



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda

February 6, 2015

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 - 1 st 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. 4-8)

V. Administrative Reports

A. Chancellor Tom Case

- i. [CaseNotes](#)
- ii. [President Highlights](#)

B. Provost, Sam Gingerich

- i. Office of Undergraduate Academic Affairs (pg. 9-13)
- ii. Office of the Graduate School

C. Vice Chancellor of Administrative Services, Bill Spindle

- D. Vice Chancellor of Advancement, Megan Olson (pg. 14-16)
- E. Vice Chancellor of Student Affairs, Bruce Schultz
- F. CIO, Patrick Shier (pg. 17-28)
- G. Union Representatives
 - i. UAFT
 - ii. United Academics
- H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 29-32)
- I. Office of Campus Diversity and Compliance Director, Marva Watson (pg. 33-35)

VI. Officer's Reports

- A. President's Report (pg. 36-37)
- B. First Vice President's Report
- C. Second Vice President's Report

VII. Old Business

VIII. Consent Agenda

- A. Graduate Curriculum
 - i. Courses (pg. 38-39)
 - ii. Programs
 - Add Prefix, Doctor of Medicine (MD)
- B. Undergraduate Curriculum
 - i. Courses (Pg. 40)
 - ii. Programs
 - Add Bachelor of Science, Mechanical Engineering
 - Add Bachelor of Science, Electrical Engineering
 - Add Bachelor of Science, Computer Systems Engineering
 - Chg Bachelor of Arts, Elementary Education
 - Chg Post-Baccalaureate Certificate, Elementary Education
 - Chg Bachelor of Science, Psychology
 - Chg Bachelor of Arts, Psychology

IX. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board
- C. General Education Review Committee (pg. 41)
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 42)

- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 43-44)
- G. Budget, Planning, and Facilities Advisory Committee- BPFA
- H. Nominations and Elections Committee
- I. Diversity Committee (pg. 45-49)
- J. Faculty Grants and Leaves Committee
- K. Institutional and Unit Leadership Review Committee (pg. 50)
- L. Library Advisory Committee (pg. 51)
- M. Student Academic Support and Success Committee (pg. 52-53)
- N. Community Campus Committee
- O. Academic Honesty and Integrity Committee (pg. 54)
- P. Research and Creative Activity Committee
- Q. GER Assessment Taskforce
- R. Emeriti Faculty Evaluation Process Ad Hoc Committee
- X. New Business**
 - i. Priority Registration Exception for the University Honors College (pg. 55)
 - ii. Tanaina Child Care Center Motion (pg. 56)
- XI. Informational Items & Adjournment**
 - i. The Capitol Report: January 23, 2015 (pg. 57)
 - ii. Report on University of Alaska e-Learning (pg. 58-79)
 - iii. Performance Update: eLearning at UAA (pg. 80-87)



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda

December 5, 2014

2:30 - 4:30 p.m.

Library 307

I. Call to Order

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

2014-2015 Officers:

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

2014-2015 Senators:

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

III. Agenda Approval (pg. 1-4)

Approved

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

Approved

V. Administrative Reports

A. Chancellor Tom Case

- i. [CaseNotes](#)
- ii. [President Highlights](#)

Encouraged faculty to attend the first fall commencement ceremony being held on December 14th in the Alaska Airlines Center

Thanked everyone involved in the prioritization process. Cabinet has been meeting frequently to review all elements of the support and academic taskforces.

Engineering building is approximately 72% complete. Work on the skybridge connecting the Engineering and Health Sciences buildings will begin over the December holiday break.

B. Provost and Vice Chancellor Bear Baker

i. Interim Provost, Sam Gingerich

Interim Provost Sam Gingerich was not able to attend in person; however, Chancellor Case spoke briefly about the transition

ii. Office of Undergraduate Academic Affairs (pg. 9-11)

iii. Office of the Graduate School

C. Vice Chancellor of Administrative Services, Bill Spindle

i. Budget Update - Kelly Thorngren

Vice Chancellor Spindle reminded faculty of the BOR meeting being held December 11th and 12th and encouraged them to testify.

Kelly Thorngren discussed the continuation budget which includes salary increases from the state; additional requests can be made based on individual projects and program needs.

The State gives the University 50% for salary wage increases; the largest expense that UAA has to cover is the other 50% for salary rate increases. The largest revenue sources for the university consist of general funds and tuition. Federal funds cover grants and contracts and cannot be used to fund salary wage increases.

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

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

F. CIO, Patrick Shier

University Technology Council met and approved the pursuit of moving Blackboard to the Cloud for reliability. The E-portfolio project will have testing done over the spring semester.

Microsoft Office 365 will be piloting over the spring semester and will be free to students, faculty, and staff.

G. Union Representatives

i. UAFT

ii. United Academics

*Encouraged faculty to attend and testify at the Board of Regents meeting next week
Faculty Reception is scheduled for Friday, January 9th
Next meeting will be held in February*

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

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

Thank you to all faculty for the academic preparation of UAA's students.

A systematic survey specific to sexual assault that will be conducted in the spring.

VI. Officer's Reports

A. President's Report (pg. 24-26)

Faculty can give testimony to Board of Regents at the following times:

Thursday, December 11th: 8:45-9:45am

Friday, December 12th: 10:00 – 11:00am

B. First Vice President's Report

Sarah Kirk gave an update on the Common Calendar Advisory Taskforce; thanked everyone who completed and submitted ideas to the survey. Final report is due in February.

C. Second Vice President's Report

VII. Old Business

VIII. Consent Agenda

A. Graduate Curriculum

i. Courses

Chg	EDEN A695	Mentorship, Leadership and Advocacy
Add	EDEN A698	Research and Creative Scholarship

ii. Programs

Doctor of Education in Education, Culture, and Leadership

B. Undergraduate Curriculum

i. Courses

Chg	CIS A345	Managing Data Communications and Computer Networks
Chg	CIS A365	Object-oriented Programming
Chg	CIS A390	Selected Topics in Management Information Systems
Chg	BA A462	Strategic Management

C. Motion to adopt GELO outcomes as overall values

The UAB moved to support the GERC in adopting the GELO outcomes as overall general education values that are supported by UAA's General Education outcomes.

Incorporating this concept into the catalog, as well as other modifications to the general education catalog copy, will be worked on by GERC Chair Sandy Pence and Vice Provost Susan Kalina in the coming months in an effort to make the information more user-friendly. See GERC Report for more information and graphic.

D. Proposal for Designation Process for Community-Engaged Academic Courses (pg. 27-29)

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

E. Minor Course Change for BA A264 Personal Selling (pg. 30-35)

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

F. Registration Requirements for MATH A430 (pg. 36)

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

- *Math A324 as a prerequisite*
- *Math A303 either as a prerequisite or as a co-requisite*

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

Motion to approve the consent agenda

1st Brian Bennett

2nd Anthony Paris

Unanimously Approved

IX. Boards and Committees Reports

A. Graduate Academic Board

B. Undergraduate Academic Board

C. General Education Review Committee (pg. 37-38)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 39)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 40)

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 41-50)

H. Nominations and Elections Committee

I. Diversity Committee

J. Faculty Grants and Leaves Committee

K. Institutional and Unit Leadership Review Committee (pg. 51)

L. Library Advisory Committee (pg. 52)

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

N. Community Campus Committee (pg. 55)

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

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

Q. GER Assessment Taskforce

R. Emeriti Faculty Evaluation Process Ad Hoc Committee

X. New Business

XI. Informational Items & Adjournment

A. Faculty Senate Happy Hour

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

B. Faculty Senate Spring Forum

Friday, January 23rd from 10:00 a.m. to 1:00 p.m.

Lew Haines Conference Room (Library 307)

A reminder that while there is no senate meeting in January, the Faculty Senate Executive Board is hosting the annual Faculty Spring Forum to see a demonstration of the new electronic curriculum management system and to discuss changes to the curriculum review and assessment process. A light lunch and refreshments will be provided.

C. Fall Graduation Ceremony

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

D. Publishing Faculty Senate Voting Records

Faculty Senate practice will be as follows:

- 1) votes will be recorded and maintained in the Governance Office
- 2) voting records will not be posted, but will be available upon request
- 3) voting records will be maintained for a given year until after the new Senate is sworn in, when those records are destroyed

Practice will be assessed and revised as necessary.

Undergraduate Academic Affairs

- The Office of Undergraduate Academic Affairs (OUAA) website:
<http://www.uaa.alaska.edu/undergraduate-academic-affairs>
- **High Impact Educational Practices:** CAFE, in partnership with OUAA and Student Affairs, will be hosting an all-day event on Tuesday, February 24, 2015 on High Impact Educational Practices (HIPs), featuring national expert Dr. George Kuh, Director of the Center for Postsecondary Research at Indiana University. More information is available on the CAFE website (<https://www.uaa.alaska.edu/cafe>) and will continue to be shared through the faculty and staff dynamic listservs.
 - **High Impact Education Practices Reading Group:** Information for the next two reading group sessions are below. Please register on the CAFE website (<https://www.uaa.alaska.edu/cafe/eventcalendar/index.cfm>).
 - February session: Friday, February 13, 2015, 12:00-1:30 pm in RH 204 *or* Tuesday, February 17, 2015, 3:30-5 pm in LIB 304
 - March session: Friday, March 27, 2015, 12:00-1:30 pm in RH 303 *or* Tuesday, March 31, 2015, 3:30-5 pm in ADM 204
 - **High Impact Educational Practices Survey:** If you are currently using HIPs in your work with students, please share what you are doing using the survey link below, so that we can share it with George Kuh and others in a UAA High Impact Practices Showcase.
 - https://jfe.qualtrics.com/form/SV_a4NY0mczFZyPUUJ

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>
- **Secondary Student Policy and Procedures Working Group:** This working group, which will serve spring 2015-fall 2015, will review current UAA secondary student policies, procedures and practices in light of national and local best practices and statewide initiatives. The working group is charged to hold discussions with stakeholders across UAA as it researches current practice and helps develop a broad framework for future initiatives. All input is welcome. The Working Group is co-chaired by Susan Kalina, Vice Provost for Undergraduate Academic Affairs, and Lora Volden, University Registrar. A website for this working group will be added to the Provost's website.
- **Academic Dispute Resolution Process:** The Academic Dispute Resolution Process Review Task Force began meeting with groups on campus to investigate the current academic dispute resolution policies and practices at UAA and how they might be improved. The Task Force will continue to meet with groups on campus this month. It will make recommendations to the Provost in AY16, including recommendations on how to best

support faculty, staff, and students with the process. The Task Force is chaired by Dennis Drinka, Associate Professor of Information Systems and Decision Sciences, and Terry Kelly, Assistant Professor of Philosophy, and consists of representatives from academic and student affairs. Visit the Task Force's website to stay informed:
<http://www.uaa.alaska.edu/academicaffairs/academic-dispute-resolution-process-review-task-force.cfm>

- **NWCCU Student Complaint Policy:** The Academic Policy Advisory Committee and OUAA are continuing discussions on a shared general framework and tracking system for student complaint processes at UAA. This is in response to the new NWCCU Student Complaint Policy, as well as other federal regulation related to student complaints. 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 (AAC)** website:
http://www.uaa.alaska.edu/governance/academic_assessment_committee/
- The **General Education Requirements Assessment Task Force (GERA)** website:
<http://uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm>
- The AAC will host its second spring assessment workshop series this semester. The first workshop will be on February 27th and will focus on developing academic assessment plans. Workshop information, including dates and locations, will be shared through the faculty and staff dynamic listserv.
- Faculty members Shawnalee Whitney, Scott Downing, and Jacqueline Cason will attend the AAC&U General Education and Assessment conference in February. They will share what they learn with the AAC and GERA when they return.

Program Approval Status

Unit	Program	Level	Type	Status	BOR Approval	NWCCU Approval
COH	Nursing Practice	DNP	Add	Awaiting NWCCU	12/12/14	Sent 12/19/14
MSC	Veterinary Technology	AAS	New	Awaiting BOR	Scheduled Feb 2015	
CoEng	Computer Science and Computer Engineering	MS	New	Awaiting Scheduling for BOR	TBD	

Accreditation

- Institutional Accreditation**

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

- **Follow up to Mid-Cycle Review Site Visit:** UAA expects to receive notification in February on the results of the Fall 2014 Mid-Cycle Review. As presented at the November and December Faculty Senate meetings, UAA was charged by the evaluators to move quickly to focus the indicators and the method of demonstrating mission fulfillment. The Chancellor's Cabinet approved refinements on February 2, 2015, and the Accreditation Steering Committee will conduct a pilot analysis of the data this semester. Please see the visual presentation at the end of this report and let us know if you have any questions or comments.
- **PWSCC:** In response to the BOR motion to bring PWSCC into UAA's NWCCU accreditation, Academic Affairs and PWSCC are working together to develop a proposal. If approved by the NWCCU, the college will join the other UAA community campuses, including Kodiak College, Kenai Peninsula College, and Mat-Su College. The proposal will be submitted in February.

- Program Accreditation**

<http://www.uaa.alaska.edu/undergraduate-academic-affairs/program-accreditation.cfm>

- Please join us in congratulating these programs which were recently granted candidacy or approved to extend their accreditations on the basis of successful reports and visits in 2014.

Unit	Program	Type	Through
CBPP	Accounting, Economics, Finance, Global Supply Chain Management, Management Information Systems, and Marketing BBAs; Economics BA; Global Supply Chain Management MS; General Management MBA	Renewal Based on Report and Visit	AY20
COH	Human Services AAS and BHS	Renewal Based on Report and Visit	AY18
KPC/MS	Paramedical Technology AAS	Initial Accreditation Based on Report and Visit	AY18
COH	Physical Therapist Assistant AAS	Initial Candidacy Based on Report and Visit	AY16

- The **Public Health MPH** program and the **Construction Management AAS and BS** programs each submitted a progress report in December. The **Project Management MS** also submitted a draft self-study in December for comment by their accrediting board, which will inform the final draft they submit in February.
- Other programs with reports and/or visits coming in 2015:

Unit	Program	Report	Visit
CoEng	Project Management MS	2/15	Summer 2015
COE	Early Childhood Development AAS – Seeking initial accreditation	TBD 2015	TBD 2015
COH	Medical Assisting AAS	6/15	8/15
COH	Physical Therapist Assistant AAS – Candidacy follow-up for full accreditation	6/15	8/15

- Please contact OUAA if you are considering new program accreditation or working on maintaining your already-existing program accreditation. Please also include the Graduate School if the accreditation relates to graduate-level program(s).

International & Intercultural

- **International Partnership Incoming Students:**
 - **Aviation:** The first two students from UAA's newest exchange partner, EBS Universität für Wirtschaft und Recht, arrived in January. Participants from EBS's aviation administration program will come to UAA each spring to study for one semester.
 - **University of the Arctic:** Students from University of the Arctic member schools in Finland, Norway and Sweden (Oulu University of Applied Sciences, University of Stavanger, and Umeå University) also arrived in January either as participants in UArctic's north2north mobility program or in the case of the Stavanger student, thanks to the Kaare Birkeland Norwegian USA Exchange Scholarship.
 - **UArctic website:** <https://www.uaa.alaska.edu/arctic-initiative/UArctic>
 - **Hokkaido University:** UAA also received two students from its long-standing partner, Hokkaido University of Education.
- **International Faculty-Led Programs:** Two international faculty-led programs for summer 2015 were approved in December.
 - **China:** Pending sufficient enrollment, CBPP's Globalization and China Economy and Business (ECON 494C), led by Drs. Angie Zheng and Paul Johnson, is slated to join a group of Purdue University students in China for a two week travel study course.
 - **Japan:** Drs. Hiroko Harada and Dorn Van Dommelen in CAS received grant funding from the TOMODACHI Initiative and the Japan Foundation to support Monty's Kakehasi (Bridging) Project, a joint program with Iwate University. Field Studies in Geography: Tsunami Preparation Lessons from Japan (GEOG 490) will take students to Japan for eight days in May where they will engage with faculty and students from Iwate University along with other activities.

UAA HERS Women's Leadership Network

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



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 Southcentral 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, **rich, diverse, and inclusive environment**.

UAA MISSION FULFILLMENT EXPECTATIONS

- UAA students meet or exceed faculty expectations for at least 90% of program student learning outcomes.
- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high demand job areas.
- UAA students, faculty, and staff increasingly reflect the diversity of the state.
- UAA engages the community through diverse partnerships and mechanisms that support community engagement.
- UAA's excellence is recognized and supported by local and national agencies through grant awards.

UAA CORE THEME OBJECTIVES AND INDICATORS

Core Theme Objectives	Core Theme Indicators
Core Theme 1: Teaching and Learning	
UAA student learning outcomes are achieved	<ul style="list-style-type: none">• Student achievement of course and program student learning outcomes
UAA academic programs meet state needs	<ul style="list-style-type: none">• Total degrees and certificates awarded with emphasis on high-demand jobs• Total student credit hours
Core Theme 2: Research, Scholarship, and Creative Activity	
UAA research, scholarship, and creative activities advance knowledge	<ul style="list-style-type: none">• Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities• National Center for Higher Education Management Systems (NCHEMS) Research Expenditures
Core Theme 3: Student Success	
UAA students access and successfully transition into the university	<ul style="list-style-type: none">• The degree to which UAA's students reflect Alaska's racial and ethnic diversity• First-to second-year first-time, full-time undergraduate student retention rate
UAA students persist and achieve their goals	<ul style="list-style-type: none">• Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry• Total degrees and certificates awarded with emphasis on high-demand jobs• Graduation rates• Graduates' employment rates and average earnings
Core Theme 4: UAA Community	
UAA's environments support and sustain learning, working, and living	<ul style="list-style-type: none">• Number of crimes, incidents, and injuries reported• The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity• The degree to which faculty, staff, and students express satisfaction with their professional and learning environments• Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios
Core Theme 5: Community Engagement	
UAA engages in mutually beneficial partnerships with the communities we serve	<ul style="list-style-type: none">• The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities.• Number of UAA colleges which have developed engagement guidelines for faculty promotion and tenure
Approved by Chancellor's Cabinet February 2015	

Alumni Relations

- **D.C. Area dinner with Keith Hackett – Jan. 15**
Athletic Director Keith Hackett joined members of the D.C. Area alumni chapter for dinner in the capitol on Jan. 15.
- **Mat-Su Theater Opening – Feb. 7**
The Mat-Su Area alumni chapter took a tour of the new Glenn Massay Theater at Mat-Su College on Wednesday, Jan. 28. Alumni will serve as greeters and ushers at the theater's grand opening ceremony on Saturday, Feb. 7.
- **Portland Alumni Meet-Up – Feb. 7**
Alumni in the Pacific Northwest are invited to two events on Saturday, Feb. 7 in Portland. The Pacific Northwest alumni chapter will meet for lunch at the Portland State University farmer's market and will reconvene in the evening for an alumni dinner.
- **Alumni ParTee: 9 in the Spine – Feb. 26**
The Alumni ParTee: 9 in the Spine—part of this year's Winterfest—invites alumni teams to putt their way through the Spine on a cross-campus student-designed mini-golf course. This year the event has doubled in size, with 18 holes and 36 alumni teams. Join us for a fun evening of cross-campus mini golf. Register your team at <http://greenandgold.uaa.alaska.edu/nine-in-the-spine/>.
- **Juneau Fly-In – Feb. 23**
The Juneau area alumni chapter will host two events to coincide with the student fly-in. Local alumni will meet current students at a meet-and-greet dinner on Sunday Feb. 22. The UAA, UAF and UAS alumni associations will also jointly sponsor a pizza dinner at the capitol building on Monday, Feb. 23.

Development

- **Corporate and Foundation Gifts**
 - **Udelhoven Oilfield System Services, Inc.** donated \$200,000; **ASRC Energy Services, Inc.** donated \$50,000; **Donlin Gold** donated \$11,000; and **Calista Corporation** donated \$10,000 to support the Alaska Native Science Engineering Program (ANSEP) General Support fund.
 - **Shell Exploration and Production Company** donated a total of \$155,000 to support ANSEP general support and the Herbert P. Schroeder Chair of ANSEP funds.
 - **Providence Health & Services** donated a total of \$56,650 to support the ISER Health and Wellness Research and the Center for Community Engagement and Learning Excellence funds and **Providence Health System in Alaska** contributed \$75,000 toward its pledge to support the School of Nursing Expansion.
 - **Fairbanks Memorial Hospital** contributed \$100,000 toward its pledge to support the School of Nursing Expansion.

- **GCI** donated \$15,000 to the College of Health Women's Empowerment fund for the Alaska Women's Summit and contributed \$50,000 toward its pledge to support the Building Futures fund.
 - **First National Bank Alaska** donated a total of \$55,000 to the SBDC Buy Alaska Program fund for 2015 advertising and event promotion; the Small Business Development Center to support community outreach and training programs; and to help fund ISER's study, in partnership with the Alaska Children's Trust, on child maltreatment recidivism; and to the Dental Assisting Clinic.
 - The **Estate of Roxolana Pomeroy** contributed \$43,139.04 to the Harold Pomeroy Endowment.
 - **Anchorage Fracture & Orthopedic Clinic** contributed \$40,000 toward its pledge to support the Building Futures fund.
 - **Alyeska Pipeline Service Company** donated \$25,000 to support the 2015 ANSEP celebration and extravaganza.
 - **Premiera Blue Cross Blue Shield of Alaska** contributed \$22,000 toward its pledge to support the WWAMI Clinical Faculty Development fund.
 - The **Atwood Foundation** donated \$20,000 to support the Seawolf Debate Program when it hosts the 2015 United States Universities Debating Championship, set to occur on April 11, 12 and 13 in Anchorage.
 - The **Tiny Tiger Foundation** gave a preliminary gift of \$20,000 to establish the Kay Fanning Journalism Scholarship, which will support one journalism student for up to four years.
 - The **Rasmuson Foundation** donated \$15,648 to the Excellence in University Honors to support the University Honors College program review.
 - The **Pita Pit** pledged \$15,151.53 to establish the Pita Pit Entrepreneur Development Scholarship, which supports MBA students who are interested in starting a business.
 - **BP** contributed a total of \$14,000 to the Excellence in Engineering fund and to support the College of Engineering ASME Student Chapter teams for the Baja Car Competition and the Concrete Canoe and Steel Bridge Competition.
 - **AMC Engineers** contributed \$10,000 toward its pledge to support the Engineering Dean's Excellence Award.
- **Annual Giving**
Annual Giving's fall fundraising letter raised over \$110,000 dollars this year with gifts from 320 donors. This is a 40% increase in dollars raised over FY14 and a 60% increase in donor participation.
 - **Phonathon**
Phonathon finished the semester with \$83,523 in pledges and contributions from 764 alums. For the spring semesters, students will start calling the second week of February.

University Relations

- **Alaska Dispatch News – Media Pitch**
Successful media pitch by Sarah Henning to Alaska Dispatch News of a story written by Jamie Gonzales about alumna Alexandra West's patent:
<http://www.adn.com/article/20150125/fishy-invention-anchorage-grad-gets-patent-solution-fish-waste-problem>

- **Social Media Channels**

UAA's institutional social media channels continue to grow: Facebook: 11,361 likes; Twitter: 4,009 followers; Instagram: 783 followers; LinkedIn: 25,458 followers.

- **Alumni Spirit Magazine**

The spring issue of the Alumni Spirit magazine is underway, and will hit mailboxes in mid-April.

- **Kristin DeSmith, Joint Liaison Role**

Increased collaboration with the Chancellor's Office—Kristin DeSmith, AVC for University Relations, is currently serving in a joint liaison role between Advancement and the Chancellor's Office.

#

To: Dr. Diane Hirshberg, President – Faculty Senate
From: Pat Shier, CIO/Associate Vice Chancellor for ITS
Date: February 2, 2015
Subject: February 2015 Faculty Senate Report

Fall 2014 Information Technology Changes and Events

Executive Summary

Fall 2014 was a continuation of several main themes: listening and learning, keeping existing services current and operating, “clearing the decks” and inventory of the products and services we already own. The Office 365 pilot project is concluded, and a draft announcement of the new service is included with this report.

Listening and Learning – Gmail and you.

1. The University Technology Council, eLearning Group and ACDLITe have arrived at consensus regarding the proper way to handle the effects of OIT unilaterally activating Gmail accounts for all UAA faculty and staff. The action made it possible for emails that were intended for the official email accounts “@uaa.alaska.edu” to end up in an “@alaska.edu” account without alerting the sender that they had sent the email to the wrong address by mistake.

Once discovered, OIT attempted to reverse their action last summer, but was unable. At that time, ITS assisted about 300 users experiencing mail routing problems during the early weeks of the change. We had hoped the main problems were behind us. However, the eLearning Group discovered that the mistaken routing problem persists, and some fear that student emails sent to the wrong address could create problems significant enough to warrant a more rigorous response.

Governance groups have charged ITS to examine alternatives available to us to easily route those misaddressed emails to the correct/official account as soon as possible. Some 1900 Gmail accounts remain “unclaimed” – meaning that UAA faculty and staff will have to log-in to the Gmail service, set up the email account and password, and then forward the Gmail account to the official faculty/staff@uaa.alaska.edu account. At the next governance meeting, ITS will propose options, complete with draft instructions and estimates of the time needed to accomplish the tasks. We may be able to accomplish the intent without forwarding. In any event, each of the 1900 users may need to take action in order to assure

that no important emails are “stranded” in the unofficial email accounts because they were sent to the wrong address. The ITS Help Center will be trained to assist users as needed.

Remember that “faculty/staff@uaa.alaska.edu” remains the official email address domain for UAA, and similarly for the Matsu (faculty/staff@matsu.alaska.edu), Kenai, Kodiak and other locations outside Anchorage. The current policy has been in place for some time, and was made for sound reasons through a governance process. Governance groups have asked to revisit the policy in an orderly manner, only after the immediate routing issue is effectively remediated. Look for more information from ITS and your governance groups, soon. Please remind students to use “@uaa.alaska.edu” as your official contact email.

The attached instructions sheet is a DRAFT and we have already received feedback which will be incorporated into the final – due out February 16.

2. Disaster Recovery and Continuity of Operations preparedness (DR COOP) remains a significant risk. We continue to rank this item as #1 in any additional funding request, while remaining constantly on the lookout for incremental improvements using existing funding.

Keeping Existing Services Operating

Connectivity and bandwidth continue to challenge our capacity, and this issue remains at the top of our networking thinking. Students are bringing devices to campus that cannot access the wired network at all, with increasing frequency. Faculty desire more and more bandwidth for full-featured streaming content to the classroom and office, and new cloud-based services will require robust connections to the internet and each other.

ITS is responding by fine tuning existing pathways, negotiating local circuit contracts to secure greater throughput, and will shortly convene a network planning discussion with UA to see if we can wring out more optimal service. OIT is preparing to rebid the long-haul network, including internet services, for a July 1, 2015 renewal. We expect to see significant savings such that increased bandwidth may not require a correspondingly significant increase in cost.

Clearing the Decks

1. ITS is pleased to report that the number of outages of information services has steadily declined from as many as several a week to several per month. This is largely the result of continued simplification of services, conversion of more manual tasks to automation, the internal reorganization of teams, and key staff focusing on a well-defined project list.
2. We remain concerned about the absence of true fail-over resiliency in some systems, and continue to investigate options, such as Software as a Service (SaaS) delivery, in concert with governance groups.

What Do We Already Own?

1. ITS recently concluded the Software Survey requested by ACDLITe. The draft results were sent to the committee Monday. I look forward to meeting with the group to determine appropriate next steps. I think one of the main goals is to reveal opportunities for bulk purchases at a discount.

Items Still Under Consideration:

1. Web/Internet Content Management Services Upgrade

The CMS contract has been awarded to OmniUpdate, for their product known as OUCampus – a web content management system aimed at higher education institutions and very popular with universities. The tool allows a great deal of flexibility and distributed content management. Templates will be created by Advancement in collaboration with department representatives serving on the WebPros governance group.

The utility of this new tool should allow departments and programs using and paying for other unique tools to use the new common CMS to achieve desired results, save money, streamline administration and enjoy improved support from ITS and colleagues using a common tool.

2. Learning Management System Review

- a. Upgrades to the current LMS occur periodically. At this time, we do not have any upgrades scheduled. You will be informed if this changes.
- b. ITS, AIE and governance groups continue investigation of a cloud-based version of Blackboard, delivered much like the current Collaborate service. More information will be provided in the next report, as we are only exploring the possibility at this time.

3. Voice Mail alternative; Lync services and Skype for Business

Remember, you can have all your voice mails delivered as sound files to your email inbox. It is easy to listen to them on your smartphone, PC/Mac or tablet.

Also – there is likely no need for your department to spend any money on web conferencing software or licenses such as Citrix Go To Meeting, WebEx, Jabber or Skype. Note that Skype was acquired by Microsoft and will be combined with Lync as “Skype for Business.” Lync is a very capable service we already own, accessed from your desktop using your UAA credentials and password. We can help you discover how to use it, and also trouble-shoot any problems you may experience. Here is a link to the UAA Lync page:

<https://www.uaa.alaska.edu/informationtechnologyservices/our-services/communication/messaging/>

(Did you know you can record Lync sessions?)

4. Office 365 Pilot – Now a production service, effective mid-late February

Since UA buys Microsoft products under an Enterprise Client Access License – the familiar Office software for each faculty and staff member, as well as certain server

and security products – Office 365 Pro Plus is offered free to faculty, staff and students.

Office 365 ProPlus includes all the familiar Office 2013 applications, plus Microsoft Access. The applications can be downloaded to up to five devices – including PC, Mac, and various mobile platforms – or used through logging in to the Office 365 web service, or both. This benefit persists as long as the individual is associated with the University of Alaska. This benefit replaces the \$10 faculty and staff Office license program, and promises to be far more effective in helping faculty, staff and students. Office 365 leverages UAA’s investment in desktop productivity software and unified communications using Lync by preserving single sign-on using UAA credentials, and making the services available virtually anytime and anywhere, replacing the need for a VPN account for many users.

Faculty and staff will still use the same “@uaa.alaska.edu” email domain, hosted locally by ITS, but will gain unlimited storage space in the OneDrive for Business application – available anywhere there is an internet connection, including tablets and smart phones. The service provides real-time collaboration while working in the familiar Office products. Also, students will be able to collaborate more easily with anyone in the UA Office 365 tenant – including using Lync to call each other, faculty, and staff. Students will continue to use Gmail as their official mail service, and will not be able to make Lync calls to regular land-line phones, or to smartphones that do not have the Lync App installed.

5. Maintenance Issues

Network circuits will be affected by routine maintenance throughout the summer. Most should take place during scheduled outage windows, and should not affect services, otherwise.

Budget realities loom large for the State of Alaska, regardless of economic sector. I look forward to doing my part as we work together to maintain and grow this outstanding institution, in spite of the challenges. ITS is engaged in a thorough internal process review using Lean principles, to see where we can economize while still providing great service. I am sure there will be a great deal more discussion surrounding the delivery of IT services, once the final Prioritization Report is released.

I am also personally involved in efforts to develop pathways for local students to enter UAA programs related to IT, with the help of my Southcentral Alaska CIO colleagues and folks from the Anchorage School District, MatSu School District and the King Career Center. We are working to form technology bridges between UAA and our two largest school districts – who also use Lync for their internal communications and web conferencing. Wouldn’t it be great to have local students enroll here because they already know you from a “virtual” appearance in their k-12 classroom? Stay tuned!

Pat Shier, CIO/Associate Vice Chancellor

P.S. Here is an eye-opening look at education in 2014: <https://www.youtube.com/watch?v=PcZg51lI9no>



Getting Started with Office365 @ UAA

IT Services is pleased to announce the general availability of Office 365 for UAA Students, Faculty and Staff. Office 365 combines the familiar Microsoft Office desktop suite with cloud-based versions of Microsoft's communications and collaboration services—including Microsoft Word, Excel, and PowerPoint Online to help users be productive from virtually anywhere through the Internet. Additionally, Office 365 gives you the ability to install the full version of Microsoft Office for PC or Mac free of charge for personal use. Students are also now able to use Lync for Instant Messaging, Audio/Video calling, and have the ability to create and participate in Lync web conferences.

Each user will also have unlimited storage for their use through OneDrive provided by Office 365. OneDrive has many functions in addition to safe, encrypted storage in the cloud. Live document sharing and editing is now available through Office 365 with the familiar Microsoft Office applications.

Logging into Office 365

To access Office 365, open a web browser to <http://portal.office.com>. Log in with your UA username @**ua.alaska.edu**, and your standard password that you use to log into other UA services. The domain "@ua.alaska.edu" is used specifically for the Office 365 account, and is not an email routing address. Please continue to use your official email address - @uaa.alaska.edu and

If you have issues, or need assistance with your UA account and password visit our Self Service password site here <https://me.uaa.alaska.edu/>



Sign in with your work or school account

fflinstone@ua.alaska.edu

.....

☐ Keep me signed in

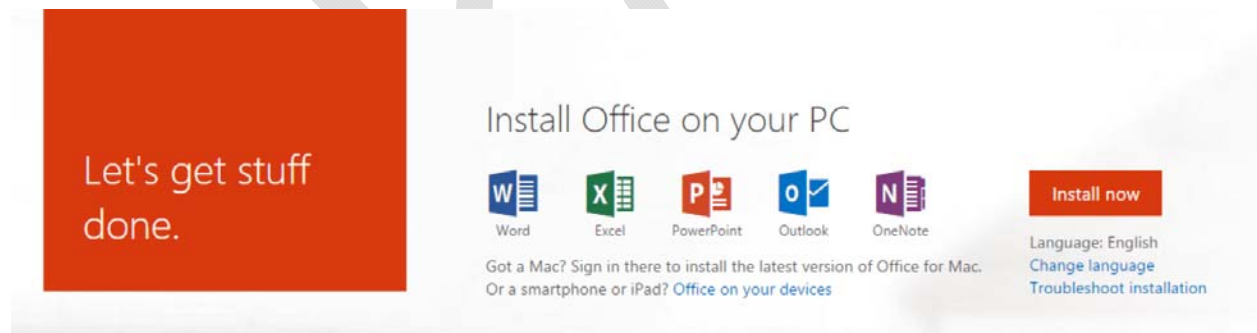
Sign in

Cancel

[Can't access your account?](#)

Microsoft Office

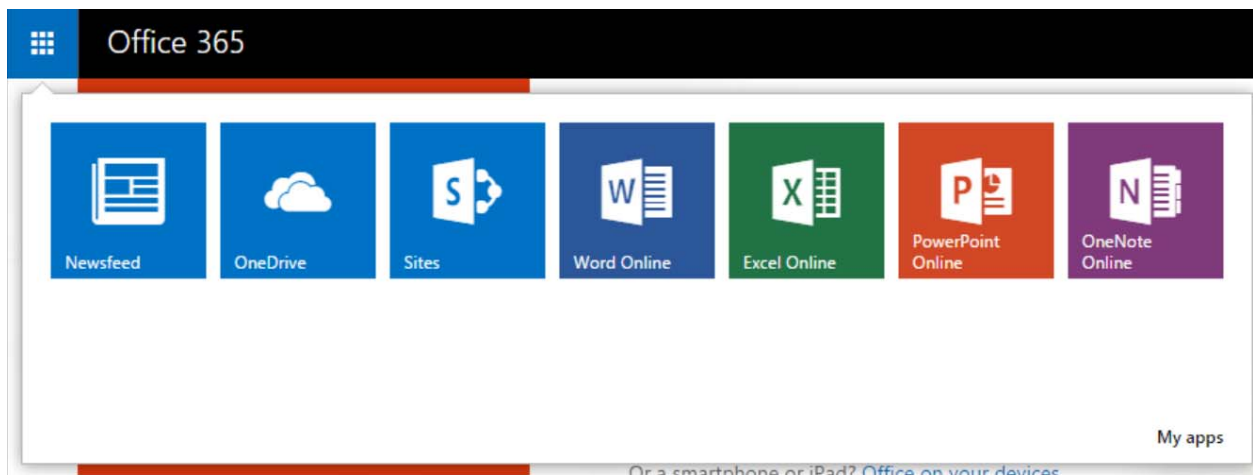
After you log into Office 365, you can install the full Microsoft Office Pro Plus suite of applications for personal use. You can install Office on up to 5 machines (PC and/or Mac) at the same time as long as you are affiliated with the University. To install Office, click Install Now. (Note: If you already have the Microsoft Office Suite installed on your University issued computer, there is no need to install it again.)



Office Web Applications

You can also access web versions of the most popular Office applications such as Word, Excel, PowerPoint and OneNote. These web applications offer most of the functionality as their desktop counterparts, and give you the ability to share documents with fellow students, staff, and faculty and co-edit documents in real time. Office 365 web applications are always accessible within Office 365 by clicking the square icon on the top left corner of the page.

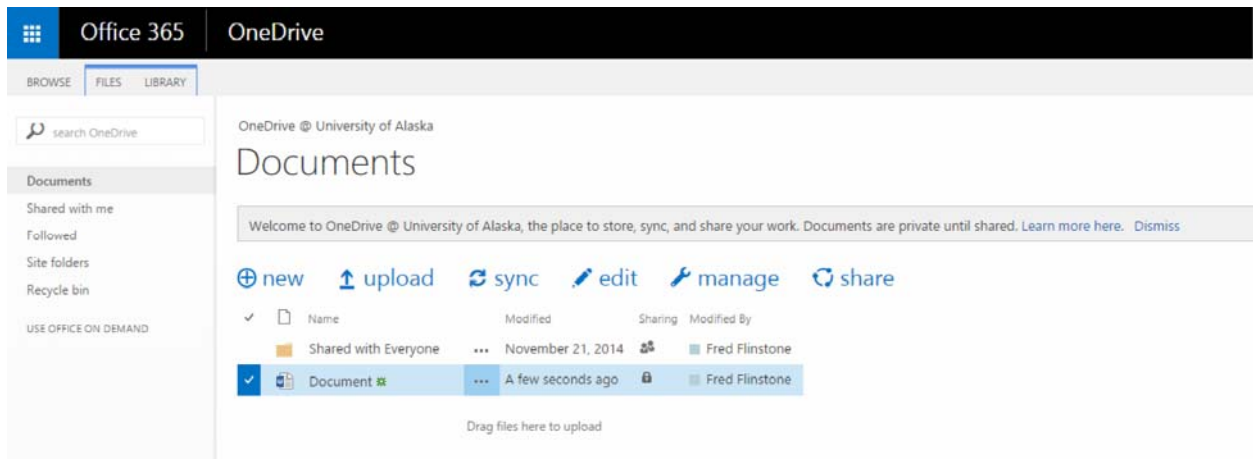
All Office 365 Web Applications can be accessed by clicking the top left icon



OneDrive for Business

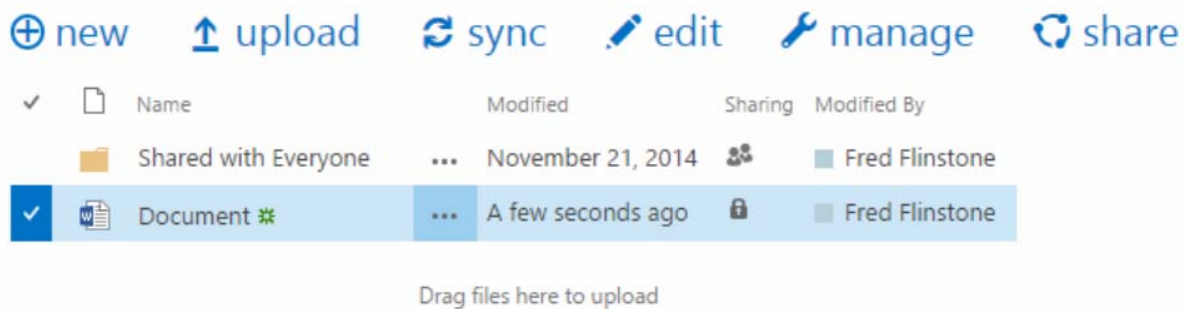
OneDrive for Business within Office 365 gives everyone unlimited cloud storage that can be accessed from virtually anywhere. From within OneDrive, you can create Microsoft Office documents and share them with fellow students, staff, and faculty.

After logging into Office 365, click on the OneDrive icon. This will take you to your personal OneDrive.



From within OneDrive, you can now create new documents, edit existing ones, and share them.

To share a document, highlight the document you would like to share, and then click share.



The Share document window will then open. If you want to invite specific people from within UA to see and/or edit your document, enter their name in the top box. You can also type “everyone” to share it with all of UA.

Share 'Document'



Only shared with you

Invite people

Get a link

Shared with

Can edit ▼

Include a personal message with this invitation (Optional).

☒ Require sign-in

SHOW OPTIONS

Share

Cancel

Notice that you can specify if the people you invite “Can Edit” or can “Only View” your document.

If you want to share a document without specifying other people, or want to share it with people not affiliated with UA, use the “Get a link” option. This will generate a URL that you can send to anyone you want to share with.

Microsoft Lync

Lync is a unified communications tool that provides Instant Messaging, Audio and Video calling, and rich web conferencing. While UAA staff and faculty have had this service for several years now, Office 365 now provides full Lync functionality for students. With Lync, students, staff and faculty can now create full web conferences with voice and video, desktop sharing, and digital whiteboards.

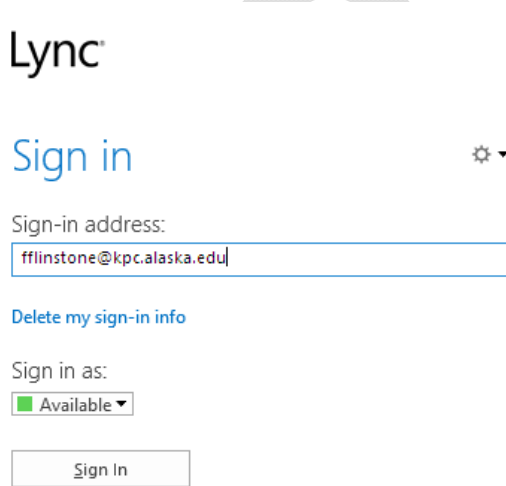
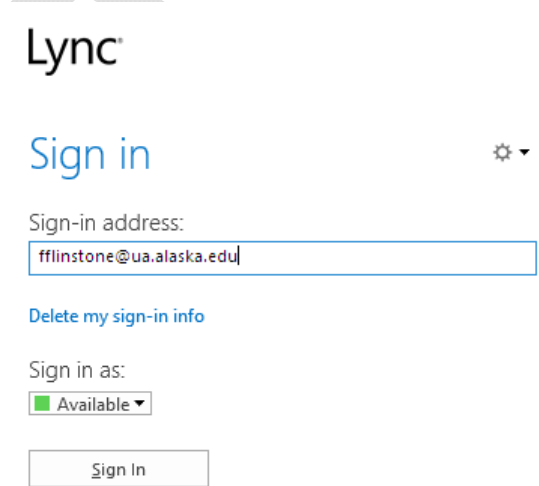
Note: If you have a staff and/or faculty role with UAA and are a student as well, please follow the Staff/Faculty instructions for Lync.

Installing Lync

Staff/Faculty	Students
PC: If you are using a university provided computer with Office 2013 installed, Lync will be included. Go to Start -> All programs -> Microsoft Office 2013 -> Lync 2013. If Lync 2013 is not installed, you can download it from	PC: Lync 2013 is included with Office 2013. Install Office 2013 from Office 365 and Lync 2013 will then be available on your computer. Mac: Install Lync 2011 for Mac from Office 365.

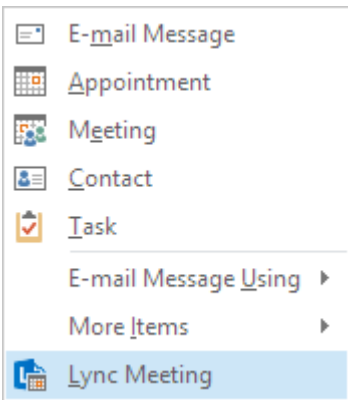
<p>uaa.alaska.edu/lync</p> <p>Mac: If Lync for Mac 2011 is not installed on your computer, download it from uaa.alaska.edu/lync</p> <p>Lync Provisioning: You must sign up for Lync services at uaa.alaska.edu/lync</p>	<p>From the main Office 365 page, click the gear icon -> Office 365 Settings – Software -> Lync</p>
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Signing into Lync

Staff/Faculty	Students
<p>Sign in Address: Your Lync sign-in address is the same as your university provided email account.</p> <p>Examples : fflinstone@uaa.alaska.edu fflinstone@matsu.alaska.edu fflinstone@pwscc.edu</p> <p>Username: If Lync prompts you for a username, add ua\ to your ua username.</p> <p>Example : ua\fflinstone</p>  <p>The screenshot shows the Lync 'Sign in' page for Staff/Faculty. It includes the Lync logo, a 'Sign in' heading, a 'Sign-in address' field with the example 'fflinstone@kpc.alaska.edu', a 'Delete my sign-in info' link, a 'Sign in as' section with an 'Available' status indicator, and a 'Sign In' button.</p>	<p>Sign in Address: Your Lync sign-in address is the same username that you used to login to Office 365: uausername@ua.alaska.edu</p> <p>Example : fflinstone@ua.alaska.edu</p> <p>Username: If Lync prompts you for a username, use your sign-in address.</p> <p>Example : fflinstone@ua.alaska.edu</p>  <p>The screenshot shows the Lync 'Sign in' page for Students. It includes the Lync logo, a 'Sign in' heading, a 'Sign-in address' field with the example 'fflinstone@ua.alaska.edu', a 'Delete my sign-in info' link, a 'Sign in as' section with an 'Available' status indicator, and a 'Sign In' button.</p>

Creating Lync Meetings

You can create an ad-hoc Lync meeting at any time by simply adding contacts to an existing conversation, however there may be times that you want to schedule a Lync meeting in advance. For Staff and Faculty, Lync meetings will also include a conference bridge number so that participants can dial into a meeting if a computer is not accessible. Student-initiated Lync meetings must be joined via a computer or mobile device using the Lync App.

Staff/Faculty	Students
<p>To Schedule/Create a Lync Meeting:</p> <p>Option 1: If you are using Outlook, click New Items and then Lync Meeting</p>  <p>Option 2: If you do not have Outlook available, you can create a Lync meeting from the web. Go to http://bookameeting.uaa.alaska.edu Sign in with ua\ in front of your uusername Example: ua\fflinstone</p>	<p>To Schedule/Create a Lync Meeting:</p> <p>Schedule /Create Lync meetings online at http://sched.lync.com</p> <p>Sign in with the same username as Office 365</p> <p>Example: fflinstone@ua.alaska.edu</p>

Mobile Apps

Included with Office 365 is full access to the suite of Mobile Apps. Full functionality of the Office for iPad and Android apps are available by signing in with your Office 365 username –

uausername@ua.alaska.edu

Mobile Apps are available for Word, Excel, Powerpoint, OneNote, Lync, SharePoint, and OneDrive. For a full list of apps available for your device, login to Office 365, click the gear icon and then Office 365 settings.



Click Software and then Phone and Tablet

Software

Office

Lync

OneDrive

Tools & add-ins

Desktop setup

Phone & tablet



February 6, 2015

INFORMATION UPDATE

CENTER FOR ADVANCING FACULTY EXCELLENCE

- **Dr. George Kuh**, nationally recognized expert on strategies relating to student success, will offer several sessions for faculty and student affairs personnel on Tuesday, **February 24**. Sessions include introducing, embedding and assessing **High Impact Educational Practices (HIPs)** in curricular and extra-curricular teaching and learning. Registration has been extremely robust (over 100 people so far), so please contact CAFE or check our website ASAP if you are interested in attending. Because this is a class day, we encourage faculty and staff to consider parking in their preferred lots and walk or use the Seawolf Shuttle.
- As a complement to the presentation by **Dr. George Kuh**, CAFE has also launched a joint academic/student affairs **HIP Reading Group**. Using readings recommended by Dr. Kuh, two sessions are scheduled to accommodate a range of schedules. Sessions are co-facilitated with Dr. Ryan Henne (Student Affairs) and Professor Karen Roth (College of Education) on Fridays, and Dr. Jackie Cason (College of Arts & Sciences, English) and Whitney Brown (Student Affairs) on Tuesdays. Upcoming meetings are **February 13, March 20, and April 17, Noon to 1 p.m.** Register online at the CAFE website. If there is interest, we may be able to follow up in the fall with some additional opportunities in this area.
- **Responding to Toxic Behavior in Departments:** CAFE will offer two more performances and discussions of *Toxic Friday*, the interactive theater piece addressing academic bullying in departments. Department Chairs, prospective Department Chairs and Academic Deans are invited to attend on **February 6**. All faculty are invited to the performance on **February 20**. A third performance specifically designed for Deans & Directors will occur **February 25**. An interactive intervention workshop for faculty will also be offered on **March 20**.
- At the request of faculty, CAFE coordinated and hosted a mini-retreat on **Academic Writing for Faculty** facilitated by **Dr. Marty Townsend**, Professor of English at University of Missouri. The day-long session was held January 8. Twenty faculty registered and will participate in January and February follow up sessions designed to help them maintain momentum on their writing project. These sessions will also introduce faculty to another academic writing approach CAFE staff encountered at the Professional and Organizational Development (POD) conference this fall.
- **Alaska Native Ways of Teaching & Learning / Difficult Dialogues:** At the request of faculty participants, CAFE launched five additional meetings in the spring semester to take an in-depth look at issues such as culturally responsive teaching in online classes, becoming more effective allies to Alaska Native students and faculty at UAA, and building community in class.
- **Faculty Sharing Experience in Rural Alaska:** At the request of a faculty group, CAFE is hosting three sessions this spring on teaching and responsible ways of conducting research in rural Alaska. The first session which focused on teaching in rural Alaska was held **January 30**.

CENTER FOR ADVANCING FACULTY EXCELLENCE - *continued*

- CAFE continues to support gatherings of several faculty learning communities and communities of practice.
 - The **Making Learning Visible** community (UAA's effort in the Scholarship of Teaching and Learning) is offering a pathway to getting familiar with SoTL research and a group to support the launching of a specific project.
 - The **Team-Based Learning** community is working to assess and identify specific classrooms on campus that are most conducive to this valuable, dynamic flipped-classroom pedagogy.
 - Our newest faculty learning community, **Information Literacy and Research Skills**, will be led by Dr. Heather Adams (College of Arts & Sciences, English) and Professor Page Brannon (Consortium Library, Instructional Resources). They will facilitate a series of sessions this spring for faculty interested in improving information literacy instruction for their students. They are considering developing an IL Intensive for later in the term.
- Though we will continue to use the University's email system as a key resource for sharing information, CAFE launched a **Facebook** page to share information on events and other items of interest. Recent posts focused on two faculty awards, curating one's digital identity as an academic, a call for papers on Otherness in the Academy, and apps that help people stay focused on their writing. We plan to increase faculty awareness of the availability of our page in our monthly and weekly updates.
- CAFE is exploring the possibility of hosting a showing and discussion of the 2014 **CNN documentary *Ivory Tower***. *Indiewire* calls this film "one of the best documentaries of 2014." Exploring problems such as the student debt crisis, shifts in the campus workforce, changes in public funding for higher education and much more, this documentary presents an extremely compelling look at the higher education landscape in America. Given Alaska's fiscal situation, we believe that a viewing of the film would be extremely well-timed. We hope to have more information in time for next month's report.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- UAA's **Carnegie Designation as an Engaged University 2015** was announced nationwide on January 7. UAA is one of 361 institutions of higher education to be awarded the designation, and one of a very few to receive the original designation in 2006. The **Community Engagement Task Force** is to be commended, with the support of Renee Carter-Chapman's office and CCEL, in submitting the extensive and successful application!
- Fall 2015 will be the first semester using **course designators for Community-Engaged and Service-Learning courses**. The CE & SL designators will be entered on Fall Course Schedule forms in the Attendance column and are due on February 13.
- The Community Engagement Task Force is now a permanent **UAA Community Engagement Council** reporting to the Office of Academic Affairs.
- Twenty-two faculty from across disciplines participated in the **Faculty Workshop on Community Engagement on January 23**. Faculty requested follow up sessions on: 1) Integrating reflection activities, 2) Meeting potential community partners, 3) Community-engaged scholarship, 4) Hearing from other faculty about their projects/courses, 5) Fine-tuning their syllabi, and 6) Dialing community-engagement into their disciplines. Follow up brown bags are being scheduled throughout the spring semester.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING - *continued*

- CCEL awarded **9 faculty minigrants** for spring 2015 to faculty in Dietetics & Nutrition, Counselor Education, Secondary Education, Anthropology, Business Administration, Social Work, Environmental Studies, and Early Childhood Education. For the second year in a row we were able to extend funding through a generous gift from the Providence Community Fund for health-related projects.
- **49 Community Engaged Student Assistants (CESAs)** received tuition awards from CCEL to work with faculty in a variety of disciplines on community engaged courses, research and creative activity for the spring semester.
- **The Selkregg Award for Community Engagement** is open for applications from faculty and is due on **February 27**. This is a \$5,000 award to faculty for a community engagement project that makes a significant difference for an Alaskan community and/or state of Alaska.
- **Save the Date! The Urban in Alaska conference** will be held **March 27** (9 am – 4 pm). Student leaders in community engagement in CCEL are planning this year's conference: **Urban & Rural in Alaska: Community Engagement at UAA**. The call for proposals will prioritize faculty who have been working with CCEL, presenting with their students and community partners in 60 minute breakout sessions. A longer lunch session will feature an opportunity for short, "rapid fire" presentations from faculty across the UAA system to present their community-engaged work. The conference aims to bring students, faculty and community members together and may end with a meet and greet session with potential partners for new projects and opportunities.

ACADEMIC INNOVATIONS & eLEARNING

Professional Development

- February's focus is on copyright. Learn how to maintain copyright compliance while offering appropriate multimedia resources to your students in the **Copyright: Best Practices Workshop**. Gain knowledge regarding UAA policies, best practice solutions, procedures, and strategies to help to navigate copyright law and the TEACH Act as they relate to multimedia in your online course. **Wednesday, February 18**, LIB 214, 2:30 - 3:30 pm
- **Tech Fellows Applications** open **February 10, 2015**. The focus this year will be "Open Education Resources in Higher Education".
- The Call for Proposals is now open for our annual **Serious Fun Gathering**. The deadline for submission is lucky Friday the 13th, February 2015. [Submit your proposal now!](#) The event will take place on **Friday, April 17, 2015**.

ePortfolio Initiatives

- It's **Digication!** Our ePortfolio contract is now signed and thanks to Provost Baker the licenses are paid through Fall 2016.
- Numerous pilots and discussions are currently underway throughout the University community (including a promotion and tenure effort). Interested programs or offices should contact Academic Innovations for more information. A university-wide rollout is planned for Fall 2015.
- Long range funding strategies are on track with the adoption of a resolution by USUAA to establish an e-portfolio fee and, potentially, a digital media lab fee; the media lab fee is contingent on approval of the proposed West Side Learning Commons proposal.

ACADEMIC INNOVATIONS & eLEARNING - *continued*

Staffing Notes

- We are sorry to say the Assistant Director of Professional Development positions search failed. We will look to reopen the search after this Spring but in the interim Lara Madden will be acting as our Faculty Development Coordinator.
- The Instructional Designer 3 position has one last candidate coming later in February. However, if successful the position will not be filled in summer. In the interim, Linnea Ward is working part-time as an Instructional Designer.

COMPLEX SYSTEMS

Dr. Daniel Kammen, will present two lectures: *The System is the Solution: Energy Options for the 21st Century* on **Thursday, February 5, 7 p.m.** at Rasmuson Hall, and *A Systems Science for Sustainable Energy* on **Friday, February 6, Noon**, in Admin 143A. Dr. Kammen is the Class of 1935 Distinguished Professor of Energy at the University of California, Berkeley. He studied physics at Cornell and Harvard and held postdoctoral positions at the California Institute of Technology and Harvard.

INSTITUTIONAL RESEARCH

- Fall 2014 Closing information and detailed report on student characteristics is available at <http://www.uaa.alaska.edu/ir/>

UAA/APU BOOKS OF THE YEAR

Read.Watch.Think. Films & dialogue about themes explored in Blaine Harden's *Escape from Camp 14*.
February Theme: Stereotypes

February 17, 7 p.m.

Film: *Smoke Signals*, a movie based on Sherman Alexie's book, *The Lone Ranger and Tonto Fistfight in Heaven*

Alaska Public Media, KAKM-TV studio, 3877 University Drive

February 19, 6 p.m.

Community Conversation
Anchorage Public Library

Presented in partnership with Anchorage Public Library and Alaska Public Media.

INSTITUTIONAL EFFECTIVENESS, ENGAGEMENT & ACADEMIC SUPPORT

- New reports posted on the IEEAS website <http://www.uaa.alaska.edu/institutionaleffectiveness/> include:
 - 6-Year Baccalaureate Graduate Rate AY14
 - Certificates & Degrees Awarded AY14
 - Graduate Program Profile AY14

**Submission of the Office of Diversity & Compliance Report to
UAA Faculty Senate President, Dr. Diane Hirshberg**

February 2, 2015

Title IX:

In 2011, the U. S. Department of Education, Office of Civil Rights issued the “Dear Colleague Letter,” which provided universities with specific guidance for handling sexual harassment, sexual assault and sexual violence on campuses. The Dear Colleague Letter, explained an institution responsibilities under Title IX. In May 2014, President Gamble was notified by the U.S Department of Education, Office of Civil Rights of a planned compliance review of the University of Alaska System to analyze how the institution handles sexual harassment complaints and adherence to Dear Colleague Letter guidelines. During October 2014, the Office of Civil Rights (OCR), conducted the on-site review and examined the university’s handling of complaints and reports of sexual harassment, sexual violence and responses to such complaints, along with the review of policies, etc.

UA is committed to addressing and preventing sexual harassment and sexual assault on all of its campuses. UA will conduct a system wide Climate Survey dealing with sexual assault based on White House recommendations and guidelines from the Department of Education Office of Civil Rights. Climate Surveys study student’s perceptions of sexual misconduct on campuses or in their lives. A survey also provides an understanding of other climate issues, such as a students’ knowledge about institutions reporting policies, resources for victims, attitudes about prevention and perceptions about how the institution is addressing the problem of sexual violence. The UA Climate Survey is being administered through the Statewide Office of Institutional Research following best practices and established protocols. A UA Title IX Task Force comprising of the Title IX Coordinators, Human Resources, Student Services, Student Affairs, Public Affairs and General Counsel Leadership from across the system is working with Institutional Research to adapt the survey to address broader concerns and needs of Alaska’s populations. The Climate Survey questions will be limited to questions which provide useful data for implementing any necessary changes on university campuses. Information from the survey will assist in identifying if a problem area exist and provide Title IX Coordinators the ability to tailor improved prevention efforts.

On January 28, The Statewide Voice issued article on University to officially designate staff and faculty as responsible employees. The Office of Civil Rights Title IX guidance indicates UA

must make clear to all of its employees and students which staff members are responsible employees so that students can make informed decisions about whether to disclose information to those employees. Further, OCR guidance states that institutions must inform all employees of their reporting responsibilities. The University of Alaska designation of “Responsible Employees,” include all staff, all faculty, and Residence Life student employees, with the limited exception of counselors, clergy, or other persons with a professional license requiring confidentiality who are working within that license. A responsible employee must report all relevant details of sexual misconduct to the Title IX Coordinator or other university designees within 24 hours. The university is obligated to address sexual misconduct that a responsible employee knew or should have known about, and has this obligation regardless of whether the student, student’s parent or a third party decided to file a formal complaint. The university must provide the victim interim services such as medical attention, counseling, housing options, class changes and reimbursements.

The Statewide Voice: University to officially designate staff and faculty as responsible employees <http://www.alaska.edu/voice/2015/jan-2015/system-news/responsible-employee/>

The university is aggressively working to comply with Title IX and to meet the recommendations set for by the Office of Civil Rights. The Title IX team is focusing on educating the university community about their rights and responsibilities under Title IX, increasing awareness and leading sexual assault prevention programs and providing sexual harassment training to UAA constituents.

Additional Training spring 2015:

Monthly Respectful Workplace trainings have been scheduled. Dates and registration are available on the HR training calendar. In addition to the open sessions, eight different departments on campus are currently scheduled for sessions and two days of training in Kenai is in the process of being scheduled.

A session specific to faculty can be presented upon request by contacting Mandee Mlcek, compliance specialist at msmlcek@uaa.alaska.edu.

The # Oopsism workshop was held last Friday, 33 people attended. An overflow workshop was scheduled for Friday, February 6 and that session has already reached capacity.

Diversity & Inclusion:

Civil Rights Month was launched on Tuesday, January 20th, 2015 in the Lucy Cuddy Hall. With UAA’s commitment to create and maintain an inclusive and respectful community, the program was reflective of the past leaders who influenced the civil rights movement in Alaska, as well as a time for the UAA community to consider how to move forward and make

the change we want to see in our community. The program included a spoken presentation from the Clark Middle School Informers, a group of 15 middle school students who shared with us the history of the Alaska civil rights movement and our leaders, as well as their personal interpretation of what civil rights means and their vision for the future. Following, the Clark Middle School Informers, was a call to action from the Honorable George Martinez, cultural ambassador, political scientist, and author of *The Organic Globalizer: Hip Hop, Political Development, and Movement Culture*. In conclusion of the program, following in UAA tradition, birthday cake was served in honor of Dr. Martin Luther King Jr's birthday.

UAA Black History Month began with the kick-off celebration, on Thursday, January 29th, 2015 in the Student Union Cafeteria from 12:00 – 2:00 pm, with over 200 UAA students, faculty, staff and community members in attendance. The Black History Month kick-off celebration incorporated student leadership (UAA Black Student Union, UAA Students, English Department, College of Business & Public Policy and Glee Club). The 2015 keynote speaker, Dr. E. Louis Overstreet, a leader in Alaska Civil Rights and author of “Black on a Background of White.” *A Chronicle of Afro-American's Involvement in America's Last Frontier, Alaska*

The kick-off celebration and keynote address was reflective of the theme of Black History Month and gave vision to where black culture is now, and where it is intended to go through the incorporation of innovative and purposeful leadership.

The Black History Month Committee has planned a month full of events in partnership with UAA colleges, departments, and student clubs, which will continue to focus on the theme of “Aspire to Inspire: Transformational leadership, from the past to the present, and the future.”

Respectfully submitted,

Marva Watson,

Director, Office of Campus Diversity & Compliance

Title IX Coordinator



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

February 2015

Report of the President

Budget

The budget news for the university is not good, but we don't yet know how bad it might get. At present the UAA administration is projecting a \$15 to \$18 million shortfall for FY16, but that could change depending on the actions of the state legislature, as well as whether the UA Regents decide to raise tuition or not. The PBAC (Planning and Budget Advisory Council) begins meeting next week, and will be discussing these issues in depth. I will share with faculty as much information as I can as soon as it is available. There are many ideas being floated about how to address the shortfall while protecting the academic and administrative core functions of the university. These proposals include the possibility of furloughs, which in effect are salary cuts (while furloughs are presented as unpaid leave, I realize that many at the university, especially faculty members, will not do any less work despite less pay). There is some discussion that the faculty union collective bargaining agreements prevent the use of furloughs. Whether or not this is actually the case, I firmly believe that faculty members have to share the burden of any significant cuts to university budgets that require salary reductions. Faculty salaries are the biggest piece of the budget, and if we do not share in furloughs, we risk two things. First, we will create enormous resentment and anger if some staff members are forced to take reductions without faculty sharing in this. Second, the only alternative if we don't have faculty furloughs is lay-offs, starting with those faculty members who do not have tenure protections. We don't want either of those two situations. And so, if the fiscal situation becomes so dire as to warrant more extreme measures I will advocate hard for an equitable and ethical sharing of the burden. Let's hope we don't end up in that situation...

Prioritization

By now you've had an opportunity to read the administration's prioritization report. There is not a lot of detail on the next steps, but academic programs placed in transform or further review are being asked to go through an expedited review, and some of these face the possibility of recommendation for elimination. That said, the academic recommendations in this report follow closely the recommendations from the Academic Task Force report released in August, so programs should not be surprised by how they fared in this iteration. There are some more significant differences in the recommendations around support functions as well as descriptions of some current and planned changes. Unfortunately, while I do believe that implementing the recommendations from prioritization report can lead to a stronger more well-aligned institution, this will only result in \$1 to \$2 million in savings, and we will need to continue to seek out other ways to cut costs and increase efficiencies.

UA Regents

Governor Walker announced his new selections for the UA Board of Regents on January 26. If you missed my email about them, you can about them at:

<http://gov.alaska.gov/Walker/press-room/full-press-release.html?pr=7065>

I believe the new members bring strong skills and experience to the position as well as some new, diverse perspectives. The next UA Regents meeting is scheduled for February 19-20 in Anchorage at the Lee Gorsuch Commons. I urge you to consider stopping by to hear the new board, and perhaps to share your thoughts during public testimony each morning. A link to the agenda will be posted the Monday of the meeting (if not before) at

<http://www.alaska.edu/bor/agendas/>

Tanaina Child Care Center

I am saddened by the news that the Tanaina Child Care Center has been asked to vacate their location on campus. I also realize that the university is in a difficult position, as the location in the Wells Fargo Center is inadequate, and there is not an obvious spot on campus that would provide a better site without a significant financial investment. That said, I hope we work toward a solution that leads to the establishment of a (hopefully larger) child care center on campus that serves the needs of faculty, staff and students as well as potentially becoming a site where UAA teaching interns could practice their craft.

UAA Provost search

As of Friday's Faculty Senate meeting, we will have brought two of the four finalists for the UAA Provost position. We will have two more visit in the next two weeks. I hope that you are finding time to attend the open forums or one of the other meeting opportunities and/or at least reviewing their resumes. Please feel free to share with me any comments you have about the candidates, and I will forward these to the Chancellor.

UA Vice President of Academic Affairs and Research search

The search committee for the UA VPAAR completed its telephone interviews of four finalists, and scores and comments on the candidates were forwarded to President Gamble. There is not, at present, any plan to bring finalists to the campuses, and I am not sure how long it will be before we hear who will be selected. I will let you know as soon as I hear anything new.

UA President Search

President Gamble announced that he is stepping down in June. The UA Regents have retained a search consultant and set up a search committee that includes faculty, staff and student representatives. A list of search committee members, and information on the search including the job announcement is at: <http://www.alaska.edu/bor/presidential-search/>. Rachel Morse; UAA Assistant Vice Chancellor for Alumni Relations, is the only UAA representative to the committee. Please share any thoughts you have with her. Also, please share the job announcement with your colleagues outside, in case they are or know of qualified potential applicants!

And finally: I hope the New Year and the new semester are treating you well. Please contact me if you have any questions, concerns or ideas!

A. COE

Dlt EDEN A610 Leadership and Self-Identity (3 cr)(3+0)

B. CBPP

Chg BA A648 Business Intelligence and Data Mining (3 cr)(3+0)

C. COH

Add COHI A678 Interdisciplinary Exploration of Alaska's Critical Behavioral Health Issues (3 cr)(3+0)

Add MD A602 Introductory Primary and Continuity Care Clerkship (3-4 cr)(0+4)

Add MD A603 Clinical Skills (3-4 cr)(2+2)

Add MD A610 Molecular and Cellular Bases of Disease (11 cr)(8+8)

Add MD A620 Invaders and Defenders (10 cr)(8+8)

Add MD A630 Circulatory Systems (16 cr)(6+6)

Add MD A640 Blood and Cancer (5 cr)(8+8)

Add MD A650 Energetics and Homeostasis (10 cr)(8+8)

Add MD A660 Mind, Brain and Behavior (14 cr)(8+8)

Add MD A670 Lifecycle and Reproduction (8 cr)(8+8)

Chg SWK A607 Social Welfare Policy and Services (3 cr)(3+0)

Chg SWK A608 Social Policy for Advanced Generalist Practice (3 cr)(3+0)

Chg SWK A624 Foundation Research Methods (4 cr)(4+0)

Add SWK A629 Advanced Generalist Practice IL Individuals (3 cr)(3+0)

Chg SWK A630 Practice I: Individuals (3 cr)(3+0)

Chg SWK A631 Introduction to Social Work Practice (3 cr)(3+0)

Chg SWK A632 Practice II: Families and Groups (3 cr)(3+0)

Chg SWK A633 Advanced Generalist Practice II: Families and Groups (3 cr)(3+0)

Chg SWK A634 Advanced Generalist Practice II: Organizations and Communities (3 cr)(3+0)

Chg SWK A635 Advanced Generalist Integrative Seminar (3 cr)(3+0)

Chg SWK A636 Practice III: Organizations and Communities (3 cr)(3+0)

Add SWK A638 Practice Evaluation Lab (1 cr)(0+2)

Chg SWK A639 Advanced Generalist Intensive Practicum (6 cr)(3+32)

**Graduate Academic Board
February 2015 Course Report**

Chg	SWK A642	Human Behavior in the Social Environment (3 cr)(3+0)
Chg	SWK A643	Human Diversity in Social Work Practice (3 cr)(3+0)
Chg	SWK A644	Social Work Practicum I (3 cr)(3+16)
Chg	SWK A645	Social Work Practicum II (3 cr)(3+16)
Chg	SWK A646	Advanced Generalist Practicum I (3 cr)(3+16)
Chg	SWK A647	Advanced Generalist Practicum II (3 cr)(3+16)
Chg	SWK A698	Master of Social Work Seminar (3 cr)(1+6)

A. COE

Chg	EDEL A205	Becoming an Elementary Teacher (3 cr)(3+0)
Chg	EDEL A206	Introduction to Assessment in Elementary Education (2 cr)(2+0)
Chg	EDEL A327	Teaching Social Studies in Elementary Schools (3 cr)(3+0)
Chg	EDEL A428	Teaching Science in Elementary Schools (3 cr)(3+0)

B. CBPP

Chg	BA A461	Negotiation and Conflict Management (3 cr)(3+0)
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C. CAS

Dlt	PSY A427	Field Experience in Psychology (3 cr)(1+6)
Chg	PSY A495A	Psychology Practicum (3 cr)(1+6)

D. COENG

Chg	ME A280	Solid Modeling for Engineers (3 cr)(3+0)
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E. COH

Add	COHI A478	Interdisciplinary Exploration of Alaska's Critical Behavioral Health Issues (stacked with COHI A678)(3 cr)(3+0)
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F. MATSU

Add	RE A150	Basics of Ground-Source Heat Pump Systems (1 cr)(1+0)
Add	RE A160	Basics of Biodiesel and Vegetable Oil Fuel Systems (1 cr)(1+0)

Committee Member	1/16
Utpal Dutta	X
Kevin Keating	X
Alberta Harder	X
Patricia Fagan	X
Marcia Stratton	X
Michael Lamb	A
Walter Olivares	
Joel Condon	X
Sandy Pence	X
Kyle Hampton	A
Joan O'Leary	X
Francisco Miranda	X
Susan Kalina	X

- We are deeply saddened over the recent death of long-time GERC member Walter Olivares. He was passionate for his discipline, and this was evident in his service on GERC. We will miss him, a wonderful individual and a dedicated and talented professional.
- Motion made and passed to add the following statement to the AAS catalog entry:
 - Any GER-approved course in humanities, mathematics, natural sciences, or social sciences may be applied toward meeting the General Course Requirements in designated disciplines for Associate of Applied Science degrees.
- Marcia Stratton and Patricia Fagan volunteered to work on the general education section of the catalog with a goal of making the information more student-friendly and less repetitive. They will bring a draft to a future meeting for review.
- Concluded discussion on dual category courses. No comments were received by the departments (Art, Music, Theater & Dance) after being notified in November about the issue and discussion scheduled for Jan. 16, 2015. GERC voted to support current policy that limits a course to satisfy only one category, and proposed a solution to resolve the current situation. GERC moved to require departments to select the preferred category, and to allow expedited curriculum approval process for this issue through a memo to GERC, UAB and OAA. Affected courses are: ART A261, A2262, A360a, A360b; MUS A221, A222; THR A311, A312, A411, A412. Emails were sent to the departments with suggested memo wording to facilitate the process.

UAA Faculty Senate Academic Assessment Committee Feb. Report to Faculty Senate**Committee Membership**

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

Guest(s) and Public Attendee(s)

Melodie Mackey – PWSCC

Committee discussion(s)

Spring assessment workshops – more information coming soon

- Friday, February 27 on writing academic assessment plans
- Friday, March 20 on rubrics and norming
- Friday, April 3 on ePortfolios

Tracking and archiving of artifacts, data and reports for assessment across programs, colleges and the university.

Motions**Informational Items**

Survey of college deans for academic assessment structure and process about to commence.

Programs whose assessment plans were reviewed during the period

- Bachelor of Science and Bachelor of Arts in Biological Sciences represented by Dr. Jerry Kudenov
- Bachelor of Science in Natural Sciences represented by Dr. Jerry Kudenov
- Bachelor of Science in Electrical Engineering represented by Dr. Joseph Mixsell

Submitted by: Brian Bennett

Date: 1 Feb., 2015

January 9, 2015 ACDLITE Committee Report

Faculty Senate, February 2015

Committee Members:

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

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

1. Guests CIO Pat Shier and AI&e Director Dave Dannenberg – Updates

- ✓ **Pat:** Discussions continue regarding Blackboard in the cloud and ITS is proposing a fall 2015 conversion. ACDLITE members unanimously endorse this proposal, as we believe the advantages far outweigh the disadvantages. The proposal will be presented/discussed at the February Faculty Senate meeting.
- ✓ An email “incident” occurred relatively recently, which ACDLITE believes should be brought to the attention of the Faculty Senate.
- ✓ Many faculty members are eliminating their office phones and substituting smart phones/Bluetooth.
- ✓ Microsoft Office 365 Pro Plus is currently being tested with students in three classes. Availability to all faculty, staff, and students should be available very soon.
- **Dave D:** Discussions continue regarding the consolidation of various student technology fees, to include an ePortfolio fee.
- The Learning Resource Center (LRC) is under renovation and the redesign might include a lab for ePortfolio and digital media tutoring.

2. Sub-committee assignments:

- A. The UAA software inventory document was distributed and input is still being received. We hope to learn the date this information will be posted, and its location soon.
- B. Invitations have been sent for the Faculty e-Learning Luncheon scheduled for 11:30 a.m. to 1:30 p.m. on Friday, February 20, 2015, at Lucy’s in the Cuddy Hall. Due to limited space, reservations are required. See flyer on page 2 of this report.

Next Meeting: Friday, February 13, 2015
9:00 to 11:00 a.m. – IT Services Conference Room SSB120B



Academic Computing, Distance Learning,
Instructional Technology and eLearning

and



Academic Innovations
& eLearning
UNIVERSITY OF ALASKA ANCHORAGE

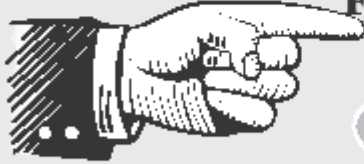
Present the 4th Annual


Faculty eLearning Luncheon



Innovations in eLearning

*Join us for PechaKucha Style presentations from UAA's
leaders in eLearning*



Friday, February 20th, 2015
11:30 - 1:30
Lucy's
in Cuddy Hall 



*Limited seating available! Please RSVP to
etech.luncheon@gmail.com
to reserve your seat*

Lunch and door prizes provided by a gift from UAA Academic
Innovations and eLearning and the Office of Institutional
Effectiveness, Engagement and Academic Support.



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, DECEMBER 12, 2014

P	Rachael Ball History	P	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, 1 st Co-Chair	E	Mary Weiss Nursing, 2 nd Co-Chair (Bethel)		
P	Rebeca Maseda Garcia Languages	P	Yelena Yagodina Mathematics		
E	Erin Hicks Astronomy	P	Jervette Ward English		
E	Wei-Ying Hsiao Education	P	Maria Williams Alaska Native Studies		
<p style="text-align: center;">Consultants and Representatives</p> <p>__P__ Marva Watson, Director, Campus Diversity & Compliance Office</p> <p>__P__ Indigenous & Alaska Native Faculty Subcommittee Representative(s)</p>					

P=Present E=Excused A=Absent

- I. Meeting was called to order by Gabe Garcia at 2:15 PM, and a quorum was established.

- II. Motion to approve the December meeting agenda. Motion made by Rebeca Maseda. Seconded by Sean Licka. Motion passes
- III. Motion to approve of October meeting minutes. Motion made by Rebeca Maseda. Seconded by Sean Licka. Motion passes.
- IV. Gabe Garcia updated the membership about the status for the search for co-chairs to lead the Diversity Action Plan. There are a total of six nominees to co-chair the Diversity Action Plan initiative. FSDC and DAC leadership plans to interview these nominees early in Spring Semester 2015.
- V. Gabe Garcia provided updates regarding DAC. Primarily, he mentioned that DAC recently awarded funding for the upcoming Black History Month. Gabe encouraged the membership to attend the Black History Month events/activities.
- VI. Since there will be some openings in the UA Board of Regents membership, Maria Williams encouraged FSDC members to provide nominees who especially value diversity and faculty.
- VII. Zeynep, Ray, and Rebeca provided updates regarding the efforts to create a database of faculty working on/interested in diversity issues. She mentioned that the Faculty Diversity Database Subcommittee reached out to department chairs to identify faculty in their department interested in diversity issues. So far, only a few faculty has responded for this request. Zeynep will follow-up with the chairs early in Spring Semester 2015.
- VIII. The Diversity Dialogue Subcommittee discussed the topic and potential dates for the first Diversity Dialogue series. FSDC members decided that the first Diversity Dialogue series would be on faculty mentorship. Since the first FSDC meeting in the Spring Semester falls in the first week of class when many faculty are busy, the FSDC membership has decided to make the first Diversity Dialogue of the year to be in February.
- IX. Announcements provided in the meeting include:
 - a. There will be several Civil Rights and Black History Month events happening in the last week of January 2015.
 - b. The Art Department will be exhibiting several art works dealing with diversity issues in Spring Semester 2015. Sean Licka will be providing fliers for these exhibits once they are available.
- X. Meeting was adjourned at 3 PM.



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, JANUARY 16, 2015

P	Rachael Ball History	P	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, 1 st Co-Chair	E	Mary Weiss Nursing, 2 nd Co-Chair (Bethel)		
P	Rebeca Maseda Garcia Languages	P	Yelena Yagodina Mathematics		
E	Erin Hicks Astronomy	P	Jervette Ward English		
E	Wei-Ying Hsiao Education	P	Maria Williams Alaska Native Studies		
<p style="text-align: center;">Consultants and Representatives</p> <p>__P__ Marva Watson, Director, Campus Diversity & Compliance Office</p> <p>__P__ Indigenous & Alaska Native Faculty Subcommittee Representative(s)</p>					

P=Present E=Excused A=Absent

I. Welcome by Chair Gabriel (Gabe) Garcia, and Gabe introduced Jervette R. Ward as new co-chair

II. Motion to approve the January Meeting Agenda. Motion made by Rebeca Maseda Garcia. Seconded by Maria Williams. Motion Passes.

III. Motion to approve December Meeting Minutes. Edits to point VII made by Zeynip Kilic. Motion made by Zeynip. Seconded by Rachael (Ray) Ball.

IV. Gabe provided update on DAP nominees. Candidates are scheduled to be interviewed the first week of February. One staff member and one faculty member will be chosen. FSDC and DAC will contact Chancellor to affirm moving forward with the DAP initiative.

V. DAC Updates from Marva Watson: Student diversity award committee met - \$10K for 28 nominees – 14 students will be awarded diversity awards about \$700/each on tuition waivers – includes students from both the main campus and the community campus. Dr. Erin Holmes, Institutional Research, was invited to participate and she is creating a SharePoint website about UAA representing the diversity of the state. DAC will be meeting with Kristen D. Smith, University Advancement, to discuss diversity blog/webpage.

VI. Need to think about meeting date for joint FSDC and DAC – DAC meets second Friday of each month 9-10:30am – March 20th is a tentative option.

VII. Alaska Native Studies Update from Maria D. Williams: Alaska Native Task Force under previous Provost considered creating an Alaska Native Affairs Vice-Chancellor – still pursuing this possibility. Alaska Native Studies Conference is in Fairbanks in March.

VIII. February 19-20 BOR meetings – FSDC should prepare to give a 3-minute talk. We should provide five things that we want BOR to know about diversity in regards to faculty – will have the conversation via email.

IX. Diversity Database

Questions to consider:

- Should it be a webpage?
- What is the purpose of the Database?
- How will the information be gathered?
- How will it be maintained?
- Who is our audience? students, media, community, colleagues with similar interest, new faculty, potential faculty, advancement/donors

Zeynip will send the email that asks for people to send their information for a committee edit.

Database Purpose

1. Create a community that is committed to and interested in Diversity
2. Leverage the Scholarly Profile of Faculty Members
3. Leverage the Diverse Service Work of Faculty Members
4. Highlight the diverse teaching of faculty members
5. Provide Experts Database –for internal and external constituents

Information to Include in Database

General Information

People should put research, teaching, and service expertise/interest
Database should be searchable

Maria's assistant might be able to help with website management of database.

X. Diversity Dialogue Series: Mentoring

Purpose is to help retain new faculty (onboarding), to show senior faculty mentoring roles, to highlight importance of mentorship in academia

February 20, 2015 3-4:30pm, Library 307

Invited Guests: New Provost, Deans, and New Faculty

Panelists – Contact Person:

Michiro Ama – Rebecca

Sudarsan Ranjaragan – Rebecca

Toby Widdicombe – Jervette

Jervette Ward – Jervette

Terry Nelson – Jervette

Frank Jeffries – Jervette

Sharon Lind – Maria

George Geistauts – Maria

Format: Erin K. S. Hicks will draft a series of diversity related questions and we will tell panelists to prepare for audience questions

Jervette will reserve room: Library 307

Gabe will create flyer and draft email for panelist invites

Ray will reach out to new faculty via Cafe

Marva's Office will contribute coffee/cookies/refreshments

XI. Announcement from Marva: \$1200 in DAC budget – Next meeting is February 13, 2015 – the DAC website has the template for funding request

Meeting adjourned at 430 PM.



**Institutional and Unit Leadership
Review Committee (IULRC) Report
January 30, 2015**

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.

Since its last report of December 1, 2014, the Committee has conferred with the Provost and respective Deans on the anticipated protocols for launching the survey this academic term. The Committee will continue its dialogue with the respective Deans during the week of February 9th; simultaneously, the Committee will commence its final test of the survey instrument using the Senate's Executive Committee as its test panel.

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, February 6th, in SSB 366.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE
November 6, 2014

- ATTENDANCE. Gina Miller, Amanda King, Doug Kelly, Steve Rollins. Anna Bjartmarsdottir, Peter Olsson, Leanne Davis, Eric Carlson, Nancy Nix, Sean Licke, Ian Hartman
- Deans Report.
 - Dean Rollins discussed the budget for FY 15 and FY 16
- SUBCOMMITTEES REPORT
 - Resources-**
 - Discussion about distance learning support with scholarworks.
 - Working on the annual funding letter.
 - Service**
 - Discussed libqual results
 - Place**
 - ARC gallery bookings discussed.
 - Starting spring there will be no contracts for the ARC gallery until the HVAC replacement is finished. The gallery will re-open fall of 2015.
- **NEXT MEETING: February 6, 2015 in CL 302A, 11:30 am – 1 pm.**

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

REPORT FOR JANUARY 2015 TO UAA FACULTY SENATE

Membership

The members of the 2014-2015 SASS Committee are Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore, Ruth Terry, and Sharyl Toscano. Karl Pfeiffer and Sharyl Toscano are co-chairs of the committee. The fourth meeting for this academic year was held 1/16/15.

2014 – 2015 SASS Committee Goals

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 reports 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 reports to Senate. Ongoing. See below.
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. Meeting with Susan Kalina occurred during the 11/21 SASS Meeting. Meeting with the Provost is scheduled for 12/9. Meetings occurred as scheduled.

Co-Chair Summary: The SASS Committee met for the fourth time of the 2014-2015 academic year on January 16, 2015. SASS did not meet during December 2014. Minutes are attached from the January 2015 meeting. SASS is scheduling March 20th to host a meeting with student representatives for the purpose of discussing student concerns and representation on SASS. If successful, it is expected that this forum will be hosted annually by SASS.

Student Academic Support and Success (SASS)

Friday, January 16, 2015

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

Meeting Minutes

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

- I. Old Business
 - a. Review/approve minutes from 11/21/14 SASS meeting.
- II. New Business
 - a. December 5, 2014 Faculty Senate Meeting was discussed. Karl, Sharyl, and Tom Skore were all in attendance.
 - b. Karl met with the Provost on December 9, 2014. Discussion focused on financial incentives for students. The Provost indicated that the idea of a consolidated tuition cap was “back on the table.”
 - c. SASS schedule for the rest of the 2014-2015 school year: 2/20/15, 3/20/15, 4/17/15
 - d. Student input/participation for SASS was discussed. SASS will host a panel discussion with students during the 3/20 meeting. Pizza will be provided and SASS members will invite students.
- III. Strategies for at-risk students.
 - a. SASS discussed the mechanics of cancelled classes and questions whether or not getting dropped (due to cancellation) from one class promotes complete withdrawal by students for the semester.
- IV. Open Agenda
 - a. Budget issues: Tom Harman gave an update on current program and organizational changes at the LRC.
- V. Adjourn: 4:00 PM

Academic Honesty and Integrity Committee

December 15, 2014; January 12, 2015; and February 2, 2015 Meetings

Members: Dede Allen, Paola Banchero, Kathy Bilton, David Bowie (Co-chair), Sally Bremner (Co-chair), Clare Dannenberg, Mari Ippolito (recorder), Megan Kolendo, Jeff Laube (Wordpress and Dropbox support), Ganhu Lu, Shiosha McDonald, Carri Shamburger, Jennifer Stone, Michael Votava, Corrie Whitmore, Jacque Woody, and David Yesner. **Changes:** Shiosha McDonald and Dayna Defeo are not continuing on the Committee this semester.

Intervention Subcommittee:

Student Conduct Officers Initiative: The five trained members of the Intervention Subcommittee have been reviewing academic dishonesty cases, and the process has gone smoothly. Careful scheduling of cases is necessary as faculty may not review cases while off contract this summer. Another training will take place to bolster the team as time permits.

Related activities: The group is seeking syllabus models for statements on academic integrity and especially policies on it for new faculty or faculty teaching new classes. They are also looking at differences in disciplinary measures taken by various departments. Another confusing issue for faculty is the difference between conduct hearings and grade assignment; the former is under the purview of the Dean of Students Office and can result in sanctions, while the latter is completely under purview of the instructor and can involve academic actions but cannot result in sanctions. The Board of Regents only allows conduct officers to issue sanctions, but instructors can suggest sanctions. The processes are different and have different bases for making decisions. This can all cause confusion for faculty members.

Prevention Subcommittee:

Revision of Academic Honesty Pages on Consortium Library website:

The goal is to make the format more appealing, and the content more practical. The group created learning objectives, and are fine-tuning the structure and mapping out the content using a dummy website Mari has set up. They plan to flesh out the outline, and create content before involving an instructional designer to help create the new pages that will replace the Academic Honesty pages using Wordpress.

Faculty training session on AHI resources:

Jennifer Stone is working with CAFÉ to set up a session to promote the *AI Tutorial* and the *Faculty Guide to Student Academic Integrity* – valuable tools for anyone teaching at UAA.

Pop-up comments for responses to AI Tutorial Quiz: Jennifer and Clare have worked on these with some help from Sally. We will be working with AI&EL to add them to the online quiz.

Next Meetings: Monday, February 16, 2015 at 8:30 a.m.

Prevention Subcommittee in LIB302A; Intervention Subcommittee TBA

Submitted by Sally Bremner, Co-Chair

To: Faculty Senate

From: John Mouracade, Ph.D., Interim Dean, University Honors College

Date: February 4, 2015

RE: Priority Registration for UHC students

The University Honors College requests a continuation of priority registration for UHC students who are active in the program and in good standing with the Honors College. The tasks of identifying such students and granting them priority registration will be completed by UHC staff in coordination with Enrollment Services. This request was also submitted by Eric Pedersen in a memo to Senate dated 10/1/2014. In that memo, Enrollment Services expressed their support for priority registration and their willingness to coordinate with UHC.

UHC makes this request in order to limit the disruptions and transitions honors students are experiencing with the Honors College. In the past year, there has been a 100% turnover in UHC personnel and the loss of the Honors Computer Lab in RH 313 to CBPP. In addition to serving UHC students, priority registration allows UHC to lift registration restrictions on HNRS courses, making them available to all interested students. We did this in the fall and advertised our courses heavily around campus and through ENGL 111 instructors and COMM 111 instructors.

Priority registration for Spring 2015 was granted to approximately 90 students and was executed without any problems. We are confident in our ability to work with Enrollment Services to ensure that the process continues to work smoothly and for only the appropriate students. We request that the continuation of priority registration be granted until the UHC Task Force makes final recommendations, at which point, a permanent policy can be implemented.

CC: Susan Kalina, Associate Vice Provost
Bruce Schultz, Vice Chancellor for Student Affairs
Lora Volden, University Registrar

Motion to the UAA faculty senate on Tanaina Child Development Center

The Tanaina Child Development Center (TCDC) was informed on January 27 that the University of Alaska Anchorage (UAA) intended to terminate the UAA-Tanaina lease agreement, effective May 1, 2015.

While the Faculty Senate understands the fiscal constraints that the state budget has placed on UAA, the senate considers this as an unreasonable action.

TCDC has been an integral part of the University of Alaska Anchorage (UAA) Campus, providing childcare services to UAA community. Children of UAA student, faculty, staff, and alumni make up 95% of the current enrollment at TCDC;

TCDC collaborates with many academic programs in education, social work, physical education, psychology, etc. and facilitates training of many UAA students in these programs;

TCDC has a long lasting reputation as one of the best child development institutions in Anchorage. The accessibility of being located on campus, and its registration priority for students and faculty, has made TCDC a valuable recruiting and retention tool for talented faculty and students, and represents an important and longstanding partnership with the greater Anchorage community;

TCDC is an integral part, either directly or indirectly, to all five Priorities of the 2017 Strategic Plan of UAA.

Therefore, the Faculty Senate strongly urges the UAA administration to recognize the importance of TCDC on campus in providing quality childcare services to UAA community;

The Faculty Senate strongly urges the UAA administration to acknowledge the contribution of TCDC in facilitating education and training activities in many academic programs;

The Faculty Senate strongly urges the UAA administration to reconsider their decision to terminate its lease agreement with the TCDC on May 1 and to identify options to accommodate TCDC in the WFSC renovation plan;

The Faculty Senate strongly urges the UAA administration to reaffirm its partnership with the TCDC and engage in more collaborations with the program, in order to best serve students, faculty, staff and the community.

To: supportua-l@lists.uaf.edu
Subject: [SupportUA-L] The Capitol Report: January 23, 2015

January 23, 2015

The Capitol Report

By Chris Christensen, Associate Vice President, State Relations

Last night, Governor Bill Walker gave his first State of the Budget speech to the Alaska Legislature. Governor Walker said that he was submitting new FY16 operating and capital budgets to the legislature, to replace those that were prepared by the last administration when oil prices were higher. He stated that the new operating budget would cut state spending by about 5 percent, with all agencies receiving general fund budget reductions. Cuts are even proposed for popular programs like K-12 funding and municipal revenue sharing. Walker also said that unless oil prices rebound quickly, the state will need to start discussing new taxes next year, because the savings accounts that cover deficits will be empty in three years.

In the governor's proposed operating budget, UA receives a smaller cut than most executive departments. The average non-formula agency cut from the current fiscal year (FY15) is 6.5 percent; UA's proposed cut from FY15 is 2.4 percent. This number does not include some increased costs that UA will be expected to cover (such as pay raises, new building operating costs, and utilities increases), which will make the effective budget reduction much higher than 2.4 percent.

In the governor's proposed capital budget, UA has two items: \$8 million in unrestricted general funds to continue construction of the UAF engineering building project, and \$8 million in unrestricted general funds for deferred maintenance. There was nothing for UA in the previous version of the capital budget, so this is good news.

These new budgets will now be considered by the legislature. It is expected to make additional cuts to the budgets before they are voted on in April.

For more information, contact Associate Vice President Chris Christensen at*
cschristenseniii@alaska.edu <cschristenseniii@alaska.edu>*

SupportUA-L is designed to keep UA advocates informed about the University's budget and other legislative matters. To subscribe to this listserve, please visit:
<https://lists.uaf.edu:8025/mailman/listinfo/supportua-l>

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Executive Summary

Recent, system wide cooperation and process simplification efforts in alignment with Shaping Alaska's Future are anticipated to have a sustained, significant positive impact on student experiences and educational outcomes in relation to e-Learning across UA. These include the online distance learning portal, common calendar, course transferability, common learning management system, and the Alaska's Learning Network (AKLN).

Universities in the UA system delivered 26 percent more courses via e-Learning in FY14 than in FY10. The proportion of students taking at least one e-Learning course during a fiscal year grew from 34 percent in FY10 to more than 41 percent by FY14. Students who choose e-Learning courses tend to be a little older, with those 25 years of age or older making up 63 percent of e-Learning students and slightly more than half of all students. UA students who came from out-of-state or another country were more likely to take one or more e-Learning courses than students who originated in Alaska.

UA has greatly expanded the menu of general education and core courses available to students via e-Learning. This intentional, strategic effort has increased access to higher education across the state and enabled students to stay on track for timely graduation. About 60 percent of students who attend full-time take a majority of their courses via e-Learning in a given year.

Each institution is focused toward intentional expansion of cohesive e-Learning degree and certificate programs. The University of Alaska offers a total of 211 distinct degree, certificate and endorsement programs by hybrid or distance delivery. Seventeen different programs were offered by hybrid or distance delivery for the first time in FY14.

UA efforts to assess and improve e-Learning quality fall within two broad functional areas. The Online Learning Consortium Quality Scorecard focuses on institutional support of e-Learning programs and learners while the Quality Matters and OLC Teaching Online Certificate programs assess the quality of course design and support high-quality instructional practices. e-Learning Faculty development continues to grow, and collaborative sharing of resources with programs such as iTeach involve faculty from two or more institutions. Ensuring adequate faculty support in instructional design and technical resources is important to further strengthening e-Learning at UA.

Alaska collaboration efforts with other states are starting to address changes in how postsecondary academic achievement is recognized. The Western Interstate Commission for Higher Education Internet Course Exchange and Interstate Passport initiatives, as well as the State Authorization and Reciprocity Agreement (SARA) are examples of multi-state agreement agreements and efforts. Badges, credentials, certifications and degrees are becoming more interchangeable and more accessible for students desiring recognition for their skills, abilities and education.

Bandwidth is the upload/download capacity and latency is the delay experienced waiting for data to transfer. Depending on the technology used to deliver an e-Learning course as well as the location(s) of the delivering campus and enrolled students, Internet bandwidth and latency can be limiting factors for success. See the Appendix on page 15 for more information.

Shaping Alaska's Future

Recent, system wide cooperation and process simplification efforts in alignment with Shaping Alaska's Future *Theme V: Accountability to the People of Alaska* are anticipated to have a sustained, significant positive impact on student experiences and educational outcomes in relation to e-Learning across UA. At the same time, e-Learning and distance education are being used as a strategic means to achieving effects identified in *Theme II: Productive Partnerships with Alaska's Schools*.

Online Distance Learning Portal: A new, comprehensive web portal for distance learning has been created, providing prospective students information about each university's e-Learning program offerings and resources, all in one spot. See <http://distance.alaska.edu/>

Common Calendar: The UA Common Calendar Advisory Task Force is developing recommendations for potential unified start and end dates for Academic Year 2016-2017, with an eye toward appropriately accommodating synchronous e-Learning and other types of course and program sharing across the UA system.

Transferability: The Summit Team recommended that UA take part in the Western Interstate Commission for Higher Education (WICHE) Interstate Passport Initiative in January 2014, which streamlines the transfer of course credits earned at WICHE institutions into the University of Alaska. Each university's faculty senate is considering participation in the initiative, which is intended to streamline transfer pathways to graduation across western states. Adoption of common general education and developmental/preparatory learning outcomes and requirements is also anticipated to optimize course transfers and course sharing among UAA, UAF and UAS.

Common Learning Management System: The Summit Team directed UA to establish a common learning management system across all campuses and ensure that any future changes are aligned across the system. Implementation of a common learning management system is scheduled for fall semester 2016.

Alaska's Learning Network (AKLN), acquired by UAS in fall 2013 from the Department of Education and Early Development, is an online coalition network partnered with every Alaska school district across the state. AKLN supports each district in providing college and career ready coursework that may not be available otherwise to high school students, and also provides expanded, high-quality online professional development for Alaskan teachers and para-professionals at the post-secondary level. The coalition currently makes UAF health tech prep courses and the UAS mining career pathway available to high school students, in addition to providing Advanced Placement coursework and a Future Educators of Alaska tech prep course funded through a Perkins grant. These efforts directly support productive partnerships with Alaska's schools by supporting college-readiness of high school graduates and providing a path for more Alaskans to become educators.

Recent Trends in UA e-Learning

Updated annual written reports for UAA, UAF, UAS are available for review online¹. The University of Alaska has defined e-Learning as planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location². e-Learning courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies. e-Learning courses are delivered in many forms, including video conference, audio conference, tele-courses, satellite telecasts, courses available via the Internet, CD-ROM, video/audio tape, etc. For standard reporting purposes, a course delivered entirely via e-Learning is referred to as a distance course, while a course delivered predominantly via e-Learning with a lesser traditional component is referred to as a hybrid course. Unlike traditional course offerings, specific delivery methods for e-Learning course that require a minimum level of bandwidth capacity may not be practical to deliver to some areas of the state. The appendix contains more information on this topic.

While in-state competition from other institutions continues to grow, e-Learning participation at the University of Alaska has also increased as a result of efforts to increase capacity to serve students. This report considers student participation in e-Learning during the course of a fiscal year in both credit and non-credit courses. Considering summer 2013, fall 2013, spring 2014 and year-long course participation during FY14, more than 50,100 different people took at least one course (for-credit or non-credit; traditional or e-Learning) from UA in FY14. Four out of ten students taking for-credit classes and one in ten students taking non-credit classes took one or more courses via e-Learning course in FY14. The proportion of students taking at least one e-Learning course during a fiscal year grew from 34 percent in FY10 to more than 41 percent by FY14.

The demographic profile of UA's e-Learning students has been relatively stable over time. Students taking these types of courses are generally representative of the University of Alaska's overall race and ethnicity distribution, with about 15 percent self-identifying as Alaska Native or American Indian, and 25 percent self-identifying as having any minority background. Students who choose e-Learning courses tend to be a little older, with those 25 years of age or older making up 63 percent of e-Learning students and slightly more than half of all students. UA students who came from out-of-state or another country were more likely to take one or more e-Learning courses than students who originated in Alaska.

e-Learning Courses

In recent years, UA has greatly expanded the menu of general education and core courses available to students via e-Learning. This intentional, strategic effort has increased access to higher education across the state and enabled students to stay on track for timely graduation. The distribution of FY14 course sections by delivery method is similar to that observed in FY13, with about 3 percent of course sections delivered by hybrid e-Learning and approximately 19 percent of course sections delivered without any location-based component. The remaining 78 percent of course sections were delivered by traditional means. Approximately 30 percent of all UA courses were available via e-Learning in FY14. Tools used to deliver instruction and coursework include Blackboard, eLive, Collaborate, Google docs, ePortfolio, and audio, among many others.

Universities in the UA system delivered about 26 percent more courses via e-Learning in FY14 than in FY10, as displayed in Figure 1. Of the unique courses each university delivered by e-Learning in FY14, approximately half were developmental and lower division, with the remainder split evenly between upper

¹ UAA's report available online at: <http://www.uaa.alaska.edu/institutionaleffectiveness/upload/eLearning-at-UAA-2013-2014.pdf>

UAF's report available online at: <http://elearning.uaf.edu/go/unit-report-2014>

UAS's report available online at: <http://www.uas.alaska.edu/provost/ie/>

² University of Alaska reporting definitions for e-Learning courses and programs are available online at: <http://www.alaska.edu/swbir/ir/data-guidelines/>

division and professional and graduate level courses; these proportions reflect little change from FY13. The overall number of courses available via e-Learning increased by slightly more than 3 percent from FY13 to FY14; the majority of this growth was in developmental and lower division courses available via e-Learning, which increased by 5 percent (36 courses) over the last year.

Table 1 shows the distribution of e-Learning courses delivered in FY14 by university and level. More than half of e-Learning courses offered below 100 level were developmental math courses. A complete listing of 208 courses offered for the first time in FY14 via e-Learning is provided in Reference A.

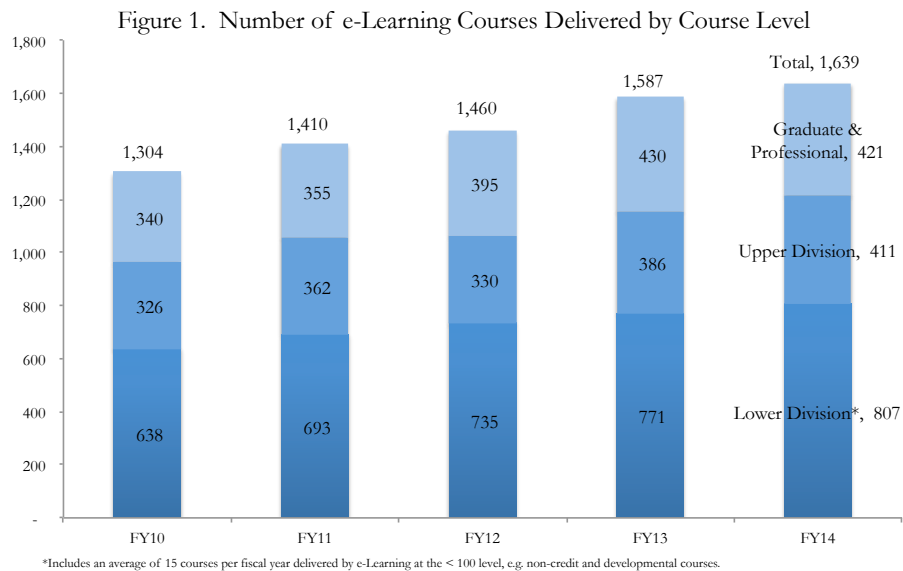


Table 1. e-Learning Courses Delivered by Course Level and University, FY14

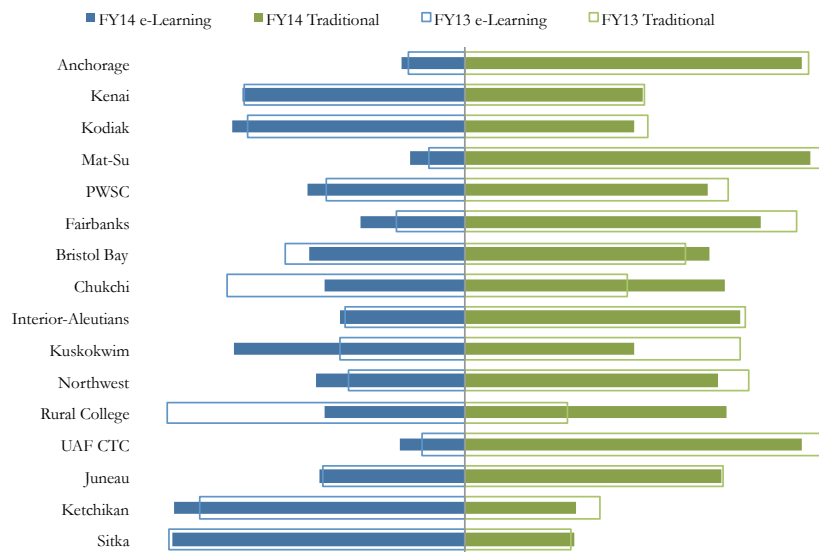
Course Level	UAA	UAF	UAS	Total
Lower Division*	409	255	143	807
Upper Division	146	174	91	411
Graduate & Professional	157	185	79	421
Total	712	614	313	1,639

Table 2. Proportion of Student Credit Hours by Course Level Delivered by e-Learning, FY14

Course Level	UAA	UAF	UAS	Total
Lower Division*	21%	22%	42%	23%
Upper Division	18%	24%	57%	24%
Graduate & Professional	29%	50%	59%	42%
Total	21%	26%	48%	25%

There are differences among UA institutions in the distribution of student credit hours delivered by e-Learning at each course level, driven by unique mission and student populations (Table 2). A higher proportion of graduate level student credit hours are classified as e-Learning because research and thesis credits are typically not location-based courses. About one-fifth of UAA student credit hours were delivered via e-Learning, compared to about one-quarter for UAF and almost half of UAS's student credit hours. UAA delivered almost half of all e-Learning credits across the UA system in FY14, UAF about one-third, and UAS just under one-fifth. These patterns have been consistent over the last several fiscal years. Figure 2 illustrates the proportion of student credit hours delivered by e-Learning versus traditional classroom methods in FY13 and FY14, for each campus in the university system.

Figure 2. Proportion of Student Credit Hours by Delivery Method FY13-FY14



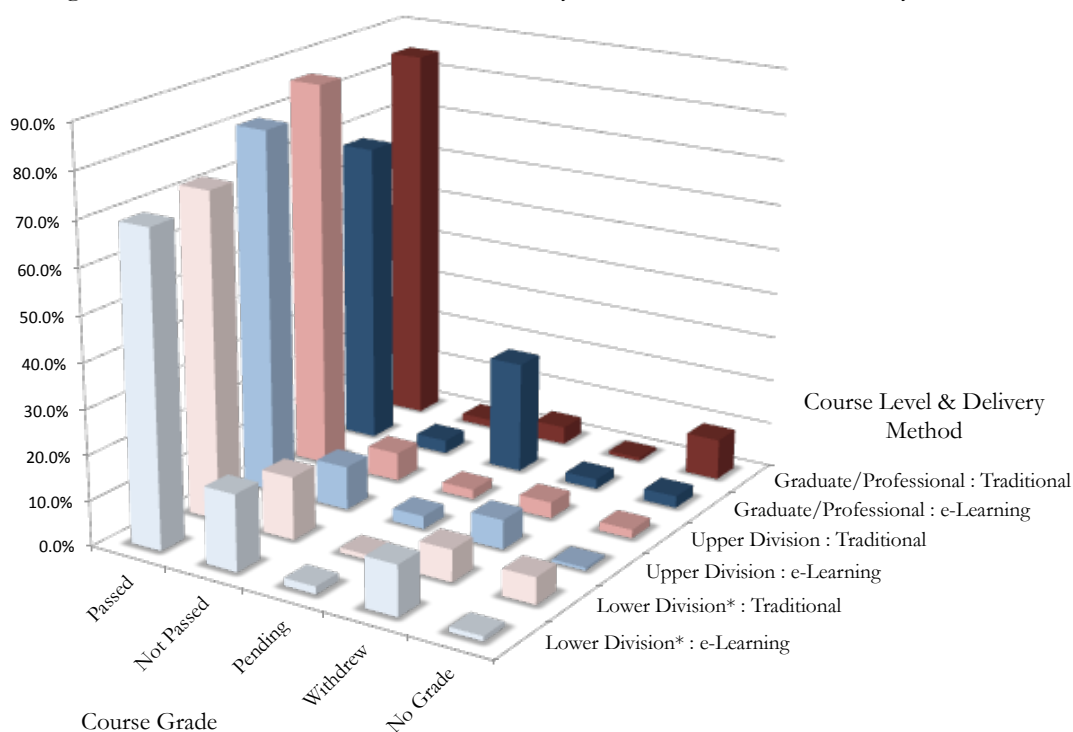
While there is some natural variation over time in each campus' credit hour delivery distribution, four campuses consistently deliver more than half of all annual student credit hours by e-Learning: Kenai, Kodiak, Ketchikan and Sitka. Other campuses with notable increases in the proportion of student credit hours attributable to e-Learning courses are: Mat-Su, which more than doubled from 6 to 14 percent of student credit hours delivered between FY12 and FY14; and Kuskokwim, which increased from 32 to 58 percent of student credit hours delivered in FY14. Conversely, the proportion of Chukchi and Bristol Bay campus credit hours delivered by e-Learning declined from 47 to 35 percent, and from 51 percent to 39 percent over this time, respectively. Proportionally large year-to-year increases and decreases are not unusual for smaller campus operations, due to cyclical demand for courses and other factors. Bristol Bay delivered 1 percent and Chukchi delivered 0.4 percent of UA's total e-Learning student credit hours in FY14.

Student success is always a high priority, regardless of the way a course is delivered. The rate of student success, as defined by a grade of C or higher for undergraduate courses and a grade of B or higher for graduate and professional courses, or a P grade for either level, are generally comparable on the whole between e-Learning and traditionally delivered courses. A slightly higher proportion of students (3 percent on average) withdrew from, or did not pass, e-Learning courses than traditional courses, at any given course level (Figure 3). About 4 percent more traditional course attempts received passing grades, on average across course levels, than e-Learning course attempts. About one-quarter of graduate/professional level e-Learning courses have an outcome of Pending due to grade deferral, a relatively common practice for graduate level Research and Thesis course credits. These types of independent study, graduate level courses are not location dependent, therefore are categorized as e-Learning. Roughly 10 percent of traditionally

delivered graduate/professional courses are professional, 500-level courses³ with an expected outcome of No Grade.

Determining whether there is a significant correlation between the delivery method for a given course and student outcomes can be challenging because students self-select for e-Learning versus traditionally delivered sections of a particular course. A recent statistical analysis, controlling for student characteristics, of course outcomes for English 111 by delivery method indicated UA first-time freshmen who took English 111 by traditional, face-to-face methods were 2.3 times more likely to succeed than first-time freshmen who took the same course via e-Learning. The probability of success for any English 111 e-Learning course attempt was associated with high school grade point average; the higher a student's high school GPA was, the more likely a student was to succeed in the course. The only other variable deemed significantly related to course success for first-time freshman who took English 111 via e-Learning was receipt of financial aid. Technical resources required to easily participate in e-Learning courses may be a financial burden that some students cannot afford, e.g. a personal computer, high-speed internet access off-campus⁴. Further investigation in this area may be useful to inform university advising and course placement practices, to help individual students consider whether choosing a certain delivery method for a particular course could maximize success.

Figure 3. Course Outcome Distribution by Course Level and Delivery Method



³ Passed includes letter grades of C or higher for undergraduate courses, B or higher for graduate and professional level courses, or a grade of Pass for any course. Not Passed includes any letter grade of C- or lower for undergraduate courses, B- or lower for graduate and professional courses, or a grade of Fail, No Pass or No Basis for any course. Pending indicates that a student hasn't yet passed the course by the end of the semester, however still has the capability to successfully pass the course, e.g. a grade of Deferred or Incomplete has been recorded. Withdrew represents course withdrawals initiated by either the teacher or the student after the add/drop period for the given term. The No Grade category captures courses for which grades are not available, and include grades of Not Submitted, Non-Graded (labs and other non-GPA eligible courses), and null.

⁴ C. McGinness, 2013, *Analysis of UA First-time Freshmen Success in English 111 by Course Delivery Type*, available online at: <http://www.alaska.edu/swbir/ir/publications/AnalysisOfFTFSuccessEng1112013APR17.pdf>.

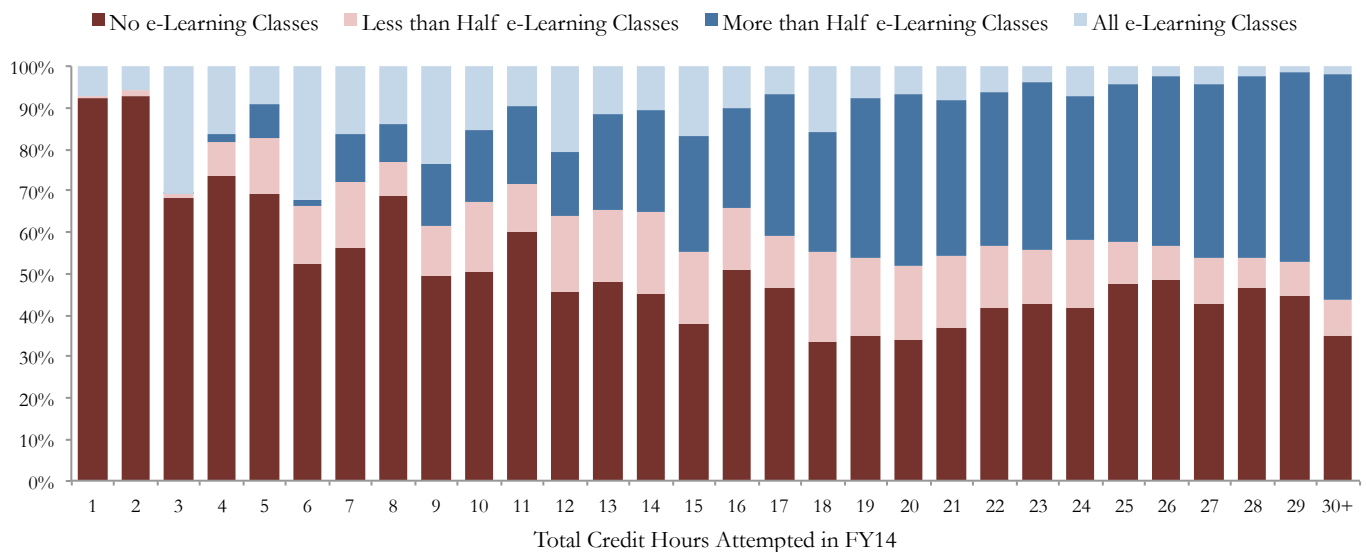
Table 3 provides a comparison of the top 20 student credit hour generating e-Learning courses with the traditionally delivered counterpart. These top 20 courses accounted for 15 percent of total e-Learning credit hours delivered across UA in FY14. Of these, 85 percent apply toward baccalaureate general education requirements⁵ at UAA, UAF or UAS. One course, UAA Mathematics A105, Intermediate Algebra, meets general education requirement for Associate of Arts degree seekers, and is considered a developmental course for Bachelor's degree seekers, and UAA Mathematics A055, Elementary Algebra, is a developmental level course for any degree seeker. There are some differences in the pass rate for students who take a traditional section versus an e-Learning section of a course, however there isn't a clear pattern. The percent of students who pass a traditionally delivered section of English 111 is 6 to 10 percent higher than for e-Learning sections. For Econ 201, the pass rate for students in traditional sections is 27 percent higher than for students in e-Learning sections. On the flip side, pass rates for students taking traditional sections of general education courses in Psychology, History and Anthropology are about 10 percent below pass rates in e-Learning sections of the same courses. While there are sometimes differences of 25 or more students in the average section size between e-Learning and traditional sections of the same course, typically driven by the type of technology used for e-Learning course sections and classroom size for traditional course sections, the overall average section size for either category across all courses is very similar.

Table 3. Top 20 Student Credit Hour Generating e-Learning Courses, With Comparison to Traditional Sections of Same Course, FY14

University	Subject	Course Number	Course Title	e-Learning SCH	e-Learning Students Enrolled	e-Learning Course Sections Delivered	Average Section Size		Proportion of Course Attempts Passed	
							e-Learning	Traditional	e-Learning	Traditional
UAA	English	A212	*Technical Writing	3,147	1,050	52	20.2	18.9	87%	91%
UAA	English	A111	*Meth of Written Communication	2,271	759	42	18.1	19.1	74%	80%
UAA	Psychology	A111	*General Psychology	1,653	554	10	55.4	31.0	80%	70%
UAA	Psychology	A150	*Lifespan Development	1,191	397	13	30.5	29.8	83%	82%
UAF	History	F100X	Modern World History	1,125	375	12	31.3	45.0	88%	77%
UAA	Business Administration	A151	*Introduction to Business	1,122	375	11	34.1	25.9	90%	80%
UAA	Mathematics	A105	Intermediate Algebra	1,119	376	18	20.9	26.2	69%	72%
UAA	History	A101	*Western Civilization I	1,071	358	13	27.5	26.5	84%	79%
UAA	Communication	A237	*Interpersonal Communication	990	330	16	20.6	17.0	81%	91%
UAA	Economics	A201	*Prin of Macroeconomics	921	308	7	44.0	42.9	59%	86%
UAA	Philosophy	A101	*Intro to Logic	909	304	12	25.3	26.8	87%	80%
UAA	Biology	A102	*Introductory Biology	897	300	9	33.3	37.4	72%	74%
UAS	Biology	S111	*Human Anatomy & Phys I	848	212	10	21.2	9.4	79%	79%
UAA	Anthropology	A101	*Intro to Anthropology	837	279	8	34.9	40.2	83%	73%
UAA	Music	A121	*Music Appreciation	807	269	9	29.9	37.4	90%	81%
UAA	History	A102	*Western Civilization II	804	268	11	24.4	24.5	75%	81%
UAF	English	F111X	Intro to Academic Writing	792	265	17	15.6	17.1	68%	78%
UAF	English	F200X	World Literature	759	253	11	23.0	25.2	87%	93%
UAA	Mathematics	A055	Elementary Algebra	750	251	12	20.9	24.0	73%	66%
UAA	Dietetics & Nutrition	A203	Nutrition for Health Sciences	711	237	7	33.9	26.2	91%	93%
Average Section Size							25.1	25.2		

The delivery method of the courses chosen by each student is associated with the total number of credits each student attempts over the course of a year (Figure 4). For students attempting 30 or more credit hours per fiscal year, the minimum amount needed to stay on track toward timely graduation, almost 60 percent do so by choosing to enroll in a majority of courses via e-Learning. Those who enroll part-time over a fiscal year are more likely to take all or none of their courses via e-Learning, in part by virtue of taking fewer courses overall. This pattern has been relatively consistent since FY12, and suggests that utilization of e-Learning courses may be a good strategy to support on-time completion of degrees and credentials.

Figure 4. Mix of Course Type(s) Utilized versus Total Credits Attempted by UA Students, FY14



e-Learning Certificate and Degree Programs

Beyond course offerings, the University of Alaska offers degree programs that can be completed partially, or entirely, via e-Learning. UA programs have been categorized into hybrid delivery or distance delivery categories, based on the ability to complete 50-99 percent, or 100 percent of program course requirements by e-Learning, respectively. Programs that do not provide for at least half of the required courses to be completed by e-Learning are classified as traditionally delivered for reporting.

Many of the university's programs, such as the Associate of Applied Science in Nursing and a variety of Teacher Education programs, have been successfully developed and implemented from the start to be available at a distance. Some UA programs are possible to complete partially or fully online, however it is not always the case that a delivering academic department actively intends to deliver a particular degree online - at least half of the courses required for a degree may simply be available via e-Learning primarily as a result of the broad availability of required, general education courses. Each university is intentionally focusing on the expansion and marketing of cohesive online degree programs. Information on how many programs are hybrid or distance delivered was collected from UAA, UAF and UAS for the first time three years ago, in response to federal reporting requirements. Each university continues to evaluate and refine the classification of programs into these categories, with 5 degree programs that were categorized as hybrid or distance delivered in FY13 being re-categorized as traditional in FY14. The University of Alaska offers a total of 211 distinct degree, certificate and endorsement programs by hybrid (Table 4) or distance delivery (Table 5). Almost half of these are full distance degree programs. See Reference B for a complete listing. Seventeen different programs were offered by hybrid or distance delivery for the first time in FY14 (Table 6).

Table 4. Programs available by Hybrid (50-99%) Delivery in FY14

	UAA	UAF	UAS	Total
Occupational Endorsement	4			4
Certificate	8	4		12
Associate	8	4	2	14
Baccalaureate	8	41	4	53
Endorsement/Licensure	5	1	6	12
Master's	8	6	6	20
Doctoral		1		1
Total	41	57	18	116

Table 5. Programs available by Distance (100%) Delivery in FY14

	UAA	UAF	UAS	Total
Occupational Endorsement	9	4	7	20
Certificate	3	9	8	20
Associate	3	9	4	16
Baccalaureate		6	6	12
Endorsement/Licensure	4	3	1	8
Master's	5	7	5	17
Doctoral		2		2
Total	24	40	31	95

Table 6. Programs Newly Available via e-Learning in FY14

University	Major	Degree	Delivery Type
UAA	Archit and Engr Technology	Associate of Applied Science	Hybrid (50-99%)
UAA	Architectural Drafting	Certificate	Hybrid (50-99%)
UAA	CAD for Building Construction	Occupational Endorsement Cert	Hybrid (50-99%)
UAA	Great Writing and Lit Arts	Master of Fine Arts	Hybrid (50-99%)
UAA	Family Nurse Practitioner	Graduate Certificate	Distance (100%)
UAA	History	Bachelor of Arts	Hybrid (50-99%)
UAA	Mech and Elect Drafting	Certificate	Hybrid (50-99%)
UAA	Psychia and Mentl Hlth Nur Pra	Graduate Certificate	Distance (100%)
UAA	Psychology	Bachelor of Arts	Hybrid (50-99%)
UAA	Psychology	Bachelor of Science	Hybrid (50-99%)
UAA	Structural Drafting	Certificate	Hybrid (50-99%)
UAF	Design and Construction Mgmt	Graduate Certificate	Distance (100%)
UAF	Homeland Security Emerg Mgmt	Bach of Emergency Management	Hybrid (50-99%)
UAF	Interdisciplinary Studies	Associate of Applied Science	Hybrid (50-99%)
UAF	Secondary Education	Bachelor of Arts	Hybrid (50-99%)
UAS	Associate of Science	Associate of Science	Hybrid (50-99%)
UAS	Network Support and Administrn	Occupational Endorsement Cert	Distance (100%)

Faculty Development for e-Learning

Faculty support for developing and offering e-Learning courses and programs varies among universities in the system. Ensuring adequate faculty support in instructional design and technical resources is important to further strengthening e-Learning at UA. The Office of the Vice President of Academic Affairs and Research provides annual financial support for each university to deliver faculty distance education technology training and technical support.

Across the system, collaborative sharing of resources with programs such as iTeach involve faculty from two or more institutions. For example, UAA's Academic Innovations & e-Learning Instructional Designer Team hosted the second annual Statewide iDesign Event in June 2014 for all UA instructional designers, to hone skills and collaborate on projects. A total of 40 instructional designers attended this year's two-day event. This statewide collaboration is preparing to release a video feature for the UA statewide office initiative "Shaping Alaska's Future."

A quantification of e-Learning Faculty development and substantial changes by each university in this area are described below. Trend information is presented for UAF and UAS; UAA will define general, high level groupings for different types of faculty development and training activities over the next year, providing the capability to categorize and report trend information for this activity over time.

UAA: In January 2014 the UAA Faculty Technology Center officially changed its name to Academic Innovations & e-Learning. Its mission is to support the UAA learning environment by fostering quality instructional practices, innovations, and technologies. The department has reorganized into three teams focusing on: Faculty/Staff technology-related professional development, Instructional Design Services, and Student e-Learning Services, providing full service distance education support for faculty and students. During FY14, the Center offered 85 workshops, which were attended by 359 faculty. Topics included Blackboard, Collaborate, Online teaching, Google docs, Lecture capture, Gamification and ePortfolio.

UAA Offered Special Events:

- Open iTeach provided a week-long, blended intensive training to eight faculty and staff on course design and e-Learning concepts in August.
- Fall Technology Bookcamp and Webinar Workshops in August included 15 course and tools-based workshops for 71 attendees.
- Learning Technologies at UAA: Academic Innovations & e-Learning team members presented 15, 30-minute presentations to new UAA students during "Howl Days" in August.
- Faculty Development Evaluation Planning: Academic Innovations & e-Learning and the Center for Advancing Faculty Excellence hosted Susan Hines, an expert on professional development evaluations from St. Mary's University in Minnesota, to consult on this topic.

Anchorage Campus

- 85 Professional Development Workshops – 359 participants
- iTeach Intensive – 9 participants
- Sloan-C 1 Week Course – 25 participants
- Sloan-C 9 Week Teaching Intensive – 15 participants
- UAA Technology Fellows – 10 participants

Kenai Peninsula

- Excellence in e-Learning workshop held in August – 15 participants
- Faculty Support – 59 participants

- Quality Matters Training – 8 participants
- Echo 36 Training – 21 Participants

Kodiak

- Quality Matters Training – 5 participants
- Fall and Spring Teaching Forums (October and March) – 42 participants
- Workshops and Events – 174 participants
- Individual Assistance with Instructional Design and Technology – 154 hours

Mat-Su

- Peer Mentoring – 11 participants
- Workshops and Events – 24 participants
- Individual Assistance with Instructional Design and Technology – 150 hours

Prince William Sound

- Professional Development Week – 2 participants
- UAA Technology Fellows – 3 participants

UAF: The first Chancellor's Innovators in Technology and E-Learning (CITE) Fellows cohort completed its first year working with UAF e-Learning on projects including an international engineering prize, research into eye-tracking, a documentary film institute, and classroom gamification and rapid feedback. During FY13, individual instructional designers spent 365 hours working with CITE Fellows to develop their projects. The UAF e-Learning instructional design team collaborated with UAA and UAS on the annual iDesign Summit, which reinforces collaboration and consistency across all three Universities' instructional design staff supporting UA faculty. Four UAF e-Learning instructional designers (with two pending) became Google Certified Trainers, meaning they can offer official faculty development for UA Google Apps. UAF e-Learning, as a unit, plans to become a Google Certified Training Center in FY 15. UAF OIT's training and outreach has been fruitful, with a record high number of UAF instructors (57 percent) and courses (38 percent) using the Blackboard learning management system in Spring 2014. UAF provided additional asynchronous, resource-based development opportunities in support of e-Learning during the last year including a revised iTeachU faculty development self-help site serving 24,906 unique visitors as well as weekly Teaching Tips48 weekly tips distributed to ~1000 faculty and approximately 1,200 staff.

Table 7. UAF Faculty Development in Support of e-Learning

	FY13		FY14	
	Participants	Person Hours	Participants	Person Hours
iTeach/Intensive Clinics	86	1,680	57	1,896
UAF Hosted Webinars	35	53	301	452
Workshops*	160	240	499	956
Facilitated Discussions	9	14	51	77
Consultation/Individual Training	not recorded	not recorded	41	240
Total	290	1,986	949	3,620

*does not include OIT workshops delivered in FY13, due to data quality

UAS: Faculty development for e-Learning consists of a variety of options, including iTeach, webinars, workshops, individual trainings, and conferences.

Table 8. UAS Faculty Development in Support of e-Learning

	FY10	FY11	FY12	FY13	FY14
iTeach	10	11	18	16	22
Webinars			54	53	48
Workshop and Individual Training			165	123	165
Conferences		3	2		3
Total Faculty Development Occurences	10	14	239	192	238

Academic Quality

UA efforts to assess and improve e-Learning quality fall within two broad functional areas: the quality of administrative support, such as appropriate governance, technology and advising infrastructure, for e-Learning programs and the quality of course curricula and instruction. The Online Learning Consortium Quality Scorecard discussed under A) below focuses on institutional support of e-Learning programs and learners while the Quality Matters and OLC Teaching Online Certificate programs discussed under B) below assess the quality of course design and support high-quality instructional practices.

A) Administrative Program Support: Online Learning Consortium (formerly SLOAN-C) Quality Scorecard. The Online Learning Consortium Quality Scorecard v2 is a newly released, peer-reviewed rubric for evaluating online education programs using 75 different criteria across different key categories including institutional and technology support, course design, engagement, student support, and assessment. The scorecard is an easy-to-use process for measuring and quantifying elements of quality within online programs in higher education. By evaluating each of the respective quality indicators within the established categories, an administrator of online programs can determine strengths and weaknesses.

UAA: The 2014-2016 Tech Fellows (7 faculty and 3 staff) are focusing on online student engagement and interaction. Tech Fellows have the opportunity to participate in the Online Learning Consortium Online Teaching Certification program. Key learning opportunities included a foundation course, three selected electives and a capstone application of key certification concepts and skills. To date, five UAA faculty and staff have been awarded the certification and another 14 are currently in the program. UAA's Academic Innovations and e-Learning Director Dr. David Dannenberg is a participant in this year's Institute for Engaged Leadership in Online Learning (IELOL) 2014. As part of this experience Dr. Dannenberg will evaluate UAA distance education services against the Online Learning Consortium's Quality Scorecard 2014: Criteria for Excellence in the Administration of Online Programs.

UAF: The university has begun applying the Scorecard to its e-Learning operations, the results of which are not only valuable for improving online course design, development, and support, but also provide an objective assessment report for accrediting bodies and other states with which UAF shares students. While completing the evaluation, UAF e-Learning is investigating the possibility of using it to become a recognized "Online Learning Consortium Exemplary Program" and collaborate further with the Online Learning Consortium through its other partnerships and programs.

UAS: The UAS Teaching, Learning, and Technology Roundtable continues to engage faculty in the evaluation of tools and rubrics in the face of dynamic and evolving online learning paradigms. While there is

a general desire for standardization in assessment methodology, UAS recognizes that the best fit may vary with the needs, designs, and assessment reporting requirements of its different programs. A number of quality control and assessment tools are in use or under consideration, including the LiveText portfolio system and Sloan-C Scorecard rubrics to facilitate assessment of e-Learning programs.

B) Curriculum and Instruction: Quality Matters and Online Learning Consortium Teaching Online Certificate Program. Quality Matters is designed to improve quality and consistency in online course design with the use of a rubric and peer review process. The rubric is research based and is updated every three years.

UAA: In AY14, UAA's Anchorage campus joined Kenai Peninsula College and Kodiak College in adopting the Quality Matters framework to ensure quality in distance education. Together with the University of Alaska Southeast, all now are subscribers to the Alaska Statewide Quality Matters Consortium. Academic Innovations & e-Learning is offering orientation sessions and online training for Quality Matters regularly in the coming year. Kenai Peninsula College and Kodiak College previously adopted Quality Matters and have offered training sessions throughout last year and this year. At Kodiak College, 47 individuals have been trained, 12 courses have been certified with one under review and three more pending review. At Kenai Peninsula College, a total of 92 faculty members received Quality Matters training, 12 went on to become Peer Reviewers, two became Master Reviewers. A total of 13 courses have been submitted for review, 9 of which received Quality Matters certification.

UAF: For the past decade, UAF e-Learning has used a continually evolving custom course quality rubric and related materials, initially developed in consultation with faculty and other experts from across the state, fusing ideas from Quality Matters and a host of other rubrics and contemporary educational research findings. In conjunction with a long-term Quality Improvement initiative, the general success rate for asynchronous online courses has risen dramatically. The next phase, recognizing the broad latitude of academic freedom, is to facilitate peer review, using the Quality Matters framework and others, in a way that best suits the needs of UAF faculty, works with existing faculty development initiatives, and meshes with the existing quality framework that has yielded such positive results.

UAS: Peer review for UAS course improvement—including e-Learning courses—is guided by a Committee for Course Improvement. This committee helped develop a framework for peer review that is loosely based on Quality Matters, the Blackboard Catalyst rubric, and the Rubric for Online Instruction. Additionally, all faculty who want to participate as peer reviewers must take the Quality Matters Applying the Rubric course as a pre-requisite and all faculty are encouraged to take this course to better understand how the peer review process works and how to provide valuable feedback during the peer review process. Details of the process are available online at: <http://www.uas.alaska.edu/idc/fac/peer>

Collaboration Across States

Many innovations in online course delivery are changing how postsecondary academic achievement is recognized. These include competency-based certifications for both credit and non-credit options. Badges, credentials, certifications and degrees are becoming more interchangeable and more accessible for students desiring recognition for their skills, abilities and education.

One example is the Western Interstate Commission for Higher Education (WICHE) Internet Course Exchange (ICE). The ICE course seat exchange is a marketplace where institutions with surplus seats in an online course can sell them to an institution that has demand for them. By selling the otherwise idle seats at a discounted wholesale rate, the Teaching Institution creates a new revenue stream. By buying the seats, the Enrolling Institution creates capacity that helps satisfy student demand for particular online course seats. The

key to the exchange of course seats is that the Enrolling Institution can buy these excess seats at a price that is more cost-effective than attempting to create its own. Faculty and administrators from various programs at institutions in several WICHE states (Idaho, Montana, New Mexico, Oregon, Wyoming, and Alaska) met this fall to discuss ways to could use WICHE ICE to make more online courses in four different content areas available to their students. The group explored interests in sharing extra capacity in existing online courses as well as collaborating in the development of future certificates and concentrations to be offered online. The WICHE Interstate Passport initiative is another cross-state collaboration discussed in the Shaping Alaska's Future section at the beginning of this report.

Another collaboration in the area of e-Learning is the State Authorization and Reciprocity Agreement (SARA). UAF and UAS have recently been approved as participating institutions in SARA. For purposes of consumer protection, federal regulations require states to approve higher education institutions that operate in their state. However, it has been left to the discretion of each state to define "operate" and these definitions vary widely between states. Over the past few years, state authorization for the delivery of distance education has become a challenging and complex issue. In 2013, a national council was formed, creating a voluntary method for states and postsecondary institutions to address the complexities of state authorization through reciprocal agreements. SARA is administered by the four regional higher-education compacts (WICHE, MHEC, NEBHE, and SREB). In May of this year, Alaska became one of the first member states of SARA. As of November 1, 2014, twelve states have been approved and four more have applied for SARA membership. State reciprocity through SARA establishes common definitions and common processes for consumer complaint resolution. Most importantly, it simplifies the process of offering distance education to students in other member states by eliminating the need to apply to each of these states individually. Our participation in SARA opens the door for more active recruitment of online students from SARA-member states.

Appendix

A 2013 report by the Statewide Broadband Taskforce identified connectivity standards to support the ability of Alaskans to be competitive in the global community with respect education, economic development and other areas. The Taskforce report cites Alaska as ranking 41st of 56 states, territories, and districts in the number of households with broadband Internet in 2011, and set a goal of every Alaskan household having 100Mb per second of connectivity by 2020⁶, including latency speeds of 20 milliseconds or less for terrestrial connections.

Bandwidth is the upload/download capacity and latency is the delay experienced waiting for data to transfer. Depending on the technology used to deliver an e-Learning course as well as the location(s) of the delivering campus and enrolled students, bandwidth and latency can be limiting factors for success.

Bandwidth demands to UA's rural campuses increased from 256 Kb in 2007 to 5 Mb in 2012, a nineteen-fold increase. It is anticipated that the demand for high quality, high-speed videoconferencing, e-Learning, and resource access will only continue to grow as the university competes to deliver excellence in its educational programs.

Infrastructure Capacity for e-Learning Delivery by Campus and Location

University	Campus-Location	Bandwidth (Mb)	Latency (ms)	Proportion of e- Learning Student Credit Hours Delivered, FY14
UAA	Anchorage	200	8	31.2%
	Kenai	50	24	12.1%
	Kodiak	50	20	3.4%
	Mat-Su	50	12	2.6%
	PWSC - Valdez, Cordova, Copper River	45	18 - 500	1.9%
UAF	Fairbanks - Fairbanks Campus, CTC, Interior-Aleutians	200	4	28.2%
	Interior-Aleutians - Rural Centers	0.256 to 3	13 to 600	
	Bristol Bay - Dillingham	5	552	1.0%
	Chukchi - Kotzebue	5	600	0.4%
	Kuskokwim - Bethel	10	550	1.9%
	Northwest - Nome	5	552	0.5%
UAS	Juneau	200	27	8.6%
	Ketchikan	50	32	3.4%
	Sitka	50	32	4.8%
UA Total				100%

Bandwidth and latency speeds by location provided by UA OIT, November 2014.

⁶ Available online at:
<http://www.alaska.edu/files/oit/bbtaskforce/2013-08-AK-Broadband-Task-Force-Report/A-Blueprint-for-Alaska's-Broadband-Future.pdf>

Reference A. Courses Offered for the First Time via e-Learning, 2014

Courses include those offered by e-Learning in FY14, and only offered via Traditional delivery methods or never offered during any prior term between FY08 and FY13.

Source: Data supplied by UAA, UAF and UAS via UA Information Systems: UA Decision Support Database (RPTDSDMGR) FY08-FY14.

Broad Subject Area	University	Subject	Course Number	Course Title	Total Student Credit Hours Delivered
Agriculture, Agriculture Operations, and Related Sciences Area, Ethnic, Cultural, and Gender Studies	UAF	High Latitude Range Mgmt	F120	Hist Domesticated AK Ungulates	7
	UAA	Alaska Native Studies	A109D	Alutiq Orthography	28
	UAA	Alaska Native Studies	A294	AK Native Lng Apprenticeship I	8
	UAF	Northern Studies	F662	Alaska Government & Politics	6
	UAF	Rural Development	F245	Fisheries Devlpmnt in Rural AK	9
	UAF	Rural Development	F430	Indigenous Econ Dev/Entrepren	18
Basic Skills and Developmental/Remedial Education	UAF	Women's and Gender Studies	F348	Native North American Women	3
	UAF	Developmental Studies	F052	Reading Enhancement	39
Biological and Biomedical Sciences	UAA	Biology	A178	*Fundamentals of Oceanography	39
	UAF	Biology	F193	Intro to Aquatic Biology	36
	UAF	Biology	F213X	Human Anatomy & Physiology I	112
	UAF	Biology	F214X	Human Anatomy & Physiology II	40
	UAF	Biology	F469	Landscape Ecology/WLF Habitat	3
	UAF	Biology	F669	Landscape Ecology/WLF Habitat	3
Business, Management, Marketing, and Related Support Services	UAA	Accounting	V201	Princ of Financial Accounting	21
	UAF	Applied Business	F273	Managing Small Business	69
	UAA	Business Administration	A266	Retailing Management	36
	UAA	Business Administration	A426	Financial Institutions	93
	UAA	Business Administration	A641	Advanced Consumer Behavior	15
	UAF	Business Administration	F491	Current Topic:Sports Marketing	105
	UAS	Business Administration	S491	Intrn: Role in Human Resources	3
	UAA	Computer Info & Office Systems	A101	Keyboarding	126
	UAA	Computer Info & Office Systems	A201A	Document Processing	6
	UAA	Computer Info & Office Systems	A207	Machine Transcription	1
	UAA	Computer Info & Office Systems	A208	Medical Transcription	3
	UAA	Computer Info & Office Systems	V276A	Independent Project	1
	UAA	Construction Management	A101	Fund of CADD for Bldg Constr	4
	UAA	Construction Management	A142	Mechanical & Electrical Tech	4
	UAA	Construction Management	A231	Structural Technology	4
	UAA	Logistics Operations	A110	Logistics Info Syst Cust Serv	141
	UAF	Master Business Admin	F602	Accounting for Managers	6
	UAF	Master Business Admin	F605	Contemporary Topics/Accounting	36
	UAF	Master Business Admin	F617	Organizational Theory/Managers	96
	UAF	Master Business Admin	F652	Fundamentals of Business	3
	UAF	Master Business Admin	F675	Quantitat Methods for Managers	15
Communication, Journalism, and Related Programs	UAF	Communication	F495	Management Communication	63
	UAF	Journalism	F393	Special Topics	30
Computer and Information Sciences and Support Services	UAF	Computer & Info Tech Systems	F281	Professional Practices in IT	63
	UAA	Computer Science	A110	Java Programming	60
Construction Trades	UAF	Computer Science	F671	Advanced Software Engineering	24
	UAA	Architect Engineering Tech	A111	Civil Drafting	6
	UAA	Architect Engineering Tech	A131	Structural Drafting	24
	UAA	Architect Engineering Tech	A142	Mechanical & Electrical Tech	32
	UAA	Architect Engineering Tech	A143	Mech & Electrical Drafting	24
	UAA	Architect Engineering Tech	A213	Civil Technology	12
	UAA	Architect Engineering Tech	A231	Structural Technology	32
	UAA	Architect Engineering Tech	A286	Design Project	16
	UAF	Construction Trades Technology	F130	DS: Intro to Facilities Maint	1
	UAF	Construction Trades Technology	F131	DS: Interior Repairs	1
	UAF	Construction Trades Technology	F132	DS: Flooring Installation	1
Education	UAF	Early Childhood Education	F229	Found in Nutr & Phys Wellness	138
	UAF	Early Childhood Education	F304	Attachment and Soc Development	12
	UAF	Early Childhood Education	F472	Clinical Pract: Classrm Resear	21
	UAF	Early Childhood Education	F480	Child Dev and Fam St Portfolio	2
	UAA	ED: Counselor Education	A624	Group Counseling	42
	UAA	ED: Early Childhood	A407	Early Childhood Observ & Doc	56
	UAS	ED: Educational Technology	S674	Virtual Teaching and Learning	51
	UAA	ED: Elementary Education	A495A	Elem Ed Pract II: Env/Math/Sci	6
	UAA	ED: Elementary Education	A495B	Elementary Ed Internship	27
	UAA	ED: Foundations	A645	Cult Sustain Lit P-6 ELL	45
	UAA	ED: Foundations	A646	Cult Sust Inst STEAM ELL Clsrm	51
	UAA	ED: Foundations	A689	Action Research ELL in P-6	51
	UAA	ED: Special Education	A490	Comm, Early Lit & Play	18
	UAA	ED: Special Education	A573V	Neural Processes for Speech	39
	UAF	ED: Special Education	F316	Intro to Spec Ed for Elem Tchr	15
	UAF	ED: Special Education	F320	Adap/Accom Instr Stu w/Disab	15
	UAF	ED: Special Education	F495	FASD:Diagnosis, Interv & Strat	3
	UAF	ED: Special Education	F678	Spec Educ Clin Prac: Initial	6
	UAF	ED: Special Education	F695	Inst Infants/Toddlrs/Preschool	27

Courses include those offered by e-Learning in FY14, and only offered via Traditional delivery methods or never offered during any prior term between FY08 and FY13.
Source: Data supplied by UAA, UAF and UAS via UA Information Systems: UA Decision Support Database (RPTDSDMGR) FY08-FY14.

Broad Subject Area	University	Subject	Course Number	Course Title	Total Student Credit Hours Delivered
Engineering	UAS	ED: Special Education	S492	Seminar: Special Education	6
	UAS	ED: Special Education	S697	IS: Etiology of Emot/Behav Dis	3
	UAS	Educ: Mathematics Education	S693	ST: STEM in the K-8 Clssrm	36
	UAF	Education	F476	Assessment of Literacy Dev	8
	UAF	Education	F613	AK Stnds/Cultr Respsnv Schools	54
	UAF	Education	F659	Multimedia Tools for Teachers	9
	UAF	Education	F682	Rethink Multicultrl Education	12
	UAF	Education	F687	Alaska:Rsorcs/People/Perspectv	78
	UAF	Education: Secondary Education	F443	Tech Appl in Education II	2
	UAF	Education: Secondary Education	F643	Tech Appl in Education II	8
	UAA	Computer Systems Engineering	A205	Intro to C Prog for Engineers	66
	UAF	Engineering & Science Mgmt	F698	Non-thesis Research/Project	1
	UAA	Project Management	A651	Adv Construction Project Mgmt	9
	UAA	Project Management	A694T	Proj Defintn & Rsrch Methods	9
	UAA	Computer & Networking Tech	A290	VOIP Foundations	32
Engineering Technologies and Engineering-Related Fields	UAA	Marine Technology	V151	F/V Oilspill Trng Lvl I	27
	UAS	Marine Technology	S225	Able Seaman	26
	UAS	Marine Technology	S241	Tow Apprentice Upgrade	5
	UAA	Process Technology	A160	Oil & Gas Explor & Production I	78
	UAA	Process Technology	A230	Process Tech II: Systems	116
English Language and Literature/Letters	UAA	Process Technology	A230L	Process Tech II: Systems Lab	0
	UAA	Creative Writing & Lit Arts	A262	Intro Creative Writing: Poetry	18
	UAA	English	A109	Intro Writing Academic Contexts	84
	UAA	English	A120	Critical Thinking	69
	UAA	English	A343	Modern and Contemporary Lit	66
	UAA	English	A440	Metaphysical Detective Story	66
	UAA	English	A476	*History of English Language	75
	UAA	English	V091	Improving Reading Skills	3
	UAA	English	V092	Improving Writing Skills	9
	UAA	English	V260	Intro To Creative Writing	6
Foreign Languages, Literatures, and Linguistics	UAF	English	F218	Themes in Literature	39
	UAS	English	S499	Thesis	3
	UAS	Alaska Languages	S103	Tlingit I	7
	UAS	Alaska Languages	S207	Intermed Haida I	28
	UAS	Alaska Languages	S208	Intermed Haida II	24
	UAS	Alaska Languages	S393	ST: Tlingit Oral Literature	9
	UAF	Eskimo	F205	Regaining Fluency in Yup'ik	18
	UAF	Eskimo	F206	Regaining Fluency in Yup'ik II	24
	UAA	French	V101	Elementary French I	8
	UAF	Linguistics	F631	Field Mthds Descriptive Ling I	3
Health Professions and Related Programs	UAA	Spanish	A101	*Elementary Spanish I	40
	UAA	Diagnostic Medical Sonography	A221	Pediatric Sonography	9
	UAA	Diagnostic Medical Sonography	A392	Pathophysiology Seminar	16
	UAA	Dietetics & Nutrition	V203	Nutrition for Health Sciences	72
	UAF	Emergency Medical Services	F283	Paramedic Internship	168
	UAA	Health Science	A210	Intro Environmental Health	45
	UAA	Health Science	V203	Normal Nutrition	3
	UAA	Nursing Science	A490	Selected Topics	99
History	UAA	Paramedical Technology	A242	Clinical Rotation I	44
	UAA	History	A261	Russian History	27
	UAA	History	A424	Imperial Russian History	60
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	UAA	Fire Science	A221	Principles of Fire & ES Safety	51
	UAA	Fire Science	A230	Fire Dept Org Theory/Behavior	24
Legal Professions and Studies	UAA	Legal Studies	A485	Tribal Courts & AK Natv Rights	3
Liberal Arts and Sciences, General Studies and Humanities	UAF	Liberal Arts & Science	F692	SEM: Arctic Policy	6
	UAA	Liberal Studies Social Science	V111	Cultural Foundations Behavior	42
Mathematics and Statistics	UAF	UG Research & Scholar Activity	F488	UG Resrch & Creative Sch II	6
	UAF	Developmental Math	F093	Special Topics	139
	UAF	Developmental Math	F094	Mathematical Literacy	90
	UAA	Mathematics	A520	Selected Topics	28
	UAS	Mathematics	S397	IS: Invstgtn Sequences/Generl	1
Natural Resources and Conservation	UAF	Environmental Studies	F120	Home Energy Basics	19
	UAF	Fisheries	F498	Senior Thesis Proposal	2
	UAF	Natural Resources Management	F395	Nutrition & Aging	60
	UAF	Natural Resources Management	F595	Permaculture Design Practicum	6
	UAF	Wildlife	F469	Landscape Ecology/WLF Habitat	21
Other	UAF	Wildlife	F669	Landscape Ecology/WLF Habitat	3
	UAA	Computer Sci & Computer Eng	A311	Data Structures and Algorithms	72
	UAA	Computer Sci & Computer Eng	A365	Computer Networks	57
	UAA	Computer Sci & Computer Eng	A465	Computer & Network Security	21
	UAA	Computer Sci & Computer Eng	A485	Computer and Machine Vision	30
	UAS	University	S101	College Success Skills	33

Courses include those offered by e-Learning in FY14, and only offered via Traditional delivery methods or never offered during any prior term between FY08 and FY13.

Source: Data supplied by UAA, UAF and UAS via UA Information Systems: UA Decision Support Database (RPTDSDMGR) FY08-FY14.

Broad Subject Area	University	Subject	Course Number	Course Title	Total Student Credit Hours Delivered
Parks, Recreation, Leisure, and Fitness Studies	UAA	Outdoor Studies	V167	Intro to Study Adv Filmmaking	15
	UAA	Outdoor Studies	V293	ST: ODS Adventure Filmmaking	30
	UAA	Physical Ed Professional	A464	Outdr Recreation Admin	12
Personal and Culinary Services	UAF	Culinary Arts/Hospitality	F199	Culinary Arts Externship	20
Philosophy and Religious Studies	UAA	Philosophy	A304	Business Ethics	75
	UAA	Philosophy	A305	*Professional Ethics	99
	UAA	Philosophy	V211	History of Philosophy I	12
Physical Sciences	UAA	Astronomy	V103	Solar System Astronomy	156
	UAF	Atmospheric Science	F488	Undergraduate Research	1
	UAA	Chemistry	A332	Physical Chemistry II	9
	UAA	Geology	A115L	*Environmental Geology Lab	4
	UAA	Geology	A320	Volcanology	153
	UAF	Geology and Geophysics	F380	Geological Hazards	75
Psychology	UAF	Counseling	F686	Internship II - Elementary	12
	UAA	Guidance	V192	First-Year Seminar	3
	UAA	Psychology	A329	Positive Psychology	117
	UAA	Psychology	A442	Psychopathol of Child & Adol	228
	UAA	Psychology	V243	Death & Dying	6
	UAS	Psychology	S406	Personality Theories	27
Public Administration and Social Service Professions	UAA	Human Services	A155	Human Relations in Workplace	21
	UAA	Human Services	A461	Crisis Intervention	78
	UAA	Human Services	A610	Program Evaluation	15
	UAA	Human Services	A630	Family and Community Systems	3
	UAA	Human Services	A640	Contemporary Issues in Rehab	15
	UAF	Human Services	F264	Culture/Chem Dep & AK Natives	19
	UAS	Public Administration	S639	Adaptive Management	51
	UAF	Rural Human Services	F285	Case Management	44
	UAF	Rural Human Services	F297	Practicum	4
	UAA	Social Work	A685	SWK Services in Schools	15
	UAA	Social Work	A686	SWK Services in AK Schools	5
Science Technologies/Technicians	UAA	Geographic Information Systems	A370	GIS/Remote Sensing Nat Res	30
Social Sciences	UAA	Economics	A435	Natural Resource Economics	15
	UAA	Economics	V201	Princ Of Macroeconomics	36
	UAS	Economics	S393	ST:Financial Crisis	12
	UAA	Justice	A384	Contemporary Corrections	30
	UAA	Justice	A485	Tribal Courts & AK Natv Rights	3
	UAA	Justice	V110	Introduction to Justice	6
	UAA	Justice	V112	Criminal Investigation	12
	UAF	Justice	F201	Dispute Resol & Restrtrve Prac	45
	UAF	Justice	F302	Dispute Systems Design	33
	UAF	Justice	F352	Criminal Law	60
	UAF	Justice	F401	Crs Cult Conflict Anay & Inter	27
	UAF	Justice	F403	Law and Science of Arbitration	18
	UAF	Justice	F453	Comparative Criminology	93
	UAF	Justice	F495	Clinic Mediatin/Conf/Crcle Pra	30
	UAS	Justice	S110	Intro to Law Enforcement	33
	UAS	Justice	S121	Policing in the Community	33
	UAS	Justice	S125	Intro to Addictions	36
	UAS	Justice	S131	Rural Justice in Alaska	27
	UAA	Political Science	A342	The American Presidency	42
	UAF	Political Science	F212	Intro to Public Administration	18
	UAF	Political Science	F447	US Environmental Politics	30
	UAS	Social Science	S101	Self, Culture, and Society	27
	UAS	Social Science	S300	DS:Research Methods/ Soc Sci	3
	UAA	Sociology	A202	*Social Institutions	69
	UAF	Sociology	F498	Research	3
	UAS	Sociology	S497	IS:Anticrimin Efts Immgt Comm	3
Transportation and Materials Moving	UAA	Aviation Tech/Admin/Mgmt	A490	Aviation Psychology	36
Visual and Performing Arts	UAA	Art	A213	Beginning Painting	27
	UAF	Art	F161	Two-Dimensional Design	102
	UAF	Film	F298	Undergraduate Research	3
	UAF	Film	F334	Movies and Films	51
	UAF	Film	F498	Undergraduate Research	9
	UAA	Music	A111	Fundamentals of Music	18
	UAA	Music	V221	Music History I	9
	UAA	Music	V222	Music History II	12
	UAF	Music Education	F310	Practicum Elementary Mus Mthds	6

Reference B. UA Degree, Certificate, and Endorsement Programs Available via Hybrid or Distance Delivery,
FY14

University	Major	Degree	Delivery Method
UAS	Accountant Endorsement	Occupational Endorsement Cert	Distance (100%)
UAA	Accounting	Associate of Applied Science	Hybrid (50-99%)
UAF	Accounting Technician	Certificate	Distance (100%)
UAS	Accounting Technician	Certificate	Distance (100%)
UAS	Admin Office Supp	Occupational Endorsement Cert	Distance (100%)
UAF	Administration of Justice	Master of Arts	Distance (100%)
UAS	AK Native Lang and Studies	Bachelor of Liberal Arts	Hybrid (50-99%)
UAF	Alaska Native Studies	Bachelor of Arts	Distance (100%)
UAF	Anthropology	Bachelor of Arts	Hybrid (50-99%)
UAF	Applied Accounting	Associate of Applied Science	Distance (100%)
UAF	Applied Business	Associate of Applied Science	Distance (100%)
UAF	Applied Business Mgmt	Certificate	Distance (100%)
UAA	Archit and Engr Technology	Associate of Applied Science	Hybrid (50-99%)
UAA	Architectural Drafting	Certificate	Hybrid (50-99%)
UAA	Arctic Engineering	Master of Science	Distance (100%)
UAF	Art	Bachelor of Arts	Hybrid (50-99%)
UAF	Art	Bachelor of Fine Arts	Hybrid (50-99%)
UAF	Arts and Sciences	Bachelor of Arts and Sciences	Hybrid (50-99%)
UAF	Associate of Science	Associate of Science	Distance (100%)
UAS	Associate of Science	Associate of Science	Hybrid (50-99%)
UAF	Biological Sciences	Bachelor of Arts	Hybrid (50-99%)
UAA	Bookkeeping Support	Occupational Endorsement Cert	Distance (100%)
UAS	Business Administration	Associate of Applied Science	Distance (100%)
UAF	Business Administration	Bachelor of Business Admin.	Hybrid (50-99%)
UAF	Business Administration	Bachelor of Business Admin.	Hybrid (50-99%)
UAS	Business Administration	Bachelor of Business Admin.	Distance (100%)
UAF	Business Administration	Master of Business Admin.	Hybrid (50-99%)
UAA	CAD for Building Construction	Occupational Endorsement Cert	Hybrid (50-99%)
UAA	Career and Technical Education	Graduate Certificate	Hybrid (50-99%)
UAA	Career and Technical Education	Master of Science	Hybrid (50-99%)
UAF	Chemistry	Bachelor of Arts	Hybrid (50-99%)
UAF	Chemistry	Bachelor of Science	Hybrid (50-99%)
UAF	Child Develop Family Studies	Bachelor of Arts	Distance (100%)
UAA	Childrens Behavioral Health	Occupational Endorsement Cert	Distance (100%)
UAA	Civil Drafting	Certificate	Hybrid (50-99%)
UAA	Clinical Assistant	Occupational Endorsement Cert	Hybrid (50-99%)
UAF	Communication	Bachelor of Arts	Hybrid (50-99%)
UAF	Community Health	Associate of Applied Science	Distance (100%)
UAF	Community Health	Certificate	Distance (100%)
UAA	Computer Info Office Systems	Associate of Applied Science	Hybrid (50-99%)
UAS	Computer Info Office Systems	Associate of Applied Science	Hybrid (50-99%)
UAA	Computer Info Office Systems	Certificate	Distance (100%)
UAS	Computer Info Office Systems	Certificate	Distance (100%)
UAA	Computer Info Office Systems	Occupational Endorsement Cert	Distance (100%)
UAS	Computer Information Systems	Bachelor of Science	Hybrid (50-99%)
UAF	Computer Science	Bachelor of Science	Hybrid (50-99%)
UAF	Computer Science	Bachelor of Science	Hybrid (50-99%)
UAS	Construction Technology	Occupational Endorsement Cert	Distance (100%)
UAA	Corrections	Certificate	Distance (100%)
UAA	Corrections	Occupational Endorsement Cert	Distance (100%)
UAF	Counseling	Master of Education	Distance (100%)
UAA	Counselor Education	Master of Education	Hybrid (50-99%)
UAA	Creat Writing and Lit Arts	Master of Fine Arts	Hybrid (50-99%)
UAA	Creative Writing	Master of Fine Arts	Hybrid (50-99%)

University	Major	Degree	Delivery Method
UAF	Cross Cultural Studies	Master of Arts	Distance (100%)
UAF	Design and Construction Mgmt	Graduate Certificate	Distance (100%)
UAA	Dietetics	Bachelor of Science	Hybrid (50-99%)
UAA	Digital Art	Associate of Applied Science	Distance (100%)
UAA	Direct Services Specialist	Occupational Endorsement Cert	Distance (100%)
UAA	Disability Services	Associate of Applied Science	Hybrid (50-99%)
UAA	Disability Services	Certificate	Distance (100%)
UAA	Early Childhood	Bachelor of Arts	Hybrid (50-99%)
UAA	Early Childhood	Post Baccalaureate Cert	Hybrid (50-99%)
UAA	Early Childhood Development	Associate of Applied Science	Hybrid (50-99%)
UAA	Early Childhood Development	Certificate	Hybrid (50-99%)
UAF	Early Childhood Education	Associate of Applied Science	Distance (100%)
UAA	Early Childhood Education	Bachelor of Arts	Hybrid (50-99%)
UAF	Early Childhood Education	Certificate	Distance (100%)
UAA	Early Childhood Spec Educ	Master of Education	Distance (100%)
UAF	Earth Science	Bachelor of Arts	Hybrid (50-99%)
UAF	Economics	Bachelor of Arts	Hybrid (50-99%)
UAF	Economics	Bachelor of Business Admin.	Hybrid (50-99%)
UAS	Ed Cert Education Technology	Graduate Licensure Program	Hybrid (50-99%)
UAS	Ed Cert Elementary Education	Graduate Licensure Program	Hybrid (50-99%)
UAS	Ed Cert Mathematics K 5	Graduate Licensure Program	Hybrid (50-99%)
UAS	Ed Cert Mathematics K 8	Graduate Licensure Program	Hybrid (50-99%)
UAS	Ed Cert Reading	Graduate Licensure Program	Hybrid (50-99%)
UAS	Ed Cert Special Education	Graduate Licensure Program	Distance (100%)
UAA	Education	Master of Arts in Teaching	Hybrid (50-99%)
UAS	Education	Master of Arts in Teaching	Distance (100%)
UAF	Education	Master of Education	Distance (100%)
UAS	Education	Master of Education	Distance (100%)
UAA	Educational Leadership	Master of Education	Distance (100%)
UAS	Educational Leadership	Master of Education	Hybrid (50-99%)
UAS	Educational Technology	Master of Education	Hybrid (50-99%)
UAF	Educator Para Professional	Associate of Applied Science	Distance (100%)
UAF	Educator Para Professional	Certificate	Distance (100%)
UAA	Elementary Ed K 6	Post Baccalaureate Cert	Hybrid (50-99%)
UAA	Elementary Education	Bachelor of Arts	Hybrid (50-99%)
UAF	Elementary Education	Bachelor of Arts	Distance (100%)
UAS	Elementary Education	Bachelor of Arts	Distance (100%)
UAS	Elementary Education K 8	Licensure Program	Hybrid (50-99%)
UAF	Emergency Management	Bach of Emergency Management	Hybrid (50-99%)
UAF	English	Bachelor of Arts	Hybrid (50-99%)
UAS	English	Bachelor of Arts	Hybrid (50-99%)
UAF	Environmental Quality Science	Master of Science	Hybrid (50-99%)
UAF	Environmental Studies	Certificate	Hybrid (50-99%)
UAF	Ethnobotany	Certificate	Hybrid (50-99%)
UAA	Family Nurse Practitioner	Graduate Certificate	Distance (100%)
UAF	Film	Bachelor of Arts	Hybrid (50-99%)
UAF	Fisheries	Bachelor of Arts	Hybrid (50-99%)
UAF	Fisheries	Master of Science	Hybrid (50-99%)
UAF	Foreign Languages	Bachelor of Arts	Hybrid (50-99%)
UAA	General Business	Associate of Applied Science	Hybrid (50-99%)
UAA	General Program	Associate of Arts	Distance (100%)
UAF	General Program	Associate of Arts	Distance (100%)
UAS	General Program	Associate of Arts	Distance (100%)
UAF	General Science	Bachelor of Science	Hybrid (50-99%)
UAF	Geography	Bachelor of Arts	Hybrid (50-99%)
UAF	Health Care Reimbursement	Certificate	Distance (100%)
UAS	Health Info Mgt Coding Spec	Certificate	Distance (100%)

University	Major	Degree	Delivery Method
UAS	Health Information Mgt	Associate of Applied Science	Distance (100%)
UAS	Health Information Mgt	Certificate	Distance (100%)
UAS	Health Science	Associate of Applied Science	Distance (100%)
UAS	Healthcare Information Tech	Occupational Endorsement Cert	Distance (100%)
UAS	Healthcare Privacy Security	Certificate	Distance (100%)
UAA	History	Bachelor of Arts	Hybrid (50-99%)
UAF	History	Bachelor of Arts	Hybrid (50-99%)
UAF	Homeland Security Emerg Mgmt	Bach of Emergency Management	Hybrid (50-99%)
UAF	Human Services	Associate of Applied Science	Hybrid (50-99%)
UAS	Independent Design	Bachelor of Liberal Arts	Distance (100%)
UAF	Indigenous Studies	Doctor of Philosophy	Distance (100%)
UAA	Indust Safety Program Support	Certificate	Hybrid (50-99%)
UAA	Industrial Technology	Associate of Applied Science	Hybrid (50-99%)
UAA	Industrial Technology	Certificate	Hybrid (50-99%)
UAF	Info Technology Specialist	Associate of Applied Science	Distance (100%)
UAF	Info Technology Specialist	Certificate	Distance (100%)
UAF	Interdisciplinary Studies	Associate of Applied Science	Hybrid (50-99%)
UAS	Interdisciplinary Studies	Bachelor of Liberal Arts	Distance (100%)
UAF	Inupiaq Eskimo	Bachelor of Arts	Hybrid (50-99%)
UAF	Japanese Studies	Bachelor of Arts	Hybrid (50-99%)
UAF	Journalism	Bachelor of Arts	Hybrid (50-99%)
UAF	Justice	Bachelor of Arts	Distance (100%)
UAS	Language Arts	Bachelor of Liberal Arts	Hybrid (50-99%)
UAA	Language Education	Graduate Certificate	Hybrid (50-99%)
UAA	Limited Radiography	Occupational Endorsement Cert	Hybrid (50-99%)
UAF	Linguistics	Bachelor of Arts	Hybrid (50-99%)
UAF	Marine Biology	Doctor of Philosophy	Hybrid (50-99%)
UAF	Marine Biology	Master of Science	Hybrid (50-99%)
UAF	Mathematics	Bachelor of Arts	Hybrid (50-99%)
UAS	Mathematics Education	Master of Education	Hybrid (50-99%)
UAA	Mech and Elect Drafting	Certificate	Hybrid (50-99%)
UAF	Medical Assistant	Associate of Applied Science	Hybrid (50-99%)
UAF	Medical Assistant	Certificate	Hybrid (50-99%)
UAF	Medical Billing	Occupational Endorsement Cert	Distance (100%)
UAF	Medical Coding	Occupational Endorsement Cert	Distance (100%)
UAF	Medical Dental Reception	Certificate	Distance (100%)
UAA	Medical Office Coding	Occupational Endorsement Cert	Distance (100%)
UAF	Medical Office Reception	Occupational Endorsement Cert	Distance (100%)
UAF	Natural Res Mgmt and Geog	Masters of Nat Res Mgmt Geog	Hybrid (50-99%)
UAF	Natural Resources Management	Bachelor of Science	Hybrid (50-99%)
UAF	Natural Resources Management	Master of Science	Hybrid (50-99%)
UAS	Network and System Administrat	Occupational Endorsement Cert	Distance (100%)
UAS	Network Support and Administrn	Occupational Endorsement Cert	Distance (100%)
UAF	Northern Studies	Bachelor of Arts	Hybrid (50-99%)
UAF	Nurse Aide	Occupational Endorsement Cert	Distance (100%)
UAS	Nursing	Certificate	Distance (100%)
UAA	Nursing Science	Master of Science	Hybrid (50-99%)
UAA	Occupational Safety and Health	Associate of Applied Science	Distance (100%)
UAF	Oceanography	Doctor of Philosophy	Distance (100%)
UAF	Oceanography	Master of Science	Distance (100%)
UAA	Office Foundations	Occupational Endorsement Cert	Distance (100%)
UAA	Office Support	Occupational Endorsement Cert	Distance (100%)
UAA	Petroleum Technology	Certificate	Hybrid (50-99%)
UAA	Pharmacy Technology	Occupational Endorsement Cert	Distance (100%)
UAA	Phlebotomist	Occupational Endorsement Cert	Hybrid (50-99%)
UAF	Physics	Bachelor of Arts	Hybrid (50-99%)
UAF	Political Science	Bachelor of Arts	Hybrid (50-99%)

University	Major	Degree	Delivery Method
UAF	Post Bacc K 12 Spec Ed Lic Prg	Graduate Licensure Program	Distance (100%)
UAF	Pre Nursing Qualifications	Certificate	Hybrid (50-99%)
UAS	Pre Radiologic Technology	Certificate	Distance (100%)
UAA	Principal	Graduate Certificate	Hybrid (50-99%)
UAA	Process Technology	Associate of Applied Science	Hybrid (50-99%)
UAA	Project Management	Master of Science	Hybrid (50-99%)
UAA	Psychia and Mentl Hlth Nur Pra	Graduate Certificate	Distance (100%)
UAA	Psychology	Bachelor of Arts	Hybrid (50-99%)
UAF	Psychology	Bachelor of Arts	Hybrid (50-99%)
UAA	Psychology	Bachelor of Science	Hybrid (50-99%)
UAF	Psychology	Bachelor of Science	Hybrid (50-99%)
UAS	Public Administration	Master of Public Admin	Distance (100%)
UAA	Public Health Practice	Master of Public Health	Distance (100%)
UAS	Reading Specialist	Master of Education	Hybrid (50-99%)
UAF	Renewable Resources	Associate of Applied Science	Hybrid (50-99%)
UAF	Rural Development	Bachelor of Arts	Distance (100%)
UAF	Rural Development	Master of Arts	Distance (100%)
UAF	Russian Studies	Bachelor of Arts	Hybrid (50-99%)
UAF	Secondary Education	Bachelor of Arts	Hybrid (50-99%)
UAF	Secondary Education	Graduate Licensure Program	Distance (100%)
UAS	Secondary Education	Master of Arts in Teaching	Hybrid (50-99%)
UAS	Service Management	Master of Business Admin.	Distance (100%)
UAS	Small Business Mgmt	Certificate	Distance (100%)
UAS	Social Science	Bachelor of Arts	Distance (100%)
UAF	Social Work	Bachelor of Arts	Distance (100%)
UAA	Social Work	Master of Social Work	Hybrid (50-99%)
UAF	Sociology	Bachelor of Arts	Hybrid (50-99%)
UAS	Special Education	Bachelor of Arts	Distance (100%)
UAA	Special Education	Graduate Certificate	Distance (100%)
UAS	Special Education	Master of Arts in Teaching	Hybrid (50-99%)
UAA	Special Education	Master of Education	Distance (100%)
UAF	Special Education	Master of Education	Distance (100%)
UAS	Special Education	Master of Education	Distance (100%)
UAA	Structural Drafting	Certificate	Hybrid (50-99%)
UAA	Superintendent	Graduate Certificate	Distance (100%)
UAF	Teach Cred Sec Ed	Undergrad Licensure Program	Hybrid (50-99%)
UAA	Technology	Bachelor of Science	Hybrid (50-99%)
UAF	Theatre	Bachelor of Arts	Hybrid (50-99%)
UAF	Tribal Management	Associate of Applied Science	Distance (100%)
UAF	Tribal Management	Certificate	Distance (100%)
UAS	Web Development and Administra	Occupational Endorsement Cert	Distance (100%)
UAF	Yupik Eskimo	Bachelor of Arts	Hybrid (50-99%)
UAF	Yupik Language and Culture	Bachelor of Arts	Hybrid (50-99%)



WHAT IS eLEARNING?

GENERAL DEFINITION:

Planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location.

COURSE DEFINITION:

Distance courses are 0% to 50% location based using specific Banner codes 0, 1, 2 where 0=0% location based; 1=1-20% location based; 2=21-50% location based.

PROGRAM DEFINITION:

50% or more of course work is available online.

See page 8 for additional definitions.

eLEARNING FAST FACTS

33.2%

of all students attending UAA in Fall 2013 were enrolled in at least one eLearning course.

76,191

eLearning credit hours were produced in AY14. Up 25.5% from AY10.

4.63

average eLearning credits taken by students enrolled in eLearning courses.

91.3%

of all eLearning courses had no location based requirement (*coded 0 in Banner*).

72.2%

of all eLearning credit hours were produced in lower division courses (*100-200 level*).

30.0%

of all programs offered by UAA have at least 50% of course work available via eLearning (65 programs).

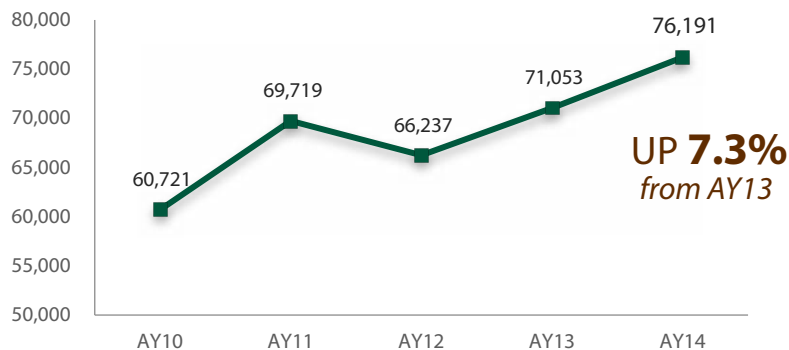
SOURCES:

- DSD data tables, UAA-OMB eLearning Student Credit Hours.
- Banner Student Information Data system.

How much of UAA's credit hour production is in eLearning?

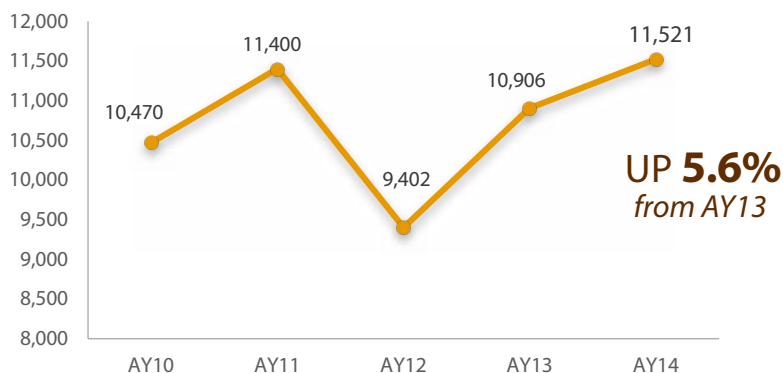
eLearning at UAA experienced another marked increase in both student credit hour production and headcount last year – a year in which non-eLearning enrollment declined.

TREND, eLEARNING STUDENT CREDIT HOURS

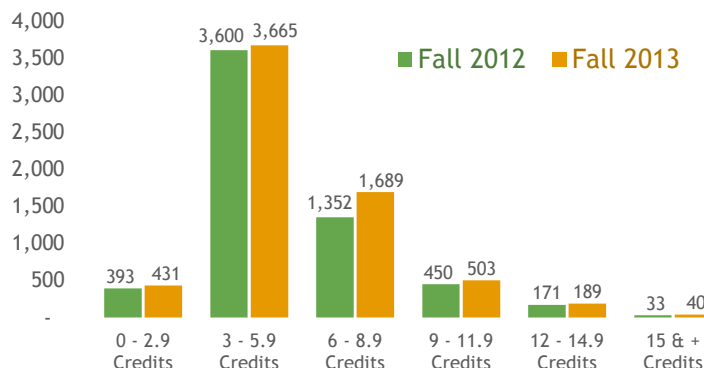


Note: Student credit hours total includes auditors.

TREND, eLEARNING ANNUAL STUDENT HEADCOUNT

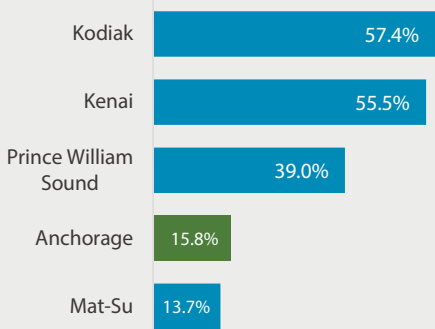


RANGE OF eLEARNING CREDITS ATTEMPTED

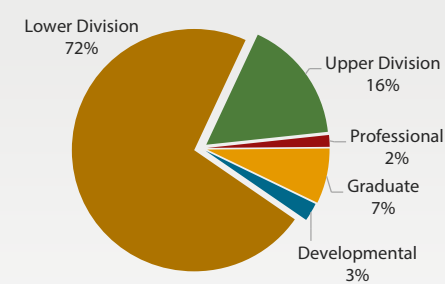


eLEARNING AS % OF TOTAL CREDIT HOURS IN AY14

BY CAMPUS



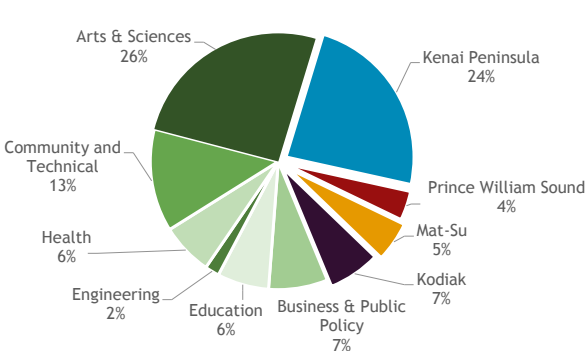
BY COURSE LEVEL



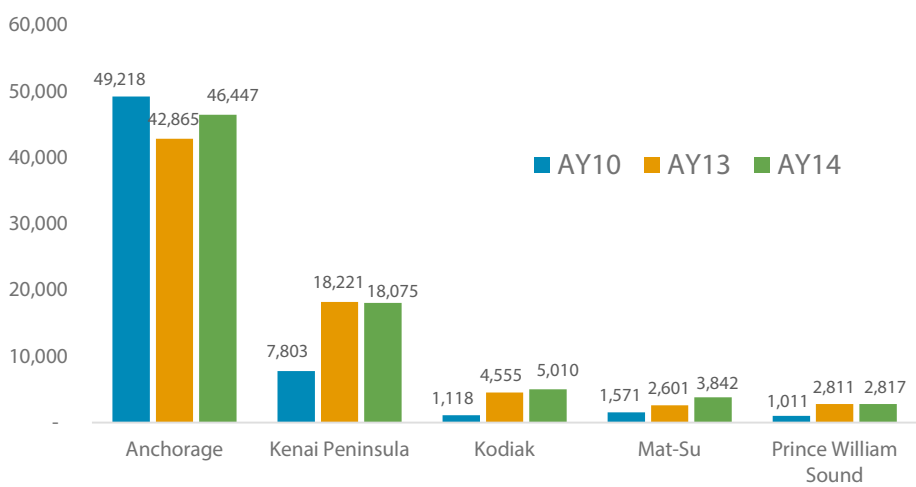
Who are the biggest eLearning credit hour producers?

Of the 76,191 credit hours produced via eLearning at UAA in AY14, the College of Arts & Sciences in Anchorage contributed 19,542 credit hours, of which two-thirds were in lower division courses. The second largest producer was Kenai Peninsula College at 18,075 credit hours. Mat-Su College produced the largest percentage increase, up 47.7% from 2013.

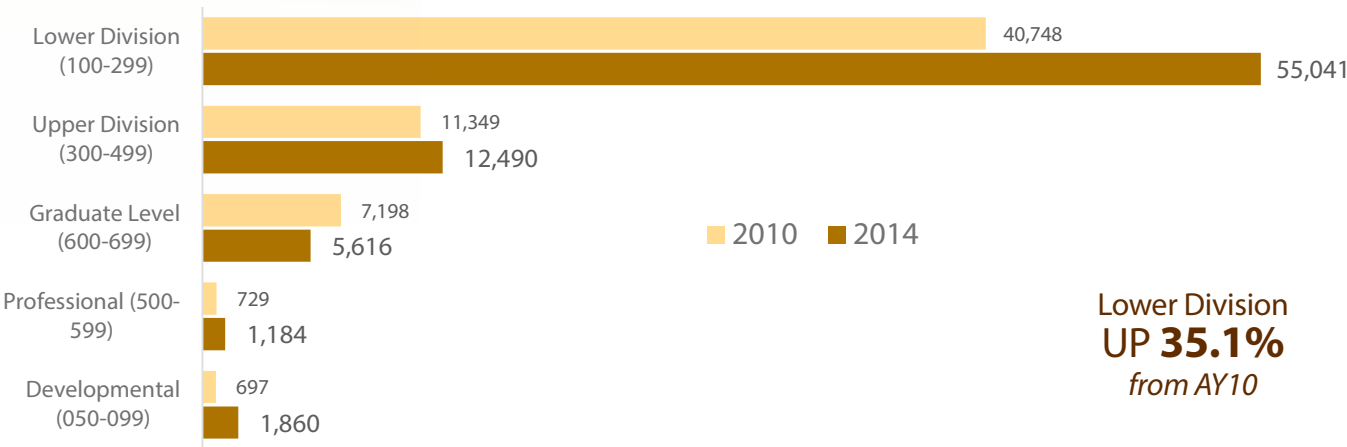
eLEARNING CREDIT HOUR CONTRIBUTORS



eLEARNING CREDIT HOUR PRODUCTION BY CAMPUS



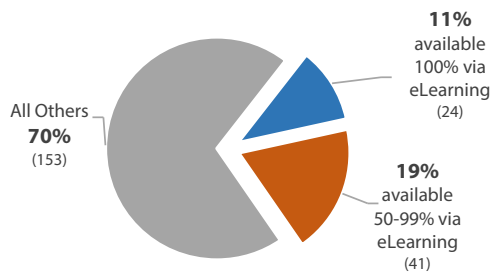
eLEARNING CREDIT HOUR PRODUCTION BY COURSE LEVEL



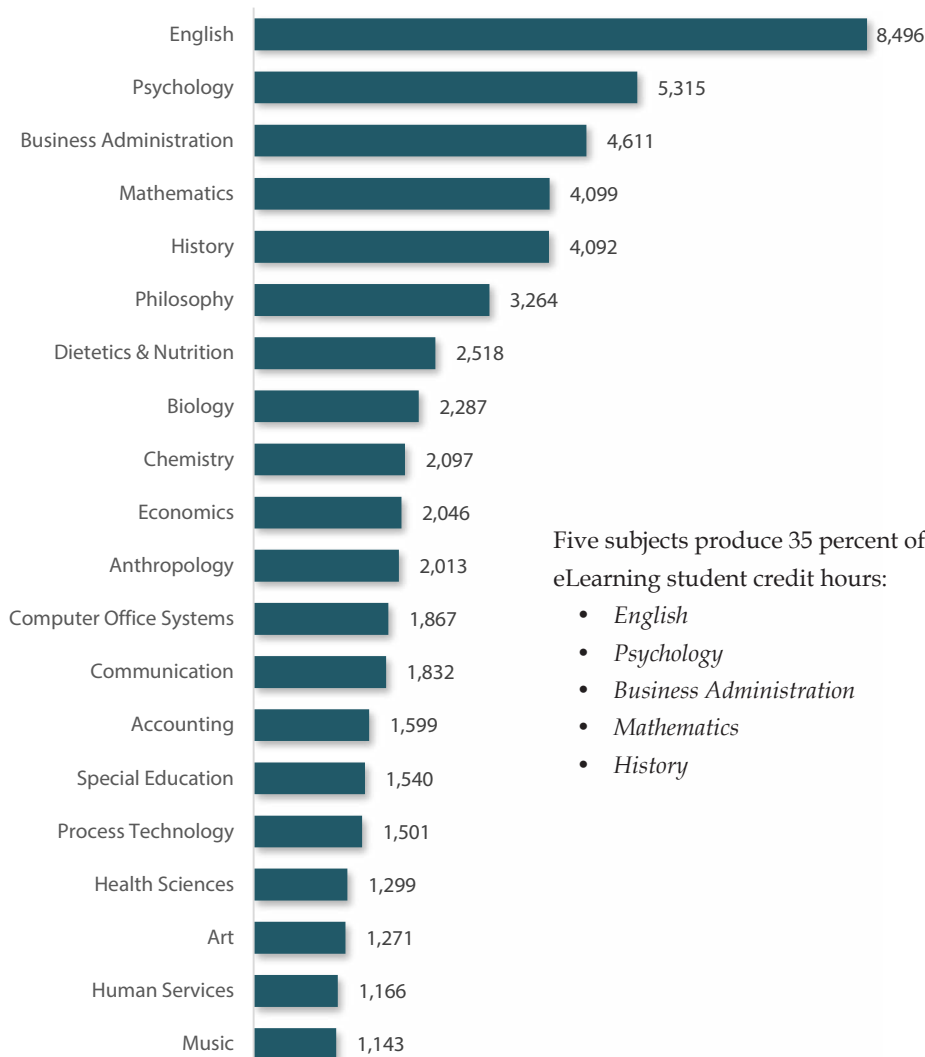
How many degree programs are available via eLearning?

The number of programs available via eLearning (65) remained stable in 2014, increasing by one. eLearning programs now comprise 30 percent of all programs offered at UAA, up from 22 percent last year, caused by a decline in the number of programs delivered traditionally.

30 PERCENT OF PROGRAMS ARE AVAILABLE VIA eLEARNING



20 DISCIPLINES PRODUCED 71% OF ALL eLEARNING CREDIT HOURS IN 2014



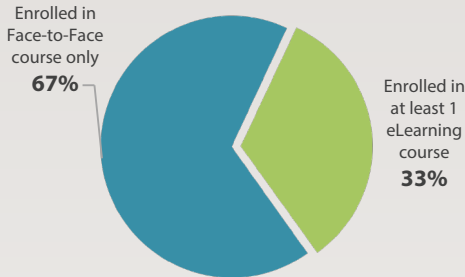
DEGREE PROGRAMS AVAILABLE 100% VIA eLEARNING

- Arctic Engineering, MS
- Bookkeeping Support, OEC
- Children's Behavioral Health, OEC
- Computer Info Office Systems, CT2, OEC
- Corrections, CT1, OEC
- Digital Art, AAS
- Direct Services Specialist, OEC
- Disability Services, CT2
- Early Childhood Special Education, MED
- Educational Leadership, MED
- Family Nurse Practitioner, GCRT
- General Program, AA
- Medical Office Coding, OEC
- Office Foundations, OEC
- Office Support, OEC
- Occupational Safety & Health, AAS
- Pharmacy Technology, OEC
- Psychiatric & Mental Health Nurse Practitioner, GCRT
- Public Health Practice, MPH
- Special Education, GCRT, MED
- Superintendent, GCRT

DEGREE PROGRAMS AVAILABLE 50-99% VIA eLEARNING

- Accounting, AAS
- Architectural Drafting, CT1
- Architectural & Engineering Tech, AAS
- CAD for Building Construction, OEC
- Career & Technical Education, GCRT, MS
- Civil Drafting, CT1
- Clinical Assistant, OEC
- Computer Info Office Systems, AAS
- Counselor Education, MED
- Creative Writing & Literary Arts, MFA
- Dietetics, BS
- Disability Services, AAS
- Early Childhood, BA, PBCT
- Early Childhood Development, AAS, CT1
- Early Childhood Education, BA
- Education, MAT
- Elementary Ed (K-6), PBCT
- Elementary Education, BA
- General Business, AAS
- History, BA
- Industrial Safety Program Support, CT1
- Industrial Technology, OEC, CT2
- Language Education, GCRT
- Limited Radiography, OEC
- Mechanical & Electrical Drafting, CT1
- Nursing Science, MS
- Petroleum Technology, CT1
- Phlebotomist, OEC
- Principal, GCRT
- Process Technology, AAS
- Project Management, MS
- Psychology, BA, BS
- Social Work, MSW
- Structural Drafting, CT1
- Technology, BS

STUDENT PROFILES COMPARING eLEARNING TO FACE-TO-FACE ONLY



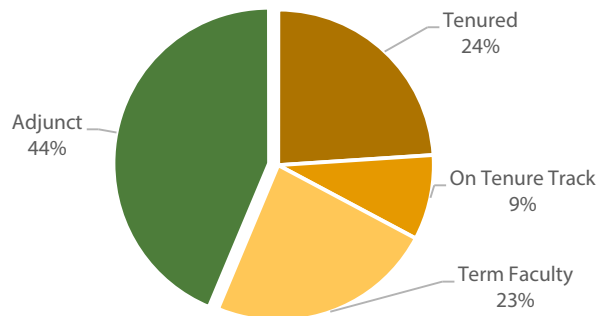
	FACE-TO-FACE ONLY	AT LEAST 1 e-LEARNING COURSE
All Students	67% (13,112)	33% (6,517)
% Degree-Seeking	69%	85%
% Full-time	39%	42%
% Part-time	61%	58%
% First-time Freshmen	13%	5%
% Upper Class Students	38%	57%
% Age 17-19	25%	10%
% Age 20-39	57%	74%
% Age 40 & Over	18%	15%
% of Minority	34%	31%
% from Alaska	92%	90%
% Out-of-State	6%	8%
% International	2%	2%

NOTE: The percentages above are based on the totals for each population in Fall 2013. For example, of the 13,112 students enrolled in only Face-to-Face courses in Fall 2013, 69% (9,054) were degree-seeking while of the 6,517 students enrolled in at least one eLearning course, 85% (5,524) were degree-seeking.

Who is taking and who is teaching eLearning courses?

One third of all students enrolled at UAA took at least one eLearning course in the Fall of 2013. That is up 8 percent from Fall 2010. A higher percentage of students enrolled in at least one eLearning course are older, degree-seeking, attending full-time, and are taking upper division classes.

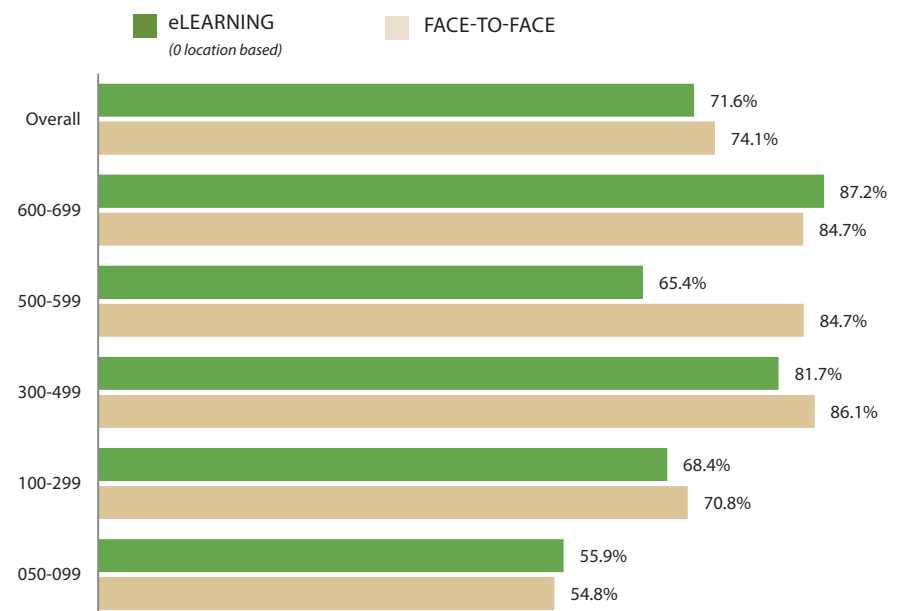
FULL TIME FACULTY TEACH 56% OF eLEARNING SECTIONS



Of the 689 sections of eLearning courses in Fall 2013, the majority (56%) were taught by regular/term faculty across all campuses. Prince William Sound College had the highest percentage of adjuncts (63%) teaching eLearning sections in Fall 2013. Mat-Su College had the lowest percentage of adjuncts teaching eLearning courses (29%).

How successful are students taking eLearning courses?

Students enrolled in graduate level eLearning courses (600-699) outperform their peers in face-to-face classes, the only level that produces such a marked difference. Overall students in face-to-face classes have a slightly higher passing rate than those in eLearning courses.



NOTE: Passing Grades = A, B, C, P for Undergraduate level courses and A, B, P for Graduate level. The eLearning pass rate measured here is for courses coded "0" (0 location based) for all students enrolled including those who withdrew, did not complete, deferred grades and/or audited the course.

How is UAA supporting faculty in developing online courses and programs?

The University of Alaska Anchorage provides a range of online offerings, as well as face-to-face campus-specific professional development opportunities, for faculty interested in developing or offering online courses and programs. Each of the five UAA campuses provide such support, with the majority occurring in Anchorage, Kenai and Kodiak.

UAA'S ACADEMIC INNOVATIONS & eLEARNING

In January 2014 the UAA Faculty Technology Center officially changed its name to Academic Innovations & eLearning (AI&e). Its mission is to support the UAA learning environment by fostering quality instructional practices, innovation and technologies. The department has reorganized into three teams focusing on: Faculty/Staff technology-related professional development, Instructional Design Services, and Student eLearning Services, providing full service distance education support for faculty and students.

PROFESSIONAL DEVELOPMENT WORKSHOPS

During the 2013-2014 academic year, AI&e offered 85 workshops which were attended by 359 faculty. Topics included: Blackboard, Collaborate, Online teaching, Google docs, Lecture capture, Gamification and ePortfolios.

SPECIAL EVENTS

- **OPEN iTEACH:** provided a week-long, blended intensive training to eight faculty and staff on course design and eLearning concepts in August.
- **FALL TECHNOLOGY BOOTCAMP AND WEBINAR WORKSHOPS** in August included 15 course and tools-based workshops for 71 attendees.
- **PRESENTATIONS TO NEW STUDENTS:** AI&e team members presented 15 30-minute presentations on *Learning Technologies at UAA* to new students during "Howl Days" in August.
- **FACULTY DEVELOPMENT EVALUATION PLANNING:** AI&e and the Center for Advancing Faculty Excellence hosted Susan Hines, an expert on professional development evaluation from St. Mary's University in Minnesota, to consult on faculty development evaluation planning.

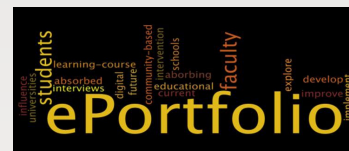
UAA TECHNOLOGY FELLOWSHIPS

During 2013-14 ten faculty from three different campuses focused on bringing more courses online, resulting in 15 new/revised online courses. The 2014-2016 Tech Fellows (7 faculty and 3 staff) are focusing on online student engagement and interaction. Tech Fellows have the opportunity to participate in the Online Learning Consortium, (formally Sloan Consortium) Online Teaching Certification program. Key learning opportunities include a foundation course, three selected electives and a capstone application of key certificate concepts and skills. To date, five UAA faculty and staff members have been awarded the certification and another 14 are currently in the program.

NEW INITIATIVES

ePORTFOLIOS

Paul Wasko joined UAA in January 2014 as the ePortfolio Services Coordinator to lead the research and implementation of ePortfolios at UAA.



UAA's ePortfolio project is bringing together faculty, students, staff, and leadership as part of an Advisory Council focused on establishing a learner-driven ePortfolio "infrastructure." Implementation in selected pilot program areas begins in spring 2015, with a university-wide roll-out in fall 2015.

UAA COMMONS

The UAA Commons is an online community of faculty and staff from all UAA campuses, exchanging knowledge to improve the quality of teaching, innovation, and communication. The UAA Commons currently hosts 136 members. New groups created this fall include First Year Success, Information Literacy, Quality Matters and Social Media at UAA.

SERIOUS FUN

More than 100 attendees from higher-ed, K12 and local businesses participated in **Serious Fun: An Educational Games Gathering** hosted in April 2014 by UAA's Academic Innovations & eLearning.



The one-day conference focused on student engagement through the use of games for education. Alex St. John, known for his early work on gaming and creating the DirectX media platform at Microsoft, was the conference keynote, and faculty and staff from throughout the UA system led concurrent presentations.

HIGHLIGHTS OF PRESENTATIONS/PUBLICATIONS



BRUNO KAPPES, UAA Professor of Psychology and a pioneer of distance delivery psychology instruction, presented a research paper, *Enhancing Evidence-Based eLearning Performance by Teaching eFolio Thinking Competencies* at the 12th **International ePortfolio and Identity Conference (ePIC)** in London in July.

Academic Innovations & eLearning Assistant Director of Instructional Design Services HEATHER NASH served as a moderator for the **Institute for Engaged Leadership in Online Learning (IELOL)** 2014 and attended the IELOL 2014 Masters class at the OLC International Online Learning Conference in October.

In September 2014, DEBBI CANAVAN, Title III eLearning Instructional Specialist at Kodiak College, and KITTY DEAL, Assistant Professor of Education, presented at the **Quality Matters 6th Annual Conference on Quality Assurance in Online Learning** held in Baltimore, MD.



CANAVAN and DEAL presented *QM 411: Providing a Shared Directory Approach for Design Resources and Best Practices* and a poster session titled *Positive QM PR: Promoting Successes and Goals; Creating Awareness and Encouragement*.

AI&E's Assistant Director for Professional Development SARAH FRICK and Instructional Designer JEANNETTE RENAUDINEAU presented *EduPass: A Digital Badge Journey to Professional Learning at UA* at the national **Educause ELI Spring Online Focus** held in April.

PAUL WASKO, and UAA's ePortfolio work, was highlighted nationally in an article in *Campus Technology* and locally on television.



KENAI PENINSULA COLLEGE (KPC)

The KPC Educational Technology Team supports faculty teaching online courses and staff through consultations and formal training throughout the year. KPC is also working with Academic Innovations and eLearning team in a number of projects, including the eLearning Workgroup, Serious Fun, iDesign, and the ePortfolio Advisory Council. KPC provided individual support to 59 faculty. In addition, 21 faculty received training in lecture capture, 15 attended the Excellence in eLearning Workshop, and 8 received Quality Matters™ training.

eLEARNING TRAINING AND SUPPORT OFFERED TO FACULTY

- Excellence in e-LEARNING workshop held in August
- Camtasia and Screencasting Workshop
- Content Management System Training
- Blackboard SP13 Upgrade Series
- FERPA and Title 9 Assistance Training
- iPad workshops
- Lecture capture training
- Instructional Design

RESOURCES DEVELOPED

- iPad Application "APP-cessories"
- KPC Tutor.com Website
- Conversion of KPC Tutoring to SLED (State Library System)
- Moodle Practice Shell
- Technology Orientation Videos
- Web Site E-Learning Tab



KODIAK COLLEGE

Professional development is offered to faculty via workshops and individual training and support sessions. The Fall and Spring Teaching Forums are held each October and March. More than 170 faculty participated in workshops and events held throughout the year. In addition more than 154 hours of one-on-one consultations were provided to faculty.

Kodiak College (KoC) is continuing to grow its eLearning resources for students. Including:

- Virtual Student Coaching offers eLearning students one-on-one support and accountability
- eLearning Blackboard Connection Community provides students a way to connect with other eLearning students and access learning resources
- Free Workshops for Student Success
- Guide to eLearning Success
- Improve your Readiness for Online eLearning
- Links are also provided for Student Sources and Self-Assessments such as Smarter Measure, HowToStudy.org and more.

What Is UAA doing to ensure eLearning course quality?

QUALITY MATTERS PROGRAM

In AY14, UAA's Anchorage campus joined Kenai Peninsula College and Kodiak College in adopting the Quality Matters (QM) framework to ensure quality in distance education. Together with the University of Alaska Southeast, all now are subscribers to the Alaska Statewide QM Consortium.

Quality Matters is designed to improve quality and consistency in online course design with the use of a rubric and peer review process. The rubric is research-based and is updated every three years. Academic Innovations & eLearning is offering orientation sessions and online training regularly in the coming year.



Kenai Peninsula College and Kodiak College previously adopted Quality Matters and have offered training sessions throughout last year and this year. At Kodiak College, 47 individuals have been trained, 12 courses have been certified with one under review and three more pending review. At Kenai Peninsula College, a total of 92 faculty members received QM training, 12 went on to become Peer Reviewers, two became Master Reviewers. A total of 13 courses have been submitted for review, 9 of which received QM certification.

ONLINE LEARNING CONSORTIUM (OLC)

UAA's Academic Innovations & eLearning Director DAVID DANNENBERG is a participant in this year's Institute for Engaged Leadership in Online Learning (IELOL) 2014. As part of this experience Dannenberg will evaluate UAA distance education services against the Online Learning Consortium's *Quality Scorecard 2014: Criteria for Excellence in the Administration of Online Programs*. The scorecard is an easy-to-use process for measuring and quantifying elements of quality within online programs in higher education. By evaluating each of the respective quality indicators within the established nine categories, an administrator of online programs can determine strengths and weaknesses.

EXTERNAL RESOURCES

ACADEMIC INNOVATIONS & eLEARNING (AI&e) provides instructors access to additional resources outside of UAA by purchasing institutional membership in the following programs specializing in electronic learning:



The Online Learning Consortium (OLC), formerly the Sloan Consortium, is dedicated to integrating online education into the mainstream of higher education, and helping institutions and individual educators improve the quality, scale, and breadth of education. UAA provides support for instructors who wish to enroll in the Sloan-C Online Teaching Certificate program. <http://onlinelearningconsortium.org/>

The Association for Authentic, Experiential and Evidence-Based Learning



(AAEEBL) is the leading national organization devoted to use of electronic portfolios to support learning. UAA's membership allows

instructors and staff access to AAEEBL's resources, newsletters, and discounted rates for attending conferences. <http://www.aaeebl.org/>



The EDUCAUSE Learning Initiative (ELI) is a community of higher education institutions and organizations committed to the advancement of learning through "the innovative application of technology."

Membership allows instructors access to research, resources, and discounted rates for conferences. <http://www.educause.edu/>

Atomic Learning provides online training resources for



over 250 software tools which are available to all UAA faculty, staff and students to improve their use and knowledge of both software and hardware. <http://www.atomiclearning.com/>



eLEARNING/DISTANCE EDUCATION DEFINITIONS

	UAA	UA	NWCCU	IPEDS
TERMINOLOGY	eLearning (distance education prior to 2011)	eLearning (distance education prior to 2011)	Distance Education	Distance Education
GENERAL DEFINITION	Planned learning that predominantly occurs in situations where student is not required to be in predetermined location.	Planned learning that predominantly occurs in situations where student is not required to be in predetermined location.	Formal educational process in which the majority of instruction occurs when student and instructor are not in the same place.	1) one or more technologies to deliver instruction; 2) students are separated from instructor; 3) may include: Internet; open broadcasts, closed circuit, audio conferencing; DVDs, and CD-ROMs.
COURSE DEFINITION	Distance courses are 0% to 50% location based using specific Banner codes 0, 1, 2 where: 0=0% location based; 1=1-20% location based; 2=21-50% location based.	Physical distance of the instructor and student; type(s) of tools used to deliver course. eLearning courses use the same Banner codes 0, 1, 2 for all universities in the system.	Separation, in time or place, between instructor and student. Synchronous or asynchronous use of: broadcast transmission; audio or computer conferencing; video cassettes/disks; or correspondence.	Instructional content is delivered exclusively via distance.
PROGRAM DEFINITION	50% or more of course work available online.	50% or more of course work available online.		All required coursework is able to be completed via distance.

SOURCES: UA e-Learning Report to Board of Regents, December, 2012, Northwest Commission on Colleges and Universities (NWCCU) online glossary, Integrated Postsecondary Education Data System (IPEDS) glossary.

eLEARNING STUDENT CREDIT HOURS (WITH AUDITORS) AY05-AY14

	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14
UAA MAU Total	30,137	28,950	35,519	44,508	51,301	60,721	69,719	66,237	71,053	76,191
By Campus										
Anchorage Campus	28,876	27,143	32,991	41,083	44,829	49,218	50,125	39,880	42,865	46,447
Kenai College	558	481	772	1,287	3,765	7,803	12,304	17,353	18,221	18,075
Kodiak College		246	166	473	523	1,118	2,275	3,889	4,555	5,010
Mat-Su College	268	1,080	1,496	1,545	1,659	1,571	1,893	1,807	2,601	3,842
Prince William Sound	435		94	120	525	1,011	3,122	3,308	2,811	2,817
By College										
Academic Affairs	102	144	138	117	135	150				
Arts & Sciences	13,827	13,800	17,562	21,819	23,069	23,557	23,454	15,962	16,758	19,542
Business & Public Policy	7,524	3,141	3,783	4,716	5,049	6,270	6,183	5,868	6,198	5,682
Community & Technical College	1,300	2,821	2,086	2,749	3,660	5,138	6,675	7,907	9,627	9,880
Consortium Library								35	83	
Education	3,168	3,102	4,464	4,605	5,404	5,187	5,418	5,275	4,732	4,977
Engineering	271	215	306	481	692	632	646	816	1,282	1,381
Health	2,684	3,920	4,652	6,596	6,820	8,284	7,746	4,031	4,268	4,985
By Course Level										
050-099 (Developmental)	120	1,091	186	171	189	697	1,306	1,560	1,692	1,860
100-299 (Lower Division)	20,428	19,740	24,327	29,314	33,039	40,748	48,786	47,126	51,038	55,041
300-499 (Upper Division)	5,840	4,008	5,581	8,765	11,097	11,349	11,706	10,517	11,301	12,490
500-599 (Professional)	359	442	476	692	615	729	523	979	1,138	1,184
600-600 (Graduate)	3,390	3,669	4,949	5,566	6,361	7,198	7,398	6,055	5,884	5,616

SOURCE: Statewide IR DSD data system