Federation of Teachers (UAF) (\textsuperscript{3})</td>
<td>-</td>
<td>-</td>
<td>620.0</td>
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<tr>
<td></td>
<td>Local 6070</td>
<td>310.0</td>
<td>310.0</td>
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<tr>
<td></td>
<td>United Academics Faculty (UNAC)</td>
<td>1,660.0</td>
<td>1,660.0</td>
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<tr>
<td></td>
<td>UA Adjuncts (UNAD)</td>
<td>178.4</td>
<td>178.4</td>
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<tr>
<td></td>
<td>Fairbanks Firefighters Union (FFU)</td>
<td>21.7</td>
<td>21.7</td>
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<tr>
<td></td>
<td>UA Staff</td>
<td>3,866.5</td>
<td>3,866.5</td>
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<tr>
<td></td>
<td>Student Employees</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Temporary Employees</td>
<td>165.8</td>
<td>165.8</td>
</tr>
</tbody>
</table>

Compensation Increase Subtotal: 6,202.4, 6,202.4, 12,404.8

Additional Operating Cost Increases

Utility Cost Increases (\textsuperscript{3}) | 3,100.0 | 1,600.0 | 4,700.0 | 1,600.0 | 1,600.0 | 3,200.0 | 1,600.0 | 1,600.0 | 3,200.0 |

Facility Maintenance and Repair (\textsuperscript{5}) | 2,028.5 | 2,028.5 | 4,057.0 | 2,028.5 | 2,028.5 | 4,057.0 | 1,081.5 | 2,975.5 | 4,057.0 |

New Facilities Estimated Operating Costs | 2,742.8 | 1,652.0 | 4,394.8 | 2,742.8 | 1,652.0 | 4,394.8 | 1,271.4 | 3,023.4 | 4,394.8 |

UA Alaska Airlines Center | 1,120.0 | 1,120.0 | 2,240.0 | 1,120.0 | 1,120.0 | 2,240.0 | 560.0 | 560.0 | 1,120.0 |

Unfunded Mandated | 482.2 | 482.2 | 964.4 | 567.2 | 567.2 | 1,134.4 | 65.8 | 501.4 | 567.2 |

Title IX Compliance Coordinators | 310.0 | 310.0 | 620.0 | 310.0 | 310.0 | 620.0 | 310.0 | 310.0 | 620.0 |

Disability Support Coordinators (\textsuperscript{6}) | 172.2 | 172.2 | 344.4 | 257.2 | 257.2 | 514.4 | 65.8 | 191.4 | 257.2 |

FY16 Adjusted Base Requirements Subtotal | 14,555.9 | 11,482.9 | 26,038.8 | 14,555.9 | 11,482.9 | 26,038.8 | 11,837.5 | 17,419.1 | 29,256.6 |

FY16 High Demand Program Requests:

Student Advising and Completion (\textsuperscript{7}) | 4,337.8 | 375.0 | 4,712.8 | 837.8 | 250.0 | 1,087.8 | 334.2 | 334.2 |

Teacher Education | 3,783.6 | 430.0 | 4,213.6 | 2,781.8 | 278.1 | 3,059.9 |

Health Education | 730.0 | 341.0 | 1071.0 | 730.0 | 341.0 | 1071.0 |

Fisheries, Seafood and Maritime Initiative | 557.0 | 104.3 | 661.3 | 520.0 | 239.3 | 759.3 |

Economic Development Agenda | 1,652.0 | 1,600.0 | 3,252.0 | 1,652.0 | 1,600.0 | 3,252.0 |

FY16 High Demand Programs Subtotal | 11,060.4 | 8,579.0 | 19,639.4 | 6,521.6 | 2,833.4 | 9,355.0 | 334.2 | 334.2 |

FY16 Budget Adjustments

Technical Vocational Education Program | - | - | - | 403.1 | 403.1 | 403.1 |

University of Alaska Int为自己服务 | - | - | - | 355.0 | 1,806.9 | 2,161.9 | 355.0 | 1,806.9 | 2,161.9 |

FY16 Budget Adjustments Subtotal | - | - | - | 758.1 | 12,806.9 | 13,565.0 | 758.1 | 12,806.9 | 13,565.0 |

FY16 Operating Cost Increases | 25,616.3 | 14,333.2 | 39,949.5 | 21,937.0 | 21,937.0 | 43,874.0 | 12,925.8 | 22,816.0 | 35,741.8 |

FY16 Operating Budget Total (\textsuperscript{8}) | 399,461.4 | 560,423.2 | 959,884.6 | 399,782.1 | 575,787.6 | 975,569.7 | 386,747.9 | 576,316.0 | 963,063.9 |

\footnotesize{(1) Change under/above unassigned during FY16 budget development.
(2) Assumes portion of the utility cost increases will be covered by the fixed ratio mechanism and supplemental funding.
(3) Assumes no tuition rate increase for FY16.
(4) Partial one-time funding in FY15.
(5) Based on the current revenue outlook, non-state funding will likely need to be covered through internal reallocations and/or reductions.
(6) Compensation increase calculations are using the FY16 preliminary benefit rates instead of FY15 negotiated rates.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>State Approp.</th>
<th>Rept. Auth.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT ADVISING AND COMPLETION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAA Rural Student Transition Specialist (RSTS)</td>
<td>73.0</td>
<td>73.0</td>
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<tr>
<td>UAA Center for Alaska Native Education Research</td>
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<td>100.0</td>
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<tr>
<td>UAF Comprehensive Rural Student Advising (BBC &amp; KUS) … Program Completion</td>
<td>278.0</td>
<td>278.0</td>
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<tr>
<td>* UAS Coordinator for Student First Year Experience Retention</td>
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<td>136.8</td>
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<tr>
<td>* UA Degree Completion Initiative</td>
<td>250.0</td>
<td>25.0</td>
<td>275.0</td>
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<tr>
<td><strong>Student Advising and Completion Subtotal</strong></td>
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<td>25.0</td>
<td>862.8</td>
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<tr>
<td><strong>TEACHER EDUCATION</strong></td>
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<td>UAA Teacher Recruitment, Preparation and Mentoring</td>
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<td>903.2</td>
<td>1,806.4</td>
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<td>224.4</td>
<td>448.8</td>
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<td>204.1</td>
<td>204.1</td>
<td>408.2</td>
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<td>SW Teacher Recruitment, Preparation and Mentoring</td>
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<td>1,595.1</td>
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<td><strong>Teacher Education Subtotal</strong></td>
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<td>278.1</td>
<td>3,059.9</td>
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<tr>
<td><strong>HEALTH EDUCATION</strong></td>
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<tr>
<td>UAA Alaska Health Education Center (AHEC) System: Health Workforce Pipeline</td>
<td>330.0</td>
<td>330.0</td>
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<tr>
<td>UAF Complete the Establishment of the Collaborative 2+2 Alaska Veterinary Medicine Program with Colorado State University</td>
<td>200.0</td>
<td>241.0</td>
<td>441.0</td>
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<tr>
<td>UAF Build Alaska’s Undergraduate &amp; Clinical Ph.D. Psychology Program</td>
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<td>100.0</td>
<td>300.0</td>
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<tr>
<td><strong>Health Education Subtotal</strong></td>
<td>730.0</td>
<td>341.0</td>
<td>1,071.0</td>
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<td><strong>FISHERIES, SEAFOOD AND MARITIME INITIATIVE (FSMI)</strong></td>
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<td>UAF Understanding Ocean Acidification Impact on Alaska Fisheries</td>
<td>227.0</td>
<td>65.0</td>
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<td>UAA Vessel and Maritime Industries Workforce Coordinator (KOC)</td>
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<td>20.0</td>
<td>123.0</td>
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<td>UAS Joint Fisheries Degree UAS with UAF</td>
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<td>UAF Meet Alaska Commercial Seafood Processing Training Demand</td>
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<td><strong>Fisheries, Seafood and Maritime Initiative (FSMI) Subtotal</strong></td>
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<td><strong>ECONOMIC DEVELOPMENT AGENDA</strong></td>
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<tr>
<td>UAA &quot;Innovation To Commercialization&quot; Prototype Development</td>
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<tr>
<td>UAF Support Core Infrastructure for Continuing the Unmanned Aircraft Systems (UAS) FAA Test Project</td>
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<td>1,000.0</td>
<td>1,570.0</td>
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<td>UAF Meet Chemical Engineering Degree Commercial Demand to Support Growth of Alaska LNG/Oil/Gas Refining Industries</td>
<td>400.0</td>
<td>450.0</td>
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<td>UAF Research To Open Up Alaska’s Rare Earth Element Development</td>
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<tr>
<td>UAF Support Alaska’s Participation in Arctic Policy Development</td>
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<td>200.0</td>
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<tr>
<td>UAF Develop Film Industry Workforce</td>
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<tr>
<td><strong>Economic Development Agenda Subtotal</strong></td>
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<td>1,600.0</td>
<td>3,252.0</td>
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<tr>
<td><strong>FY16 High Demand Program Requests by Initiative Total</strong></td>
<td>6,521.6</td>
<td>2,485.4</td>
<td>9,005.0</td>
</tr>
</tbody>
</table>

* Partial one-time funding in FY15.
## FY16 BOR Operating Budget Request Tracking Summary

<table>
<thead>
<tr>
<th>Priority Submitted by UAA</th>
<th>Request Title</th>
<th>UAA FY16 Original Request</th>
<th>Request Balance After SW &amp; President's Cabinet Adjustments, Submitted to BOR in Sept</th>
<th>Approved by BOR in November</th>
<th>Request Balance After Governor's Budget Recommendation in Dec 2014</th>
<th>House Finance Committee Budget Recommendations April 2015</th>
<th>Senate Finance Committee Budget Recommendations April 2015</th>
<th>Leg. Conference Committee Final Operating Budget to Governor April/May 2015</th>
<th>Governor Veto and Approval, Total to be Received May/June 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alaska Health Education Center (AHESC) System: Health Workforce Pipeline</td>
<td>330,000</td>
<td>330,000</td>
<td>330,000</td>
<td></td>
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### Fixed Cost Increments (aka New Facility Operating Costs and Unfunded Federal Mandates)

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<tr>
<th>Priority Submitted by UAA</th>
<th>Request Title</th>
<th>UAA FY16 Original Request</th>
<th>Request Balance After SW &amp; President's Cabinet Adjustments, Submitted to BOR in Sept</th>
<th>Approved by BOR in November</th>
<th>Request Balance After Governor's Budget Recommendation in Dec 2014</th>
<th>House Finance Committee Budget Recommendations April 2015</th>
<th>Senate Finance Committee Budget Recommendations April 2015</th>
<th>Leg. Conference Committee Final Operating Budget to Governor April/May 2015</th>
<th>Governor Veto and Approval, Total to be Received May/June 2015</th>
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**Total UAA FY16 Budget Request**

<table>
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<tr>
<th>Priority Submitted by UAA</th>
<th>Request Title</th>
<th>UAA FY16 Original Request</th>
<th>Request Balance After SW &amp; President's Cabinet Adjustments, Submitted to BOR in Sept</th>
<th>Approved by BOR in November</th>
<th>Request Balance After Governor's Budget Recommendation in Dec 2014</th>
<th>House Finance Committee Budget Recommendations April 2015</th>
<th>Senate Finance Committee Budget Recommendations April 2015</th>
<th>Leg. Conference Committee Final Operating Budget to Governor April/May 2015</th>
<th>Governor Veto and Approval, Total to be Received May/June 2015</th>
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<tr>
<td></td>
<td><strong>Total UAA FY16 Budget Request</strong></td>
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University of Alaska  
Proposed FY16 Capital Budget Request Summary  
(in thousands of $)  

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<th></th>
<th>State Approp.</th>
<th>Receipt Auth.</th>
<th>Total</th>
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<td>UAA Community Campuses</td>
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<td>UAF Engineering Building Completion</td>
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<td>UAF Alaska Center for Energy and Power (ACEP) Office Build-out</td>
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<td>UAA ANC &amp; PWSC Traffic, Parking &amp; Security Improvements</td>
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<td>UAA Mat-Su Bridge Enclosure</td>
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<td><strong>Research for Alaska</strong></td>
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* Amended by BOR to include a request for planning funding.
## University of Alaska Proposed 10-Year Capital Improvement Plan (in thousands of $)

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<th>Facility Description</th>
<th>FY16 State Appropriations</th>
<th>FY17-FY18 Receipt Auth.</th>
<th>FY18-FY20 Total</th>
<th>FY21-FY25 Total</th>
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<td><strong>New Starts/Continuation</strong></td>
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<td><strong>Academic Facilities</strong></td>
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<td>UAF Unmanned Aircraft Systems in the Arctic (ACUASI)</td>
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</table>

*Amended by BOR to include a request for planning funding.

(1) Projects will be developed to support academic and strategic goals based on a Mission Area Analysis (MAA)/Statement of Need (SON).

(2) Includes new construction and known renovations to accommodate programmatic change.

(3) The first year of this capital request is for planning and design.
<table>
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<th>Project Name</th>
<th>DM</th>
<th>R&amp;R</th>
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<td>Mat-Su Parking/Reading/Circulation Renewal</td>
<td>50.0</td>
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<td>1,340.6</td>
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<td>Critical Electrical Distribution</td>
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<td>Gruening Revitalization</td>
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<td>Campus Infrastructure</td>
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<td>TEC Renewal Phase 3</td>
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<td>Butrovich Building Repairs</td>
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<td><strong>UA FY16 DM and R&amp;R Total</strong></td>
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The Committee’s foci for this academic year include:

1. Following discussions with the Provost, selecting colleges to be surveyed.
2. Consulting with the deans of applicable colleges.
3. Assisting the staff in developing an analogous survey.
4. Finalizing the selection of the survey engine (per last year’s effort, Qualtrics is the likely choice).
5. Formatting and testing the survey(s); this may include the staff survey.
6. Assembling the necessary listservs.
7. Promoting the survey(s).
8. Implementing the survey(s).
9. Completing post-survey dialogues with the Office of Academic Affairs and applicable deans.

During the month of October the Committee tested the new survey instrument on a small faculty panel. After identifying several operational limitations of the survey instrument, the Committee modified the instrument during November and is now testing it on a larger faculty panel; this test will conclude on December 3rd. Based on this test, the Committee will modify the instrument as needed and then perform a final test using the Senate’s Executive Committee as the test panel. The Committee thanks Rachel Waters (ITS) for her considerable assistance with these tests and with recasting the survey instrument via Qualtrics.

Committee members include: L. Foster (chair), F. Nabors, B. Brown, L. Vugmeyster, S. Cook, and D. Fox. The Committee’s next meeting is at 9:00 AM, December 5th, in SSB 366.
ATTENDANCE. Gina Miller, Amanda King, Doug Kelly, Steve Rollins. Anna Bjartmarsdottir, Peter Olsson, Leanne Davis

*Invited Guest: Eric Carlson Metadata Librarian*

- Presented scholarworks@UA, the UA institutional repository. Open access to faculty and student output-thesis, articles, videos, etc. Email Eric at ecarl20@uaa.alaska.edu if you have anything you would like to post.

- Deans Report.
  - An emergency phone has been installed outside the library on the southeast side.
  - Interlibrary loan has received a green office certificate.
  - Dean Rollins is chair of the search committee for Dean of the Engineering College.
  - Carol Wood has retired.

- SUBCOMMITTEES REPORT
  - There was not subcommittee meeting due to the number of absent members.

- **NEXT MEETING: December 5, 2014 in CL 302A, 11:30 am – 1 pm.**
Student Academic Support and Success (SASS)
Friday, November 21, 2014
ADM 102, 2:30-3:30 PM
Meeting Minutes

Present: Connie Fuess, Jo Gottschalk, Keith Hackett, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer (Co-Chair), Tom Skore, Ruth Terry, and Sharyl Toscano (Co-Chair).

I. Presentation from Susan Kalina, Mike Smith, and Kaytlyn Church re: course sequencing and related issues.

II. Old Business
   a. Minutes from 10/17/14 SASS meeting were reviewed and approved.

III. New Business
   a. Sara Juday and Linda Morgan have resigned from SASS.
   b. Further discussion re: student participation/representation on SASS will be done at a future meeting.
   c. SASS schedule for the rest of the 2014-2015 school year: 1/16/15, 2/20/15, 3/20/15, 4/17/15
   d. Karl will meet with the Provost on December 9 to discuss potential tuition incentives for students. Karl.

IV. Strategies for at-risk students.
   a. Follow-up re: student athlete absences and UAA policy will be done at a future meeting.

V. Adjourn 3:30 PM
STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

REPORT FOR NOVEMBER 2014 TO UAA FACULTY SENATE

Membership

The members of the 2014-2015 SASS Committee are Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore, Sharyl Toscano, and Ruth Terry. Karl Pfeiffer and Sharyl Toscano are co-chairs of the committee. The second meeting for this academic year was held 10/17/14.

2014 – 2015 SASS Committee Goals

Current goals are for the 2014-2015 academic year follow.


2. Explore intervention strategies for at-risk students: Outcome: summary report to Senate. Status: Initiated/Ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.

3. Continue review of latest requirements for AA degrees.


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

6. Review process of supporting students enrolled in discontinued programs. Ongoing.


9. Explore system fixes for problems in student services: incorrect information, extensive wait times “on hold,” confusing and time consuming voice mail menus, etc.

10. Request follow-up meetings with: Provost Baker re student incentives; Mark Fitch re GER synchronicity between MAUs; Susan Kalina re: course sequencing. Meeting with Susan Kalina occurred during the 11/21 SASS Meeting. Meeting with the Provost is scheduled for 12/9. Meeting with Mark Fitch has not yet been scheduled.

Co-Chair Summary: The SASS Committee met for the third time of the 2014-2015 academic year on November 21, 2014. Minutes are attached. SASS met with Susan Kalina, Vice Provost for Undergraduate Academic Affairs, to discuss course sequencing and related issues, as noted above. Sara Juday and Linda Morgan have resigned from SASS.
Committee for Community Campuses Report  
December 5, 2014  

2014-2015 Committee for Community Campuses (CCC) Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Foster</td>
<td><a href="mailto:lmfoster@uaa.alaska.edu">lmfoster@uaa.alaska.edu</a></td>
<td>CAS</td>
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<tr>
<td>Debi Fox</td>
<td><a href="mailto:dhfox@matsu.alaska.edu">dhfox@matsu.alaska.edu</a></td>
<td>MatSu</td>
</tr>
<tr>
<td>Henry Haney</td>
<td><a href="mailto:hwhaney@kpc.alaska.edu">hwhaney@kpc.alaska.edu</a></td>
<td>KPC/KRC</td>
</tr>
<tr>
<td>Mike Hawfield</td>
<td><a href="mailto:mchawfield@kpc.alaska.edu">mchawfield@kpc.alaska.edu</a></td>
<td>KPC/KRC</td>
</tr>
<tr>
<td>Brian Partridge</td>
<td><a href="mailto:bcpartridge@kpc.alaska.edu">bcpartridge@kpc.alaska.edu</a></td>
<td>KPC/KBC</td>
</tr>
<tr>
<td>Mark Schreiter</td>
<td><a href="mailto:maschreiter@kodiak.alaska.edu">maschreiter@kodiak.alaska.edu</a></td>
<td>Kodiak</td>
</tr>
<tr>
<td>Pete Snow</td>
<td><a href="mailto:pmsnow@kpc.alaska.edu">pmsnow@kpc.alaska.edu</a></td>
<td>KPC/KRC</td>
</tr>
</tbody>
</table>

Contact information:

The Committee for Community Campuses met on November 7, 2014.

The issue of community campus faculty teaching Upper Division courses was discussed and a plan was developed to bring this issue to the Faculty Senate. The implementation of this plan is contingent upon the findings of the Community Campus Course Offering Work Group. This group is comprised of faculty and directors from Kodiak College, KPC, and Mat-Su College as well as faculty from UAA. This group met on October 22, 2014 and on November 19, 2014. When the necessary information is obtained from this group, CCC will move forward on this initiative. The findings from the November 19 meeting of this Work Group are to be discussed at today’s December 5 meeting of the CCC.

Next Meeting:

Friday, February 6, 2015  
Following Faculty Senate meeting
Promotion of new academic integrity resources to UAA teaching faculty:
Our new Faculty guide to Student Academic Integrity is now available on the Dean of Students website at http://www.uaa.alaska.edu/deanofstudents/upload/SAI_FacultyGuide_Online-1.pdf. Michael Votava prepared a letter to faculty announcing the guide, the new Academic Integrity Tutorial and Quiz at http://ahi.commons.uaa.alaska.edu/ and the recently secured permission for Intervention Subcommittee members to assist the Dean of Students Office as Student Conduct Officers. We also spread the word to attendees at Café’s recent “Cheating Online…” webinar. Michael alerted community campus personnel to these resources as well, and an effort is being made to get this information out to teaching assistants and adjuncts.

Revision of Academic Honesty Pages on Consortium Library website:
The Prevention subcommittee is embarking on this project, aiming to make the format more appealing, and the content more practical. So far, goals for the webpage have been formulated, and the old content critiqued. The plan is to base the content of this site on the five main types of academic dishonesty addressed in the Faculty Guide, along with an overview with general resources. Mari is putting together a page template to guide the construction and so that users will be able to find the information and resources they need more readily.

Intervention Subcommittee activities:
Members have been reviewing the procedures so they will be ready to take cases. They have also returned to consideration of an earlier project - issues of grade issuance and withdrawal of students under suspicion of academic dishonesty.

Next Meeting (Plenary): Monday, December 15, 2014, at 8:30 a.m. in LIB302A.

Submitted by Sally Bremner, Co-Chair.
Committee on Research and Creative Activity (CORCA)

Report to Faculty Senate

1. The November 17 meeting of the Faculty Senate Committee on Research and Creative Activity (CORCA) was held at 10:15 a.m. in Admin 201.

2. The committee members in attendance were: Jill A. Flanders-Crosby, Thomas A. Dalrymple, Gökhan Karahan, Seong Dae Kim, Joshua K. Swift, Jonathan Bartels, Carrie D. King, and Rachael I. Ball.

3. The following topics/tasks were discussed/completed:

   1. a) The timeline of the research showcase: The discussion centered around time management as well as potential conflicts with other ongoing research presentations such as the Undergraduate Research Week. On November 26, the co-chairs had a meeting with Dr. Eric Murphy, Director of Undergraduate Research to discuss potential timeline issues. There appears to be an understanding that CORCA’s proposed research week would be value-added to UAA’s research efforts even if they are conducted within the same month.

   2. The formation of a subcommittee to plan ahead: CORCA members decided to form a smaller subcommittee that would move the faculty research week at a faster phase. The co-chairs have volunteered.