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

2014-2015 Officers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hirshberg, Diane</td>
<td>President</td>
</tr>
<tr>
<td>Smith, Tara</td>
<td>1st Vice President</td>
</tr>
<tr>
<td>Chamard, Sharon</td>
<td>2nd Vice President</td>
</tr>
</tbody>
</table>

2014-2015 Senators:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartels, Jonathan</td>
<td>Graham, Rachel</td>
</tr>
<tr>
<td>Bennett, Brian</td>
<td>Green, Amy</td>
</tr>
<tr>
<td>Benningfield, Tim</td>
<td>Harder, Alberta</td>
</tr>
<tr>
<td>Bowie, David</td>
<td>Harville, Barbara</td>
</tr>
<tr>
<td>Brown, Barbara</td>
<td>Hoanca, Bogdan</td>
</tr>
<tr>
<td>Cenek, Martin</td>
<td>Ippolito, Mari</td>
</tr>
<tr>
<td>Cook, Sam</td>
<td>Kappes, Bruno</td>
</tr>
<tr>
<td>Dalrymple, Tom</td>
<td>Karahan, Gokhan</td>
</tr>
<tr>
<td>Dannenberg, Clare</td>
<td>Kirk, Sarah</td>
</tr>
<tr>
<td>Davis, Leanne</td>
<td>Kuden, Jodee</td>
</tr>
<tr>
<td>Din, Herminia</td>
<td>Miranda, Francisco</td>
</tr>
<tr>
<td>Downing, Scott</td>
<td>McCoy, Robert</td>
</tr>
<tr>
<td>Drinka, Dennis</td>
<td>Mole, Deborah</td>
</tr>
<tr>
<td>Dutta, Utpal</td>
<td>Moulis, Randy</td>
</tr>
<tr>
<td>Fitzgerald, Dave</td>
<td>Morrison, David</td>
</tr>
<tr>
<td>Folias, Stefanos</td>
<td>Nabors, Forrest</td>
</tr>
<tr>
<td>Foster, Larry</td>
<td>O'Leary, Joan</td>
</tr>
<tr>
<td>Garcia, Gabe</td>
<td>Ohle, Kathryn</td>
</tr>
</tbody>
</table>

III. Agenda Approval (pg. 1-4)

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

V. Administrative Reports

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

B. Provost, Sam Gingerich
   i. Office of Undergraduate Academic Affairs (pg. 10-13)
   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 (pg. 17-20)

F. CIO, Patrick Shier

G. Union Representatives
   i. UAFT
   ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 21-23)

I. Office of Campus Diversity and Compliance Director, Marva Watson (pg. 24-29)

V. Officer’s Reports
   A. President’s Report (pg. 30-32)
   B. First Vice President’s Report
   C. Second Vice President’s Report

VI. Old Business
   A. Priority Registration Exception for the University Honors College (pg. 33)
      Second Reading
   B. Tanaina Child Development Center Motion (pg. 34)

VII. Consent Agenda
   A. Graduate Curriculum
      i. Courses (pg. 35)
      ii. Programs
         Chg Master of Arts, Teaching and Learning
         Chg Master of Arts, Teaching
         Chg Master of Social Work
         Chg Master of Arts, English
   B. Undergraduate Curriculum
      i. Courses (pg. 36-37)
      ii. Programs
         Chg Bachelor of Arts, English
         Chg Minor, English
         Chg Bachelor of Social Work
         Chg Bachelor of Science, Pre-Professional Track, Speech-Language Pathology Option
         Chg Bachelor of Science, Dental Hygiene
         Chg Associate of Applied Science, Dental Hygiene
         Chg Associate of Applied Science, Process Technology
         Add Prefix, Teaching and Learning/EDTL
         Chg Minor, Real Estate
         Chg Occupational Endorsement Certificate, Phlebotomist
         Chg Occupational Endorsement Certificate, Medical Laboratory Technology
         Chg Occupational Endorsement Certificate, Medical Laboratory Science
         Chg Bachelor of Arts, Mathematics
         Chg Bachelor of Science, Mathematics
VIII. Boards and Committees Reports
A. Graduate Academic Board
B. Undergraduate Academic Board
C. General Education Review Committee (pg. 47)
D. University-wide Faculty Evaluation Committee
E. Academic Assessment Committee (pg. 48)
F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 49-50)
G. Budget, Planning, and Facilities Advisory Committee- BPFA
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
O. Academic Honesty and Integrity Committee
P. Research and Creative Activity Committee
Q. GER Assessment Taskforce
R. Emeriti Faculty Evaluation Process Ad Hoc Committee (pg. 55-56)

X. New Business
A. Revisions to the Emeritus/Emerita Faculty Evaluation Guidelines (p. 57-58)
   First Reading
B. Extending the deadline for a report from the Evaluation of Non-tenure Track Unit Member and Merit Pay Adjustment Taskforce until September 25, 2015.
In November 2014, the Faculty Senate passed a motion establishing the Evaluation of Non-tenure Track Unit Member and Merit Pay Adjustment Taskforce, with a deadline of March 31, 2015 for a final report. Due to a delay by the Senate President in appointing committee members and the absence of Marian Bruce, Assistant Vice Provost for Faculty Services, whose guidance is necessary in assuring that the taskforce recommendations are in line with UAA policies and UNAC guidelines, the E-board requests an extension of the due date for the report until late September 25, 2015.

XI. Informational Items & Adjournment

A. Common Calendar Task Force Report (pg. 59-81)
I. Call to Order

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

2014-2015 Officers:

<table>
<thead>
<tr>
<th>Officer Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hirshberg, Diane</td>
<td>P</td>
</tr>
<tr>
<td>Smith, Tara</td>
<td>P</td>
</tr>
<tr>
<td>Chamard, Sharon</td>
<td>P</td>
</tr>
</tbody>
</table>

2014-2015 Senators:

<table>
<thead>
<tr>
<th>Senator Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartels, Jonathan</td>
<td>P</td>
</tr>
<tr>
<td>Bennett, Brian</td>
<td>P</td>
</tr>
<tr>
<td>Benningfield, Tim</td>
<td>P</td>
</tr>
<tr>
<td>Bowie, David</td>
<td>P</td>
</tr>
<tr>
<td>Brown, Barbara</td>
<td>P</td>
</tr>
<tr>
<td>Cenek, Martin</td>
<td>P</td>
</tr>
<tr>
<td>Cook, Sam</td>
<td>P</td>
</tr>
<tr>
<td>Dalrymple, Tom</td>
<td>P</td>
</tr>
<tr>
<td>Dannenberg, Clare</td>
<td>P</td>
</tr>
<tr>
<td>Davis, Leanne</td>
<td>P</td>
</tr>
<tr>
<td>Din, Herminia</td>
<td>P</td>
</tr>
<tr>
<td>Downing, Scott</td>
<td>P</td>
</tr>
<tr>
<td>Drinka, Dennis</td>
<td>P</td>
</tr>
<tr>
<td>Dutta, Utpal</td>
<td>P</td>
</tr>
<tr>
<td>Fitzgerald, Dave</td>
<td>P</td>
</tr>
<tr>
<td>Folias, Stefanos</td>
<td>E</td>
</tr>
<tr>
<td>Foster, Larry</td>
<td>P</td>
</tr>
<tr>
<td>Garcia, Gabe</td>
<td>P</td>
</tr>
</tbody>
</table>

III. Agenda Approval (pg. 1-3)

   Approved

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

   Approved

V. Administrative Reports

   A. Chancellor Tom Case

      *Spoke to the Tanaina Child Care Center relocation reasons and concerns. Addressed Program Prioritization questions. Congratulated the phenomenal sportsmanship and academic success of student athletes.*

      i. CaseNotes
      ii. President Highlights
B. Provost, Sam Gingerich

Thanked everyone for the warm welcome and support.
Spoke to Program Prioritization in terms of knowledge, transparency, and future budget complications, as well as improvements.
Gave an update on the common calendar; it will be going into effect this fall and responded to questions.

i. Office of Undergraduate Academic Affairs (pg. 9-13)

The report includes revised information from the mid-cycle accreditation visit.

ii. Office of the Graduate School

C. Vice Chancellor of Administrative Services, Bill Spindle

Currently working closely with the Provost and Vice Chancellors to look at the best methods to move forward in relation to Program Prioritization.
Asks for those interested to give their feedback and ideas.

D. Vice Chancellor of Advancement, Megan Olson (pg. 14-16)

E. Vice Chancellor of Student Affairs, Bruce Schultz

UAA is now the GRE testing site for the Anchorage Bureau.
If you are in contact with students, February 15th is the deadline to apply for university scholarships.

F. CIO, Patrick Shier (pg. 17-28)

There are 1,900 G-mail accounts that have not been claimed by faculty and staff.
Please remind student, staff, and faculty that your email @uaa.alaska.edu is the appropriate email for use.
In regards to Program Prioritization, currently looking at the opportunity to work with the business side of the house in efforts to maintain and improve service.

G. Union Representatives

i. UAFT

Membership did ratify the contract which was passed by the Board of Regents.
More information will come.

ii. United Academics

Dr. Nalinaksha Bhattacharyya represented UNAC in place of Dr. Nelta Edwards who was away on business. Dr. Bhattacharyya informed that faculty should have received two recent communiques from UNAC about faculty time off and how to build the workload. He suggested that in case UNAC faculty did not receive these communications then they should let Dr. Edwards know and have their e-mail ids included in the UNAC listserv. The representative assembly meeting would be held on Saturday the 28th of February. Members were encouraged to attend.

UNAC is watching very carefully, as we did during the prioritization process, that our member's rights, as stipulated in the CBA, are protected.
UNAC will continue to advocate that the coming cuts focus on maintaining the mission of the university which is teaching, research, and service. UNAC reminded the members that the CBA governs the conditions of their work and in case of any conflict between CBA and other policies; it is the CBA that triumphs.

Dr. Bhattacharyya also asked about the cost of the Prioritization exercise. Vice Chancellor for Administrative Services Bill Spindle said that the cost of the Prioritization exercise was around $800,000.

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)
The Statewide Voice has been broadcasting information on who will be considered a responsible employees. The Office of Civil Rights states that UA must make clear to its employees who this pertains to. You will be receiving more information in regards to this.

There is a duty to report instances of abuse, there are confidential and non-confidential sources – please know that The Office of Diversity and Compliance will be making clear to you how to know the difference in addition to providing resources.

In March, the Office of Diversity and Compliance will be issuing a University-wide climate survey to gain knowledge from the students on reporting requirements, current policies, and potential improvements.

VI. Officer’s Reports
A. President’s Report (pg. 36-37)
The Regents will be on campus in two weeks, there will be an open forum scheduled. Encouraged everyone to participate and take this proactive opportunity to meet the new Regents.

B. First Vice President’s Report
Aligning the common calendar has some positive consequences; UAA would likely need to start a week earlier in this effort. Still working through Spring Break changes, and the withdrawal deadline.
The common-course block time is being looked at for potential compromising.

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

Motion to accept the Consent Agenda
1st: Anthony Paris
Motion passes

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)
   The committee does support the cloud.
G. Budget, Planning, and Facilities Advisory Committee- BPFA
H. Nominations and Elections Committee
I. Diversity Committee (pg. 45-49)
   February is Black History Month, encouraged attendance for the monthly events
   Collecting information on faculty who are teaching, doing research, or engaged in
   service on campus.
   On February 20th a dialogue on mentoring will be held at 3:00pm in LIB 307
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)
   Motion to accept the motion for first reading.
   2nd: Sam Thiru
   Motion passes

ii. Tanaina Child Care Center Motion (pg. 56)
   Motion postponed until March 6, 2015.

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)
Undergraduate Academic Affairs

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

- High Impact Educational Practices: Over 100 faculty and staff attended the High Impact Educational Practices event with Dr. George Kuh on February 24. This event was co-sponsored by CAFE, OUAA, and Student Affairs. A recording of the keynote and related documents will be available on the CAFE website: www.uaa.alaska.edu/cafe
  
    - 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

Academic Policy

- Academic Affairs related policies and procedures:
  http://www.uaa.alaska.edu/academicaffairs/policy-procedures.cfm

- Secondary Student Policy and Procedures Working Group:
  http://www.uaa.alaska.edu/academicaffairs/Task-Forces-and-Working-Groups/index.cfm

- Academic Dispute Resolution Process Review Task Force:
  http://www.uaa.alaska.edu/academicaffairs/academic-dispute-resolution-process-review-task-force.cfm

- NWCCU Student Complaint Policy: The new NWCCU Student Complaint Policy and federal regulation related to student complaints require UAA to post information regarding complaint processes. Work is underway to develop a gateway webpage that will direct students to the different offices and processes.

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 Second Annual AAC Workshop Series:

- **Developing Academic Program Assessment Plans.**
  - Fourteen faculty and staff participated in this engaging presentation and discussion.
  - Presentation slides are available on the AAC website.
- **Norming Your Academic Assessment Plans**
  - Friday, March 20, 10:30-11:30 a.m., RH 303
  - This workshop will discuss methods for using and norming academic assessment rubrics.
- **ePortfolios and Academic Assessment**
  - Friday, April 3, 10:30-11:30 a.m., RH 303
  - This workshop will focus on using ePortfolios effectively for program level assessment. What are the questions to ask yourself before you start using ePortfolios for program level assessment?

### Program Approval Status

<table>
<thead>
<tr>
<th>Unit</th>
<th>Program</th>
<th>Level</th>
<th>Type</th>
<th>Status</th>
<th>BOR Approval</th>
<th>NWCCU Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>COH</td>
<td>Nursing Practice</td>
<td>DNP</td>
<td>Add</td>
<td>Awaiting NWCCU</td>
<td>12/12/14</td>
<td>Sent 12/19/14</td>
</tr>
<tr>
<td>MSC</td>
<td>Veterinary Technology</td>
<td>AAS</td>
<td>New</td>
<td>Awaiting BOR</td>
<td></td>
<td>Postponed Feb 2015 to Future Meeting</td>
</tr>
<tr>
<td>CoEng</td>
<td>Computer Systems Engineering BS (from Engineering BS emphasis)</td>
<td>BS</td>
<td>Change</td>
<td>Reviewed by SAC, awaiting scheduling for BOR</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>CoEng</td>
<td>Electrical Engineering BS (from Engineering BS emphasis)</td>
<td>BS</td>
<td>Change</td>
<td>Reviewed by SAC, awaiting scheduling for BOR</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>CoEng</td>
<td>Mechanical Engineering BS (from Engineering BS emphasis)</td>
<td>BS</td>
<td>Change</td>
<td>Reviewed by SAC, awaiting scheduling for BOR</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>CoEng</td>
<td>Computer Science and Computer Engineering</td>
<td>MS</td>
<td>New</td>
<td>Awaiting Scheduling for BOR</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

### Accreditation

- **Institutional Accreditation**
  
  [http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/index.cfm](http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/index.cfm)
NWCCU Year Seven Self Evaluation Workshop: To begin to prepare for UAA’s 2017 comprehensive report and site visit, a UAA team will attend the NWCCU workshop in March.

PWSCC: In response to the BOR motion to bring PWSCC into UAA’s NWCCU accreditation, Academic Affairs and PWSCC developed and submitted a substantive change 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 was submitted in February and is currently under review by the Commission.

- Program Accreditation
  http://www.uaa.alaska.edu/undergraduate-academic-affairs/program-accreditation.cfm
  - Please join us in congratulating the Dental Assisting AAS and UC and Dental Hygiene AAS programs which were recently approved to extend their accreditations on the basis of successful reports and visits in 2014.
  - The Project Management MS submitted their final self-study in February.
  - Other programs with reports and/or visits coming in 2015:

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

- 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 Activity:
  - 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. Anchorage sent two UAA students to Germany through this opportunity this spring. Professor Sharon LaRue serves as the faculty advisor for the EBS exchange.
  - 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
o **Hokkaido University:** UAA also received two students and two interns from its long-standing partner, Hokkaido University of Education (HUE). Five UAA students are studying at HUE for the year. Professor Hiroko Harada is the faculty advisor for the HUE exchange.

- **Alaska Returnee Conference:** Three UAA students were selected to travel to the Alaska Returnee Conference in Fairbanks on February 21st with support from OUAA and OIIA. The students, who studied in Italy, Japan, the Czech Republic, and on Semester at Sea through UAA, attended sessions with their peers from UAF and UAS on effectively communicating their experiences, re-entry, internationalizing their resumes, and international opportunities. This is the second collaborative UA returnee conference ever to be held in Alaska.

- **Global Opportunities Expo & Education Abroad-Related Events:** OIIA's spring Global Opportunities Expo, designed to encourage students to explore the connections between study abroad, academic programs, and international careers, took place on February 17th. As part of the series of events, the Languages Department and Residence Life again collaborated to offer a language games and pizza night. To support education abroad, OIIA will continue to offer Study Abroad 101 sessions throughout the semester and also collaborated with Enrollment Services and the Writing Center to offer a study abroad scholarship workshop.

---

**UAA HERS Women’s Leadership Network**

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

- **May Commencement**
  - *Faculty RSVP*
  The faculty RSVP page for the spring commencement and hooding ceremonies will be live in mid-March. RSVPing for these ceremonies is imperative for assuring adequate seating is secured.

  - *Tickets*
  All candidates for graduation are encouraged to invite their family and friends to help them celebrate this significant milestone and momentous occasion. All guests over the age of two must have a commencement ticket to enter the Alaska Airlines Center. Graduates themselves and faculty are not required to have tickets, but will have special, marked entrances into the Alaska Airlines Center.

Alumni Relations

- **Engineering Chapter Hosts Meet & Greet—Jan. 30**
  The College of Engineering alumni chapter hosted a student-focused meet and greet, inviting first-year students, engineering alumni and representatives from various professional organizations and student clubs to an informal event in the UAA/APU Consortium Library.

- **Mat-Su Alumni Open New Theater—Feb. 7**
  The Glenn Massay Theater opened at Mat-Su College this February. Members of the Mat-Su Area alumni chapter reconvened to serve as ushers at the 520-seat theater’s dedication and grand opening.

- **Juneau Fly-in—Feb. 22-23**
  Juneau area alumni welcomed UAA students during the legislative fly-in. Student leaders and UAA alumni met for dinner on Sunday, Feb. 22 at Hangar on the Wharf. The following night, the UAA, UAF and UAS Alumni Associations hosted a pizza party in the Capitol building, attended by UA students, legislatives officials, alumni senators and representatives and members of the local Juneau chapter.

- **Alumni ParTee: 9 in the Spine—Feb. 26**
  The second annual Alumni ParTee teed off on Feb. 26, inviting double the alumni and double the student groups to participate. Alumni teams returned to campus to putt through 18 student-designed mini-golf holes in an alumni fundraiser for student scholarships.

- **D.C. Area Alumni Dinner—March 3**
  Washington, D.C. Seawolves met for after-work apps in the capitol with Assistant Vice Chancellor for Alumni Relations Rachel Morse on March 3.
**Alumni Night at the Alaska Airlines Governor’s Cup—March 7**

UAA alumni can pick up $10 tickets for this weekend’s fourth and final hockey game between UAA and UAF this season. Coach Matt Thomas will join an alumni kickoff rally at Sullivan Arena at 5:30 p.m. on Saturday. The first 100 fans, friends and families in the alumni section will receive green and gold pom-poms and UAA swag. Click here for more information.

### Development

- **Corporate and Foundation Gifts**
  - ExxonMobil Foundation donated $80,000 to the ANSEP Middle School Academy.
  - Chugach Alaska donated $50,000 to support the Excellence in Alaska Native Business and Public Policy fund.
  - Spice Ratchet Mills, LLC donated 300 birch wood chef’s grinders to Culinary Arts, Hospitality/Dietetics and Nutrition.

- **Annual Giving**
  Final numbers for Annual Giving’s fall direct mail fundraising efforts totaled over $120,000 from 361 donors.

- **Phonathon**
  After two weeks of calling, Phonathon has raised $4,535 and has received donations from 69 new donors.

### University Relations

- **#Amazing Stories**
  The University Relations team continues to tell UAA’s #AmazingStories. Here are a couple highlights from the past month:

  - Matanuska Glacier Converted into UAA Classroom
    [http://greenandgold.uaa.alaska.edu/blog/31459/beginning-ice-climbing/?a](http://greenandgold.uaa.alaska.edu/blog/31459/beginning-ice-climbing/?a)
  
  - Training for a Canoe Marathon, Running a Surprise Iditarod
    [http://greenandgold.uaa.alaska.edu/blog/31975/training-canoe-marathon-running-surprise-iditarod/](http://greenandgold.uaa.alaska.edu/blog/31975/training-canoe-marathon-running-surprise-iditarod/)

  - Surviving Two Wars: An Active-Duty Love Story
    [http://greenandgold.uaa.alaska.edu/blog/31502/surviving-two-wars-active-duty-love-story/?a](http://greenandgold.uaa.alaska.edu/blog/31502/surviving-two-wars-active-duty-love-story/?a)

- **Media Outlets**
  More than 300 mentions of UAA in mainstream media outlets, including:
  - Nearly 100 stories citing UAA professors as expert sources on Alaska’s economy, marijuana law, the oil industry, Arctic climate change and Arctic resource development. Outlets included Huffington Post.
  - A high quantity of positive, national mentions of Athletics. Outlets included ESPN’s Sports Center.
  - Alaska Dispatch News arts cover on Hugh McPeck
  - Research feature stories included projects by Center of Justice research and Institute for Circumpolar Health Studies. Outlets included Alaska Associated Press wire service.
• **Postcards Home Series**
  In early January, we re-launched our special “Postcards Home” series, which highlights the experiences of UAA students participating in legislative internships in Juneau during the current session. We’ve had great participation from the interns so far, with five posts to date:

  o Meet the UAA Crew Headed to Juneau as Legislative Interns [http://greenandgold.uaa.alaska.edu/blog/30348/postcards-home-meet-uaa-crew-headed-juneau-legislative-interns/?a](http://greenandgold.uaa.alaska.edu/blog/30348/postcards-home-meet-uaa-crew-headed-juneau-legislative-interns/?a)

  o Legislative Intern Mark Simon on his Solo Journey to Juneau [http://greenandgold.uaa.alaska.edu/blog/30907/postcards-home-mark-simon-journey-juneau/?a](http://greenandgold.uaa.alaska.edu/blog/30907/postcards-home-mark-simon-journey-juneau/?a)

  o Legislative Intern German Baquero Masters Week One [http://greenandgold.uaa.alaska.edu/blog/31089/postcards-home-legislative-intern-german-baquero-masters-week-one/?a](http://greenandgold.uaa.alaska.edu/blog/31089/postcards-home-legislative-intern-german-baquero-masters-week-one/?a)

  o Legislative Intern Trevor Gutierrez has a Moment of Panic Before the Real Work Begins [http://greenandgold.uaa.alaska.edu/blog/31393/postcard-home-legislative-intern-trevor-gutierrez-moment-panic-woork-begins/?a](http://greenandgold.uaa.alaska.edu/blog/31393/postcard-home-legislative-intern-trevor-gutierrez-moment-panic-woork-begins/?a)

  o Legislative Intern Mark Simon Reveals the Only Thing He Can Write Home About—Rain [http://greenandgold.uaa.alaska.edu/blog/31909/postcards-home-legislative-aide-mark-simon-reveals-thing-write-home-rain/?a](http://greenandgold.uaa.alaska.edu/blog/31909/postcards-home-legislative-aide-mark-simon-reveals-thing-write-home-rain/?a)

• **Alumni Spirit Magazine**
  Work continues on the spring edition of the Alumni Spirit magazine, slated to hit the mailboxes of UAA alums in late April.

• **Staff Update**
  UR writer Jamie Gonzales has accepted an editor’s position with the Alaska Dispatch News. Her last day was Feb. 27.

  # # #
Office of Student Affairs (OSA) & Assessment
On February 24, Student Affairs collaborated with Undergraduate Academic Affairs and the Center for Advancing Faculty Excellence to co-sponsor a full-day event of workshops and conversations regarding High Impact Education Practices with Dr. George Kuh. This event is a testament to the on-going collaborations that unify this campus. UAA success as an institution is reflective of its outstanding faculty, staff, and campus partners. Continuing to build relationships and strengthen high impact practices demonstrates UAA’s commitment to supporting the same outcomes of student success.

George Kuh’s visit also fueled the creation of a High Impact Practices Reading Group co-facilitated by Faculty and Student Affairs professionals. Colleagues from across academic affairs and student affairs have been able to come together during the past two months — and will continue to meet — to engage in meaningful dialogue about the power of high impact practices and how these strategies can further enhance the work faculty and staff do to support the Seawolf experience.

The Division of Student Affairs continues to innovate at Shared Grounds, a monthly opportunity for staff to come together to contribute their voice, connect with colleagues, and collaborate across diverse perspectives in topics facing Student Affairs today. Recent topics have included professional growth, appreciating student diversity, self-care, New Year’s resolutions, and staying on track. Visit the Conversation Café blog to read more about the meaningful conversations occurring: conversationcafe.commons.uaa.alaska.edu.

Native Student Services (NSS)
Native Student Services (NSS) hosted the 2nd Annual Alaska Native Scholarship and Internship Fair on Thursday, February 12, in the Student Union. A total of 34 organizations from throughout Alaska participated in this event. A feedback survey of the participating organizations revealed 95.2% felt this event was worthwhile and 93.6% were able to network with various organizations and UAA programs.
Office of Admissions & Electronic Student Services (ESS)
The Office of Admissions successfully implemented Advance Capture for admissions letter with the help of ESS. This automation has resulted in an estimated savings of 15-30 hours of student time/week. Admissions and ESS is also working on uploading information directly from the Anchorage School District transcripts into Banner.

Office of the Registrar
The Office of the Registrar continues to set up and test new room scheduling software purchased by Administrative Services. This software is designed to improve space utilization across campus and further streamline academic room scheduling.

Summer registration opened on February 23 and fall courses will become viewable on March 23 with priority registration kicking off on April 3. Don’t forget to check out the online Registration Guide at www.uaa.alaska.edu/records/registration/index.cfm for important deadlines and current tuition and fee information.

Spring commencement is just around the corner. Degree Services recently contacted departments requesting information for departmental and special honors to be included in the Commencement Program. These submissions are due Friday, March 27.

Over the past two months, the Office of the Registrar has evaluated over 15,000 courses for 964 students.

Office of Student Financial Assistance (OFSA)
To support on-time degree completion a new grant will be available to UAA students as of fall 2015. Formerly known as the University of Alaska Grant, the new UA Completion Grant will assist financially needy students striving to finish their degree on time by enrolling in 15 credits/semester. To receive a UA Completion Grant students must meet basic eligibility criteria and be nominated by their academic or faculty advisor. A formal announcement and additional details will be forthcoming in March.

This spring semester, 1,139 students were certified for VA Education Benefits.

The 2015-16 scholarship deadline was February 15. This year OFSA received 3,640 applications. The Standing Scholarship Committee has recruited 86 volunteers (including alumni) to read and score essays using a new and improved rubric. This year the rubric was readily available to students, which hopefully helped students to write more thoughtful essays. Those interested in volunteering to read these submissions are invited to sign up at www.uaa.alaska.edu/financialaid/sscf orm.cfm.

The Title IV Compliance Team completed its review of UA’s Satisfactory Academic Progress (SAP) policy and provided feedback and recommendations for changes to the Associate Vice President of Statewide Student Services. The objective of the review was to ensure the policy is both student-centered and compliant with federal regulation. The team recommended that (1) UA use a cumulative institutional GPA for SAP rather than the cumulative UA GPA, and (2) UA introduce a tiered completion ratio requirement for first-year students in associates and baccalaureate degree programs, which would reduce the number of first-year students losing access to financial aid due to difficulties transitioning to college, thereby improving retention. Per Board of Regents policy, the recommended changes must be adopted by all three MAUs before it can be implemented.

Office of Student Information
During spring opening (January 5 - February 2) the Office of Student Information assisted 2,728 students in person and responded to 1,863 emails. During this same time period the Office surveyed students about its current hours of operation and location. Of the students surveyed, 96% indicated that the current hours meet their needs, while 17% indicated that the current location poses a problem for them.

The Office of Student Information just finished the implementation phase of the new issue-tracking software developed by Pat Borjon, Electronic Student Services. Although there is not enough statistical data collected as yet to analyze its impact on the service to students and staff workloads, anecdotal feedback from both groups has been positive.
Advising & Testing Center (ATC)
The Advising and Testing Center supported UAA’s Preview Day by presenting three sessions on “Steps to Selecting a Major.” These presentations introduced prospective students and parents to ATC’s My Major Discovery program and enhanced awareness of the advising support and resources available to students.

Career Services Center (CSC)
February 13, BP and CSC co-sponsored a Business and Engineering Etiquette Lunch in which 43 students learned appropriate professional etiquette skills. The students also had the opportunity to network with 16 employers and UAA’s CIO/Associate Vice Chancellor of Information Technology.

New Student Orientation (NSO)
During NSO’s FUSION (For Unity and Service in Our Neighborhoods) event on February 19 and 20, students volunteered 464 hours of service at Food Bank of Alaska, Catholic Social Services, Anchorage Gospel Rescue Mission, Kid’s Corp, Inc., and Anchorage Parks and Recreation.

New Student Recruitment
New Student Recruitment organized Spring Preview Day on Friday, February 13. Recruitment hosted 407 prospective students and their guests who participated in the event – a 27% increase in attendance over Spring Preview Day 2014. Students enjoyed a tour of campus and attended numerous information sessions that showcased UAA’s academic programs and student services. Stacey Lucason, USUAA Student Body President, welcomed the visitors, sharing her own Amazing Story with the crowd. The UAA Hip Hop Club kept the energy going through the closing ceremony. A very sincere thank you to the volunteers, including the UAA Volleyball Team, who helped to ensure the event’s success.

The Recruitment Team’s efforts to increase out-of-state admission applications are paying off. Fall 2015 first time freshman out-of-state applications are up 20% while out-of-state transfer student applications are up 23%.

TRiO Programs
Educational Opportunity Center, (EOC) Educational Talent Search (ETS) & Student Support Services (SSS)
The UAA TRiO Programs hosted TRiO National Day of Service 2015 on February 20 at the Lucy Cuddy Hall. TRiO National Day of Service draws the nation’s attention on the needs of low income first generation college students and their journey to access higher education, and provides an opportunity for TRiO students to say “thank you” to the community that supports them by completing a community service project. More than 160 participants. Keynote message, encouraged students to pursue higher education and described the importance “effort” makes, was delivered by Mr. Ma’o Tosi, Community Leader, Executive Director of Alaska Pride Youth Programs, and Manager of the Northway Mall in Anchorage.

Partnership between the EOC and the Alaska Commission on Postsecondary Education (ACPE) presents “Planning for Your Future: Career & College Connection.” It is a series of outreach workshops to promote access to higher education and career training. These free workshop series will be hosted throughout select communities within the Anchorage area for four months (February through May).
Department of Residence Life (DRL)
DRL has hired the ACUHO-i intern for the summer and the Resident Coordinators and ANROP Coordinator conducted returning staff interviews. Staff members have also attended prioritization meetings, meetings regarding the new DVSA programming, and will be traveling next month to Prince William Sound Community College (PWSCC) to hold different trainings for PWSCC and the Valdez community for Gatekeeper and SafeZone. Additionally, on March 10 and 18 Residence Coordinator Ryan Hill will again host the Dining with the Deans program and will incorporate concepts from Dr. Kuh’s work on high impact practices.

Disability Support Services (DSS)
DSS celebrated Alaska Civil Rights Month by showing a Disability History Exhibit. Viewers were asked to provide feedback on how the exhibit impacted their view of disabilities.

DSS is also working with Whitney Brown, Coordinator of Student Affairs Research, Assessment and Staff Development, to develop Student Satisfaction Surveys to DSS students for Spring 2015. The captured data will then be used in the Student Affairs End of Year Report.

Student Health & Counseling Center (SHCC)
Between February 2 - 28, the SHCC staff meet with 1,323 students who requested appointments within the center. During this same time, the SHCC Promotion Team hosted 31 health promotion events, engaging 1,096 students. Included in this total number are 87 students who were screened for sexually transmitted diseases. Additionally, on February 6, 13, and 20, SHCC leadership requested support from the USUAA governing body for a per credit fee increase. On February 20, 2015, the USUAA governing body voted to approve a $5/credit fee increase. An immunization planning committee meeting was held on February 27 to plan for immunization compliance approach for all students prior to moving into Residential Housing.

Student Union & Commuter Student Services (SU&CSS)
SU&CSS hosted over 120 events within the facility during February 2015. Some highlights included:
1st annual UAA Global Kitchen on February 28, an event in which 291 students, staff & faculty participated.
5th annual Beard ‘n’ Mustache competition on February 25. The event had 49 competitors and 73 audience supporters.
Table Tennis Tournament in partnership with the Alaska Table Tennis Club (AKTTC).

The Disability History Exhibit for view in the upper area of the Student Union.
CENTER FOR ADVANCING FACULTY EXCELLENCE

- Dr. George Kuh, nationally recognized expert on strategies relating to student success, offered several sessions for faculty and student affairs personnel on Tuesday, February 24. Sessions included introducing, embedding and assessing High Impact Educational Practices (HIPs) in curricular and extra-curricular teaching and learning. More than 100 faculty and staff participated, including individuals from community campuses. Follow-up sessions are planned. The High Impact Practices reading groups continue to meet and discuss articles recommended by Dr. Kuh.

- Responding to Toxic Behavior in Departments: CAFE offered final performances and discussions of Toxic Friday, the interactive theater piece addressing academic bullying in departments, to three constituencies: Department Chairs, prospective Department Chairs, Associate Deans and college directors on February 6; general faculty on February 20, and Deans & Directors on February 25. An interactive intervention workshop for faculty will be offered on March 20. Plans are underway to make the script and associated materials available in booklet form.

- As a follow-up to the January mini-retreat on Academic Writing for Faculty, CAFE held a session to help faculty participants maintain momentum on their writing projects. The workshop introduced faculty to a textual analysis process to help faculty ensure that their scholarly submissions closely match the criteria for journals in which they desire to be published.

- Alaska Native Ways of Teaching & Learning / Difficult Dialogues: CAFE has hosted three of five spring sessions for this faculty learning community: Becoming more effective allies to Alaska Native students and faculty at UAA (January 23); Teaching from the land and with Elders (January 30); and The interface between Western science and indigenous ways of knowing (February 13). Two more will complete the series: The culturally responsive use of technology in online and face-to-face classes (March 6) and Building community in class (March 20).

- Faculty Sharing Experience in Rural Alaska: CAFE has hosted two sessions as part of this three-part series. The first was on teaching in rural Alaska (January 30), and the second on responsible ways of conducting research in rural Alaska (February 13). The last session (March 20) will focus on support for scholarly writing about this topic and for securing grants to continue the work.

- CAFE is working with Student Affairs to host 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 a compelling look at the higher education landscape in America. Given Alaska’s fiscal situation, we believe that a viewing of the film is extremely well-timed. The date and time will be announced shortly.

- CAFE has begun planning its annual Faculty Development Appreciation event, which will be held Friday, April 3rd. Please mark your calendars and join us for this annual celebration of the great faculty development initiatives occurring system-wide.
Fall 2015 will be the first semester using course designators for Community–Engaged and Service-Learning courses. We will monitor the list of courses, which at the moment appears to be incomplete, and provide feedback to Deans & Directors to continue to develop a complete list that demonstrates the work that we are doing, especially in light of Dr. Kuh’s presentation last week on High Impact Practices.

The UAA Community Engagement Council is working towards recommendations on risk management for service learning and internship courses as well as an assessment plan for community engagement at the university.

Follow up sessions from the Faculty Workshop on Community Engagement (January 23) are scheduled for March 3 & 4, 2:30-4 p.m. on Integrating Reflection and March 17 & 18, 3-4:30 p.m. on Fine-tuning the Syllabus.

The Selkregg Award for Community Engagement closed applications on Friday, 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. Last year’s winners, Rebecca Robinson & Jim Fitterling, both in Psychology, will have their projects featured at the Community Engagement Luncheon Forum April 24th, and the 2015 winner will be announced then.

Urban & Rural in Alaska: Community Engagement at UAA conference will be held March 27 (9 a.m. – 3:30 p.m. will feature morning breakout sessions with faculty, students, and community partners presenting recent community partnership projects together. A longer lunch session will include 5 minute “Rapid Fire” community engagement from faculty across the UAA system. The conference ends with a 2-3:30 networking session with community organizations around topic areas such as Public Safety & Environmental Issues, Substance Abuse & Homelessness, A Welcoming Community, Women’s Issues, & others. The conference aims to bring students, faculty and community members together to highlight existing work and to connect with potential partners for new projects and opportunities.

Monthly Think Tanks have been very popular and featured Alaska Legal Services and Covenant House so far this semester. Our last session is scheduled for Thurs, April 2, from 11:30-12:45 p.m. in LIB307.

ACADEMIC INNOVATIONS & eLEARNING

Professional Development

March’s focus is on digital literacy, the ability to critically evaluate resources available in online or e-formats and a person’s competence in a wide range of digital tools. The 21st Century Skills/Digital Literacy Workshop with Lara Madden and Jennifer McKay will outline digital tools and academic resources and how to weave digital literacy skill building into course assessments. Friday, March 27, LIB 214, 1:00 – 2:00 pm.

Tech Fellows Applications are open thought March, 18, 2015. The focus this year will be "Open Education Resources in Higher Education". Apply Now.

The Call for Proposals is now open for our annual Serious Fun Gathering. The deadline for submission is lucky Friday the 13th, March 2015. Submit your proposal now! The event will take place on Friday, April 17, 2015.
ACADEMIC INNOVATIONS & eLEARNING - continued

Instructional Design

- For the last year we have worked to redefine our instructional design service offering. After much work, deliberations and consultation we can now say we can help you in the following areas:
  - Program-Level Instructional Design - Program-level design occurs when plans are made to make an entire online program, rather than individual courses.
  - Course-Level Instructional Design - An individual course may need to be designed or revised.
  - Professional Development Pathways for Online Instruction – We have designed a flexible professional development pathway for faculty members who are new to or currently teaching online.
  - Quality Matters - Faculty members may use the QM Rubric to design an online course or conduct a self-review of the design of an online course.
  - Academic Technology Service Requests - Need advice on or troubleshooting help with academic technologies? We can help with all of our Core Tools or point you in some useful directions to explore.

ePortfolio Initiatives

- The ePortfolio Fee was approved (with Student Senate support) at $8/student/semester and will go into effect beginning fall 2015.
- We are currently in discussions with Helen Chen and Tracy Penny Light (two of the top e-portfolio researchers in the world) for a campus visit this coming fall. Stay tuned for more details.

Staffing Notes

- The search to fill the Instructional Designer 3 position failed and we have requested approval from the Provost to reopen the position.

COMPLEX SYSTEMS

- Upcoming guest speakers:
  - April 2-3: Dr. Raissa D'Souza, Complexity Sciences Center, University of California-Davis, will present lectures focused on Interdependent networks and network failures, Thursday, April 2 at 7 p.m. at Rasmuson Hall and on Friday, April 3 at 11:30 a.m. in ADM 143A
  - April 16-17: Dr. Paul Kockelman, professor of linguistic anthropology at Yale University, will present The relation between computation and interpretation on Thursday, April 16 at 7 p.m. at Rasmuson Hall, and on Friday, April 17 at 11:30 a.m. in SSB 118.

INSTITUTIONAL RESEARCH

- Several new reports have been posted to http://www.uaa.alaska.edu/ir/ including fall 2014 Closing, spring 2015 opening enrollment report and opening freeze report.
- IR is currently testing a SharePoint site which will be the main vehicle for sharing information and data. We are looking for beta testers for the site. If interested, please contact Erin Holmes at ejholmes@uaa.alaska.edu.
Submission of the Office of Diversity & Compliance Report to
UAA Faculty Senate President, Dr. Diane Hirshberg

March 2, 2015

Title IX:
Title IX training, presented to UA Board of Regents, February 19, 2015. A special thanks of appreciation to Dr. Diane Hirshberg, UAA Faculty Senate President, Dr. Dewain Lee, Associate Vice Chancellor Student Development and Dean of Students, Jerry Trew and Stephanie Whaley, UAA Title IX investigators for achieving this important educational outcome.

UA is committed to addressing and preventing sexual harassment and sexual assault on all of its campuses. Commencing week of March 2, 2015, UA will conduct a system wide Climate Survey, dealing with sexual misconduct based on guidelines from the Department of Education Office of Civil Rights. Participation is completely voluntarily. The goal of the confidential, anonymous survey is to help the institution understand how to improve campus safety, outreach, education and services. The Climate Survey 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. Privacy is a key element. A representative sample of students, faculty and staff will be selected for participation, Only aggregate results for groups of at least fifteen (15) individuals will be complied, with no traceable information (such as IP addresses) that would link back to the participant to protect each respondent’s anonymity and privacy. The Climate Survey questions were created from a review of national, peer-reviewed studies and current campus Climate Surveys. It should be noted, the survey is not equivalent to scientific research about assault and harassment in the State of Alaska. The survey methodology follows content and practices endorsed by the Office of Civil Rights, questions which provide useful data for implementing any necessary changes on university campuses.

Because a survey participant may experience emotions and reactions to the content of the survey, an individual may want to report a specific concern to campus authorities, contact a counselor or other professionals for confidential help. A list of resources are available and accessible via: www.alaska.edu/stopthesilence/
Diversity & Inclusion:

National Coalition Building Institute (NCBI) Social Inclusion & Equity Workshop:

UAA Faculty, Friday, March 20, 2015, Gorsuch Commons, 107

The University of Alaska Anchorage invites you to attend the NCBI Social Inclusion & Equity Workshop for UAA faculty on Friday, March 20, from 8:55 am – 4:15 pm in Gorsuch Commons 107. NCBI creates communities in which everyone wants to belong.

NCBI’s award-winning Social Inclusion and Equity Workshop is a one-day, experiential workshop that consists of a series of incremental activities that helps participants to:

• Celebrate their similarities and differences, recognize the misinformation they have learned about various groups, including their own,

• Learn about and reevaluate personal attitudes and behaviors that are based on the impact of prejudice and discrimination

• Claim pride in their group identities

• Understand the personal impact of discrimination through the telling of stories (and)

• Learn hands-on tools for dealing effectively with offensive remarks and behaviors

Registration is accessible via: http://www.uaa.alaska.edu/diversity/ncbi/attend-a-ncbi-workshop.cfm, or emailing uaa_ocdc@uaa.alaska.edu

Respectfully submitted,

Marva Watson,
Director, Office of Campus Diversity & Compliance
Title IX Coordinator
Title IX Resources
CONFIDENTIAL Resources in

HOTLINES
Careline Crisis Intervention
Phone: 907-452-4357
Text '4help’ (Fairbanks)
1-877-266-4357

Standing Together Against Rape
Crisis Line: 1-800-478-8999
Office: 907-276-7279 (Anchorage)

National Domestic Violence Hotline
Phone: 1-800-799-SAFE (7233)

National Sexual Assault Hotline
1-800-656-HOPE

ANCHORAGE
AWAIC Abused Women’s Aid in Crisis
Suzi Pearson
100 W. 13th Ave., Anchorage, AK 99501
Office: 907-279-9581
Crisis: 907-272-0100

FNSP- Forensic Nursing Services of Providence 24 Hour Services
Monday - Friday 9am - 5pm
Phone: 907-212-8544
After Hours Pager: 907-212-6080
#8546

STAR—Standing Together Against Rape Amanda Price
1057 W. Fireweed, #230, Anchorage, AK 99503 Office: 907-276-7279
Crisis: 907-276-7273

UAA Student Health & Counseling Center
3211 Providence Drive, Rasmuson Hall 116/120 Anchorage, Alaska 99508
Phone: 907-786-4040

UAA Student Development Counseling & Support

Jessica Mason, Ph.D, Counselor Liaison to Faculty Sierra Mills, MA, LPC, Student Success Counselor
Phone: 907-786-6158

UAA Psychological Services Center
Patricia Sandberg, Ph.D
Phone: 907-786-1795

ANCHORAGE MILITARY CENTERS
SAPR- Elemendorf Sexual Assault Prevention & Response
7179 Fighter Dr, JBER , AK 99501
Phone: 907-551-2033

SARC- Ft. Richardson Sexual Assault Response Coordinator
Richardson Drive, Bldg. 600, Room A130, JBER, AK 99505

BARROW, AK
AWIC—Arctic Women In Crisis
Virginia Walsh
P.O. Box 69, Barrow, AK 99723
Office: 907-852-0261
Crisis: 800-478-0267 / 907-852-0267

BETHEL, AK
TWC—Tundra Women's Coalition
Denise Tommy
P.O. Box 2029, Bethel, AK 99559
Office: 907-543-3444
Crisis: 800-478-7799 / 907-543-3456

CORDOVA, AK
CFRC—Cordova Family Resource Center Nicole Songer
P.O. Box 863, Cordova, AK 99574
Office: 907-424-5674
Crisis: 866-790-4357 / 907-424-4357

DILLINGHAM, AK
SAFE—Safe and Fear-Free Environment Marilyn Casteel
P.O. Box 94, Dillingham, AK 99576
Title IX Resources
CONFIDENTIAL Resources in

FAIRBANKS, AK
UAF Campus Resource
Health & Counseling Center
505 S Chandlar Drive,
Fairbanks, AK 99775
Open weekdays, 8 a.m. – 5 p.m.
Phone: 474-7043

Alaska Native Women Coalition
Phone: 907-378-0363

Center for Non-Violent Living
Phone: 907-452-2293

Fairbanks Community Behavioral
Health
Emergency: 907-452-1575

Fairbanks Regional Public Health
Center
Phone: 452-1776

Sexual Assault Nurse Examiners or
Sexual Assault Response Teams
Phone: 907-458-5221

Tanana Chiefs Conference, Family
Centered Service,
Phone 452-8215

FAIRBANKS MILITARY CENTERS
Eielson AFB
Phone: 377-7272

Fort Wainwright
Phone: 353-7272

Fort Greely
Phone: 873-3284

HOMER, AK

SPHH—South Peninsula Haven
House
Jessica Lawmaster
3776 Lake Street, Suite 100. Homer, AK 99603
Office: 907-235-7712
Crisis: 800-478-7712 / 907-235-8101

JUNEAU, AK
AWARE—Aiding Women in Abuse & Rape
Saralyn Tabachnick
P.O. Box 20809, Juneau, AK 99802
Office: 907-586-6623
Crisis: 800-478-1090 / 907-586-1090

KETCHIKAN, AK
WISH—Women in Safe Homes
Beth Bogarde
P.O. Box 6552, Ketchikan, AK 99901
Office: 907-225-9474
Crisis: 800-478-9474 / 907-225-9474

KENAI, AK
The LeeShore Center
Cheri Smith
325 S. Spruce Street, Kenai, AK 99611
Office: 907-283-9479
Crisis: 907-283-7257

KPC - Counseling and Health
Bettina Kipp, Counseling & Advising
Department Chair
Office: 907-262-0334

Christina Stuive, Assistant Professor of Counseling
Office: 907-262-0335

KODIAK
KWRCC—Kodiak Women's Resource
& Crisis Center
Rebecca Shields
P.O. Box 2122, Kodiak, AK 99615
Office: 907-486-6171
Title IX Resources
CONFIDENTIAL Resources in

CRISIS: 907-486-3625

Providence Kodiak Island Borough Counseling Center
Office: 907-481-2400
Crisis: 907-266-4657

KOTZEBUE
MFCC—Maniilaq Family Crisis Center
P.O. Box 38, Kotzebue, AK 99752
Office: 907-442-3724
Crisis: 907-442-3969

CRISIS: 877-266-4657

NOME
BSWG—Bering Sea Women's Group
Violet Charles
P.O. Box 1596, Nome, AK 99762
Office: 907-443-5491
Crisis: 800-570-5444 / 907-443-5444

PALMER
Alaska Family Services
1825 Chugach St, Palmer, AK Phone: 907-746-4080

SEWARD
SeaView Community Services
Dawn McDevitt, DVSA Coordinator
P.O. Box 1045, Seward, AK 99664
Office: 907-224-5257
Crisis: 907-224-3027

SITKA
SAFV—Sitkans Against Family Violence
Vicki D’Amico
P.O. Box 6136, Sitka, AK 99835
Office: 907-747-3370
Crisis: 800-478-6511 / 907-747-3370

SOLDOTNA
KPC - Counseling and Health
Bettina Kipp, Counseling & Advising Department Chair
Office: 907-262-0334

Christina Stuive, Assistant Professor of Counseling
Office: 907-262-0335

UNALASKA
USAFV—Unalaskans Against Sexual Assault & Family Violence
M. Lynn Crane
P.O. Box 36, Unalaska, AK 99685
Office: 907-581-1500
Crisis: 800-478-7238 / 907-581-1500

VALDEZ
AVV—Advocates for Victims of Violence Rowena Palomar
P.O. Box 524 Valdez, AK 99686
Office: 907-835-2980
Crisis: 800-835-4044 / 907-835-2999
University of Alaska Title IX Resources
(NON-CONFIDENTIAL)

**Anchorage**
Marva Watson
Title IX Coordinator
Director, Office of Campus Diversity & Compliance
mjwatson@uaa.alaska.edu
(907) 786-1424

**Bethel**
Mary Pete
Title IX Contact
mpete@alaska.edu
(907) 543-4502

**Dillingham**
Sandra Long
Title IX Contact
sclong@alaska.edu
(907) 842-5109

**Fairbanks**
Mae Marsh
Title IX Coordinator
Diversity & Equal Opportunity Director, UAF
mmarsh36@alaska.edu
907-474-7599

**Homer**
Carol Swartz
Director of Kachemak Bay Campus
907-235-1656
ciswartz@kpc.alaska.edu

**Juneau**
Kirk McAllister
Director, Human Resources
kirk.mcallister@uas.alaska.edu
(907) 796-6473

**Kenai**
John Pollock, Director of Student Services
jmpollock@kpc.alaska.edu
907-262-0314

**Ketchikan**
Gail Klein
Student Services Manager
gklein@uas.alaska.edu
(907) 228-4508

**Kodiak**
Alan Fugleberg
Director
907-486-1273
afugleberg@kodiak.alaska.edu

**Kotzebue**
Kelson Phillips
Title IX Contact
kmphillips@alaska.edu
(907) 442-3400 x218

**Mat-Su**
Sandy Gravley
Student Services Director
scgravley@matsu.alaska.edu
(907) 745-9762

Diane Erickson
Director of Academic Affairs
dmerickson@matsu.alaska.edu
(907) 746-9324

**Nome**
Kacey Miller
Title IX Contact
klmiller@alaska.edu
(907) 543-8416

**Sitka**
Nicole Rogers
Human Resources Technician
nicole.rogers@uas.alaska.edu
(907) 747-7706

**Valdez**
Ana Hinkle, Executive Assistant
Title IX Investigator
ahinkle@pwscc.edu
907-834-1612
March 2015

Report of the President

It was the best of times, it was the worst of times…
…but I hope everyone is keeping a healthy perspective on the challenges we’re facing and thinking proactively on how we can keep doing what we do best – serving our students and meeting the needs of Alaska. And make sure that folk outside the university understand how much we contribute to making the state a better place, and how much more we can do if the state continues to invest in us.

Budget

The budget picture continues to be gloomy in the short run, both in terms of the actions of the Alaska Legislature and oil prices. That said we truly won’t know how bad the cuts to the university will be until at least April. Up to date information on the budget and legislative decisions is posted at http://www.alaska.edu/state/advocacy/ and Chris Christensen writes very good updates in his Capitol Report, which you can find on the UA Statewide website here: http://www.alaska.edu/state/report/ or you can subscribe to get the report sent via email. One important point to note – while the House has been developing their budget proposal, the Senate has not yet started working on the UA budget, so things can and will change.

UA Regents

The UA Regents met in Anchorage February 19-20. They continued to push faculty on moving toward common GERs more quickly than is possible, but were very pleased by the work of the Common Calendar committee, whose report is attached to the Senate agenda. The Regents also approved a 5% tuition increase, which helps cover the budget shortfall a bit. The Regents and UA President Gamble underwent Title IX training during the meeting, and were very engaged in the process. They had essentially the same training that faculty had in August, and asked many questions throughout.

Faculty Alliance

Faculty Alliance held its biannual retreat February 21-22. We discussed at length the changing environment within which we are operating, in particular that this year statewide administrators including the Summit Team, the Board of Regents, and other entities have expected far more statewide issues to flow through faculty governance than in the past, sometimes without careful consideration of whether faculty should be engaged in these decisions, and sometimes without regard for when issues need more time to be discussed among our senates. We decided that instead of being only reactive, we need to act proactively on issues of concern to faculty. Among the actions we are taking are the following:
• Requesting President Gamble appoint a faculty representative to the Summit Team
• Sending a letter to the President and Regents outlining Faculty Alliance’s support for drastically trimming UA Statewide (a la the MacTaggart and Fisher reports) in order to minimize cuts to instructional programs
• Proposing to the UA Regents that written testimony submitted prior to board meetings be read in advance of the meetings rather than after, and that public comments via distance (telephone or internet) be made possible, especially in light of new travel restrictions from the legislature
• Offering to discuss faculty understandings of shared governance with the Board of Regents.
• Collaborating with Statewide on a survey of faculty about what online tools they would like for their classes to see if any changes (additional features, improved interface) might be useful to faculty.

We also want to make sure that faculty across the system understand that when they elect a faculty senate president, they are selecting someone who will serve for three years on the Faculty Alliance. In other words, faculty members are not only picking someone to run Senate meetings and work with campus administration, but they are also choosing a representative to interact directly with UA Statewide and the UA Regents on their behalf. This role should not be taken lightly, given the high stakes issues that have been handed to Faculty Alliance this past year.

Prior to the start of the retreat, Faculty Alliance members had dinner with five regents – Chair Jo Heckman, and Regents John Davies, Lisa Parker, Dale Anderson and (briefly) Courtney Enright, the student regent. The conversations were productive. In particular, we invited Dan Kline, chair of both the Statewide GER Coordinating Committee and the English/PRPE alignment committee to join us and talk with the regents. We were extremely impressed with Dan’s communication with Regent Anderson around why aligning GERs needs to be a slow and deliberate process, and we are hopeful that this will result in more support for the faculty driven effort underway. The Faculty Alliance plans to make such gatherings a regular event, to the extent possible.

Campus Climate Survey
I would like to urge those of you randomly selected for participation in the Campus Climate Survey to complete it unless you anticipate the survey surfacing painful issues for you. It is important that we have good information on the degree to which our campus community members experience sexual assault or harassment, but we do not want to create an unhealthy situation or upsetting situation for those who have not fully healed from these experiences. The system is randomly sampling about half the UA population of faculty, staff, and students across all of our campuses, so many of you will be receiving this survey, as I have. Please do not hesitate to speak up if you have suggestions for how to strengthen this effort in the future.

Tanaina Child Development Center
The Tanaina Child Development Center Task Force is meeting. They’ve set up a website at www.uaa.alaska.edu/tanaina-child-development-center-task-force where they are posting meeting minutes. I encourage faculty to keep informed of the discussion through this site.
Statewide GER Coordination committee
The Statewide GER coordination committee has been appointed, and will start meeting soon. The committee’s charge is: to propose a shared structure for GERs at the three universities and explain how this articulates with each university’s baccalaureate requirements and program; to propose new language for university regulation, if necessary, to accommodate the proposed common structure; and to recommend new policy for the Board of Regents to consider for GERs. UAA’s representatives to the committee are Sandra Pence, Program Director and Associate Professor, Dental Hygiene Program; Khrys Duddleston, Associate Professor of Biological Sciences, and Dan Kline, Chair and Professor of English.

Guidelines for Suspending Programs
I am serving on a committee that is developing guidelines for program suspension. As we face the very real possibility of programs being suspended, consolidated or eliminated due to budgetary constraints, we need a policy that ensures the maximum amount of transparency and respect for those affected. This is a difficult discussion to have, but we want to make sure that the process is handled as well as possible. Once there is a complete draft of the process, we will vet it through faculty governance channels.

UAA Provost search
The decision about who to hire as UAA Provost is now up to Chancellor Case. I want to thank everyone who participated in the forums and meetings with the candidates, and provided thoughtful feedback. I also want to acknowledge the hard work done by Celesta Richardson in the Chancellor’s Office organizing all of the meetings and forums and supporting the search committee.

UA Vice President of Academic Affairs and Research search
President Gamble has been meeting with the four finalists for the UA VPAAR position. The names of the finalists were posted right after I sent out my last report, by the search chair Ashok Roy: [http://www.akbizmag.com/Education/University-of-Alaska-Vice-President-for-Academic-Affairs-Research-Finalists-Identified/](http://www.akbizmag.com/Education/University-of-Alaska-Vice-President-for-Academic-Affairs-Research-Finalists-Identified/)
We expect to hear soon who the president has selected.

UA President Search
The search for a new University of Alaska president is underway. The search committee met at the end of the last UA Regents meeting. The timeline is quick – the application deadline is March 31, 2015 and the committee expects to have finalists selected as of the end of the April Regents meeting, April 10. Candidates will visit the campuses shortly thereafter. David Valentine, Faculty Alliance Chair, is the faculty representative on the search advisory committee, and Rachel Morse, UAA Assistant Vice Chancellor for Alumni Relations, is the staff and the UAA representative. Please share with them any comments you have on the search.

Please let me know your comments and concerns!

Diane Hirshberg
dbhirshberg@alaska.edu
907-786-5413
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 from 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 8, 2015.

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 contributes to the quality of 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.

TCDC is an integral part, either directly or indirectly, to all five Priorities of the 2017 Strategic Plan of UAA. Its services are critical for UAA’s commitment to equity and access to higher education.

TCDC’s accessibility of being located on campus, and its registration priority for students and faculty, has made it a valuable recruiting and retention tool for talented faculty and students, and could be more so with adequate space to expand its programs.

TCDC’s board has planned to reduce fees for students in Fall 2015, but will not be able to do this without a lease-agreement on campus. Single and disabled parents among the UAA community will be disproportionately impacted by the loss of TCDC’s services.

Therefore, the Faculty Senate recognizes the importance of TCDC on campus in providing quality childcare services to UAA community;

The Faculty Senate strongly urges the UAA Chancellor and Chancellor’s Cabinet to reaffirm UAA’s partnership with the TCDC by explicitly charging the current task force with finding space on the UAA campus in line with the recommendations of the UAA 2010 Child Care Task Force Report to ensure that TCDC returns operations to campus by the start of classes in Fall 2015.
### A. COE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chg EDL A692A</td>
<td>Principal Seminar I (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chg EDL A692B</td>
<td>Principal Seminar II (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chg EDL A695</td>
<td>Principal Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add EDSE A635</td>
<td>Differentiation of Instruction Across School and Community Settings (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chg EDSE A637</td>
<td>Inclusive Teaching and Learning in content Area Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add EDFN A641</td>
<td>Place, Culture, and Responsibility (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chg EDSY A648</td>
<td>literacies in the 21&quot; Century Classroom (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chg EDTL A651</td>
<td>Curriculum Theory and Design (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add EDTL A690</td>
<td>Selected Topics in Teaching and Learning (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add EDTL A698</td>
<td>Teaching and Learning Research Project (1 cr)(1+2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. CAS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add ENGL A635</td>
<td>Advanced Theory (stacked with ENGL A435)(3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chg ENGL A683</td>
<td>Composition Theory and Pedagogy (stacked with ENGL A483) (3 cr)(3+0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. CAS

Chg MATH A121 College Algebra for Managerial and Social Sciences (GER)(3 cr)(3+0)
Chg MATH A151 College Algebra for Calculus (GER)(4 cr)(4+0)
Chg MATH A152 Trigonometry (GER)(3 cr)(3+0)
Chg MATH A155 Precalculus (GER)(6 cr)(6+0)
Chg MATH A211 Mathematics for Elementary School Teachers (3 cr)(3+0)
Chg MATH A221 Applied Calculus for Managerial and Social Sciences (GER)(3 cr)(3+0)
Chg MATH A251 Calculus I (GER)(4 cr)(4+0)
Chg MATH A252 Calculus II (GER)(4 cr)(4+0)
Chg MATH A253 Calculus III (GER)(4 cr)(4+0)
Chg MATH A265 Fundamentals of Mathematics (3 cr)(3+0)
Chg MATH A302 Ordinary Differential Equations (3 cr)(3+0)
Chg MATH A303 Introduction to Abstract Algebra (3 cr)(3+0)
Chg MATH A305 Introduction to Geometrics (3 cr)(3+0)
Chg MATH A306 Discrete Methods (3 cr)(3+0)
Chg MATH A314 Linear Algebra (3 cr)(3+0)
Chg MATH A324 Introduction to Real Analysis (3 cr)(3+0)
Chg MATH A410 Introduction to Complex Analysis (3 cr)(3+0)
Chg MATH A420 Historical Mathematics (GER)(3 cr)(3+0)
Chg MATH A422 Partial Differential Equations (3 cr)(3+0)
Add MUS A433 Choral Arranging (3 cr)(3+0)
Chg ENGL A435 History of Criticism (3 cr)(3+0)
Add ENGL A474 Sociolinguistics (3 cr)(3+0)
Dlt ENGL A475 Modern Grammar (3 cr)(3+0)
Chg ENGL A483 Composition, Literacy, and the Teaching of Writing (3 cr)(3+0)
Chg ENGL A487 Professional Editing (3 cr)(3+0)

B. COH

Chg SWK A106 Introduction to Social Welfare (Cross Listed with HUMS A106)(GER)(3 cr)(3+0)
Dlt HUMS A106 Introduction to Social Welfare (Cross Listed with SWK A106)(GER)(3 cr)(3+0)
Chg SWK A206 Introduction to Social Work (3 cr)(3+0)
Chg SWK A243 Cultural Diversity and Community Service Learning (GER)(3 cr)(3+0)
Chg SWK A330 Social Work Practice with Individuals (4 cr)(3+2)
Chg SWK A331 Social Work Practice with Organizations and Communities
Chg SWK A342 Human Behavior in the Social Environment (3 cr)(3+0)
Chg SWK A406 Social Welfare: Policies and Issues (GER)(3 cr)(3+0)
Chg SWK A424 Social Work Research (3 cr)(3+0)
Add SWK A429 Trauma and Crisis Intervention in Social Work Practice (3 cr)(3+0)
Chg SWK A430 Social Work Practice with Families and Groups (3 cr)(3+0)
Dlt SWK A431 Social Work Practice IV: Integrative Capstone (GER)(3 cr)(3+0)
Chg SWK A481 Case Management in Social Work Practice (3 cr)(3+0)
Add  SWK A482  Writing for Social Work Practice (3 cr)(3+0)
Chg  SWK A495A  Social Work Practicum I (3 cr)(3+15)
Chg  SWK A495B  Social Work Practicum II (3 cr)(3+15)

C. MAT-SU
Add  RE A290  Selected Topics in Sustainable Energy (1-4cr)(0-4+0-12)

D. CTC
Chg  ATA A425  Civil Aviation Security (3 cr)(3+0)
Chg  ATA A331  Human Factors in Aviation (3 cr)(3+0)
Chg  ATC A147  Pilot/Controller Techniques (3 cr)(3+0)
Chg  ATC A440  Facility Operation and Administration (3 cr)(3+0)
Add  ATP A251  Flight Dispatcher Overview (3 cr)(3+0)
Add  ATP A351  Flight Dispatcher Operations (3 cr)(3+0)

E. COH
Chg  MEDT A101  Phlebotomy and Specimen Processing (5 cr)(2+6)
Chg  MEDT A195A  Phlebotomy and Specimen Processing (3 cr)(0+9)
Add  COHI A201  Specimen Collection for Non-Laboratory Personnel (3cr)(2+3)

F. CBPP
Chg  BA A306  Real Estate Properties (3 cr)(3+0)
Chg  BA A315  Property Management and Marketing (3 cr)(3+0)
Chg  BA A320  Real Estate Finance (3 cr)(3+0)

G. CTC
Chg  ADT A102  Introduction to Automotive Technology (3 cr)(2+2)
Date: 14 November 2014

To: CAS Course and Curriculum Committee
Undergraduate Academic Board, Faculty Senate

From: Dorn Van Dommelen, Chair, Geography and Environmental Studies

Re: Changes to the CAS BS Requirements

Beginning in spring 2013 and continuing through the 2013-14 academic year, a College of Arts and Sciences committee developed and proposed a set of program outcomes for both the BA and the BS in the college. In the spring semester of 2014, these outcomes were approved by a vote of the college’s faculty.

I struck an ad hoc committee of the chairs of all departments that offer a BS in the College of Arts and Sciences this semester. This committee met several times and consulted with faculty members in their disciplines in faculty and departmental curricular committee meetings.

On November 3rd, the committee reached agreement on a series of changes to the CAS BS requirements that would better align those requirements with the new BS outcomes. In addition, the natural science course list has been updated and a social science requirement has been added. Attached, please find these proposed changes and a Program Action Request form.

These changes were approved by the following departments in the College of Arts and Sciences, constituting seven of the eight departments offering a BS: Anthropology, Biological Sciences, Chemistry, Geological Sciences, Geography and Environmental Studies, Psychology, Sociology. The Department of Mathematical Sciences indicated “no objection” to the proposed changes.
# Program/PREFIX Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

## 1a. School or College

**AS CAS**

## 1b. Department

## 2. Complete Program Title/PREFIX

**College of Arts and Sciences, BS**

## 3. Type of Program

Choose one from the appropriate drop down menu:

- **Undergraduate:** Bachelor of Science
- **Graduate:** CHOOSE ONE

This program is a Gainful Employment Program: □ Yes or ☒ No

## 4. Type of Action:

- □ PROGRAM
  - Add
  - ☒ Change
  - □ Delete
- □ PREFIX
  - Add
  - □ Change
  - □ Inactivate

## 5. Implementation Date (semester/year)

From: Fall/2015 To: Fall/9999

## 6a. Coordination with Affected Units

Department, School, or College:

Initiator Name (typed): Dorn Van Dommelen

Initiator Signed Initials: __________

Date: __________

## 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date: 14 Nov 14

## 6c. Coordination with Library Liaison

Date: 14 Nov 14

## 7. Title and Program Description - Please attach the following:

- ☒ Cover Memo
- ☒ Catalog Copy in Word using the track changes function

## 8. Justification for Action

The CAS recently adopted a set of BS outcomes. The new requirements better align with these outcomes. Natural science course list has been updated. Social science requirement has been added.
Bachelor of Science

Students who earn a Bachelor of Science degree demonstrate knowledge of the scientific method and an ability to apply it and to think critically about the practice of science.

Mathematics and Statistics

MATH A200  Calculus I  3-4
or MATH A272  Applied Calculus
STAT A253  Applied Statistics for the Sciences  4
or STAT A307  Probability and Statistics

Writing

Select one of the following courses:  3

ENGL A212  Technical Writing  3
ENGL A213  Writing in the Social and Natural Sciences  3
ENGL A312  Advanced Technical Writing  3
ENGL A478  Public Science Writing  3

Natural Sciences **

Select 9 credits from the following:  9
ANTH A205  Biological Anthropology
ASTR A103  Solar System Astronomy
ASTR A104  Stars, Galaxies and Cosmology
BIOL A102  Introductory Biology
BIOL A103  Introductory Biology Laboratory
BIOL A108  Principles and Methods in Biology
BIOL A111  Human Anatomy and Physiology I
BIOL A112  Human Anatomy and Physiology II
BIOL A113  Lectures in Human Anatomy and Physiology I
BIOL A114  Lectures in Human Anatomy and Physiology II
BIOL A115  Fundamentals of Biology I
BIOL A116  Fundamentals of Biology II
BIOL/GEOL A178  Fundamentals of Oceanography
BIOL/GEOL A179  Fundamentals of Oceanography Laboratory
CHEM A103  Survey of Chemistry
CHEM A103L  Survey of Chemistry Laboratory
CHEM A104  Introduction to Organic Chemistry and Biochemistry
CHEM A104L  Introduction to Organic Chemistry and Biochemistry Laboratory
CHEM A105  General Chemistry I
CHEM A105L  General Chemistry I Laboratory
CHEM A106  General Chemistry II
CHEM A106L  General Chemistry II Laboratory
ENVI A211  Environmental Science: System and Processes
ENVI A211L  Environmental Science: System and Processes Laboratory
GEOL A111  Physical Geology
GEOL A111L  Physical Geology Laboratory
GEOL A115  Environmental Geology
GEOL A115L  Environmental Geology Laboratory
GEOL A121  Physical Geology for Science and Engineering Majors
GEOL A221  Historical Geology
PHYS A123  Basic Physics I
PHYS A123L  Basic Physics I Laboratory
PHYS A124  Basic Physics II
PHYS A124L  Basic Physics II Laboratory
PHYS A211  General Physics I
PHYS A211L  General Physics I Laboratory
PHYS A212  General Physics II
PHYS A212L  General Physics II Laboratory

** The total natural science requirement of each student includes 16 credits (7 credits from the natural science GER and 9 credits from the CAS Bachelor of Science requirement). These two requirements may be met by any combination of applicable courses that combine to 16 credits. The total must include two laboratory courses and at least 6 credits in each of two disciplines.

Social Sciences*

Select one of the following courses outside of major:  3-4

ANTH A202  Cultural Anthropology
ANTH A210  Introduction to Linguistic Anthropology
ANTH A211  Fundamentals of Archaeology
ANTH A415  Applied Anthropology
ANTH A430  Research Methods in Cultural Anthropology
GEOG A375  Environmental Applications of Geographic Information Systems***
PSY A200  Introduction to Behavioral Analysis
PSY A260  Statistics for Psychology
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A261</td>
<td>Research Methods in Psychology</td>
</tr>
<tr>
<td>PSY/SOC A362</td>
<td>Social Science Statistics</td>
</tr>
<tr>
<td>PSY/SOC A420</td>
<td>Conducting Research in Psychology</td>
</tr>
<tr>
<td>PSY A473</td>
<td>Psychological Testing</td>
</tr>
<tr>
<td>PSY A486</td>
<td>Forensic Psychology</td>
</tr>
<tr>
<td>SOC A307</td>
<td>Demography</td>
</tr>
<tr>
<td>SOC/PS A361</td>
<td>Social Science Research Methods</td>
</tr>
</tbody>
</table>

*The total social science requirement of each student includes 9 credits (6 credits for the social science GER and 3 credits from the CAS Bachelor of Science requirement). These two requirements may be met by any combination of applicable courses that combines to 9 credits.***

***Environment and Society majors may not use this course to fulfill the CAS Bachelor of Science requirement.*
Bachelor of Science

Students who earn a Bachelor of Science degree demonstrate knowledge of the scientific method and an ability to apply it and to think critically about the practice of science.

Mathematics and Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A200</td>
<td>Calculus I</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH A272</td>
<td>Applied Calculus</td>
<td></td>
</tr>
<tr>
<td>STAT A253</td>
<td>Applied Statistics for the Sciences</td>
<td>4</td>
</tr>
<tr>
<td>or STAT A307</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Writing

Select one of the following courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
</tr>
<tr>
<td>ENGL A312</td>
<td>Advanced Technical Writing</td>
</tr>
<tr>
<td>ENGL A478</td>
<td>Public Science Writing</td>
</tr>
</tbody>
</table>

Computer Programming

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS A109</td>
<td>Computer Programming (Languages Vary)</td>
</tr>
<tr>
<td>CS A110</td>
<td>Java Programming</td>
</tr>
<tr>
<td>CS A111</td>
<td>Visual Basic .NET Programming</td>
</tr>
<tr>
<td>CSCE A201</td>
<td>Computer Programming I</td>
</tr>
<tr>
<td>CSCE A222</td>
<td>Object Oriented Programming I</td>
</tr>
</tbody>
</table>

Language/Humanities

Any two-semester sequence in French, German, Japanese, Russian or Spanish, or one of the following humanities sequences: 6-8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART A261</td>
<td>History of Western Art I</td>
</tr>
<tr>
<td>ART A262</td>
<td>History of Western Art II</td>
</tr>
<tr>
<td>ENGL A201</td>
<td>Masterpieces of World Literature I</td>
</tr>
<tr>
<td>ENGL A202</td>
<td>Masterpieces of World Literature II</td>
</tr>
<tr>
<td>MUS A221</td>
<td>History of Music I</td>
</tr>
<tr>
<td>MUS A222</td>
<td>History of Music II</td>
</tr>
<tr>
<td>PHIL A211</td>
<td>History of Philosophy I</td>
</tr>
</tbody>
</table>
PHIL A212 History of Philosophy II
PHIL A313 Eastern Philosophy and Religion
PHIL A314 Western Religions
PS A322 History of Political Philosophy I: Classical
PS A323 History of Political Philosophy II: Modern
THR A311 Representative Plays I
THR A312 Representative Plays II
THR A411 History of the Theatre I
THR A412 History of the Theatre II

Natural Sciences **

Select 9 credits from the following: 9

| ANTH A205 | Biological Anthropology |
| ASTR A103 | Solar System Astronomy |
| ASTR A104 | Stars, Galaxies and Cosmology |
| BIOL A102 | Introductory Biology |
| BIOL A103 | Introductory Biology Laboratory |
| BIOL A108 | Principles and Methods in Biology |
| BIOL A111 | Human Anatomy and Physiology I |
| BIOL A112 | Human Anatomy and Physiology II |
| BIOL A113 | Lectures in Human Anatomy and Physiology I |
| BIOL A114 | Lectures in Human Anatomy and Physiology II |
| BIOL A115 | Fundamentals of Biology I |
| BIOL A116 | Fundamentals of Biology II |
| BIOL/GEOL A178 | Fundamentals of Oceanography |
| BIOL/GEOL A179 | Fundamentals of Oceanography Laboratory |
| CHEM A103 | Survey of Chemistry |
| CHEM A103L | Survey of Chemistry Laboratory |
| CHEM A104 | Introduction to Organic Chemistry and Biochemistry |
| CHEM A104L | Introduction to Organic Chemistry and Biochemistry Laboratory |
| CHEM A105 | General Chemistry I |
| CHEM A105L | General Chemistry I Laboratory |
| CHEM A106 | General Chemistry II |
| CHEM A106L | General Chemistry II Laboratory |
| ENVI A211 | Environmental Science: System and Processes |
| ENVI A211L | Environmental Science: System and Processes Laboratory |
| GEOL A111 | Physical Geology |
| GEOL A111L | Physical Geology Laboratory |
| GEOL A115 | Environmental Geology |
| GEOL A115L | Environmental Geology Laboratory |
| GEOL A121 | Physical Geology for Science and Engineering Majors |
GEOL A221  Historical Geology  
PHYS A123  Basic Physics I  
PHYS A123L  Basic Physics I Laboratory  
PHYS A124  Basic Physics II  
PHYSA124L  Basic Physics II Laboratory  
PHYS A211  General Physics I  
PHYS A211L  General Physics I Laboratory  
PHYS A212  General Physics II  
PHYS A212L  General Physics II Laboratory  

** The total natural science requirement of each student includes 16 credits (7 credits from the natural science GER and 9 credits from the CAS Bachelor of Science requirement). These two requirements may be met by any combination of applicable courses that combine to 16 credits. The total must include two laboratory courses and at least 6 credits in each of two disciplines.

**Social Sciences**

Select one of the following courses outside of major: 3-4

- ANTH A202  Cultural Anthropology  
- ANTH A210  Introduction to Linguistic Anthropology  
- ANTH A211  Fundamentals of Archaeology  
- ANTH A415  Applied Anthropology  
- ANTH A430  Research Methods in Cultural Anthropology  
- GEOG A375  Environmental Applications of Geographic Information Systems***  
- PSY A200  Introduction to Behavioral Analysis  
- PSY A260  Statistics for Psychology  
- PSY A261  Research Methods in Psychology  
- PSY/SOC A362  Social Science Statistics  
- PSY/SOC A420  Conducting Research in Psychology  
- PSY A473  Psychological Testing  
- PSY A486  Forensic Psychology  
- SOC A307  Demography  
- SOC/PS A361  Social Science Research Methods

*The total social science requirement of each student includes 9 credits (6 credits for the social science GER and 3 credits from the CAS Bachelor of Science requirement). These two requirements may be met by any combination of applicable courses that combines to 9 credits.
***Environment and Society majors may not use this course to fulfill the CAS Bachelor of Science requirement.
General Education Review Committee  
March 2015 Report

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>2/13</th>
<th>2/20</th>
<th>2/27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utpal Dutta</td>
<td>X</td>
<td>X</td>
<td>E</td>
</tr>
<tr>
<td>Kevin Keating</td>
<td>E</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Alberta Harder</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Patricia Fagan</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Marcia Stratton</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Michael Lamb</td>
<td>X</td>
<td>X</td>
<td>E</td>
</tr>
<tr>
<td>Joel Condon</td>
<td>X</td>
<td>E</td>
<td>X</td>
</tr>
<tr>
<td>Sandy Pence</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Kyle Hampton</td>
<td>X</td>
<td>E</td>
<td>X</td>
</tr>
<tr>
<td>Joan O’Leary</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Francisco Miranda</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Susan Kalina</td>
<td>E</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- Approved the following courses for GER designation:
  - Quantitative skills: MATH A121, A151, A152 A155, A221, A251, A252, A253
  - Social Science: ENVI A212; SWK A106; SWK A243
  - Natural Science: ENVI A211/L
  - Integrative Capstone: MATH A420; SWK A406
- Expedited curriculum approval for courses that were previously listed in two categories and in which representative departments were requested to select one category.
  - Fine Arts: MUS A221, A222
  - Humanities: ART A261, A262, A360A, A360B; THR A311, A312, A411, A412
- Drafted catalog copy changes (formatting and slight wording changes, not intended to be substantive) to general education section with a goal of making the information more student-friendly and less repetitive. Will send out to faculty for comment.
UAA Faculty Senate Academic Assessment Committee March 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
- 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.
Sources for programs seeking assistance: regular meetings, outreach for programs, special consultations, and individual committee members. “AAC, not just for reviewing results.”
Assessment and reporting requirements of programs under various levels of transformation, suspension, teaching out, etc.

Motions

Informational Items
Approval of the 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 in Environment and Society represented by Dr. Dorn Van Dommelen
- Master of Education in Teaching and Learning represented by Dr. Tim Jester
- Master of Social Work represented by Mary Allen
- Bachelor of Arts in Elementary Education represented by Marc Robinson
- Post-Baccalaureate Certificate in Elementary Education represented by Marc Robinson

Submitted by: Brian Bennett Date: 2 Mar., 2015
February 13, 2015 ACDLITe Committee Report
Faculty Senate, March 2015

Committee Members:

<table>
<thead>
<tr>
<th>Committee Members</th>
<th>P</th>
<th>E</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Fitzgerald (CBPP) Co-Chair - P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Bruno Kappes (CAS) Co-Chair - P</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Naomi Everett (CTC) - P</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Amy Green (CTC) - P</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Jane Haigh (KPC) - D</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Getu Hailu (COE) - P</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Barbara Harville (CAS) - D</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Matt Kupilik (COE) - P</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Lynn Senette (COH) - E</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Lorelei Sterling (LIB) - P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Lynn Paterna (COH) - E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Ammie Tremblay (COH) - E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

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

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

   ✓ **Pat**: Discussions continue regarding Blackboard in the cloud. Testing is likely to commence this spring and continue through summer, anticipating a fall implementation.

   ✓ A remedy is near for routing all email messages to our “preferred” email address.

   ✓ The Microsoft Office 365 Pro Plus trial was successful, and the software is now available for all UAA faculty, staff, and students, free of charge.

   ➢ **Dave D**: An $8.00 per student per semester ePortfolio fee will commence this fall.

   ➢ A subcommittee is being formed to review the results of the software survey, and to decide where it will be posted and how it will be maintained.

2. Sub-committee assignments:

   A. On Feb. 20, 2015, ACDLITe in conjunction with AI&e hosted the fourth annual eLearning luncheon. This year’s theme was “Innovations in eLearning”. Several UAA distance faculty members were selected to share their innovations in eLearning in the pecha kucha format. The topics included:

      ❖ Enhancing Evidence-Based eLearning Performance by Teaching eFolio Thinking Competencies by Bruno Kappes
      ❖ Lessons Learned: Distance Delivery and Beyond by Ira Rosnel
      ❖ Native Ways of Knowing: Building Relationships with Self, Others and the Earth by Ginger Blackmon
      ❖ Language as a Tool in eLearning by Trish Jenkins
      ❖ Bridging the Digital Literacy Gap: Embedding 21st Century Skills into Coursework by Lara Madden

      Sixty-five faculty members attended the luncheon and presentation. AI&e sponsored the luncheon and door prizes. According to all comments received, the event was a success, and the survey responses will be summarized in the April Faculty Senate Report.

   B. The presentations were taped, and those video files, as well as the PowerPoint files will be posted to the ACDLITe website.

   C. The makeup and role of the eLearning Workgroup was discussed. There will be further discussions regarding their relationship with ACDLITe.
D. The entire Blackboard policy will need to be rewritten to reflect the changes associated with moving to the cloud.

E. A guest will be invited to our next meeting to explain which of the UAOnline overrides are used by UAA, and the purpose of each.

Due to Spring Break, there will not be a March Meeting
Next Meeting: Friday, April 10, 2015
9:00 to 11:00 a.m. – IT Services Conference Room SSB120B
Institutional and Unit Leadership Review Committee (IULRC) Report
March 2, 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 January 30, 2015, the Committee commenced its final test of the survey instrument using the Senate’s Executive Board as its test panel; that test will terminate on March 4th. Simultaneously, the Committee will complete its assessment of the statistics package used by Qualtrics. The Committee expects to complete listserv assembly by mid-March for the survey of two colleges.

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, March 6th, in SSB 366.
• ATTENDANCE. Steve Rollins, Erik Carlson, Anna Bjartmarsdottir, Doug Kelly, Leanne Davis, (UAA co-chair), Amanda King, , Sean Licka, Gina Miller (APU co-chair), Rebecca Moorman (guest) Excused: Peter Olson

• Anna and Rebecca reported on the LibQual results.
  • Results are posted on the library website.

• Deans Report.
  • The engineering library liaison position is in process.
  • HVAC repair is on hold.
  • Presently there is no budget for a website librarian
  • Prioritization report

• SUBCOMMITTEES REPORT
  • The subcommittees did not meet.

• NEXT MEETING: April 3, 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 fifth meeting for this academic year was held 2/20/15. Dede Allen attended for Keith Hackett. Rocky DeGarmo attended for Linda Morgan.

2014 – 2015 SASS Committee Goals

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


2. Explore intervention strategies for at-risk students: Outcome: summary 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.


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.


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 regarding student incentives (Completed 12/9/14); Mark Fitch regarding GER synchronicity between MAUs (Incomplete); Susan Kalina regarding course sequencing (Completed 11/21/14);

Co-Chair Summary: The SASS Committee met for the fifth time of the 2014-2015 academic year on February 20, 2015. Minutes are attached from the February 20, 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, February 20, 2015
ADM 101A, 2:30-4:00 PM
Meeting Minutes

Present: Dede Allen (for Keith Hackett), Rocky DeGarmo (for Linda Morgan), Connie Fuess, Jo Gottschalk, Tom Harman, Trish Jenkins, Kamal Narang, Galina Peck, Karl Pfieffer (Co-Chair), Tom Skore, Ruth Terry, and Sharyl Toscano (Co-Chair).

I. Old Business
   a. Review/approve minutes from 1/16/15 SASS meeting.

II. New Business
   a. February 6, 2015 Faculty Senate Meeting was discussed. Karl, Sharyl, and Tom Skore were all in attendance. Key discussions focused on the Tanaina Development Center, Budgetary concerns, and the common calendar.
   c. Students missing class for UAA required travel was discussed. Dede Allen indicated that most faculty manage to successfully accommodate students who need to miss classes for athletic competition.
   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. Support for students experiencing disabilities was discussed. Faculty members believe that better communication between DSS and teachers would improve outcomes for students with disabilities. Form letters that fail to specify accommodations needed by students are not seen as effective.

IV. Open Agenda

V. Adjourn: 3:45 PM
The Faculty Senate Emeriti Faculty Evaluation Process Ad Hoc Committee organized and began work in November 2015. Members include Sandra Pence (chair), Daria O. Carle, Allan Barnes, John Angell, Alden Rollins, and Frank Jeffries. Our charge was as follows:

The Faculty Senate approves the formation of an Emeriti Faculty Evaluation Process Ad Hoc Committee to develop comprehensive evaluation guidelines and procedures for the appointment of Professor Emeritus or Emerita. As per the Faculty Senate Constitution, Article V, Section 8, members on this committee will be appointed by the Faculty Senate President. The Emeriti Faculty Evaluation Process Ad Hoc Committee will complete their charge and submit their materials and recommendations to the Faculty Senate by March 31st, 2015 to be included in the April agenda.

We were also tasked to look at each unit’s evaluation guidelines to see if Emeritus expectations are sufficiently addressed and to note any common expectations across units that could be incorporated into the future revisions to Emeriti criteria in the University Faculty Evaluation Guidelines (FEGs).

We began with the wording in the current University FEGs and made an effort to define the expectation of “sustained record of outstanding scholarly accomplishments.” Committee members researched best practices at other institutions and found a wide range of evaluation procedures and expectations. Based on the various models, we concluded that, while current UAA guidelines indicated a preference for non-prescriptive file content requirements, some structure to the materials for the dossiers would assist nominators in providing sufficient and adequate documentation for evaluators. We also added statements regarding relevant issues other institutions had addressed that could apply to UAA, and also clarified the submission timeline to alleviate rushed or protracted submissions.

One area of special concern to the Committee was that of performance expectations. It is difficult to mandate expectations on an honorary title that comes with no compensation; however we identified numerous examples of key roles that Emeriti faculty could fill that support UAA by taking advantage of their vast experience and knowledge. While individual units need to determine the criteria and expectations for their own Emeriti, we thought it helpful to provide examples of areas where Emeriti might contribute.

After reviewing current unit faculty evaluation guidelines, we found that most units, but not all, addressed evaluation for the rank of Emeritus/Emerita by referring back to the University FEGs. However, none of the units addressed expectations for performance at the rank of Emeritus/Emerita. This omission should be addressed by individual units after the revised Emeritus evaluation guidelines are approved. (See attachment for specific findings on unit guidelines.)
After drafting a revision of the evaluation guidelines for Emeriti, the Committee sent it out for comment on the faculty list serve. Four responses were received, two with suggestions/concerns, and changes were incorporated as the Committee deemed appropriate.

Finally, as we worked on the project, several topics arose that were not within our charge but are issues that should be considered by an appropriate body at some point:

1. The university should make an effort to provide resources for Emeriti faculty in return for their continued contributions.
2. The university should establish application deadlines, or at least recommended deadlines, to allow flexibility for those that decide to retire at the last minute, but still provide some continuity for the review process. Establishing deadlines is of importance in view of UAA now having fall and spring graduation ceremonies.
3. What are the criteria for Emeritus for administrative positions?
4. If the university grants Emeritus status for administrative positions, what are the criteria and who recommends the appointment?

Attached please find the current revision draft of the Emeriti faculty evaluation guidelines for first read. Please send comments and suggestions to Sandra Pence (pence@uaa.alaska.edu) by March 18. The Committee will revise as appropriate and return the document for a second read and approval at the April Faculty Senate meeting.

Respectfully submitted,

Sandra Pence, Chair

Attachments:
Emeriti evaluation guidelines proposed revisions
Findings on current unit guidelines
I. ACADEMIC RANK, APPOINTMENT AND TENURE

Introduction
To be appointed to any faculty rank, a candidate must hold the appropriate professional or craft certification or terminal degree as defined by the accrediting agencies or associations in the respective professional, craft, or academic field. Regardless of the educational requirement or credential, the primary emphasis must rest on the individual's professional profile and the overriding necessity of maintaining well-qualified faculty within the unit and the University. The determination and definition of the appropriate professional or craft certification or terminal degree shall be made by the college in accordance with disciplinary requirements, faculty position, and University policies. Unit and department level guidelines should provide clear, objective criteria for each rank that are appropriate to the discipline and that conform to the guidelines in this document.

Definitions of Academic Ranks and Appointments
Emeritus. Appointment as Professor Emeritus or Emerita is an honor conferred upon retiring faculty in recognition of a sustained record of outstanding scholarly and other accomplishments that have contributed to the mission, reputation, and quality excellence of the University of Alaska Anchorage (UAA). Appointment is made at the time of retirement or as near to it as may be practical, but no later than the date of the next commencement ceremony. The title Emeritus/Emerita is honorary and implies no stipend or salary.

Candidates for Emeritus appointment must be tenured, full-time faculty members who have attained the rank of full Professor and who have retired after a minimum of 10 years at the University of Alaska Anchorage system with a clear record of superior service to the academy immediately prior to retirement.

In exceptional circumstances, non-tenured faculty or faculty other than Professors, but who have an outstanding record of exemplary and meritorious service, members who have achieved the highest academic rank available to them based on their professional, craft, or academic credentials and position may also be nominated. After review by the peer groups, the Chancellor will make the final appointment. If the previous reviewers disagree, the Chancellor will make the decision in the best interests of UAA.
Faculty receiving recognition as Professor Emeritus/Emerita serve as goodwill ambassadors for UAA and are invited to continue their engagement with the university in such areas as research, teaching, guest lecturing, mentoring new faculty and students, alumni activities, consulting on current UAA issues, sharing institutional memory, and generally promoting UAA as an institution of distinction.

Types of Evaluation

Professor Emeritus Review. Faculty retiring from UAA Upon retirement, a faculty member may be nominated by peers or unit administrators for appointment to the rank of Professor Emeritus/ or Emerita Professor by peers or unit administrators. The nominator(s)ing body will submit a dossier providing documentation of scholarly and other achievements across the course of the candidate’s career. The dossier that will be reviewed by peer review committees, unit administrators, the Provost and the Chancellor. The dossier shall provide evidence of the candidate’s scholarly achievements across the course of his or her career. Reviewers determine Based on the evidence presented, reviewers will determine whether the candidate has achieved a sustained record of outstanding scholarly and other accomplishments that has contributed to the mission, reputation, and quality of the University.

At a minimum, the dossier should include the candidate’s curriculum vitae, voluntary and/or solicited letters of support, and select documentation of accomplishments that define sustained, outstanding performance. Additional evidence may include, but is not limited to:

- Broad internal and external support for the nomination.
- Past reviews that demonstrate consistent performance above expectations for the rank of Professor.
- Documentation of significant accomplishments that are recognized outside UAA.
- Evidence of actions promoting UAA’s reputation as an institution of quality and distinction

For purposes of evaluation, a “sustained record of outstanding scholarly accomplishments” means that there is substantial evidence of maturity and growth over time. The record should have significant impact on and relevance to both academy and society, and serve as an example for others. Largely, this determination will be made by peers and administrators at the unit level, where the criteria for outstanding will be defined.

1 The contents of the dossier are not prescribed and are left to the discretion of the nominating body. However, the materials assembled in the dossier should provide sufficient evidence for the reviewers to determine the merit of the nomination.
UA Common Calendar Advisory Task Force: Final Report and Recommendations

Prepared for University of Alaska President, Patrick Gamble

UA Common Calendar Advisory Task Force, February 2015
Introduction

In October 2014 the Common Calendar Advisory Task Force began meeting to discuss and deliberate on how to create a common academic calendar as called for by Regent’s policy P10.04.100. *Academic Calendar:*

A common academic calendar for all university campuses will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days; start and end dates, recesses, and daily schedules, i.e., course blocks, will be common among all campuses. Class schedules must provide for a minimum of 800 minutes of instruction per credit hour.

(04-04-14)

Perhaps only tuition increases have produced a stronger reaction from the university community than calendar alignment. The academic calendar is not simply a selection of dates and semester deadlines, but rather the manifestation of what a university believes helps create the conditions for success for its students. To some the campus calendar is intrinsic to the identity of the campus. Others view calendar alignment as infringing on the autonomy of the campus. Despite these views the Task Force1 - comprised of faculty, staff and students from around the UA system - are to be commended for setting aside such differences in an effort to implement this BOR policy.

Early in our deliberations the Task Force was asked to accommodate specific university programs that did not operate within the traditional university academic calendar. For example, the UAA Nursing program operates on a trimester basis to optimize student entry and completions. The UAS Maritime and Multi-skilled workers program is another example in which the start date is later than the regular semester to assist employees working on ferries during summer season as well as others busy with summer seasonal work. *Implementation of the recommendations that follow may take into account the unique and specialized needs of campuses in meeting employer or agency focused course offerings.*

The University of Alaska is not the first university system to align their academic calendars. Over the course of the last several months the Task Force discussed several systems that aligned their calendars including the Minnesota State System, the Pennsylvania State System of Higher Education, and the University of Hawaii System. Like UA, the academic calendar for each campus within these multi-campus systems historically had been developed independently.

---

1 A list of the UA Common Calendar Advisory Task Force can be found in Appendix A.
At the University of Minnesota the advent of their virtual university, Minnesota On-line, opened the door for students at any campus to enroll at any other campus. It also revealed that business processes between campuses were misaligned by as much as two weeks. Students (and faculty) were finding navigation across their system impractical. This led to the alignment of the academic calendar.

The reason the Pennsylvania State System of Higher Education chose to align academic calendars mimics that of Minnesota. As more system universities began exchanging courses with one another through a Visiting Student program, it became apparent that the students enrolled in one school (their home university) and attending classes at another university (the host school) typically through ITV (interactive television) or online modes of instruction, were running into challenges because the host school was holding classes when the home university was on break.

The University of Hawaii chose to align campus calendars in an effort to better coordinate the holiday and breaks across their campuses (including their community colleges) with recognized State of Hawaii holidays.

Alaska - similar to Minnesota and Pennsylvania - has witnessed more students choosing to enroll in courses outside of their campus of record. Like students in both Minnesota and Pennsylvania, UA students that cross-enrolled were challenged to keep track of multiple add/drop dates, different fee payment deadlines and different withdrawal dates.

Calendar Components

The components that comprise a university’s academic calendar go well beyond the start and end dates of a term. The Task Force identified over 40 individual items that made up the academic calendar for the Universities within UA. Aligning a list of over 40 items was impractical. However, when analyzed further the Task Force distilled the list of 40 to a list of only 8 items that, once aligned, would resolve the pressing issues for UA students that cross-enroll. Furthermore, aligning these 8 components would meet both the letter and spirit of the BOR policy.

Components Recommended for Alignment

1. **Term Start** - the first day of instruction for the semester
2. **Add** - the last day to add a full semester length course for the semester
   
   **Drop** - the last day to drop a full semester length course for the semester to receive a 100% tuition refund

---

2 Data on cross-enrollment available at UA In Review Fall 2014, https://www.alaska.edu/swbir/ir/ua-in-review/
3 A list of calendar components can be found in Appendix B.
3. **Fee Payment** - the last day to pay fees for the semester
4. **Withdrawal** - the last day to withdraw from a class and receive a “W” grade
5. **Term End** - the last day of instruction for the semester
6. **Finals week** - the week of final examinations for the semester
7. **Spring Break** - a weeklong recess (no instruction) typically held in March
8. **Course Blocks** - day and time of courses in a semester

The Task Force combined the current academic calendars from each university into a single spreadsheet (Tables 1 & 2). This allowed the Task Force to visualize and then quantify how many days apart each university was with regard to the calendar components.

### Table 1. Current Academic Calendar Dates for fall terms AY15 and AY16

<table>
<thead>
<tr>
<th></th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
<th>Days apart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td>Aug 25</td>
<td>Sept 4</td>
<td>Sept 2</td>
<td>10</td>
</tr>
<tr>
<td>Add</td>
<td>Sep 5</td>
<td>Sep 12</td>
<td>Sep 8</td>
<td>7</td>
</tr>
<tr>
<td>Drop</td>
<td>Sep 5</td>
<td>Sep 19</td>
<td>Sep 16</td>
<td>14</td>
</tr>
<tr>
<td>Fee Payment</td>
<td>Sep 15</td>
<td>Sep 12</td>
<td>Aug 26 - posted(^4)</td>
<td>20 -posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sep 16 - effective(^5)</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Nov 14</td>
<td>Oct 31</td>
<td>Nov 21</td>
<td>21</td>
</tr>
<tr>
<td>End</td>
<td>Dec 5</td>
<td>Dec 12</td>
<td>Dec 8</td>
<td>7</td>
</tr>
<tr>
<td>Finals</td>
<td>Dec 8-13</td>
<td>Dec 13-18</td>
<td>Dec 8-13</td>
<td>5</td>
</tr>
<tr>
<td><strong>Fall 2015</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td>Aug 24</td>
<td>Sep 3</td>
<td>Aug 31</td>
<td>10</td>
</tr>
<tr>
<td>Add</td>
<td>Sep 4</td>
<td>Sep 11</td>
<td>Sep 8</td>
<td>7</td>
</tr>
<tr>
<td>Drop</td>
<td>Sep 4</td>
<td>Sep 18</td>
<td>Sep 15</td>
<td>14</td>
</tr>
<tr>
<td>Fee Payment</td>
<td>Sep 14</td>
<td>Sep 18</td>
<td>Aug 25 - posted(^4)</td>
<td>24 -posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sep 15 - effective(^5)</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Nov 13</td>
<td>Oct 30</td>
<td>Nov 20</td>
<td>21</td>
</tr>
<tr>
<td>End</td>
<td>Dec 4</td>
<td>Dec 14</td>
<td>Dec 7</td>
<td>10</td>
</tr>
<tr>
<td>Finals</td>
<td>Dec 7-12</td>
<td>Dec 16-19</td>
<td>Dec 7-12</td>
<td>9</td>
</tr>
</tbody>
</table>

Presenting the calendar dates in this manner revealed that in some instances the universities were less than a week apart for several key dates in the fall semester.

\(^4\) Posted date - is the published fee payment date for the term.

\(^5\) Effective date - if fees are not paid by this date, the student is dropped from the course.
When the dates for spring were compiled (see Table 2) the days apart on some of these dates were even fewer. For some calendar components campuses were separated by only three (3) days.

The effect of presenting both fall and spring dates in this manner was instrumental in helping the Task Force arrive early in our deliberations that aligning key dates was not an impossibility given that some dates were a week or less apart.

Table 2. Current Academic Calendar Dates for spring terms AY15 and AY16

<table>
<thead>
<tr>
<th></th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
<th>Days apart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2015</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td>Jan 12</td>
<td>Jan 15</td>
<td>Jan 12</td>
<td>3</td>
</tr>
<tr>
<td>Add</td>
<td>Jan 23</td>
<td>Jan 23</td>
<td>Jan 18</td>
<td>5</td>
</tr>
<tr>
<td>Drop</td>
<td>Jan 23</td>
<td>Jan 30</td>
<td>Jan 27</td>
<td>7</td>
</tr>
<tr>
<td>Fee Payment</td>
<td>Feb 2</td>
<td>Jan 23</td>
<td>Jan 7 - posted</td>
<td>26 -posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jan 27 - effective</td>
<td>10 - effective</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Apr 3</td>
<td>Mar 13</td>
<td>Apr 10</td>
<td>28</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 9-13</td>
<td>Mar 16-20</td>
<td>Mar 16-21</td>
<td>7</td>
</tr>
<tr>
<td>End</td>
<td>Apr 25</td>
<td>May 4</td>
<td>Apr 24</td>
<td>10</td>
</tr>
<tr>
<td>Finals</td>
<td>Apr 28-May 2</td>
<td>May 5-8</td>
<td>Apr 27-May 2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td>Jan 11</td>
<td>Jan 14</td>
<td>Jan 11</td>
<td>3</td>
</tr>
<tr>
<td>Add</td>
<td>Jan 22</td>
<td>Jan 22</td>
<td>Jan 17</td>
<td>5</td>
</tr>
<tr>
<td>Drop</td>
<td>Jan 22</td>
<td>Jan 29</td>
<td>Jan 26</td>
<td>7</td>
</tr>
<tr>
<td>Fee Payment</td>
<td>Feb 1</td>
<td>Jan 29</td>
<td>Jan 6 - posted</td>
<td>26 -posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jan 26 - effective</td>
<td>6 - effective</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Apr 1</td>
<td>Mar 11</td>
<td>Apr 8</td>
<td>28</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 7-11</td>
<td>Mar 14-18</td>
<td>Mar 14-18</td>
<td>7</td>
</tr>
<tr>
<td>End</td>
<td>Apr 30</td>
<td>May 2</td>
<td>Apr 22</td>
<td>10</td>
</tr>
<tr>
<td>Finals</td>
<td>Apr 25-30</td>
<td>May 3-6</td>
<td>Apr 25-30</td>
<td>8</td>
</tr>
</tbody>
</table>

Calendar Components - discussion and recommendations

The Task Force was able to largely agree on several of the calendar components early in our deliberations: term start, add/drop, fee payment, finals and term end. Two other components proved more challenging: withdrawal date and spring break. The final and most complex of the calendar components - course blocks - will be discussed at the end of this section.

**Term start** - the semester start date is key to not only several of the calendar components that follow, but is also important due to the impact it has on student summer employment, opening
date for university housing, new student orientation, and the date is a vital piece of information for both athletic scheduling and faculty contracts.

Traditionally, UAA started the fall term before the Labor Day holiday. UAF typically started after this holiday. UAS alternated between their fall starting before Labor Day one year and after Labor Day the next.

The Task Force **recommends alignment of the term start date** because it is integral to almost all other calendar components.

**Add/Drop** - cross-enrolled students are confronted with multiple deadlines for the same activity for each campus they are enrolled in. Adding a course by the deadline at one campus - but forgetting to drop a course at another campus by a different deadline - is confusing, triggers additional tuition expenses, and can be a barrier to student success.

The university actively promotes and allows students to enroll at courses across the UA system; therefore the Task Force **recommends alignment of adding and dropping of courses**. The Task Force recommends the *2nd Friday after term start* as the add/drop deadline.

**Fee payment** - As with adding and dropping courses, cross-enrolled students must adhere to different fee payment schedules from each campus they take classes from. This is often a source of confusion and a disservice to students. The Task Force **recommends alignment of fee payment** across the universities. The Task Force recommends *the 3rd Friday after term start* as the fee payment deadline.

**Term end** - a uniform term end date supports students who choose to enroll at multiple campuses and facilitates semester end processes such as satisfactory academic progress that must be completed after the term end but prior to the start of the next semester. This is particularly problematic between the fall and the spring semesters. The Task Force **recommends alignment of a term end dates for fall and spring**. The Task Force recommends the term end date occur at the *conclusion of the 14th week of instruction*.

**Finals** - To help students enrolled in courses at multiple campuses in the same term, the Task Force **recommends alignment of finals week**. The Task Force recommends *finals week start after the 14th week of instruction has concluded*.

**Withdrawal** - Currently the three university withdrawal dates reflect competing philosophies and represent in microcosm the challenge of aligning calendars across three separately accredited universities.
UAA and UAS are guided by a faculty that believe a 12-week withdrawal deadline is appropriate and that this amount of time is needed for the student (and faculty) to ascertain whether the student will be successful in the course.

UAF faculty believe that 9 weeks is sufficient for both students and faculty to determine the potential for success and have issued guidance that faculty and/or student initiated withdrawals occur no later than the 9th week of the semester.

The faculty representatives from Task Force discussed this disparity with faculty leadership at the three universities. While faculty leadership expressed some concerns about other components of the calendar (this will be discussed later in the report), there was no outright objection to a suggested compromise on the withdrawal date.

The Task Force recommends alignment of the withdrawal date. Rather than establishing this date by a set number of weeks from the term start, the Task Force recommends a fixed calendar day be selected as the withdrawal date. For the fall semester the Task Force recommends the first Friday in November as the system withdrawal date. For the spring semester the Task Force recommends the Friday following spring break as the system withdrawal date. By setting the withdrawal date in this manner students and faculty are provided a minimum of 10 weeks to a maximum of 11 weeks (depending on the date of the term start) to determine whether or not to remain enrolled in the course. The Task Force further believes that students are served by the consistency of a withdrawal date that is established using a fixed day of a specific month versus a date that would change from year to year.

Spring Break - The discussions on aligning spring break across the system produced the most visceral reactions from the Task Force and from faculty and staff that responded to a survey. For many in Fairbanks and Anchorage, the idea that spring break would no longer be aligned with the school districts in each city was troubling. The concern from faculty, staff and students with children or a spouse in the school district: they would no longer share the same spring break. Others believed that aligning spring breaks across the university would create a shortage of seats on airlines or would cause the airlines to increase ticket prices for that particular week. The overwhelming sentiment as expressed by survey respondents was to remain aligned with the local school district for spring break.

The Task Force received information from both the Anchorage School District and the Fairbanks Northstar Borough School District Superintendent’s offices that offered a glimpse into how the school calendars of both districts were developed. In essence school district

---

6 A survey was developed and sent to faculty and staff to gauge their perspective on calendar alignment. The survey and results can be found in Appendix C.
calendar development is a process that seeks to satisfy a wide range of constituents both internal and external to the district. The process involves significant input and an extensive public comment period. The districts consider a multitude of factors; the following list of items from the ASD demonstrates this.

Factors considered by ASD during calendar development:

- Quarter and semester student direct instruction contact balancing 172 student contact days (allows for two snow days and still meet regulation requirements of 170)
- Distribution and purpose of an additional 10 “in-service” work days for staff
- Transportation
- Graduation dates
- University calendar issues
- Seasonal weather issues
- State fair
- Student and staff attendance patterns
- Half-day release issues
- State testing block (outside the control of the district)
- Contractual obligations
- Construction
- Maintenance
- Parent conferences
- Professional development “best practice”
- Fur Rendezvous
- Veteran’s Day
- Other holidays
- Employee leave issues
- Number of “four day weeks” in quarters
- Return to a late start (Sept) and late end (June)
- Transitioned start for staff and students

The local school board ultimately confirms or adopts the district calendars. In both the Anchorage and Fairbanks districts, alignment with their local UA campus is a stated objective.

There remain some concerns regarding spring break alignment across the system. Some of the same faculty leadership that supported the alignment of other calendar components (and did not oppose a compromise to the withdrawal date) expressed trepidation regarding the alignment of spring break. The concern that such an action could be divisive was raised. As
was the concern that flight capacity (into and out of Alaska) if the two largest campuses and possibly the two largest school districts were all on spring break at the same time.

Perhaps the largest concern revolves around the disruption to the lives of students, faculty and staff whose families are involved with both the university and the local school district. This could be a UA affiliate (faculty, staff or student) with school age children in the district or perhaps a spouse employed by the district. Dual-enrolled students would also be impacted if the local campus were no longer aligned with the local school district.

The Task Force considered the possibility of aligning spring breaks on an alternating schedule so that every other year either ASD or the FNSBSD were aligned with UA. However, that alternative had the potential to be more confusing and lead to greater frustration on all sides.

It is with reservation that the Task Force recommends alignment of spring break.

Furthermore, the Task Force recommends the UA provide the Anchorage and Fairbanks school districts advance notice of the University’s spring break dates in anticipation that the districts will choose to align their spring breaks with the university. The Task Force also suggests that advance notice is provided to Airline carriers that serve the state so that additional flights per day potentially could be planned during that peak period.

**Course blocks** are the day and time scheduled for courses in a given semester. Perhaps no other calendar component exemplifies the autonomy of the campuses than when faculties choose to teach their courses. Many of the survey respondents indicated this level of alignment was considered too intrusive given each of the three universities are separately accredited. However, some respondents recognized that neither separate accreditation nor geography should be a barrier to students wishing to enroll in a course offered by another campus - even if that campus were 100’s of miles away. These respondents typically agreed with aligning course times and dates.

Currently, UAF and UAS both use a 60-minute lecture hour. UAA uses a 50-minute lecture hour. The UAA faculty representative on the Task Force has reported that the UAA faculty senate will modify their 50-minute lecture hour to a 60-minute lecture hour starting with the fall 2016 semester. A single, common lecture hour definition in use by all universities is essential to the creation of common course blocks across UA.

The Task Force recommends course block alignment with the expectation that all three universities will utilize a common lecture hour staring in fall 2016. The common lecture hour is anticipated after UAA adopts the 60-minute lecture hour.

---

7 This survey was briefly mentioned earlier in this report on p. 7. The Survey and results can be found in Appendix C.
Implementation Timeline

The Task Force recommends the alignment of the calendar components take effect in fall 2016.

The Task Force makes this recommendation guided by several factors. First is the President’s charge memo to the Task Force dated September 29, 2014 in which he calls for recommendations for academic year 2017 (i.e. fall 2016 and spring 2017). Second, the recognition that the universities are not simply making changes to their academic calendars. They are undertaking much more: they are creating a single, unified academic calendar for three universities. Third, the 2015-2016 academic calendars have already been released to students.

This is a sweeping change that will impact students, faculty and staff at every campus. It will also impact university constituents including school districts, state agencies and other partners and businesses. Finally, we should not underestimate the affect calendar alignment will have on the families of UA students and employees.

Such a change will require the coming year, a great deal of collaboration and considerable effort on behalf of everyone involved. It will also require the formation of the following standing committee: the University of Alaska Common Calendar Standing Committee

The University of Alaska Common Calendar Standing Committee

The Task Force recommends the formation of this permanent committee, to consider all matters pertaining to and development of the UA Common Calendar.

The task further recommends the Common Calendar Standing Committee include at minimum:

- Faculty, staff and student representation;
- The university registrars and a representative from the community campuses;
- A system staff member assigned by the President to facilitate this standing committee.

Finally, the Standing Committee will build on the work of the Task Force, including the straw man calendar in this report and produce the UA Common Calendar for AY2017 to include fall 2016 and spring 2017. The AY 2017 UA Common Calendar will be ready for approval and adoption no later than October 1, 2015.
Straw-man Common Calendar

The following is an example of a UA Common Calendar developed using the recommended rules of alignment discussed earlier in this memo. **Please note: this straw-man calendar is intended to demonstrate the feasibility of a UA Common Calendar. It is proposed as a starting point for the UA Common Calendar Standing Committee as they implement the AY2016 common calendar.**

**Straw-man UA Common Calendar for AY2017**

<table>
<thead>
<tr>
<th>Common Calendar Rule</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Start</td>
<td>Aug 29 (M)</td>
<td>Start</td>
</tr>
<tr>
<td>Add/Drop</td>
<td>Sep 9 (F)</td>
<td>Jan 9 (M)</td>
</tr>
<tr>
<td>Fee Payment</td>
<td>Sep 16 (F)</td>
<td>Jan 20 (F)</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Nov 4 (F)</td>
<td>Fee Payment</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Nov 24-25 (TH-F)</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Term End</td>
<td>Dec 9 (F)</td>
<td>Mar 6-10 (M-F)</td>
</tr>
<tr>
<td>Finals</td>
<td>Dec 12-17 (M-Sa)</td>
<td>Withdrawal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finals</td>
</tr>
</tbody>
</table>

**Summary, Next Steps**

- All of the major components of the UA academic calendar are recommended for alignment with an implementation date of fall 2016 (AY2017).
- Particular care is required in the alignment of the spring breaks across the university system. The Task Force supports further engagement of the Anchorage and Fairbanks school districts as this work goes forward.
- The Task Force recognizes the need for faculty involvement in course block alignment across the university system.
- Engagement of the university community (faculty, staff and students) is crucial in the formation of the UA Common Calendar for 2017 and beyond.
- The establishment by the President of a standing committee to fully implement the recommendations of this Task Force is the first order of business.
Appendix A

UA Common Calendar Advisory Task Force

Libby Eddy, University Registrar, UAF
Jared Griffin, Associate Professor of English, Kodiak College, UAA
Barbara Hegel, University Registrar, UAS
Sarah Kirk, Professor of Developmental Education/English, UAA
Stacey Lucason, USUAA Student Body President, UAA
Saichi Oba, Associate Vice President, UA
Tony Rickard, Professor Mathematics, UAF
Bill Urquhart, Assistant Professor of Sociology, UAS
David Valentine, Professor of Forest Soils, UAF, Faculty Alliance Chair (2014-15)
Jane Vohden, Lead Analyst Programmer, UA
Lora Volden, University Registrar, UAA

Proxies:

*Lindsey Chadwell, Assistant Registrar, UAA (for Lora Volden)*
*James Milburn, Lead Analyst Programmer, UA (for Jane Vohden)*
Appendix B

List of the calendar components

1. Course start and end dates
2. Registration deadlines
3. Class add/drop deadlines
4. Payment deadlines
5. Late fee deadlines
6. Audit and withdrawal deadlines
7. Partial semester length courses?
8. Special interest course, can be 1 or more credits
9. Graduation application deadline and ceremony date (Commencement)
10. “Grades Due” deadline
11. Semester length (in weeks)
12. Finals week (dates and scheduling)
13. DSS accommodations for students must be considered (no overlap in testing)
14. Holidays [Labor Day +one, MLK Jr. (Alaska Civil Rights Day-Jan.), Alaska Day (October), 4th of July, Thanksgiving +one (no Friday)]
15. Optional holidays (Chancellor’s Day to make up for weather and other cancellations, re: accreditation
16. Breaks (Spring, Winter, Summer)
17. Short/intensive semester availability
18. time of year offered
19. summer session(s) currently offered at UAA, UAS
20. winter break session (very short) currently at UAF
21. May-mester at UAF (UAS is considering for 2015)
22. length of these semesters
23. Finals week/days for short semester
24. Timing of (summer) semester(s) beginning and/or ending -- especially important for those students working in tourism and other seasonally dependent jobs
25. Alignment with the school district (for parents, teachers, and esp. dual enrolled students)
26. Faculty contract start and end dates per union agreement
27. Classes and Schedule
28. Class blocks start time current for 3 credits is 8:30 am vs. UAF & UAS at 8:00 am
29. Class length varied with number of credits offered (3 vs. 4 credit esp.)
30. Class length (like 60, 75, or 90 minutes)
31. Classes that meet once a week… 150 minutes UAA currently for 3 credits
32. Lab course length- (pay particular attention to students w/ classes outside the CAS--engineering, computer science, auto/diesel tech, aviation)
33. Passing period length (potential opportunity to revamp w/ changes to calendar)
34. Currently 15 minutes at UAA, some students with disabilities have trouble getting across campus in this amount of time.
35. Transition from University Center to main campus takes on average 20+ minutes, cannot stack courses with the current passing period and expect to be on time.
Appendix B (continued)

36. Potential alternative class schedules
37. One meeting per week + distance Ed component via bb-- hybrid courses
38. Seminar and other irregular meeting type classes
39. Evening class ending time (number of and scheduling of evening sessions available?)
40. M/W vs. M/W/F for the usual 3 credit course- M/W at UAA, M/W/F at UAF; UAS uses both MW and MWF for 3 credit classes
41. T/R usual or unusual (depends on what campus you’re talking about)
42. Friday activities extra-curricular, student government, clubs, meetings, etc.
43. Long/intensive labs (like Ecology)
44. Athletics and other extracurricular travel (students miss weekends frequently)
45. Work schedules, both on and off campus
46. Child care (on campus availability esp.)
47. Non-standard (staggered) overlap in class start times is currently disallowed at UAA and UAS
Two question survey

1) Given all the different components of the academic calendar (start dates, breaks, finals, end dates, etc.) and the course schedule (days of the week, number of sessions per week, course start times, number of weeks/day for internships, practica, or intensives, etc.), what can and should be aligned across UAA, UAF, and UAS? Why?

2) Given all the different components of the academic calendar (start dates, breaks, finals, end dates, etc.) and the course schedule (days of the week, number of sessions per week, course start times, number of weeks/day for internships, practica, or intensives, etc.), what cannot and should not be aligned across UAA, UAF, and UAS? Why?

Results for UAF

Question #1: What can and should be aligned? (102 responses)

Common responses to what should be aligned were:

*Start date, end date, breaks and finals*

Start date: 50  
End dates: 45  
Breaks: 40  
Finals: 33  
Schedule blocks: 2  
Nothing: 29  
Other: 18

*Other responses include:*

Credit #’s i.e. Span 101 at UAF should be the same credits as Span 101 at UAA  
Course content should be aligned  
Transfer credit should be easier  
Wintermester and Maymester should be aligned  
Pre-requisites should be aligned

*Totals reflect multiple responses to the survey questions*
Appendix C (continued)

Results for UAF

Question #2: What cannot and should not be aligned? (102 responses)

Common responses to what should not be aligned were:

*Everything, breaks, and nothing*

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything should not be aligned (nothing should be aligned)</td>
<td>32</td>
</tr>
<tr>
<td>Days of the week</td>
<td>11</td>
</tr>
<tr>
<td>Start date</td>
<td>9</td>
</tr>
<tr>
<td>Number of sessions per week</td>
<td>5</td>
</tr>
<tr>
<td>Finals</td>
<td>3</td>
</tr>
<tr>
<td>Breaks (spring break and Christmas)</td>
<td>16</td>
</tr>
<tr>
<td>Course blocks</td>
<td>13</td>
</tr>
<tr>
<td>Nothing should not be aligned (everything should be aligned)</td>
<td>15</td>
</tr>
<tr>
<td>No response</td>
<td>19</td>
</tr>
<tr>
<td>Contact hrs</td>
<td>3*</td>
</tr>
</tbody>
</table>

(*contact hours should be the same)

Other comments include:

This seems impractical to try
We should learn from California
Any actions taken would cause more problems
We should not be worrying about this right now

* Totals reflect multiple responses to the survey questions
Appendix C (continued)

Results for UAA

Question #1: What can and should be aligned? (95 responses; responses could include more than one justification)

<table>
<thead>
<tr>
<th>For alignment</th>
<th>Against alignment</th>
<th>No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Campuses</td>
<td>Autonomy</td>
<td>12</td>
</tr>
<tr>
<td>One system goal</td>
<td>Local Needs</td>
<td>21</td>
</tr>
<tr>
<td>Other student benefits</td>
<td>No Problem</td>
<td>24</td>
</tr>
<tr>
<td>Confusion</td>
<td>Other student needs</td>
<td>2</td>
</tr>
<tr>
<td>Only Distance Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Faculty/Staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question #2: What cannot and should not be aligned? (87 responses; responses could include more than one justification)

<table>
<thead>
<tr>
<th>For alignment</th>
<th>Against alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Campuses</td>
<td>Autonomy</td>
</tr>
<tr>
<td>Only Distance Ed</td>
<td>Local Needs (esp. local schools)</td>
</tr>
<tr>
<td></td>
<td>No Problem</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
</tbody>
</table>

Justification for alignment:

1. Multiple Campuses: alignment would benefit students taking classes, internships, etc. (F2F or distance) across multiple campuses in UA system
2. One system goal: work toward one UA system; appease UA BOR
3. Other student benefits: summer work, seasonal employment, transferability
4. Confusion: align dates, contact hours to avoid confusion (for students and staff) [NOTE: could be related to #1]
5. Only distance ed: only distance ed/eLearning classes should be aligned [NOTE: could be related to #1]
6. Other faculty/staff needs: scheduling meetings across campuses

Justification against alignment

1. Autonomy: MAUs are separately accredited, separate curriculum and procedures, geographic differences, flexibility.
2. Local Needs: schedule should reflect local community, student, staff, and/or faculty needs first; align with local school district
3. No problem: no problem/need exists or has been justified. Status quo is better than any alignment.
4. Other student non-academic needs: childcare, travel, schedule
Appendix C (continued)

Results for UAS

Question #1: What can and should be aligned? (aggregate of 30 responses to each question)

I would prefer to have the start, stop, finals and break dates be uniform across all campuses. It would be much easier for students who are able to take classes in all three UA units.

start dates, breaks, finals, end dates

Semester start and end dates and breaks and finals could be aligned. It seems reasonable to align academic calendars.

As a faculty member I don't see any advantage to alignment of the academic calendar. I have students regularly who take courses from all campuses, in the same semester, and they have never indicated a problem. The additional coordination and time that would be required to do this work seems like a poor use of resources.

start/end dates, finals and breaks should be common (I don't think this should happen, but BOR is making us do something, so this is what we should have in common)

Assuming each campus is working well within its own parameters, why is there a need to align anything? As long as total session time per credit is consistent, I don't see why anything else would need to be aligned.

academic calendar = start dates, breaks course schedule = course start times, number of weeks/day for internships etc.

At the very least, if possible, start dates and end dates should be in alignment. Though some 1 credit classes are not 15 weeks long, I don't know how or if those shorter session classes could or should be aligned but for the main semesters of fall and spring if the start, end, maybe finals weeks can be in alignment that that would be useful as a system-wide consistency.

Start, breaks, finals, end dates.

all should be aligned - this will make it seamless for students who have classes at multiple MAUs

Maybe just stuff related to faculty contacts, tenure and promotion (so we have one--or two--common working contract deadlines). The academic side makes some sense around holidays because the university system can close and save money. But not so much around the course day/week/time details. That is folly.
Appendix C (continued)

IT is important to align Spring breaks across MAUs because many students are enrolled in classes in 2 MAUs concurrently. In a perfect world course conflicts would be minimized if the course times were consistent. I think Start and End dates should be the same because some faculty teach at 2 MAUs.

Start dates/end dates for the semesters, breaks/holidays, and final exam week should be aligned. If detailed final exam schedules are aligned, there should be a mechanism for how students taking courses at multiple "universities" can petition for accommodation when FINAL EXAM TIMES conflict - but NOT when final assignment due dates conflict.

Start dates and vacation dates can possibly be aligned. However this creates intense pressure for airline tickets out of Alaska, which makes it very expensive or impossible to leave during spring and Christmas break. With all three MAU’s on a common vacation break you have roughly 30-50000 people potentially trying to leave Alaska about the same dates. This may seem like a trivial issue but actually it is extremely important for faculty morale.

Components of the academic calendar can be aligned. Having uniform semester calendars across UA could be a benefit to students who enroll in online classes across campuses.

The academic calendar should be aligned across all 3 MAUs. This would help to provide coordination for meetings, travel, and transfer students.

Everything. Simplification.

General class schedules and breaks, finals.

Start and end dates, holidays course start times for distance courses only.

Start dates, breaks, finals and end dates should be aligned. As much as possible should be aligned for student ease and scheduling.

Start dates, end dates, spring break, holidays, and finals week can and could be aligned - we have distance students that attend classes at more than one campus and this will help eliminate confusion. It would likely also help foster the culture of one UA across the various work groups.

Start dates. eLearning courses are often offered statewide. Students who get confused and miss the first week or two of class often can never catch up. Once we have them in class, we can deal with any other calendar conflicts on a case by case basis.

I don't really see a reason pro/con for calendar alignment. If it's going to cost a lot of money to align courses, with unclear benefits, then I don't see a reason to align the calendars. It's taking me time out of my day to complete this survey about something that doesn't seem to have a lot of thought behind it.
Appendix C (continued)

Start and End dates of the semesters and spring break. Students take courses across MAUs and it would make it easier for students

Regular semester start dates and breaks (esp. Spring Break) should be aligned, to save confusion for students taking classes from more than one university.

no strong feelings

Whatever does not cost an arm and a leg, and does not interfere with the smooth operation of the three MAU’s. Because of the budget crisis and because disrupting institutions is time consuming and bad for morale.

What should be aligned are the things that make it easy to transfer credits between all 3 major institutions -- credit hours should mean the same thing across the UA system.

I do not have the background or experience to speak to this, but I believe it would be helpful to link each campus calendar to the others, if for no other reason than to remind everyone that they are part of the larger organization.

Requirements for internships, practica, and intensives, so students receive equivalent instruction/experience

I'm not sure that anything should be aligned. Perhaps start dates, for consistency, but I'm not sure there is a need for any other alignment. Different campuses have different reasons for timing.

Question #2: What cannot and should not be aligned?

Class schedule details - days of the week, number of sessions per week, course start times - often differ by discipline for pedagogical reasons and should NOT be forcibly aligned. In some courses (e.g. math) students have greater success with more frequent but shorter class sessions, and in others (e.g. English) class discussions require longer sessions to ensure equitable participation and adequate depth of discussion.

days/times/etc. should not be common as we are accredited differently.

My biggest concern with the UA-Wide common calendar alignment is the alignment of breaks. I feel that each campus should attempt to align breaks with the local school districts as much as possible. This is a major issue for faculty, students, and staff that have children in grade school.

I hesitate to suggest break times should be aligned. It seems very challenging to align UAA UAF and UAS for breaks when we all serve different communities with different school districts. Spring breaks are different in many of the communities. Conflicts between parents
Appendix C (continued)

and children's break times would be very problematic. I also hesitate to align summer sessions, I am not sure how that would be done or if that is even on the table for being aligned.

Course schedules should be specific to the region where they are taught and not intermixed in a common calendar.

All should be aligned

Align all but course schedule as these need to be flexible to meet local and industry needs.

No comment

Finals and end times, irrelevant as long as start times and breaks align

I don't see a particular need to align across campuses. I don't think other states do this, and I think it would end up making changes to each campus organization, causing consternation, rather than simplifying things for all.

Course schedule should NOT be aligned. UAS is small enough that we can change our course schedules and times to make sure we have the optimal slots for students. Our enrollments are small, and even something like two English courses in the same time slot might mean a course doesn't fill. We coordinate across our programs too. For example, English coordinates its environmental courses with the geography program and outdoor studies program to ensure students can take all courses. Math and English coordinate to make sure the developmental courses can all be taken in the same semester. In addition, some courses heavily enroll community and non-traditional students and we adjust our course schedules in response to their needs. In short, UAS is small enough, that we need the flexibility to set our course times and schedules to ensure maximum enrollment and to meet the needs of our unique student body.

It seems that alignment will cause more work/disruption/confusion for the campuses. This is especially true for course schedules (as opposed to the academic calendar). Perhaps I don't understand the rationale for alignment.

Number of sessions per week, days of the week, times of the day should not be aligned even within MAU’s. What is the problem with having class sessions, which start at different times of day or on different days? Also with the increasing number of online courses, isn't meaningless in many cases

See above

Do not even attempt to align the items listed in the course schedule. We need to cater to individual student populations on a campus-by-campus basis. For example, daytime classes
work well on a residential campus, but might never attract enough enrollments in a vocational program geared to working adults. Please do not tie our hands on this - we need to move quickly and have flexibility to respond to student needs when it comes to course schedule issues.

Start dates and end dates, because summer work and seasons are different across Alaska. As long as the total hours agree, start, end, and breaks aren't as important

Can't think of any reason not to be aligned.

Whatever does cost an arm and a leg, and does interfere with the smooth operation of the three MAU's. Because of the budget crisis and because disrupting institutions is time consuming and bad for morale.

I see no need whatsoever to align any aspects of course schedule. The only thing that matters is that each course that is offered at each MAU meets for the same number of hours per semester. Attempting to align the course schedule would require too much time/effort for very little pay-off.

Course schedules SHOULD NOT be aligned. Each campus serves different student populations and course scheduling should reflect local needs.

Course schedules should not be aligned in any way, shape or form across campuses - otherwise, it would be a decision made for administrative purposes only and that is not good business practice. While it makes sense to align these items within a single campus, going to the massive effort of coordinating physical classes that are hundreds of miles apart does not even serve a practical purpose as the alignment would be completely lost on those students since they do not know or care about what happens at the other campuses.

Course schedule components would be difficult to align and should not be aligned. Each community and campus has variability in what days of the week and times work best when scheduling courses. It is complex enough already to schedule courses on one campus so that similar class offerings that could potentially contain the same students don't overlap in days and times. Having additional alignment restrictions to consider would make this even more difficult than it is already.

It seems unnecessary to align days of week that classes are offered across all campuses. It would be useful if all testing centers hours were a bit more uniform which would make it easier for distance classes to schedule proctored exam

Anything that will make it harder for me to schedule my classes and avoid conflicts with other courses that my students need should not be aligned. By the way, the wording of this survey is confusing and it's absolutely unclear why we're being surveyed at all.
Appendix C (continued)

# of sessions, start times, internships, practica or intensives, it is too individualized

Same answer. All the details about course days/weeks/times should be decentralized to each campus. They are separately accredited (whether the Regents like it or not). And they have autonomy. Without accreditation, you just have some real estate and buildings. So I would stay off the centralized details at the course/class level. Thanks.

Internships, practica, intensives. Course schedules

The daily/weekly course schedules are less important to align. Those reflect individual campus norms and culture.

It would be unreasonable to align course schedules, especially course start and end times.

I can't think of anything that should not be aligned.

The only thing that should not be aligned is spring break. It's hard enough to get in & out of Alaska in March as it is, without every single UA student and employee trying to do it at the same time.

I have worked at UA for over 30 years, for all 3 campuses. I cannot see how we could possibly fit in all our courses if everything were regimented to a single schedule. Especially internships, practica, intensives. This simply would not work and enrollments would suffer.