UAA Faculty Senate Agenda
November 7, 2014
2:30 - 4:30 p.m.
Library 307

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

2014-2015 Officers:

	Hirshberg, Diane – President		Miranda, Francisco - Chair, UAB
	Smith, Tara - 1st Vice President		Schmuland, Arlene - Chair, GAB
	Chamard, Sharon - 2nd Vice President		Fitch, Mark - Past President

2014-2015 Senators:

	Bartels, Jonathan		Graham, Rachel		Orley, Soren (Parliamentarian)
	Bennett, Brian		Green, Amy		Paris, Anthony
	Benningfield, Tim		Harder, Alberta		Partridge, Brian
	Bowie, David		Harville, Barbara		Peabody, Alan
	Brown, Barbara		Hoanca, Bogdan		Pence, Sandra
	Cenek, Martin		Ippolito, Mari		Pfeiffer, Karl
	Cook, Sam		Kappes, Bruno		Schreiter, Mark
	Dalrymple, Tom		Karahan, Gokhan		Senette, Lynn
	Dannenberg, Clare		Kirk, Sarah		Shamburger, Carri
	Davis, Leanne		Kuden, Jodee		Skore, Tom
	Din, Herminia		Miranda, Francisco		Snow, Pete
	Downing, Scott		McCoy, Robert		Thiru, Sam
	Drinka, Dennis		Mole, Deborah		Toscano, Sharyl
	Dutta, Utpal		Moulic, Randy		Tremblay, Ammie
	Fitzgerald, Dave		Morrison, David		Trotter, Clayton
	Folias, Stefanos		Nabors, Forrest		Venema, Rieken
	Foster, Larry		O'Leary, Joan		Widdicombe, Toby
	Garcia, Gabe		Ohle, Kathryn		

III. Agenda Approval (pg. 1-3)

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

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

   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

   D. Vice Chancellor of Advancement, Megan Olson (pg. 13-15)

E. Vice Chancellor of Student Affairs, Bruce Schultz

F. CIO, Patrick Shier

G. Union Representatives
     i.   UAFT
    ii.   United Academics

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)
     i.   Sustainability Club Presentation

B. First Vice President's Report

C. Second Vice President's Report

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)

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)

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)
   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 UNCA 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.

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)

I. **Call to Order**

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

2014-2015 Officers:

P	Hirshberg, Diane – President	P	Miranda, Francisco - Chair, UAB
P	Smith, Tara - 1st Vice President	P	Schmuland, Arlene - Chair, GAB
P	Chamard, Sharon - 2nd Vice President	P	Fitch, Mark - Past President

2014-2015 Senators:

P	Bartels, Jonathan	P	Graham, Rachel	P	Orley, Soren (Parliamentarian)
P	Bennett, Brian	P	Green, Amy	P	Paris, Anthony
P	Benningfield, Tim	P	Harder, Alberta	P	Partridge, Brian
P	Bowie, David	E	Harville, Barbara	A	Peabody, Alan
P	Brown, Barbara	P	Hoanca, Bogdan	P	Pence, Sandra
P	Cenek, Martin	P	Ippolito, Mari	P	Pfeiffer, Karl
P	Cook, Sam	P	Kappes, Bruno	P	Schreiter, Mark
P	Dalrymple, Tom	E	Karahan, Gokhan	P	Senette, Lynn
P	Dannenberg, Clare	A	Kirk, Sarah	P	Shamburger, Carri
P	Davis, Leanne	E	Kuden, Jodee	P	Skore, Tom
P	Din, Herminia	P	Miranda, Francisco	A	Snow, Pete
P	Downing, Scott	E	McCoy, Robert	P	Thiru, Sam
P	Drinka, Dennis	P	Mole, Deborah	P	Toscano, Sharyl
P	Dutta, Utpal	P	Moulic, Randy	P	Tremblay, Ammie
P	Fitzgerald, Dave	P	Morrison, David	A	Trotter, Clayton
P	Folias, Stefanos	P	Nabors, Forrest	P	Venema, Rieken
P	Foster, Larry	A	O'Leary, Joan	P	Widdicombe, Toby
P	Garcia, Gabe	P	Ohle, Kathryn		

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

IV. **Meeting Summary Approval** (pg. 5-9)
Approved

V. **Administrative Reports**
A. Chancellor Tom Case
i. CaseNotes
ii. President Highlights (pg. 10-14)
Welcomed USUAA President, Stacey Lucason.
The Office of Civil Rights team will be in Fairbanks Monday and Tuesday and in Anchorage Wednesday and Thursday. Encouraged everyone to welcome them and to recognize the great things we are doing. Thanked everyone who was involved in preparing for the visit.

Chancellor Case, Provost Baker, and Vice Chancellor Spindle had a telephone update (Provost Baker sends his regards for not being able to attend). They anticipate a formal announcement early next week for the appointment of Dr. Sam Gringrich as Interim Provost. He is scheduled to begin at the end of November, beginning of December. He will be going around the campus to learn and acquaint himself with the different aspects of UAA.
Recognized the change of season and reminded everyone to take added safety precautions
BOR has applauded the prioritization effort completed at UAA. Chancellor Case has informed the Regents that no quick decisions will be taken in response to their eagerness to implement changes. Chancellor Case will plan to follow the originally established timeline.

B. Provost and Vice Chancellor Bear Baker
   i. Office of Undergraduate Academic Affairs (pg. 15-18)
   ii. Mission Fulfillment and Dashboard Presentation
        AVP for Institutional Research, Erin Holmes, introduced herself and thanked the Senate for allowing time on their agenda for the presentation. Erin worked with Susan Kalina and Megan Carlson over the summer on accreditation indicators and merging the mission with our core themes.
        Dashboards have been created using basic metrics, which covers a variety of things to show progress towards mission fulfillment. Dashboards are limited and are meant for accreditation purposes. This platform will likely change and will look slightly different as they continue down the road.
        The Dashboard includes information from both UAA and Peer Institution for comparison.

   iii. NWCCU Mid-Cycle Review Self-Evaluation Report submitted September 24, 2014
        http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/accreditation-2017-home/2017reports.cfm
        This link provides access to the Self-Evaluation report.

C. Vice Chancellor of Administrative Services, Bill Spindle
    The Alaska Airlines Center has had a very successful start; encouraged everyone to visit if they haven't already.
    The new restaurant, Varsity Sports Grill, will have a soft opening on Oct. 20th, with the official grand opening scheduled for early November.
    Seawolf Hockey starts next week with the Kendall Classic Tournament, UAA will play against Maine and Wisconsin.
    Prioritization efforts are continuing. The Provost is working with the Deans on the Academic areas and all Vice Chancellors are working with their function chiefs. Cabinet will meet and discuss the function side in October and the academic side in November. Implementation plan is scheduled to be released in January.

D. Vice Chancellor of Advancement, Megan Olson (pg. 19-20)
    Varsity Sports Grill will be offering complementary lunches beginning on Monday, to allow the restaurant to test operations and to receive feedback from guests. Seating is limited and reservations are required. Invitations will be sent out early next week.

*The annual Green and Gold Gala was held on September 27th and raised
approximately $80,000 to support student scholarships.
The Gala also celebrated a pledge from Alumnus Ted Trublood of $100,000 in support
of the UAA Engineering program.*

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 21-24)
    Written report only

F. CIO, Patrick Shier (pg. 25-28)
    i. IT Projects (29-34)
    ii. UAA Office 365 Pilot Summary Report (pg. 35-57)
        Continuing to work with ACDLITe and FTC to prioritize projects.

G. Union Representatives
    i. UAFT
    ii. United Academics
        No representative was present for either union

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 58-61)
    Written report only

I. Office of Campus Diversity and Compliance Director, Marva Watson (pg. 62-63)
    *Thanked the Senate for the opportunity to join them and for their efforts in keeping the
    campus safe.
    Over 2500 staff and faculty completed the Title IX training that was held over the
    summer.
    Recognized the work of campus groups who continue to foster multicultural
    community awareness. Encouraged faculty to emphasize international/intercultural
    learning outcomes in their classrooms if possible.
    A Social Inclusion and Equity Workshop will be held on Oct 17th and everyone is
    welcome to attend.
    A luncheon will be held on October 9th at 11:00 a.m. in the Commons for the Title IX
    auditors, featuring a dance group and serving of traditional foods. Everyone is
    welcome.*

VI.   Officer's Reports
    A. President's Report (pg. 64-66)
        i. Adoption Memo of the Quality Matters (QM) Online Course Quality Assurance
            Program and Online Learning Consortium Membership (pg. 67)
            *Stressed the importance of attending the December BOR meeting and highly
            encouraged all faculty to attend. Students will also be encouraged to attend to voice
            their opinions concerns to the BOR.
            Discussed the BOR vote against a tuition increase and the need to demonstrate that
            we do make wise decision with our finances and that prioritization puts us in a good
            place to address these concerns.
            A motion will be introduced at the December BOR meeting to make the UA System
            smoke-free. Recognized the movement on the UAA Campus and the students who
            contributed to this effort.*

B. First Vice President's Report
    University College Task Force had their first meeting last Friday. Most meetings will be from 9:00-11:00 am in AHS 108, with some exceptions.
    Please contact Tara Smith with anything you feel should be part of the conversation.

C. Second Vice President's Report
    Everyone should have received a ballot to vote for positions on the Academic Assessment Committee, please remember to vote.

VII. Old Business

VIII. Consent Agenda
A. Proposed Correction to the UAA Faculty Evaluation Guidelines (FEGs) (pg. 68-71)
    The implementation date for this change has not been determined by the Provost

B. Graduate Curriculum
    i. Courses (pg. 72)
    ii. Programs

Chg	MS, Nursing Science
Chg	Graduate Certificate, Nursing
Chg	Graduate Certificate, Psychiatric-Mental Health Nurse Practitioner
Chg	Graduate Certificate, Nursing Education
Chg	Graduate Certificate, Family Nurse Practitioner

C. Undergraduate Curriculum
    i. Courses (pg. 73-75)
    ii. Programs

Chg	BA, BS in Anthropology
Chg	Minor, Statistics
Add	AAS, Veterinary Technology

D. Revisions to the GER Course Review Process by GERC and UAB (pg. 76-81)

E. Catalog Copy for Repeatable, Variable-Credit Courses (pg. 82)

F. General Course Requirements English A111 (pg. 83)

Consent Agenda Approved Unanimously

IX. Boards and Committees Reports
A. Graduate Academic Board (pg. 84)

B. Undergraduate Academic Board (pg. 85)

C. General Education Review Committee (pg. 86-87)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 88-89)

    F.   Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 90-91)
A long discussion was had regarding "quality matters"; recently ACDLITe received a request from GAB asking to create a list that compiled all available software packages currently being used across the campus for the purposes of determining if there are ways to reduce costs. We will be putting out a survey to help with this.

    G.   Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 92-93)
Now meets on the second Friday of every month.

    H.   Nominations and Elections Committee

    I.   Diversity Committee (pg. 94-95)
Reminded faculty that October is Filipino American History Month. There will be a Filipino American Film and Fiesta event held from 3:00-5:00 on Saturday, October 18th in the Student Union. The event is free and open to the public.

    J.   Faculty Grants and Leaves Committee
Travel grant applications are due next week.

    K.   Institutional and Unit Leadership Review Committee (pg. 96)

    L.   Library Advisory Committee (pg. 97-98)

    M.   Student Academic Support and Success Committee (pg. 99-101)

    N.   Community Campus Committee (pg. 102)

    O.   Academic Honesty and Integrity Committee (pg. 103-104)

    P.   Research and Creative Activity Committee (pg. 105-106)

    Q.   GER Assessment Taskforce
The Academic Assessment Seminar was very well attended with over 80 faculty participants. Susan Hatfield, the guest speaker, focused on 'Assessment as a Culture of Learning' (rather than simply assessment for compliance) and commended UAA on being ahead of the curve.

X.   **New Business**
    A. Honors College Priority Registration for the Spring and Fall 2015 semesters (pg. 107)
        1st Forrest Nabors

        Who else gets priority registration? Seawolf Athletes may register one business day before registration opens.
        How many students would be affected? There are currently 260 students who are registered members of the Honors College
        The difficulties in registering are true for many students; it is not specific to the Honors College Students.
        Priority registration occurs at several colleges and universities, the reasons and methods should be researched further.

Amendment: Moves to amend the motion to include only the Spring 2015 semester.
1ˢᵗ Forrest Nabors
In Favor: 37
Amendment passes

Motion with amendment: The Faculty Senate moves to approve priority registration for
Honor College students for the Spring 2015 semester
In Favor: 38
Opposed: 1
Motion with amendment passes

B. Emeriti Faculty Evaluation Process Ad Hoc Committee
   The Faculty Senate approves the formation of an Emeriti Faculty Evaluation Process Ad
   Hoc Committee to develop comprehensive evaluation guidelines and procedures for the
   appointment of Professor Emeritus or Emerita. As per the Faculty Senate Constitution,
   Article V, Section 8, members on this committee will be appointed by the Faculty Senate
   President. The Emeriti Faculty Evaluation Process Ad Hoc Committee 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.
   1ˢᵗ Brian Bennett
   Seconded
   Unanimously Approved

XI.   **Informational Items & Adjournment**
       A. Common Calendar Implementation (pg. 108-109)

       B. Faculty Handbook Taskforce Nominations
          The questions this taskforce will address include the following:
                1)   unique content that should be included in the Faculty Handbook,
                2)   what existing information needs to be linked,
                3)   best location for electronic hosting

       C. BOR Upcoming Meeting Dates and Locations
          -- November 5, 2014 - Fairbanks
          -- December 11-12, 2014 - Anchorage
          -- February 19-20, 2015 - Anchorage

          Meeting adjourned – 4:06 pm

Undergraduate Academic Affairs

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

- 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 including session details and registration information will be shared through the faculty and staff dynamic listservs soon.

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. The first meeting was held on Tuesday, October 28. A website for this Task Force will be posted on the Office of Academic Affairs website soon.

- **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 should be made by November 21st.

Office of Undergraduate Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

Program Approval Status

Unit	Program	Level	Type	Status	BOR Approval	NWCCU Approval
COE	Speech/Language Pathology	PBC	New	Awaiting NWCCU	9/19/14	Sent 9/23/14
COH	Nursing Practice	DNP	Add	Awaiting BOR	Nov/Dec 2014	
CoEng	Computer Science and Computer Engineering	MS	New	Awaiting Scheduling for BOR	TBD	
MSC	Veterinary Technology	AAS	New	Preparing for BOR	TBD	

Accreditation

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

- UAA hosted two peer-evaluators for a Mid-Cycle Review site visit on October 29th and 30th. Our thanks to more than 60 faculty, staff, students, and administrators who participated in the visit. The conversations during the visit showed many examples of how UAA uses assessment to improve our programs and services in support of student achievement and meeting our mission. UAA will receive a written report with suggestions to help us prepare for the more comprehensive evaluation in 2017.

- The visitors recommended that we all think about how our work contributes to the core themes. It would be good for Faculty Senate to consider this as well and make it as visible as possible.

- The message we got from the visit was to move quickly to finalize the indicators and establish a clear method of showing mission fulfillment.

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

- The **Medical Laboratory Technology** and **Medical Laboratory Science** programs were awarded continuing accreditation through 2021 on the basis of their self-study and site visit last fall and spring. Please join us in congratulating them!

- UAA hosted a site visit in October 2014 for the **Culinary Arts AAS**, which is seeking initial program accreditation.

- Visits for the **College of Business and Public Policy** and the **Dietetics** programs are coming up in November 2014. Please contact OUAA if you are considering new program accreditation or working on maintaining your already-existing program accreditation.

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

Unit	Program	Report	Visit
COE	Early Childhood Development AAS – Seeking initial accreditation	2015	2015
CoEng	Project Management MS	9/14	2015
CTC	Construction Management AAS and BS	12/14	N/A

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. The I/IPD Team is comprised of members from across Academic Affairs, Student Affairs, and Administrative Services. It met for the first time Oct. 21st.

- University of the Arctic (UArctic) website: http://www.uaa.alaska.edu/undergraduate-academic-affairs/UArctic/index.cfm

UAA HERS Women's Leadership Network: Information Sessions

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

- The Office of Undergraduate Academic Affairs partners with the Chancellor's Office to support the UAA HERS Women's Leadership Network. With the support of the Chancellor's Cabinet, the UAA HERS Women's Leadership Network aims to create an inclusive, supportive and engaged network of higher education women leaders at UAA and to empower HERS alumnae to facilitate the selection process for summer institute participants.

- More than 40 faculty and staff attended the two information sessions held in October for the 2015 HERS summer institute application process. Applications are due November 13, 2014. More information about the application process, is posted on the Chancellor's website: http://www.uaa.alaska.edu/chancellor/HERS/index.cfm.

- The UAA HERS Women's Leadership Network held its first brown bag lunch discussion on October 27, offering an opportunity to discuss women's experiences in higher education. The session focused on stories and ideas of promoting women's success in higher education leadership. Women leaders at UAA can expect more events like this in the coming months, as the UAA HERS Women's Leadership Network continues to expand.

Faculty Senate Report – November 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 beginning in mid-October.

  *Reminder for faculty to please RSVP - 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 enroute 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 - to assure there is sufficient seating at the event.

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

Alumni Relations

- **Alumni Events in the Lower 48**
  Alumni Relations hosted two events in the Lower 48 in October. Rachel Morse met with alumni for lunch in Phoenix on October 19. Earlier that week, Dean John Stalvey joined Alumni Relations in Chicago at an event hosted in the downtown Loop district. The Chicago alumni in attendance expressed their interest in starting a regional chapter, which would bring the UAA Alumni Association to 14 chapters overall.

- **System Governance Council**
  Rachel Morse, assistant vice chancellor for alumni relations, was elected System Governance Council Chair.

- **UAA Alumni Spirit**
  The second issue of UAA Alumni Spirit—the biannual magazine written directly for UAA alumni—is now at the printers and will arrive in alumni mailboxes across the country in early November.

Development

- **Corporate and Foundation Gifts**
  - The **Rasmuson Foundation** donated $1,250,000 to the Alaska Native Science Engineering Program General Support fund for Institutional Sustainability.

- o **Holland America Line** contributed $165,000 toward its pledge to support the Cuddy Hall Renovation Project and the Center for Economic Development General Support fund.
- o **Cornerstone General Contractors** gave a gift of $150,000 to name the Gymnastics Training Center at the Alaska Airlines Center.
- o **Providence Health System in Alaska** contributed $75,000 toward its pledge to support the School of Nursing Expansion.
- o **Wells Fargo** donated $60,000 to the Building Futures fund.
- o **Anchorage Fracture & Orthopedic Clinic** contributed $40,000 toward its pledge to support the Building Futures fund.
- o **Council of Alaska Producers** contributed more than $39,000 toward its pledge to support the Visiting Professor of Public Policy.
- o **KTUU-TV** has committed $15,000 in-kind support of the Seawolf Debate Program's hosting of the 2015 US Universities Debating Championship.
- o **SaltChuk** donated $15,000 to support the Alaska Women's Summit.
- o **BP** contributed $14,000 toward its pledge to support Excellence in Engineering and donated $10,000 toward the Alaska Women's Summit.
- o The **Atwood Foundation** renewed its support of the Elaine Atwood Journalism Scholarship with a $10,000 gift.
- o **ConocoPhillips Alaska** donated $10,000 to support the Alaska Women's Summit.
- o **ExxonMobil** has committed to providing the ExxonMobil Innovation Advancement Scholarship at the $10,000 level in honor of the Alaska Women's Summit.
- o **Skinny Raven Sports** contributed $10,000 toward its pledge for the Building Futures fund.

- **Individual Gifts**
  - o **Harold R. Casey** made a planned gift at the Leadership Circle ($20,000 or greater) to support the School of Nursing.
  - o **Ted B. Trueblood** pledged at the Leadership Circle ($20,000 or greater) to the Ted and Gloria Trueblood Arctic Engineering Endowment and the Engineering Facilities fund.
  - o **An anonymous donor** made a planned gift at the Leadership Circle ($20,000 or greater) to help make possible faculty and student research in northern anthropology.
  - o **Maynard Nuss** donated a Cessna 140 to the Aviation Technology Division.

University Relations

- **New Public Relations and Marketing Manager to start Nov. 17**
  University Relations has hired Sarah Henning as the university's new Public Relations and Marketing Manager. For the past six years, Sarah has served as the Marketing and PR Manager for the Anchorage Museum. While there, she helped institute a new brand, secured several local and national media stories, and oversaw print and electronic communications. Sarah will join the University Relations staff on Nov. 17.

- **UAA Social Media Presence Continues to Grow**
  The university's presence on various social media channels continues to grow, thanks to the efforts of Social Media Specialist Catalina Myers. The institution's Facebook page has grown to 10,718 "likes." UAA's Twitter following is at 3,771. LinkedIn is at 26,737 followers, and Instagram is at 677 followers. All numbers are as of Monday, Nov. 3, 2014.

- **Commencement Advertising Partnership with *Alaska Dispatch News***
  For the past several years, UAA and the *Anchorage Daily News* have had a partnership to advertise the annual commencement celebration with large ads in the print and online *ADN* publications. With the recent transition of the *Anchorage Daily News* to *Alaska Dispatch News*, and the university's decision to have two ceremonies each year, University Relations has been in conversation with the newspaper on how to continue this partnership. The newspaper has recently agreed to continue this arrangement moving forward.

# # #

INFORMATION UPDATE

CENTER FOR ADVANCING FACULTY EXCELLENCE

- **Responding to Toxic Behavior in Departments:** CAFE offered two performances of the interactive theatre script, "*Toxic Friday*" during the fall semester. The discussions following the play were extremely productive and faculty evaluations were very positive. An interactive workshop on how to intervene on toxic behavior was offered on **October 17** and was also very well-attended and received. The most prevalent comment for that session was to make it longer and provide more opportunities to practice intervention techniques. CAFE is planning to offer additional performances in the spring semester for Department Chairs on **February 6** and **20** and for Deans and Directors on **February 25**. There will also be an additional interactive intervention workshop but the date has not yet been set.

- **Alaska Native Ways of Teaching & Learning / Difficult Dialogues:** CAFE's 5-session Faculty Learning Community based on the recently published book *Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in the Classroom* has been an astounding success. Fourteen faculty participated in this series, facilitated by Don Rearden and Libby Roderick. The group is interested in continuing their collaboration and CAFE will host another five-session series for them in the spring.

- In addition to our **Making Learning Visible**, and **Team-Based Learning** series activities, there are several workshops coming up in November:

  - CAFE and AIeL will be co-hosting a webinar with national leader, Dr. Cable Green, Director of Global Learning at **Creative Commons,** on **November 11**. He will discuss specific examples where institutions, provinces/states and nations have built effective business cases for Open Educational Resources (OER).
  - On **November 13**, CAFE and AIeL will also co-host a repeat showing of a webinar that was shown last year, **Copyright in Distance Education**, followed by a discussion with AIeL and Library experts in copyright and compliance here at UAA.
  - On **November 14**, CAFE's second group of **Information Literacy** Mini-Grant recipients (partnerships between discipline faculty and librarians) will showcase their projects and share information about how the implementation worked and what changes they will make in future iterations. Visit Café's Information Literacy webpage to view prior group projects.
  - In partnership with AIeL, the Office of Student Affairs, and the AHI Committee, CAFE will air a webinar and discussion on **November 18** about **Cheating Online: How to Prevent, Detect & Deter Dishonesty.**

- Please mark your calendars for these two very important events coming up in early spring:

  - A one day 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. This workshop will take place on **January 8**, after faculty are back on contract but prior to the start of classes.

CENTER FOR ADVANCING FACULTY EXCELLENCE - *continued*

- o CAFE is continuing its partnership with the Office of Undergraduate Academic Affairs and the Office of Student Affairs to bring a nationally recognized expert on strategies relating to student success, George Kuh, to UAA to work with faculty and staff on diffusing **High Impact Educational Practices** into curricular and extra-curricular teaching and learning. He will be on campus on **February 24** and will offer several sessions including a **keynote from 8:30 – 9:45 am**. Attendees do not need to set aside the full day as we have planned several shorter sessions with different foci, for which you can register individually.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- The **Think Tank** on **November 6, 1 - 2:15 pm** in **Library 307** features the Refugee Assistance & Immigration Services program (RAIS), asking "How can our community support the transition and integration of refugees resettling in Anchorage?" Our Think Tank series will resume on Thursdays in the Spring on **February 5, 11:30 - 12:45 pm; March 5, 1 - 2:15 pm; April 2, 11:30 - 12:45 pm**. All are welcome for interactive discussion, pizza provided by Moose's Tooth.

- The Center is looking to create synergistic connections between programs attempting to do similar things in regard to student leadership with students involved in co-facilitating. **ENGAGE Week** also brought together several student leadership programs, active and proposed, in "listening circles" of faculty and staff talking about student leadership and student leaders exploring similar questions.

- T**he Community Engagement Task Force** is moving forward to facilitate the designation of courses as "community-engaged" or "service-learning" and aiming for a Fall 2015 implementation. The **Task Force** is also exploring options for collecting and documenting community engagement activity throughout UAA campuses as an institution. Options to be explored include "The Collaboratory," which is now in beta testing through University of Carolina Greensboro (UNCG), working closely with the Carnegie application framework for designation as engaged institutions.

- CCEL is planning a series of brown bags for the spring focused on community engagement in teaching, research and creative activity, beginning with open sessions and then opportunities with individual departments who may be interested in exploring more specifics about implementing community engagement.

ACADEMIC INNOVATIONS & eLEARNING

Professional Development

- Our fall workshops series are in full swing. November is all about student engagement and video. If you, or your department, would like a specific training session, please contact Dave Dannenberg.

  - o **Instructor Presence with Video: Blackboard & You Tube - November 5 and 14**
  - o **Flipping Your Classroom & Online Instructor Presence with Screencasting - November 19 and 21**

ACADEMIC INNOVATIONS & eLEARNING - *continued*

Distance Education

- Dave Dannenberg will be leading 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.

ePortfolio Initiatives

- The ePortfolio Advisory Council has completed the RFP process and Digication will become our new ePortfolio platform beginning in Fall 2015.
- Heather Caldwell, UAA English Instructor and Director of the Digital Composition Studio, was hired as our new ePortfolio Specialist. She will join Paul Wasko in leading the program starting January 5, 2015.

Staffing Notes

- The open instructional designer is posted and we hope to fill that position later this fall. It has been advertised nationally.
- Our Assistant Director of Professional Development position at has been posted. The committee will begin reviewing candidates in November.

INSTITUTIONAL RESEARCH

- October has been a busy month in Institutional Research. First, IR welcomed **Coy Gullett** from CTC. He joined the staff and will be responsible for developing fiscal dashboards for the University as well as other duties as assigned.
- The **2014 Fact Book** was completed and delivered around UAA. Extra Fact Book copies are available.
- Finally, **Fall 2014 Semester Opening Reports** have been posted to the IR web site. Feedback is always welcome as well as any custom reporting requests.

UAA/APU BOOKS OF THE YEAR

- Over 100 people attended visiting author **Blaine Harden**'s community conversation on "*Truth & Propaganda*" on March 23, facilitated by UAA faculty Don Rearden. Blaine Harden is the author of ***Escape from Camp 14: One Man's Remarkable Odyssey** from **North Korea to Freedom in the West***, a Books of the Year selection.

- **Read.Watch.Think.** is a series of films and dialogue about themes explored in Blaine Harden's *Escape from Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West*. November's **"Exile and Relocation"** theme includes:

  - **Tuesday, November 18, 7:00 pm, Alaska Public Media TV Studio**
    Film: *9500 Liberty* documents the first time in U.S. history that an Arizona-style immigration law was actually implemented and the surprising grassroots opposition that led to its repeal.
  - **Thursday, November 20, 6:00 - 7:30 pm, Anchorage Loussac Library's Ann Stevens Room**
    Follow-up community conversation facilitated by APRN's Lori Townsend.

UAA/APU BOOKS OF THE YEAR - *continued*

- **New 2015-16 UAA / APU Books of the Year Faculty Steering Committee -** This committee, appointed by Senior Vice Provost Renee Carter-Chapman, is responsible for selecting the theme and books for the next Books of the Year cycle, and will contribute programming and curriculum resources. The 2015-16 books and theme will be announced in March 2015.

    Anna Bjartmarsdottir, UAA/APU Consortium Library
    Rhonda Johnson, UAA, Health Sciences
    Sarah Kirk, UAA, College Prep & Developmental Studies
    Kristen Knudsen, UAA, Justice
    Gina Miller, APU, Liberal Studies
    Stephanie Morgan, APU, Statistics
    Kimberly Pace, UAA, Politic Science and Women's Studies
    Emily Paul, UAA, English
    John Dede, Program Director
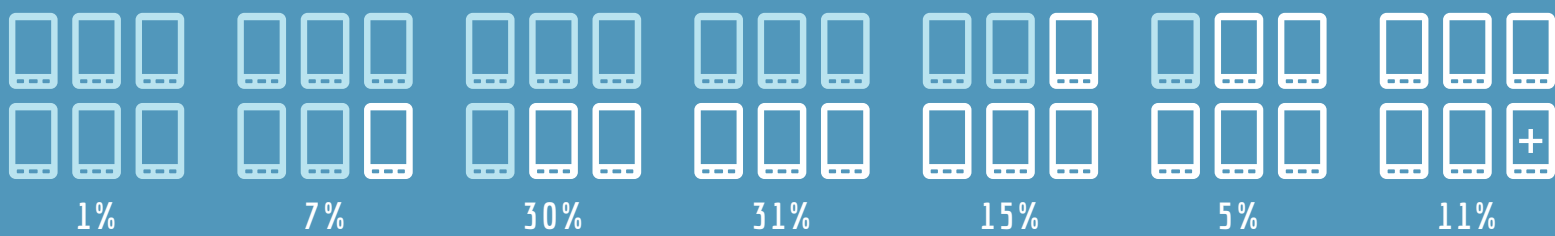   **Christina Gheen**, Program Coordinator

ECAR STUDY OF STUDENTS & TECHNOLOGY 2014

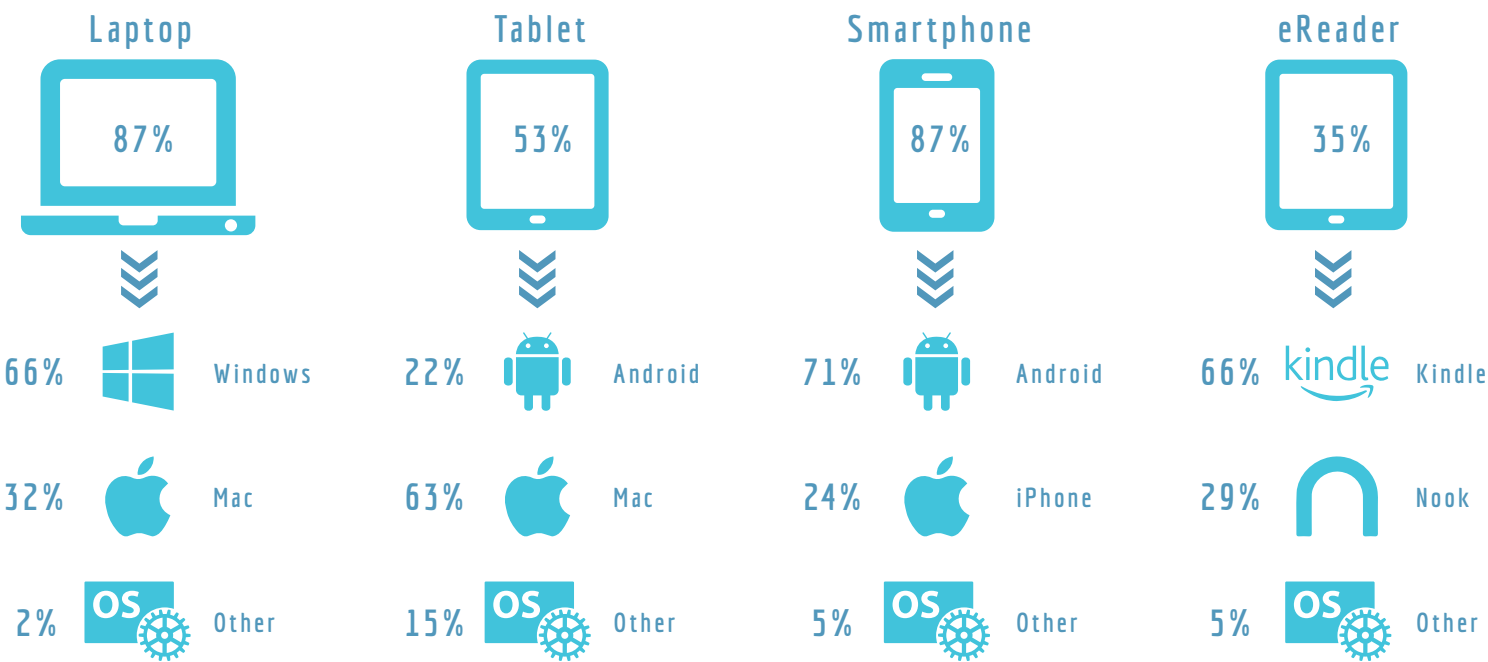EDUCAUSE Center for analysis and research | University of Alaska Anchorage Bechmarking Report

Survey participants: 329 (%'s based on total # of participants)

- 16% Freshman
- 22% Sophomore
- 20% Junior
- 30% Senior
- 12% Other

29% MALE

71% FEMALE

42% Part-time
58% Full-time

Number of internet devices that you own:

| 1% | 7% | 30% | 31% | 15% | 5% | 11% |

What devices and operating systems do you own and use:

Laptop
87%
- 66% Windows
- 32% Mac
- 2% Other

Tablet
53%
- 22% Android
- 63% Mac
- 15% Other

Smartphone
87%
- 71% Android
- 24% iPhone
- 5% Other

eReader
35%
- 66% Kindle
- 29% Nook
- 5% Other

How important are devices to your academic success:

- 35% Extremely
- 21% Very
- 28% Moderately
- 12% Not Very
- 4% Not at all
- 0% N/A

How many of you use devices for academic purposes:

- 29% Extremely
- 23% Very
- 22% Moderately
- 14% Not Very
- 12% Not at all
- 0% N/A
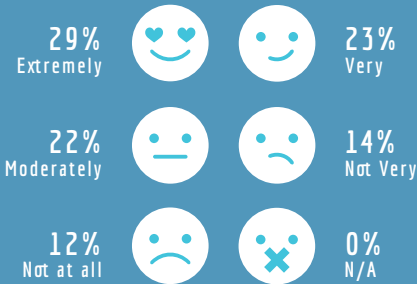
How you rate the academic support system:

- 17% Excellent
- 33% Good
- 15% Neutral
- 6% Fair
- 3% Poor
- 26% N/A
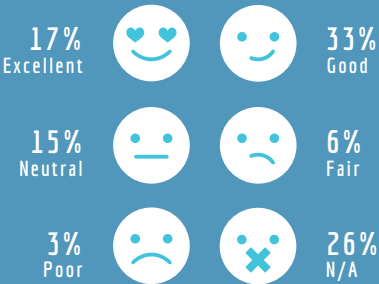
Accessing Course Content Satisfaction
85% / 15%

Wireless Satisfaction
69% Satisfied
31% Dissatisfied
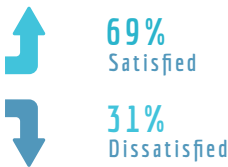
UAA Call Center Satisfaction
81% Satisfied
19% Dissatisfied

Overall Satisfaction
83% / 17%

How many of you have not taken an Online Course — 32%

68% — How many of you have taken an Online Course

November 2014

Report of the President

NWCCU mid-cycle accreditation site visit
Last week I participated in the NWCCU accreditation visit to UAA. While the official written report won't be sent to UAA for a few weeks, the feedback we received was generally positive and very useful. I believe the feedback will not only help us have a successful re-accreditation process in 2017, but also allow us to communicate with the UA Board of Regents and others the meaning and purpose of independent accreditation for our university.

Community campus coordination
There are two efforts underway to clarify the relationship between community campuses and main campuses, in particular around the authority to make decisions around faculty hiring and who teaches particular courses. One of these is a UAA-specific discussion, chaired by Bonnie Nygard, and another is a UA system-wide discussion being led by Vice President for Academic Affairs Dana Thomas. The UAA group is developing guidelines around the hiring of faculty to teach courses on community campuses and is looking at the UAF "Red Book" that specifies how that happens at UAF community campuses. The statewide discussion is around a statement of the role and mission of community campuses, which VP Thomas hopes to bring forward to the UA Regents in December. The latest draft of that statement, and a response and alternative from community campus directors, is attached to the senate agenda. I will share more information on both efforts when it is available.

Provost Search
The national search for a new UAA provost is underway. The position has been posted to a broad array of national sites and publications, and committee members have also been engaging in targeted outreach and recruitment efforts. All applications are going through the search firm consultant and not through UAKJobs. A copy of the search announcement is attached as an information item, and we hope that you will reach out to your colleagues across the nation. We want a strong pool of candidates! I can also connect interested applicants directly with the search consultant.

Faculty Alliance
As mentioned last month, the Faculty Alliance proposed a Common Calendar Task Force and strategy to President Gamble; this has been implemented. The task force consists of 4 faculty (including 1 rural rep), 3 Registrars, 1 administrator, and 1 technical representative (staff). Members were sought based on their familiarity with a variety of course delivery methods, student needs, accreditation requirements, needs and constraints of rural and urban campuses,

and familiarity with space needs and constraints. Faculty Alliance has since requested that 3 students be added to the task force, and has solicited nominations from the Coalition of Student Leaders. The task force charge was included in the October 2014 Faculty Senate report, but as a reminder, the task force will provide a brief preliminary report by December 1, 2014 to the President, Faculty Alliance, and university leadership. The final report will be due by February 16, 2015 and will include both a summary and set of recommendations and/or options for implementation of the calendar alignment mandate

The Faculty Alliance passed a motion concerning adoption of a common minimum admission standard for Baccalaureate programs across the UA System. The Faculty Senate leadership at UAF and UAA have returned it to Faculty Alliance with requests for clarification and some changes, but it appears likely that a common minimum standard will be adopted by December. (UAB will take up this discussion again on November 14).

UNAC meeting
The three faculty senate presidents and the Faculty Alliance chair were invited to meet with the UNAC Representative Assembly on October 25. While there were a number of items on the agenda, the major topic of discussion was the UA Board of Regents. A video of the interaction between Faculty Alliance Chair Dave Valentine and the BoR was shared at the meeting.

Visit to Mat-Su campus
Tara Smith and I met with faculty members at the Mat-Su College on October 14. We had a good (if too short) conversation after which I toured the campus with college director Talis Colberg. Everyone in Anchorage should plan on going to a show at the new Glenn Massay Theater when it opens later this fall – it's a beautiful facility!

Faculty Handbook Taskforce
I am still seeking Faculty Senate members and other volunteers for the Faculty Handbook Taskforce. The questions this taskforce will address include the following:
> 1) What is the unique content that should be included in the Faculty Handbook/Handbook site?
> 2) What existing information needs to be linked to the handbook/handbook site?
> 3) What is the best location for housing this document online?

Task force members will work with Marian Bruce on this task, and we expect it to be a relatively short time commitment.

UA Statewide Vice President for Academic Affairs and Research Search
The search for a new UA VPAA is also underway. That search is being led by Dr. Ashok Roy, Vice President for Finance & Administration/ CFO, University of Alaska System. Information on the search is as follows:

> The University of Alaska System (UA) invites letters of interest for the position of Vice President for Academic Affairs & Research (VPAA & R). UA seeks a visionary, collaborative and innovative leader who will identify synergies to build strong teams to support large, transformative academic and research initiatives.

Vice President for Academic Affairs & Research
Reporting to the UA President, the VPAA & R is the Chief Academic Officer of UA and directs the development and implementation of comprehensive strategies in keeping with the mission; represents the university to external funding organizations, school districts, partners and governmental departments/agencies; advises the President and Board of Regents on matters of academic policy, vision, and strategic planning; and helps implement "Shaping Alaska's Future." The position will work closely and collaboratively with the three chancellors, provosts, other vice presidents and faculty governance, as well key external stakeholders, including K-12 partners, the Alaska Workforce Investment Board, Alaska Department of Education and Early Development, the Northwest Commission on Colleges and Universities (the regional accrediting body for seven states, including Alaska) and many others.

University
The University of Alaska System consists of three separately accredited universities encompassing 16 campuses across Alaska. In Fall 2013 the University System enrolled 32,696 students for credit, and employed 4,502 full-time employees. The University has a rich tradition of supporting excellence in academics and research and service.

Qualifications
• 	Earned doctorate
• 	Distinguished record of academic research, teaching, and administrative leadership
• 	Exceptional leadership qualities
• 	Ability to create a vision, develop a strategic plan, and collaboratively lead its implementation across the UA System
• 	Understanding and knowledge of multicultural and diversity issues and their importance to the Alaskan community and the UA mission
• 	Experience with unionized faculty preferred

Application Process
The search committee invites letters of interest to be submitted to the University of Alaska President, Patrick Gamble, electronically to the following address: ua.president@alaska.edu, with a copy to the CHRO, Erik Seastedt, eseastedt@alaska.edu.

Priority consideration will be given to letters of interest submitted by December 31, 2014. Letters of interest received after this date may be considered at the discretion of the search committee and/or hiring authority.

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.

More information is at: www.uakjobs.com/applicants/Central?quickFind=85727

A. CAS

Chg	BIOL A662	Advanced Virology (stacked with BIOL A462)(3 cr)(3+0)
Chg	ANTH A615	Advanced Applied Anthropology (stacked with ANTH A415)(3 cr)(3+0)
Add	ANTH A654	Advanced Studies in Culture and Ecology (stacked with ANTH A454)(3 cr)(3+0)
Add	ANTH A654	Advanced Studies in Culture and Ecology (stacked with ANTH A454)(3 cr)(3+0)

B. CoENG

Chg	AE A603	Arctic Engineering (stacked with AE A403)(3 cr)(3+0)
Chg	AE A681	Frozen Ground Engineering (3 cr)(3+0)
Chg	AE A682	Ice Engineering (3 cr)(3+0)
Chg	AE A683	Arctic Hydrology and Hydraulic Engineering (3 cr)(3+0)
Chg	AE A684	Arctic Utility Distribution (3 cr)(3+0)
Chg	AE A685	Arctic Applications of Heat and Mass Transfer (3 cr)(3+0)
Chg	AE A689	Cold Regions Pavement Design (3 cr)(3+0)
Add	AE A698	Arctic Engineering Project (3 cr)(0+9)
Add	ME A651	Aerodynamics (stacked with ME A451)(3 cr)(3+0)

A. CAS

Chg	ENGL A109	Introduction to Writing in Academic Contexts (3 cr)(3+0)
Chg	BIOL A473	Conservation Biology (3 cr)(3+0)
Chg	BIOL A481	Marine Biology (3 cr)(3+0)
Add	BIOL A482	Spatial Ecology (3 cr)(3+0)
Add	BIOL A483	Exploration Ecology (3 cr)(2+0)
Add	BIOL A484	Experiential Learning: Exploration Ecology Field Study (4 cr)(0+8)
Add	BIOL A486	Evolutionary Biology (3 cr)(3+0)
Chg	BIOL A487	Comparative Anatomy of Vertebrates (3 cr)(3+0)
Chg	BIOL A488	Experiential Learning: Developmental Biology (4 cr)(2+4)
Chg	BIOL A489	Population Genetics and Evolutionary Processes (3 cr)(3+0)
Chg	BIOL A495	Instructional Practicum: Laboratory (1 cr)(0+3)
Chg	ANTH A454	Culture and Ecology (stacked with ANTH A654)(3 cr)(3+0)
Add	AKNS A230	Oral Traditions of Alaska Native People (3 cr)(3+0)

B. CBPP

Add	ACCT A422	Justice for Fraud Victims (3 cr)(3+0)

C. COENG

Add	ME A451	Aerodynamics (stacked with ME A651)(3 cr)(3+0)
Chg	AE A403	Arctic Engineering (stacked with AE A603)(3 cr)(3+0)

D. KPC

Add	FIRE A231	Firefighter II (4 cr)(2+6)

E. CTC

Chg	PRPE A108	Introduction to College Writing (3 cr)(3+0)

Data: September 4, 2014

To: Faculty Senate Executive Board
Cc: Bear Baker, Provost
          Bruce Schultz, Vice Chancellor for Student Affairs
          Eric Pedersen, Associate Vice Chancellor for Enrollment Services

From: Lora Volden, University Registrar
          Susan Kalina, Associate Vice Provost for Undergraduate Academic Affairs

Re: General University Requirement related to catalog year

Students may elect to graduate under the requirements of the catalog in effect at time of formal acceptance to a certificate or degree program or the catalog in effect at the time of graduation. (General University Requirement)

Issue:

In concurrence with best practice, the faculty at UAA engage in ongoing program improvements, including actively updating their curriculum in response to changes in their disciplines, results of their assessment processes, revised accreditation guidelines, and other factors. This is to be commended; however it calls into question the efficacy of the current policy related to a student's catalog year, quoted above.

Because students may choose only between the requirements at the time of declaring their major, i.e. the oldest set possible for them to choose or the requirements active at the time of graduation, i.e. the newest set, there are a whole set of issues that come about. Students who wish to utilize degree requirements that become effective after the student has been admitted find themselves unable to pick a catalog year or set of degree requirements that may fall somewhere in the middle of their time at UAA. Because students are given a new catalog year whenever they are formally admitted to a major, the current workaround for students is to "change their major" to something else (i.e. undeclared) and then change back to their original major- thereby putting themselves in the current catalog year. The other option is that the department and advisors submit numerous petitions to substitute current courses for previous degree requirements. This process is frustrating to students, staff, and faculty at minimum and creates an enormous amount of academic petitions and change of major forms.

Proposal

With the addition of DegreeWorks it is not difficult to perform audits and to advise students for any active catalog. Additionally DegreeWorks can be altered to reflect the student's chosen catalog year so that an accurate audit is reflected without the need to use "what if". Our proposal is to allow students to pick any catalog year within their five or seven year window for completion.

Proposed Catalog Change

Students may elect to graduate under the degree/certificate requirements of any catalog which was active during their completion period (5 years certificate/associate; 7 years baccalaureate/graduate). (General University Requirement)

MEMO:
TO: Lora Volden, UAA Registrar
FROM: Karl Pfeiffer, CAS Course and Curriculum Committee Chair *[signature]*
RE: JPC contact hour catalogue edits for

         JPC A201, JPC A203, JPC A204, JPC A211, JPC A212, JPC A213, JPC
         A342, JPC A343, JPC A343, JPC A344, JPC A345, JPC A368, JPC A369,
         JPC A384, JPC A385, JPC A442, JPC A445, JPC A483,

DATE: October 8, 2014
CC: Patricia Linton, Francisco Miranda, Joy Mapaye

*Approved on behalf of
the College of Arts & Sciences
Patricia Linton
Associate Dean*

        The CAS Course and Curriculum Committee met this afternoon to review the above noted courses for the purpose of correcting inconsistencies regarding contact hours. A recent audit of the proposed Spring 2015 course schedule, provided to the College of Arts & Sciences by the Registrar's office and Academic Affairs, identified a number of JPC courses in which the scheduled contact hours do not match the approved contact hours in the CCGs on file in the Curriculum Office. It appears that for a number of years these courses have been taught in a manner that does not conform to the CCG (i.e. increased lecture and decreased lab time). Faculty in the Department of Journalism & Communication have reviewed all of their curriculum to determine which courses require an update of the CCGs to reflect the way courses are currently taught or alternatively alteration of the Spring 2015 schedule to reflect the correct contact time.

        The Journalism & Public Communication degree is an externally accredited program. Changes in the way courses are delivered conform to the expectations of disciplinary accreditation.

        JPC is currently conducting a full review of their course content which they expect to bring to UAB during this academic year; however, the contact hour problem is more urgent, since the Spring 2015 schedule must be corrected. The CAS Course & Curriculum Committee approved the contact hour changes as proposed, and only those changes, without additional review and revision of course content. The department and the committee request that UAB accept the contact hour corrections, with the provision that the curriculum will be brought forward for full review during this year, in order to expedite the more urgent corrections to the schedule.

Committee Member	10/10	10/31
Utpal Dutta	X	X
Kevin Keating	X	X
Alberta Harder	X	X
Patricia Fagan	X	X
Marcia Stratton	X	X
Michael Lamb	X	X
Walter Olivares	X	X
Joel Condon	e	X
Sandy Pence	X	X
Kyle Hampton	X	X
Joan O'Leary	E	E
Francisco Miranda	X	X
Susan Kalina	X	X

- Approved BIOL A473, BIOL A481, and BIOL A489 as integrative capstones.
- Continued discussion of dual-category GER courses (ART A261, A2262, 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. Some other institutions allows dual category status but only allow a course to satisfy one requirement. Sandy will check with some past GERC/UAB members to see if more historical information is available. We may also send out a comment request to faculty for more input.
- A faculty forum was held October 24 to discuss adoption of the GELO outcomes. A consensus was made supporting a blended model (see graphic). This information was sent out on faculty list serve for comment. GERC plans to vote Nov. 14 and send the motion to UAB.

UA General Education Learning Outcomes	UAA General Education Learning Outcomes	UAA General Education Categories
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.	Communicate effectively in a variety of contexts and formats.	Tier 1: The UAA GERs begin with basic college–level skills enhancement in: • Oral Communication Skills • Quantitative Skills • Written Communication Skills
	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.	
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.	Adopt critical perspectives for understanding the forces of globalization and diversity.	
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.	Relate knowledge to the historical context in which it developed and the human problems it addresses.	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
	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.	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.
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.	Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.	

UAA Faculty Senate Academic Assessment Committee Nov. 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)
Dave Dannenberg Dir. Of Academic Innovations and eLearning to discuss on-line course quality.

Committee discussion(s)
Annual Academic Assessment Seminar participation feedback.
Role of colleges in the assessment process.
NWCCU mid-cycle accreditation site visit.

Motions

Informational Items
Co-Chairs meet with the NWCCU mid-cycle on-site visitation team Oct. 29 for a very productive and collegial discussion.

Programs whose assessment plans were reviewed during the period
Bachelor of Arts and Bachelor of Science in Computer Science presented by Dr. Frank Moore

Submitted by: Brian Bennett   Date: 30 Oct., 2014

October 10, 2014 ACDLITe Committee Report

Faculty Senate, November 2014

Committee Members:

Dave Fitzgerald (CBPP) Co-Chair - P	Getu Hailu (COE) - P	Todd Petersen (SOE) - P
Bruno Kappes (CAS) Co-Chair - P	Barbara Harville (CAS) - P	Annette Rearden (COH) -P
Naomi Everett (CTC) - P	Matt Kupilik (COE) - P	Lynn Senette (COH) - P
Amy Green (CTC) - P	Ed McLain (COE) –D	Ammie Tremblay (COH) - D
Jane Haigh (KPC) - D	Lynn Paterna (CAS) - P	

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

1. Guests CIO Pat Shier and AI&e Director Dave Dannenberg – Updates
    - ✓ **Pat:** Suggest ACDLITe review and comment upon the current IT projects and their related costs. The list has been distributed to committee members
    - ✓ Prioritization review created opportunities to improve IT operations, including the future of e-Learning
    - ✓ Addition discussion regarding the advantages and disadvantages of moving Blackboard to the cloud. Faculty Senate might be asked to vote on this decision in the near future
    - ✓ Any decision regarding changing to a different LMS will require a thorough investigation of needs and requirements
    - ✓ Negotiations with Microsoft are likely to result in Office 365 Pro Plus being available to faculty and students by the end of November

    - ➢ **Dave D:** The Hanover Group will send a professional development survey to all faculty members in early November
    - ➢ AI&e is quantifying the results of the student survey regarding their perception of IT at UAA
    - ➢ A small committee is being formed to develop an online consortium to address a digital strategy comparative to Quality Matters (QM)
    - ➢ The history and evolution leading to the adoption of QM was presented
    - ➢ QM has been used for the past five years and adopted by the KPC and Kodiak campuses as a design and evaluative metric
    - ➢ The e-Learning group evaluated several different methods of course design tools and chose QM, in part because it involves peer-review
    - ➢ QM does not look at content, but rather focuses on course design to assure students' success in navigation through courses
    - ➢ institutional licensing of QM was chosen because it saves money statewide
    - ➢ Adoption of QM is one of the strategies implemented to meet the impending NWCCU accreditation requirements for online courses

2. Further committee discussions regarding QM concerns:
    A. QM should not dictate how online courses should be taught at UAA
    B. QM should be used as a design tool as opposed to an evaluation tool
    C. QM often includes reviewers from other institutions; Are they all truly our peers? Are we outsourcing faculty development?

D. Faculty members are currently being asked to review courses developed by others, without receiving compensation for their time-consuming efforts

E. At the present time, participation in QM is totally voluntary, and it is ACDLITe's recommendation that it should remain voluntary

F. Whereas, the Faculty Senate Executive Board referred the controversy regarding the adoption of QM to ACDLITe. Based upon the committee's research and discussions; ACDLITe supports Quality Matters to be used as a voluntary design tool for e-learning.

3. The Graduate Academic Board requested that ACDLITe investigate creating a location for the posting of UAA software inventory by which faculty in different disciplines may be able to discover what is available on campus. After discussing the probable success rate of several different methods, the committee agreed that a request from IT Services to the deans and IT personnel in each college is the optimal method to obtain a comprehensive list.

4. Sub-committee assignments:

A. E-Learning luncheon - Todd, Aimee, Lynn P., Lynn S., Matt, Amy, and Naomi
The luncheon will take place in mid to late February 2015. Speakers and topics are still under discussion

B. Blackboard maintenance (ACDLITe) – Aimee Tremblay

C. Blackboard policy evaluation – Bruno

D. ELearning workgroup –Dave

E. F.S. Ad Hoc Committee to investigate e-faculty evaluation files - Bruno

F. LMS – Dave

G. Meeting Technology – Dave

H. UAOnline overrides

I. Website maintenance –Todd

Next Meeting: Friday, November 14, 2014
9:00 to 11:00 a.m. – IT Services Conference Room SSB120B

Budget, Planning, and Facilities Advisory Board (BPFA)

BPFA Report for the November 2014 Faculty Senate Meeting

The October meeting of BPFA was held on the 17th in SSB 250 from 1:30pm – 2:30pm.

Members Present: Jodee Kuden, Marcia Stratton, Sam Thiru (Chair), Sarah Kirk, Stefanos Folias, Sharon Chamard, Soren Orley, Chris Winfield

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

Space Management Policy
We have received the final draft of the Space Management Policy of Oct 14, 2014. The BPFA extensively reviewed the final draft at the Oct 17 meeting. The Committee commended the Associate Vice Chancellor Chris Turletes for drafting this policy as intelligible as possible. The members of the Committee are strongly endorsing the drafted policy with a request to increase the representation in the Facilities PBAC. The proposed composition of the F-PBAC has only one (1) University Assembly representative appointed from Governance to represent Faculty Senate, APT and Classified Councils. We are requesting to consider adding one faculty senator and one staff from APT/Classified Councils to the representative body.

Projected Budget Shortfall
We have invited the Budget Director Kelly Thorngren to attend the November meeting to brief us on the impact of the projected budget shortfall on UAA.

Proposed FY16 Budget
All campuses of UA have submitted the FY 16 capital budget and FY16 operating budget requests to the Board of Regents for approval.

November Meeting
The next meeting is scheduled to be held on Friday, Nov 21 in LIB 302A from 1:30pm – 2:30pm.

UNIVERSITY *of* ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508
Dr. Gabe Garcia & Mary Weiss, Co-Chairs

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY OCTOBER 17, 2014

E	Rachael Ball History	E	Zeynep Kilic Sociology		
E	Yong Cao Business	P	Sean Licka Art History		
P	Herminia Din Art Education	P	Marc Robinson Education (Mat-Su)		
P	Gabe Garcia Health Sciences, 1st Co-Chair	P	Mary Weiss Nursing, 2nd Co-Chair (Bethel)		
P	Rebeca Maseda Garcia Languages	P	Yelena Yagodina Mathematics		
P	Erin Hicks Astronomy	P	Jervette Ward English		
E	Wei-Ying Hsiao Education	P	Maria Williams Alaska Native Studies		
Consultants and Representatives					
___ Marva Watson, Director, Campus Diversity & Compliance Office					
___ Indigenous & Alaska Native Faculty Subcommittee Representative(s)					

P=Present   E=Excused   A=Absent

Meeting called to order by Gabe Garcia at 3:15PM and a quorum was established.

I.   Marva Watson discussed the Compact for Faculty Conference where there will be a presentation made to 900 scholars from a diverse ethnic backgrounds with the goal of recruiting new faculty.

II.   Motion to approve minutes of meeting of September 20. Motion made by Mary Weiss. Seconded by Sean Licka. Motion passes.

III.   Motion to approve agenda. Motion made by Rebecca Maseda. Seconded by Sean Licka. Motion passes

IV.   The committee discussed goals for the Faculty Senate Diversity Committee for 2014-2015

   i. Continue with the diversity dialogue planning. First 2104-2015 diversity dialogue will be held in January. Discussion as to how many dialogues to hold through the year.

   ii. Develop a mentorship program for faculty – November meeting we will plan for the faculty panel event that will be in January. Recommended to use the faculty listserv as one of the ways we can identify possible panel members and participants.

   iii. Create a database to assist with diversity issues- Database subcommittee will meet with Eric from the library who is developing a research faculty database to see if he can help with this; and if not, we will develop our own survey.

V.   Announcements

   i. Diversity Council co-chairs will meet with Marva Watkins and title Bruce Schultz at 11:30 - 12:30 PM on Tuesday to discuss DAC.
   ii. Next meeting will be at Alaska Airlines Center 3PM – 4:30 PM on November 21
   iii. Tuesday 6PM -7:30 special event: After Ferguson A panel discussion about justice for Michael Brown. One of the panelists will be Jervette Ward.
   iv. Filipino American History Month Event Celebration Saturday, October 18 3PM at Student Union

Meeting adjourned at 4:06 PM

University of Alaska Anchorage
Call for Nomination of Faculty & Staff to Co-Chair
the Development of the UAA Diversity Action Plan

Vision and Need

The University of Alaska Anchorage (UAA) supports an open access institution with a variety of academic programs that offer undergraduate and graduate certificates, and associate, baccalaureate, and graduate degrees in a rich, diverse and inclusive environment. The UAA Diversity Action Council (DAC), together with the Faculty Senate Diversity Committee (FSDC), believe that interaction among individuals with different sets of experiences, histories, attitudes, and backgrounds, sharpens debate and promotes intellectual excellence. DAC and FSDC strive for a campus ethos where the cultures and beliefs of all people are acknowledged, where diversity is respected, and where all people are valued and included.

The UAA 2017 Strategic Plan called for "building an institution distinguished as a diverse, engaged community of students, staff, faculty, alumni, and schools, colleges, and campuses . . ." The need to move forward with a comprehensive diversity plan is critical to inform the development of UAA's next strategic plan.

Along with other reasons for establishing a diversity ethos throughout the UAA enterprise, there remains a disparity of minority student retention and an underrepresentation of faculty of color. A Diversity Action Plan (DAP) for the UAA Anchorage campus will identify specific diversity goals and corresponding objectives to achieve the outcomes identified in the 2017 Strategic Plan. Such outcomes include, "Recruit, develop, and retain the highest quality faculty and staff to support our continuing drive for excellence in all dimensions of our mission."

The development of a formal Diversity Action Plan will function as a tangible expression of— and guidepost for—UAA's vision of being a place of "cultural, social, and intellectual diversity." Through the development of a Diversity Action Plan and realization of its goals and objectives, the University of Alaska Anchorage will serve as a model for Alaska by ensuring that inclusivity is at the center of all that UAA endeavors.

Leadership

To bring this initiative to fruition, the DAC and FSDC seek one faculty and one staff member with the following characteristics and abilities to co-lead the DAP development process:

- Established skills to work collaboratively by:
    - gaining the support of campus groups around issues of common concern;
    - consulting with the DAC, FSDC, UAA governance groups, and Chancellor's Cabinet;
    - communicating and working effectively within and across University divisions, departments and programs;

- being engaged across campus with knowledge of community campuses and their diverse populations; and
- making her or himself visible with students, faculty, staff, and the community at-large, which will require tact, diplomacy, and professionalism.

- Ability to provide effective and motivational leadership, direction and planning by:
  - ensuring positive, effective and ongoing communications with campus constituents,
  - providing voice for the multicultural issues to inform the future development of UAA's next strategic plan,
  - having broad knowledge of the UAA community and it's mission,
  - using strong analytical and assessment skills,
  - having demonstrated success in leading organizational change,
  - being skilled as process orientated facilitator, and
  - demonstrating excellent written communication and public presentation skill.

- Work effectively, sensitively and collaboratively in a multicultural environment by:
  - advocating for enhancement of programs to deal with broad diversity issues and services that actively seek inclusion of students, faculty and staff with diverse backgrounds, experiences and abilities; and social-economic status, and
  - possessing a sense of care for the improvement of the campus community and constituents.

Process

Developing a Diversity Action Plan for UAA as a collaborative process will bring together all constituencies—including students, staff, faculty, administrators, alumni, and other community members—to provide input into the drafting of the plan, as well as recommendations.

In consultation with the DAC and FSDC, the co-chairs will:
1) develop and facilitate a collaborative, campus wide process and realistic timeline for a creating UAA's Diversity Action Plan,
2) create a DAP Development Committee charge,
3) recommend to Chancellor Case DAP Development Committee membership from a representative cross section of the campus community,
4) establish subcommittees to support the development process
5) engage campus constituents in listening sessions that bring forth vision, needs and challenges, which are synthesized and focused over subsequent conversations, and
6) as a the final outcome of the DAP Development Committee, recommend for campus-wide endorsement:
   a. major goals for the UAA Anchorage Campus Diversity Action Plan,
   b. objectives to support each goal,
   c. resources needed to achieve each objective should also be identified, and
   d. measurable benchmarks which support success for underrepresented students, staff and faculty.

Project Timeline

Universities and colleges across the nation, who have developed Diversity Action Plans, have done so only after hundreds of reviews within and outside of their various institutions. This same process at UAA will no doubt require intense engagement and significant time. It is anticipated that investing a full calendar year will be required to develop this plan. Lead facilitators will need the approval from their respective department chair/supervisor and college dean/associate vice chancellor to accept this service commitment.

Once complete, Chancellor Case, through his Cabinet and governance groups, may set a timeline for the development of the unit-level strategic action plans, which will bring the DAP to life.

Nominations and Questions

Faculty nominations should be sent to the Faculty Senate Diversity Committee co-chairs:
Associate Professor Gabriel Garcia, or
Associate Professor Mary Weiss

Staff nominations should be sent to the Diversity Action Council co-chairs:
Director Marva Watson, or
Vice Chancellor Bruce Schultz

Self-nominations are welcomed. The deadline to submit nominations is March 28.

For more information or to request a confidential conversation to explore this opportunity further, please contact any of the following:
Associate Professor Gabriel Garcia
Associate Professor Mary Weiss
Vice Chancellor Bruce Schultz
Director Marva Watson

University of Alaska Anchorage

Institutional and Unit Leadership Review Committee (IULRC) Report
November 3, 2014

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 past month the Committee has tested the new survey via Qualtrics on a small faculty panel and will do so again before surveying the faculty at large. During these tests, several technical questions have surfaced that must be resolved; these do not appear problematic and will be detailed in the Committee's next report, if needed.

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, November 7th, in SSB 366.

Prepared by Larry Morris Foster (Dept. of Mathematics & Statistics).

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE
October 3, 2014

- ATTENDANCE. Gina Miller, Amanda King, Nancy Nix, Doug Kelly, Steve Rollins. Ina Hartman, Kathy Cronen, Anna Bjartmarsdottir

Invited Guest: Kelly Donnelly from Development

- wants to know who's interested in the library and what projects people in the community want to see at the library

- not just interested in raising money, but also finding collections, books, and materials from community members
- Deans Report.
  - Library staff will join us next month to discuss Institutional Repository in more detail
  - Update on Banned Books Week
  - Update on Patent Disclosures for UAA (currently 42 articles in library related to local patents)

- SUBCOMMITTEES REPORT
  LIBRARY AS PLACE (LP):
  - landscaping/indoor plan
  - north entrance has no construction timetable because it hasn't gone out to bid
  - would like to expand pedestrian space at the north entrance
  - need to add arctic entrance to north entrance
  - north entrance will eventually house a supplementary circulation desk

  LIBRARY RESOURCES (LR):
Goals this Year:
  - increase the visibility of e-books this year
  - promote Institutional Repository
  - examine Lib Qual results in the spring
  - increase Blackboard visibility for library by adding specific library liaison contact info

  LIBRARY SERVICES (LS):
Goals this Year:
  - write and send newsletter about available library services
  - support Institutional Repository activities
  - update PSAs for marketing library services
  - consider local questions about services from Lib Qual survey results in spring

- **NEXT MEETING: November 7, 2014 in CL 302A, 11:30 am – 1 pm.**

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

REPORT FOR OCTOBER 2014 TO UAA FACULTY SENATE

Membership

Members of the 2014-2015 SASS Committee are Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Sara Juday, Linda Morgan, 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

During the September 19, 2014 SASS meeting, the Committee discussed Senate actions since the April 2014 meeting, including program prioritization and course sequencing for the e-catalogue. Further discussion of goals was postponed at the 10/17/14 meeting. Current goals are for the 2014-2015 academic year follow.

1. Review prior years' goals since 2002. Assess accomplishment, continued priority, or discontinued priority. Status: Ongoing. Particular emphasis for 2013-2014 – UAA's *Increasing Student Success: Focus on Attrition* (2003) study.

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.

4. Review, discuss, recommend/endorse latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being "college ready." Outcome: summary report to Senate. Status: Incomplete. SASS would like to invite an ASD representative to serve on the committee.

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.

7. Advocate for transparency and predictability in course sequencing. Ongoing.

8. Advocate for the development of more effective self-advising tools. 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.

Co-Chair Summary: The SASS Committee met for the second time of the 2014-2015 academic year on October 17, 2014. Minutes are attached. SASS will be meeting with Susan Kalina, Vice Provost for Undergraduate Academic Affairs, to discuss course sequencing and related issues, during the next 11/21/14 SASS meeting.

Student Academic Support and Success (SASS)
Friday, October 17, 2014
ADM 101A, 2:30-4:00 PM
Meeting Minutes

Present: Connie Fuess, Jo Gottschalk, Trish Jenkins, Linda Morgan, Kamal Narang, Galina Peck, Karl Pfeiffer (Co-Chair), Tom Skore, and Sharyl Toscano (Co-Chair). Excused: Tracey Burke, Ruth Terry.

I.   Old Business
    a. Minutes from 9/19/14 SASS meeting were reviewed and approved.

II.   New Business
    a. Linda discussed ongoing issue of student connection to SASS. She will attempt to serve as liaison between SASS and Student Government.
    b. SASS schedule for the 2014-2015 school year: 11/21/14, 1/16/15, 2/20/15, 3/20/15, 4/17/15
    c. Review 2013-2014 Committee Goals and establish 2014-2015 goals. Postponed for future discussion.
    d. Sharyl raised the issue from the last Faculty Senate Meeting re: priority registration.
    e. Kamal presented current UAA policy re: student absences for sports and other university sponsored activities. SASS will explore options for broader training/dissemination of UAA policy, and explore whether SASS should recommend changes to policy. He also presented peer university policies re: the above. SASS would like to discuss this further with Athletic Department representatives (Keith Hackett ad Dede Allen.)

III. Open Agenda
    a. Next meeting will be held in ADM 102.
    b. Susan Kalina will meet with SASS on 11/21/14 to discuss course sequencing and related issues.

IV.   Adjourn: 4:00 PM

Committee for Community Campuses Report

November 7, 2014

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

Larry Foster	Henry Haney	Mark Schreiter
Debi Fox	Brian Partridge	Pete Snow
Mike Hawfield		

Contact information:

Name	Email	College
Larry Foster	lmfoster@uaa.alaska.edu	CAS
Debi Fox	dhfox@matsu.alaska.edu	MatSu
Henry Haney	hwhaney@kpc.alaska.edu	KPC/KRC
Mike Hawfield	mchawfield@kpc.alaska.edu	KPC/KBC
Brian Partridge	bcpartridge@kpc.alaska.edu	KPC/KBC
Mark Schreiter	maschreiter@kodiak.alaska.edu	Kodiak
Pete Snow	pmsnow@kpc.alaska.edu	KPC/KRC

The Committee for Community Campuses met on October 3, 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 will meet again on November 19, 2014. When the necessary information is obtained from this group, CCC will move forward on this initiative.

Next Meeting:

Friday, December 5, 2014
Following Faculty Senate meeting

Academic Honesty and Integrity Committee
October 6 and October, 2014 Meetings

Members: Dede Allen, Paola Banchero, Kathy Bilton, David Bowie (Co-chair), Sally Bremner (Co-chair), Clare Dannenberg, Mari Ippolito, Megan Kolendo, Jeff Laube, Ganhu Lu, Shiosha McDonald, Carri Shamburger, Jennifer Stone, Michael Votava, Corrie Whitmore, Jacque Woody, and David Yesner.

Faculty Guide to Student Academic Integrity:
Members made final revisions to the draft documents (folder and insert) for the print publication. to be distributed once the Student Code of Conduct, Part 1, is finalized. A PDF version is available at http://www.uaa.alaska.edu/deanofstudents/upload/SAI_FacultyGuide_Online-1.pdf.

Outreach to Potential Campus Partners:
Page Brannon, Head of Instruction and Reference at the Library and Chair of the Information Literacy Interest Group (ILIG), and Judy Green, Director of Café, visited to talk about their work, and how our groups could collaborate.

Better preparation for students faced with writing research papers is a critical need across the campus but right now, there is no one course or mandated orientation activity that ensures students are exposed to such training. This should be discussed campus-wide. Information literacy standards for higher education are being currently revised. We may have the opportunity for input. Page mentioned the Atomic Learning modules now accessible via the libraries databases. These include training in APA and MLA style which will be good resources for students to learn about citing. Our new Academic Integrity Tutorial has less focus on citing now, so we want to provide alternate resources on this. We plan to talk to Kathy Bilton, Director of Student Academic Support Services, at a later date.

Café offered to schedule a Spring session for us to tell faculty about our new Faculty Guide and AI Tutorial, and suggested we participate in the new faculty orientation next fall. Since then Café has announced a webinar, *Cheating Online: How to Prevent, Detect and Deter Dishonesty*, to be held on November 18 from 11 to 12:30pm in LIB214. Michael Votava will answer questions re. UAA efforts following this session and Sally will also attend to provide handouts about our Faculty Guide and the AI Tutorial. Café will likely run this webinar again in spring.

Student Conduct Officers Project
Michael Votava recently received approval for eligible members of our Intervention Subcommittee who were trained last spring, to start reviewing lower level cases of suspected academic dishonesty. Consequently the AHI Committee will resume meeting in subcommittees on November 3rd. Our meeting schedule has been revised to include both subcommittee and plenary meetings for the rest of the 2014-2015 academic year.

Updating of Academic Honesty Pages on Consortium Library website
The Prevention subcommittee is embarking on this project

Next Meeting: Monday, November 17, 2014, at 8:30 a.m. for individual subcommittees.

Submitted by Sally Bremner, Co-Chair.

Committee on Research and Creative Activity (CORCA)

Report to Faculty Senate

1. The October 20 meeting of the Faculty Senate Committee on Research and Creative Activity (CORCA) was held at 10:15 a.m. in Dr. Helena Wisniewski's office in the Diplomacy building.

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, Randy R. Moulic, and Rachael I. Ball.

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

a) The committee discussed with Dr. Wisniewski about institutionalizing the research week focusing on faculty as well as graduate student research. The discussions on when/where to hold the research week will continue into the next couple of meetings. Moreover, the committee decided to invite a member of the graduate student council to the next meeting.

b) A discussion on a potential survey about what research means to faculty took place. Committee members Dr. Kim and Karahan agreed to work on one.

c) How to continue the recent momentum research and creative activity had into a sustainable path in terms of commitments and resource allocations was discussed.

To: Diane Hirshberg, Faculty Senate President

From: Bill Myers, Chair, General Education Requirements Assessment Task Force (GERA)

Re: Report Faculty Senate

Date: November 3, 2014

Summarized below are the Fall 2014 activities of the General Education Assessment Task Force (GERA), to date.

Membership:

Shawnalee Whitney, CAS		Andrew Metzger SOE		Herminia Din, CAS	
Brian Partridge, KPC		Kathryn Ohle, COE		Susan Kalina, Ex-officio, Vice Provost	
Megan Ossiander-Gobielle, CTC		Deborah Mole, LIB		Maria Stroth, OAA	
Suzanne Forster, CAS		Kyle Hampton, CBPP		Jackie Cason, CAS	
Sandra Pence, Faculty Senate		Bill Myers (Chair), CAS		(currently vacant) Student Rep.	

1) Participation in the GERC/GELO Open Forum on General Education Outcomes:
Members of the GERA task force were active participants in the GERC/GELO open forum on UA and UAA General Education learning outcomes, where the blended model achieved universal consensual support of those present. See the Faculty List-serve email of October 31, 2014 for more details.

2) Participation in the Mat-Su College Assessment Summit: Bill Myers, GERA chair, and Maria Stroth, OAA, participated in Mat-Su College's Assessment Summit. A national speaker, Dr. Janice Denton, gave an excellent presentation on several models of curriculum mapping for assessment of General Education programs, which could be of use for assessment of UAA's GERs. Mat-Su faculty and staff were quite interested in how this would apply to their AA program, and other programs. (10/31/14)

3) Participation in the NWCCU Accreditation Mid-Cycle Site Visit: Several members of the GERA task force, along with members of the AAC, met with NWCCU accreditors for their Mid-Cycle Site visit (10/29/14) to discuss past, current and future assessment plans and processes for individual program, AA and the GERs here at UAA. One take away is that we all need to make explicit and include in our documentation how our work ties in with the UAA Core Themes.

4) Continued work on the GERA Motion: The task force has continued its work towards the GERA Faculty Senate motion that was passed at the May 2014 Faculty Senate meeting. The motion calls for the committee to work on developing a sustainable GER assessment process at

UAA, as well as laying the groundwork for a proposed standing faculty body and a Faculty Fellow position to oversee the GER assessment process.
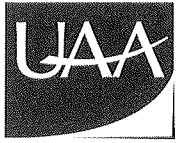
4) Annual Academic Assessment Seminar:
The General Education Requirements Assessment Task Force (GERA), along with the ACC (Academic Assessment Committee) helped to plan, organize and run the Second UAA Academic Assessment Seminar on Friday, September 12, 2014. GERA ran a morning workshop entitled, "Engaging the Institution in GER Learning Outcomes Assessment: Workshop on Next Steps in Building a Sustainable GER Assessment Process at UAA." The seminar was well attended, with over 80 participants signed up from across the UAA system. One of the clear messages coming out of the seminar was the need to communicate everyone involved what are the UAA GER student learning outcomes, why they are important, and why both faculty and students should be invested in teaching and learning directed towards those outcomes.

5) Please do not hesitate to contact committee members and/or Chair, Bill Myers with questions, suggestions, and comments. Further information can be found on the GER Assessment Task Force website listed below:

   http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm

Facilities & Campus Services
UNIVERSITY of ALASKA ANCHORAGE

Date: October 13, 2014

To: Faculty Senate Executive Board, Classified Council, APT Council

From: Chris Turletes, Associate Vice Chancellor for Facilities & Campus Services

Re: Space Management Policy

In FY13 UAA underwent a space utilization review by the firm Sightlines. Key conclusions from the review indicated teaching space utilization peaked around 58%. Approximately 60% of all teaching space on the Anchorage campus is departmentally scheduled. The Sightlines database average for department control is around 25%. The low classroom utilization that UAA experiences translates into inefficient resource allocation – empty classrooms continue to consume energy and must be maintained. Improved utilization ensures these costs contribute to the mission of the institution.

The Sightlines study also determined the amount of gross square footage of underutilized space is a large waste of university resources. Legislative intent language from the 2014 Legislative Session indicated a strong emphasis from law makers for the university to better utilize existing facilities before asking for new construction funds. Shaping Alaska's Future includes a focus on space use. This draft Space Management policy is an effort for UAA to more effectively manage space.

The essential aspects of the policy are to:

1) Establish the principle that all space is owned by the campus, not departments/colleges. Space is assigned to departments/colleges for their use.
2) Changes to the structure of the Facilities PBAC to provide broader representation and greater oversight over space management.

Included with the draft policy is a framework of standards/procedures that will follow the policy. These are specific areas that were identified during the development of the policy and are to be furthered after the policy is approved.

This has been presented to both the Provost and Vice Chancellor for Administrative Services. They agree in concept, but wanted Governance to have a chance to review for comment and/or endorsement.

We are glad to come to present the policy and answer any questions.

Purpose   To provide the common vision for management of space in facilities and structures owned or leased. This policy ensures that available space fulfills the University's mission, vision, and goals in the Strategic Plan and is compliant with Board of Regents policies.

Applicability   This policy applies to all entities having responsibilities for space within the Anchorage properties of the University. Other UAA campuses may adopt the policy as appropriate.

Definitions   Space – A covered contiguous area enclosed on all sides by walls or imaginary boundary lines where a wall does not exist (referred to as "phantom walls"), that accommodates a single use; such defines the smallest discrete spatial unit or data element used, tracked and analyzed in the institution's space inventory. A space may be part of a room, and a room may contain several spaces. (PEFICM 2006)

Academic Space – All designated space for UAA class or course delivery included in PEFICM categories: 100-Classroom Facilities; 201-249 Teaching Laboratory Facilities; 400-Study Facilities; and 500-Special Use Facilities (in support of educational curricula).

Space Standards – A documented standard allocation of square footage to each position or function within an organization. It provides a basis for projecting space requirements as well as control actual allocation of space in organizations.

Space Utilization – An indicator used to determine how efficiently available space is being used and is a function of frequency and occupancy rates.

Responsibilities   1. Chancellor – Maintains ultimate authority for space management decisions for the University.

2. Facilities Planning and Budget Advisory Committee (F-PBAC) -- Formulates recommendations concerning assignment or reallocation of space at all levels on the basis of campus and program priorities, the strategic and campus master plans, actual utilization, and overall need. Reviews space management standards and recommends changes to University leadership.

3. Planning and Budget Advisory Council (PBAC) -- Assesses recommendations from the F-PBAC subcommittee to ensure consistency with University priorities. Presents contentious requests to Chancellor.

4. Central Scheduling (currently Registrar's Office) – Responsible for oversight and coordination of scheduling of all classes in academic space, and scheduling special events in designated centrally scheduled space for faculty, staff, student and public use.

5. Departmental Scheduling (with Designated Point of Contact) – Responsible for coordination of scheduling all academic space assigned to their department.

6. Space Planning (Facilities Planning & Construction - FP&C) -- Responsible for receiving, analyzing, and validating space requests. Compiles valid requests for presentation to the F-PBAC on an as needed basis, but no less than once a semester. Maintains database of space usage across the MAU. Maintains space management standards and conducts reviews periodically.

Policy

1. **All space is campus space.** The institution has the fiduciary responsibility to optimize the utilization of space. This is essential to minimizing costs while best executing our mission of educating Alaskans.

    a. No College/School/Departments or Administrative Activities own space. Rather, the University owns space and Chancellor allocates and/or assigns space to those activities/parties with responsibility for oversight and administration of the space.

    b. Colleges/Schools/Departments/Activities do not have the authority to change or alter physical space without FP&C acknowledgement and approval.

    c. Colleges/Schools/Departments/Activities must coordinate categorical changes in space usage with FP&C.

    d. All academic space (centrally or departmentally assigned) will be scheduled through a central enterprise tool. Departments and others may also use this tool for scheduling their space for event and meeting purposes.

    e. Guidelines for assigning and scheduling space will be identified in the Space Standards and Utilization Guidelines. Priority for scheduling academic activities in locations other than designated Academic Space will be reviewed and approved by the F-PBAC.

    f. Environmental Health & Safety and Risk Management Support (EHSRMS) will assess all non-standard activities and events for risk analysis and insurance coverage, especially for non-UAA entities. Classroom, laboratory, and other educational activities will be assessed initially and reviewed periodically for risk appropriate to space usage.

g. Outside space will also be assigned and scheduled in compliance with Space Standards and Utilization Guidelines, with activities assessed by EHSRMS for associated risks to participants, passersby, surrounding facilities, and grounds.

h. Auxiliaries shall obtain space required to perform services or provide goods in accordance with this policy. Following occupation, Auxiliaries shall ensure that maintenance for this University space is funded and space is maintained to appropriate standards.

2. Facilities PBAC (F-PBAC). The composition of the F-PBAC will be:

a. The F-PBAC shall be co-chaired by senior representatives of the Provost Office and Facilities and Campus Services.
b. The F-PBAC shall be composed:
1) Three (3) representatives from Colleges and the Library, at least one of which must be a Faculty member, as appointed by the Provost,
2) One (1) University Assembly representative appointed from Governance to represent Faculty Senate, APT and Classified Councils,
3) One (1) Student Governance representative,
4) One (1) Administrative Services representative,
5) One (1) Student Affairs representative.
c. Appointed members will have a term of two years.
d. Ex-officio positions will be defined and filled as necessary to support the functionality of this Committee, and appraised with the periodic review of this policy.

3. This Policy will be periodically reviewed, revalidated and updated as necessary, but not more than two (2) years from the initial signing or last review date.

Supporting Documents

Postsecondary Education Facilities Inventory and Classification Manual (PEFICM), 2006.

Board of Regents Policy 05.12 – Capital Planning and Facilities Management

Supporting Standards and Procedures

Effective Date – xx/xx/xx
Supersedes all previous policy versions.

Framework Standards/Procedures for Space Management
(To be developed)

Appendix A. Space Standards and Utilization Guidelines (Responsibility of FP&C)

1. Space Allocations and Assignment Standards

    a. Types of Space (FICM Definitions and correlation)

    b. Priority of Allocation.

    c. Review of Assignment

        1) Permanent Space
        2) Temporary Space

    d. Space Audit.

    e. Request Process.

2. Space Utilization Guidelines

    a. Scheduled Space

        1) Centrally Scheduled
        2) Departmentally Scheduled
        3) Common Areas

    b. Non-Scheduled Space

        1) Academic Space
        2) Administrative Space
        3) Support Space

    c. Reporting

Appendix B.   Physical Space Inventory System Procedures (Responsibility of FP&C).

   1.   PEFICM 2006 (standard for HE space mgmt.)

   2.   AiM Space Management System (our tool)

   3.   Physical Inventory Frequency (100% validation/biannually process)

   4.   Add/Delete/Change/Move Process (physical space/use classification)

Appendix C.   Classroom Scheduling Procedures (Responsibility of Enrollment Services)

   5.   Time blocks
       a)   Standard blocks
       b)   Non-standard blocks
       c)   Double blocks

   6.   Priorities of Use
       a)   Academic
       b)   Other University Activities
       c)   Community (Public/Private)

   7.   Enterprise scheduling system (25Live)

   8.   Utilization and Incentives

Appendix D.   Conversions and Alterations Procedures. (Responsibility of FP&C)

   1.   Changing purpose of space

   2.   Changing attributes of space
       a)   Dimensions (size)
       b)   Ownership vs coordinated upgrades
       c)   Furniture upgrades – classroom vs admin space
       d)   IT upgrades
       e)   Classroom upgrades by depts/colleges/ schools

Space Utilization Improvement Plan (FY14/15)

1. Communication Plan with Advancement and Governance
2. Implementation of enterprise scheduling software
3. Space Utilization and Metrics
4. 100% Physical Space Inventory

Leadership Profile

University of Alaska Anchorage

Provost and Vice Chancellor of Academic Affairs

This search is being assisted by:

ACADEMIC SEARCH

The University of Alaska Anchorage (UAA) invites applications and nominations for the position of provost and vice chancellor of academic affairs. UAA is a vibrant, growing comprehensive public university that offers programs ranging from associates to doctoral degrees. The largest institution in the University of Alaska system, UAA is located in the state's largest city and sits on the traditional lands of the Eklutna Dena'ina people. The provost is the chief academic officer and is administratively responsible for all academic departments and programs, while also serving as a key member of UAA's senior administrative team. The new provost is expected to assume office no later than July 2015.

THE UNIVERSITY OF ALASKA ANCHORAGE (UAA)

UAA is located in the heart of Alaska's largest city and is the state's largest post-secondary institution, serving more than 20,000 students. UAA is a comprehensive university consisting of a campus in Anchorage, four community campuses in south-central Alaska, and several extension sites in rural communities and on military installations.

UAA is comprised of seven teaching units at the Anchorage campus: the Colleges of Arts and Sciences, Business and Public Policy, Education, Engineering, and Health; the Community and Technical College, and the University Honors College. There are four community campuses: Matanuska-Susitna College, Kenai Peninsula College, Kodiak College and Prince William Sound Community College.

This is an exciting time at UAA. Research and creative activity, along with supportive infrastructure are expanding rapidly. The main campus features state-of-the-art research and teaching facilities in new science, health and (soon to open) engineering buildings along with a new 5,000 seat athletic arena. The Kenai Peninsula College has new residential facilities and a new advanced career and technical center featuring a large, process simulator. The 30,000 square foot Valley Center for Arts and Learning is set to open at the Mat-Su campus this fall.

UAA will begin accepting students into its second doctoral program this fall, the first Doctor of Nursing in the state of Alaska, and has recently completed a program prioritization review which is guiding a process of aligning and strengthening academic programs across the main campus. Following its participation in the American Council on Education's Internationalization Laboratory, UAA is building strategic partnerships, such as the new 1+1 MBA program with

Nankai University, a leading Chinese institution. UAA's Experimental Economics Program includes a fully equipped experimental economics lab and was recently ranked in the top 10% of experimental economics programs worldwide. Along with the Stevens Institute of Technology, UAA is co-lead of a new $15 million Homeland Security Center of Excellence for Maritime Research (CMR), and is reaping the benefits of a $15 million gift for the ConocoPhillips Arctic Science and Engineering Endowment.

The University offers a broad array of academic and career pathway programs, including associate's, baccalaureate, master's and doctoral degrees, as well as vocational and professional certificates in more than 150 major study areas, including arts, sciences, business, education, human services and health sciences. UAA was one of the first to be designated a Community Engaged University by the Carnegie Foundation for the Advancement of Teaching. Additionally, UAA is designated as the "Health Campus" for the entire UA system.

The University of Alaska Anchorage is part of the University of Alaska (UA), a public state system of comprehensive universities (alongside the University of Alaska Fairbanks and University of Alaska Southeast) which include community campuses. UAA is fully accredited by the Northwest Commission on Colleges and Universities. In addition, many of its colleges and academic programs are individually accredited through national professional accreditation organizations.

Mission

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement and creative expression. Located in Anchorage and on community campuses in South-central Alaska, UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate's, baccalaureate and graduate degrees in a rich, diverse and inclusive environment.

For additional information about UAA, please visit www.uaa.alaska.edu/ or www.uaa.alaska.edu/academics/degrees.

ABOUT ANCHORAGE

Anchorage, with an ethnically diverse population of over 300,000, offers a lively intellectual and cultural life, including opera, jazz, symphony, theatre, art events, a rich variety of cuisines, and

unparalleled recreational opportunities. Nestled between the Chugach Mountains and Cook Inlet, Anchorage residents enjoy a moderate, maritime climate. The average winter temperature is around 20 degrees Fahrenheit and the average summer temperature is around 70 degrees Fahrenheit. On Summer Solstice, Anchorage has around 20 hours of daylight, and on Winter Solstice, it has about five and a half hours. The city offers ready access to state and national forests and parks, year-round outdoor recreation, and unsurpassed natural beauty.

Anchorage is Alaska's largest city—about the same size as St. Paul, MN; Corpus Christi, TX and Riverside, CA. Known for its exceptional quality of life, residents have access to world-class arts, entertainment, fine dining and recreational activities. A culturally diverse city, Anchorage is one of the 100 largest school districts in America, and its students speak 94 different languages in their homes, including Spanish, Hmong, Samoan, Filipino and Yup'ik. Minority students comprise more than 50 percent of the Anchorage School District student population. There are more than 60 elementary schools, 10 middle schools, eight high schools and eight charter schools.

Anchorage has a network of 259 miles of hiking, biking, skiing and dog-mushing trails. The city also has more than 120 municipal parks, including Kincaid Park where over 25 major events have been held, including national level competitions for the selection of the U.S. Olympic Teams for X-C skiing and for Special Olympics; the National Masters X-C Skiing Championships; and the NCAA National X-C Skiing Championships.

Businessweek.com recently ranked Anchorage as the tenth-best city in America. With assistance from Bloomberg Rankings, Businessweek.com evaluated 100 of the country's largest cities based on 16 total criteria. According to the website, Anchorage received its high ranking partially because of the high number of parkland acres per person as well as the best air quality. The announcement also mentioned Anchorage's relatively low unemployment, a high median income, and a low rate of foreclosures.

For additional information about Anchorage, visit http://www.anchorage.net/ and http://www.muni.org.

THE POSITION OF PROVOST AND VICE CHANCELLOR OF ACADEMIC AFFAIRS

Responsibilities: The provost, as chief academic officer, reports directly to the chancellor. The provost provides academic vision and leadership; supports excellence in teaching and curricular development; facilitates faculty evaluations, program review, accreditation and assessment; and guides the enhancement of UAA's reputation for scholarship, research and community engagement.

Reporting directly to the provost are: The College of Arts and Sciences, the Community and Technical College, the College of Education, the College of Business and Public Policy, the College of Health, the College of Engineering, the University Honors College, the Consortium Library, the Office of Undergraduate Academic Affairs, the Office of Research and the Graduate School, the Office of Health Programs Development, the Alaska Native Science and Engineering Program, Academic Programs and Assessment, Institutional Effectiveness, Engagement and Academic Support, Faculty Services, and the Center for Economic Development. In addition, the provost is a primary liaison with the four community campuses.

LEADERSHIP AGENDA FOR THE NEW PROVOST

Promoting a Strong Academic Program

UAA seeks strong and definitive leadership for its academic programs. A key to this leadership will be to establish a full understanding of the people, programs and relationships that constitute the UAA community. The provost should engage in transparent leadership that fosters a strong sense of trust and respect from faculty, staff, administration, and students. He or she will engage in discussions around a wide range of educational issues including how to support the teacher scholar model, as well as how to create a place for career preparation programs, professional schools, solid graduate programs, and the liberal and fine arts within the context of a comprehensive university. The new provost will be expected to help improve

existing programs, maintain current resources and develop new ones that will help the university realize its commitment to providing students the finest quality programs and to serving the state of Alaska. The provost will recognize the academic, research and creative activity opportunities made possible by new and expanded facilities and lead the university in building on these. The provost will also provide the traditional bridge

between faculty and all other UAA constituencies, advocating the centrality of the academic program while working to further integrate all campus communities.

Meeting Financial Challenges

As new economic realities impact all of higher education, the provost will need the fiscal acumen to enable strong financial management across all areas of the university's academic and administrative programs. As state resources continue to be constrained and aspirations are weighed against resources, the provost will be asked to oversee reliable operating budgets, build strategic academic business models, identify new and existing resources for program and infrastructure investment, and lead a conversation about potential new revenue streams. The university is currently undergoing a prioritization exercise which will result in the reallocation of resources and the new provost will be charged with overseeing the implementation of the faculty led study. Development and fundraising will be a part of the provost's responsibilities as s/he will be expected to work with the chancellor and the deans to articulate the strengths and needs of the academic programs to potential donors. The provost will also champion the needs of UAA to the Alaska Board of Regents and the legislature as all three UA institutions vie for limited resources.

Serving the Larger Institutional Goals

The provost serves as the chief academic officer and reports directly to the chancellor. The provost will be a member of the Chancellor's Cabinet, establishing the academic priorities that will define the future direction in which UAA wants to move. The pivotal nature of his/her voice in translating the strength of current offerings and the applicability of an academic strategic plan to the long-term institutional goals will be significant. Beyond that, the provost can be instrumental in achieving consensus among other cabinet members and indeed facilitating the discussion that leads to the further integration of the academic and non-academic units of the university.

Further Advancing UAA's Trajectory

As the largest institution in the UA system, one that is beginning to develop additional doctoral programs, and one that plays a central role in the economic development of South-central Alaska, UAA holds a place of special stature in the state. Nevertheless, more work could be

done to shine a light on its programs of excellence through effective communication and publicly championing the excellent work of students, faculty, and staff. This masterful storytelling will lay a foundation for the work that needs to be done in terms of attracting and retaining students, developing business and community relationships, maintaining strong governmental relations, and enhancing the overall fundraising efforts of the university.

DESIRED ATTRIBUTES FOR THE NEXT PROVOST AND VICE CHANCELLOR OF ACADEMIC AFFAIRS

The successful provost will be:

- A person of proven leadership who inspires trust and confidence within the UAA community;
- An individual who provides visionary strategic thinking and planning skills;
- A student of higher education, knowledgeable about key issues affecting public colleges nationally;
- A person who has an enthusiastic campus presence, actively engaged in a living learning community of faculty, students, staff, alumni, and local and regional communities;
- A transparent and courageous decision-maker who builds consensus, has the fortitude to make difficult choices when necessary, and communicates decisions with clarity and care;
- A faculty leader with an understanding of and commitment to shared governance and appreciation for the role of the faculty and staff unions;
- Someone with an understanding and appreciation of interdisciplinary collaboration in teaching and research/creative activity;
- A leader who strongly values faculty scholarship and seeks new and creative ways to continue to attract, support and retain high quality faculty;
- A person of financial acumen who aids the university in matching aspirations with finite resources while thinking creatively about alternative revenue streams;
- A strong manager who promotes collaboration and seeks the best from an evolving leadership team;
- A person of global perspective with demonstrated success in championing diversity in its many forms (to embrace an inclusive, respectful campus environment);
- A person who can appreciate the history, culture and values of the University of Alaska Anchorage and who implements the educational mission;
- Someone with an understanding and appreciation of Alaska and Alaska Native cultures, having demonstrated ability to work with indigenous peoples and in a multicultural community;
- A superb listener and communicator, at ease in a multitude of settings with multiple constituencies, and possessing a genuine affection for the academy.

QUALIFICATIONS

In addition to the aforementioned desired attributes the successful candidate will possess a terminal degree, a distinguished record of teaching and scholarship commensurate with full professor status at UAA, and significant and progressive experience in academic administration.

NOMINATION AND APPLICATION PROCESS

Nominations and applications will be received until the position is filled but, in order to receive full consideration, candidates are encouraged to submit their materials by December 1, 2014. All nominations, applications, and inquiries will be held in full confidence until finalists are identified for on-campus interviews.

The University of Alaska Anchorage is being assisted in this search by Academic Search, Inc. Nominators or prospective candidates may direct inquiries or questions to Vice President and Senior Consultant Dr. Tom Fitch at rtf@academic-search.com.

Application materials should consist of a curriculum vitae, a substantive cover letter addressing qualifications and desired attributes, and a list of five references, none of whom will be contacted without the explicit permission of the candidate. All application materials must be submitted electronically to Dr. Rashmi Prasad, Chair of the Provost and Vice Chancellor of Academic Affairs Search Committee at UAAProvost@academic-search.com.

UAA is an EEO/AA employer and educational institution. Women and minorities are encouraged to apply. UAA pledges nondiscrimination, equal access, equal educational opportunity and equal employment opportunity to all persons regardless of race, ethnicity, religion, national origin, age, gender, disability, marital status, veteran status, ancestry or political affiliation. Our pledge covers recruitment, employment and its privileges and benefits. To obtain more information about the University's equal access and equal opportunity policies, procedures and practices, please contact the Office of Diversity and Compliance, at 907 786 4680 or visit the website athttp://www.uaa.alaska.edu/diversity/. Applicants must be eligible for employment under the Immigration Reform and Control Act of 1986 and subsequent amendments. Application for employment with the University of Alaska is subject to public disclosure.

ACADEMIC SEARCH

For more than three decades, Academic Search has offered executive search services exclusively to institutions of higher education. Academic Search was founded on the principle of strengthening higher education leadership through professional search services. We are the only search firm in the nation with a formal relationship to a premier leadership development program. As the subsidiary of the American Academic Leadership Institute (AALI), Academic Search provides substantial financial support to a number of leadership identification, development, and support programs across all sectors of public and private higher education. For more information, visit www.academic-search.com.

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Working draft policy and/or regulation concerning the role and mission of community campuses prepared by Vice President Dana Thomas

Currently, UA Board of Regents Policy does not specifically address the mission of community campuses. Clarity about how the UA system incorporates and fulfills its 'community college mission'—much of which is embedded in these community campuses—is important for all concerned. It is essential that community campus programs and services are aligned with the mission, core themes, and accreditation standards of the larger university of which they are a part.

The relationship between community campuses and larger—often more urban—campuses, varies across the state. In some instances, community campuses function as integral parts of the larger university. In other cases, community campuses function with a greater degree of autonomy, even as they are part of the larger accredited institution.

In recent years, concerns have been expressed that some community campuses are taking actions that have them working outside of the intended UA institutional purpose and in direct competition with other campuses, potentially to the detriment of all. After a brief review of existing references to community campuses within UA Board of Regents Policy, a working draft of a new policy is proposed.

The following existing policies address community campuses in some way:

Chapter 02.04 - Advisory Councils – including specific references to community campus councils for each university and community college councils; P02.04.500 Community Campus Directors Council (CCDC) - speaks to the president appointing such a council and that this council will provide assessments and recommendations to the president and chancellors. That section also indicates that "The president must ensure system wide that community campuses are resourced and able to provide accessible, quality postsecondary academic, vocational and continuing educational opportunities and access that enrich the

lives and embrace the cultures of their communities, region and the state. CCDC will complement measures already in place to do that. "

P10.02.060   Community College Establishment and Elimination

The following working draft of a new policy outlining the role and mission of UA's community campuses is based, in part, on the UA Board of Regents actions taken in 1987 (specifically President O'Dowd's February 18, 1987 letter to the President of the UA Board of Regents and the UA Board of Regents minutes for March 11-12, 1987) when the individually accredited community colleges in the UA System were merged with the universities and became community campuses and colleges. The 1987 restructuring documents made specific recommendations for each of the three new institutions following the merger.

The draft policy and regulations given below summarize the information in those 1987 documents to describe the role and mission of the community campuses and colleges.

Draft of new policy

PXX.XX.XX. Community Campuses.

UA's community campuses contribute to their respective university's mission by providing open admission access to ~~and offering higher for credit and non-credit~~ postsecondary education programs and by offering credit and non-credit classes to meet demand in their service area. Campus academic program and course offerings will generally ~~across Alaska and by~~ meet~~ing~~ local and regional workforce and continuing education needs, but may include unique programs serving cross regional and/or statewide needs. Cross regional program and course offerings will be coordinated by each university and, when offered on a statewide basis, coordinated across universities, to avoid ~~duplication and~~ unnecessary redundancy ~~and competition.~~ In addition, community campuses help prepare students for entry into higher education by delivering developmental or preparatory programs and dual credit opportunities for local high school students. It is essential that the

mission and functions of UA's community campuses align fully with the mission, core themes, and accreditation standards of their respective university.

Draft regulation

RXX.XX.XX. Community Campuses.

A. Community campuses will cooperate and collaborate with the broader accredited university of which they are part. Moreover, community campuses are expected to collaborate across the UA system in support of effective and efficient development and delivery of academic courses and programs. Each community campus will contribute to the integrated instructional program of the its respective university through practices such as:

1. Course and program offerings at the community campuses will be subject to established university-wide approval processes and are subject to periodic review by the chief academic officer of the accredited university of which the community campus is a part.Provost or Academic Vice Chancellor. Community campuses may, based on local, and regional, and statewide student demand, deliver developmental or preparatory studies, certificate and associate level courses and programs,of applied sciences courses and programs; associate of arts courses and programs; career and technical training, including career and technical training and transfer degrees; credit or non-credit cultural enrichment and continuing education courses. Distance course offerings in excess of demand by certificate and degree seeking students enrolled in programs offered by the community campus are subject to university chancellor approval. Where specific demand exists and where approved by the Chancellor, specified upper

~~division,~~ baccalaureate and graduate ~~courses and~~ programs may be offered in cooperation and alignment with other schools and campuses within the broader university and UA system.

> **Comment [DLT1]:** This comment offered by a dean = If the baccalaureate or graduate program belongs to an urban campus department, that department must have a say as to whether the community campus has adequate faculty and facilities to offer the program.

~~1.~~2.   The administrative direction of the community campus faculty is the responsibility of the Campus Dean or Director, working in consultation with appropriate academic deans and directors. Faculty qualifications at ~~the~~ community campuses will be authorized through a process approved by the ~~Provost or Academic Vice Chancellor~~ chief academic officer of the ~~accredited~~for the university ~~as a whole~~ of which the community campus is a part.

Questions:

1. <u>Should we change community campus names to be more consistent?</u> <u>ANSWER = NO</u> I note that UAA community campuses are labeled Kodiak College, Kenai Peninsula College, etc., while UAF and UAS community campuses are labeled Chukchi Campus, Sitka Campus, etc.   The NWCCU defines "college" as follows (see their glossary at http://www.nwccu.org/Glossary%20and%20FAQs/Glossary/Glossary.htm:

   > Generic term to denote any of the postsecondary educational institutions (including universities) eligible for accreditation or accredited by the Commission and does not refer to a specialized unit of a university. It is used as a synonym for "institution."

2. <u>Should community campuses have their own mission or should the mission of the respective university apply?</u> <u>ANSWER = ALIGNMENT WITH ACCREDITED UNIVERSITY IS IMPORTANT. THERE WAS SUPPORT FOR CCs having their own mission statement but that mission statement should recognize that it is part of the larger accredited institution.</u> I note that some campuses appear to have their own mission while others do not appear to have their own mission (see the following pages for campus mission statements – please let me know if I have missed any). Perhaps a

community campus should be able to identify its own mission, but in any case it should be consistent with, aligned with, and approved by, the larger accredited institution of which it is a part. Perhaps reference to the larger accredited university could be built into the community campus mission. Possible example:

> *As part of the University of Alaska Anchorage, the Kenai Peninsula College is committed to excellence in education, training and life-long learning by offering accessible opportunities in a supportive environment.*

Common elements of community campus mission statements might include the following:

- Meeting local, regional, or state workforce needs
- Access to higher education
- Preparing students for transfer to baccalaureate programs through the delivery of developmental education and general education coursework
- Lifelong learning

3.   Should UA establish regulation to help guard the community college mission? Some provosts and deans have said no because community campuses must be productive to continue to exist. However, there was no clear decision on this on other than changing the word "guard" to preserve or some other alternative. The Board of Regents currently holds one meeting a year at a Community Campus. There has been some discussion of changing that practice because of the cost of such board meetings. Alternative approaches have been discussed such as having a subset of regents visit each campus annually, having community campus directors associated with the urban campus hosting the board meeting have a dialog with the board about their issues and concerns. However, this item remains unresolved. The 1987 documents cited above suggested three possibilities for "guarding the community college mission:"

a) Annual report to the UA BOR;

b) Annual public hearings with UA BOR representation held in each community; and

c) Use of outside professionals with community college expertise visiting the campuses and report on effectiveness of the mission periodically to UA BOR.

The Community Campus Directors Council does feel that there should be a policy specifically addressing the mission of community campuses. The community campuses will work with their advisory councils to insert language into community campus mission statements which will recognize that the campus is a part of larger accredited institution. All community campuses currently have a mission statement. The Community Campus Directors Council would also like to see the mission statement of the larger University's recognize the community campuses, in a way similar to UAA's mission statement.

We recognize that the relationship between community campuses and the larger campuses varies across the state and feel that this is okay given that we operate under a university that provides the flexibility to address local needs. Because community campuses reflect both local history and local needs, it is not surprising that there are differences, just as there are large scale differences between UAF, UAA and UAS.

All of the community campuses are aligned with the mission, core themes, and accreditation standards of the University of which they are a part. The community campus directors feel strongly that if there are concerns about policies or regulations not being followed, then the appropriate Chancellor/Provost has the authority to address them.

The Community Campus Directors Advisory Council recognizes that unintended competition does exist. Competition exists between the three universities also. The universities compete with each other for HC and ELearning SCH; UAF doesn't charge NR tuition for any ELearning course taken. The three universities cannot prevent each other from offering ELearning courses to students living outside their respective regions. By the same token, community campuses should have the same freedom and flexibility to offer ELearning classes particularly since they have been doing it longer and typically better than the universities. There are 17 other universities operating in Alaska that we are all "competing" against.

It is critical that community campuses continue to offer upper division classes to meet student needs and feel that Chancellor approval is unnecessary as processes for approval already exists. We note that, as a result of the merger from 1988 to 1995, Anchorage provided $35,000 annually to KPC, KoC and Matsu to offset costs in order to offer upper division courses at community campuses as described in the merger documents. The need for upper division courses at community campuses was recognized then and the need still exists.

The Community Campus Directors Council would like to have an opportunity for the community campus directors to present to the Board of Regents when the meeting is being held at the respective larger university of the campus. Additionally, the Community

Campus Directors Council would like a designated section for community campus highlights in the monthly report to the Regents. With the exception of UAF community campuses, the directors would like to contribute their highlights directly to the president's office while copying their respective chancellors. UAF community campus directors will contribute their highlights to the Vice Chancellor of Rural, Community and Native Education who will in turn forward it to the president's office.

Draft of new policy

PXX.XX.XX. Community Campuses.

UA's community campuses contribute to their respective university's mission by providing open admission access and quality postsecondary academic, vocational and continuing educational opportunities by offering for credit and non-credit education programs and courses, and public square activities. These may include unique programs serving cross regional and/or statewide needs. In addition, community campuses help prepare students for entry into higher education by delivering developmental,   preparatory programs and dual credit opportunities. Community campuses will align fully with the mission, core themes, and accreditation standards of their respective university.

Draft regulation

RXX.XX.XX. Community Campuses.

> Community campuses and Universities will have a mutually, beneficial and collaborative working relationship.

> 1. The administrative and academic direction of the community campus faculty is the responsibility of the Campus Dean or Director, working in consultation with appropriate academic deans and directors. Faculty qualifications at community campuses will be authorized through a process approved by the Chief Academic Officer of each accredited university.