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

I. Call to Order

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

2013-2014 Officers:

<table>
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<tr>
<th>Name</th>
<th>Position/Department</th>
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<tr>
<td>Fitch, Mark</td>
<td>President</td>
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<td>Miranda, Francisco</td>
<td>Chair, UAB</td>
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<td>Hirshberg, Diane</td>
<td>1st Vice President</td>
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<td>Schmuland, Arlene</td>
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<td>Smith, Tara</td>
<td>2nd Vice President</td>
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<td>Boeckmann, Robert</td>
<td>Past President</td>
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2013-2014 Senators:

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<td>Bennett, Brian</td>
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<td>Brown, Barbara</td>
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<td>Hazelton, Bill</td>
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<td>Cook, Sam</td>
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<td>Davis, Leanne</td>
<td>Kelly, Terry</td>
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<td>Smiley, Len</td>
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<td>Denison, Sheri</td>
<td>Kirk, Sarah</td>
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<td>Smith, Orson</td>
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<td>Din, Herminia</td>
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<td>Drinka, Dennis</td>
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<td>Thiru, Sam</td>
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<td>Dutta, Utpal</td>
<td>Morrison, David</td>
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<td>Fitzgerald, Dave</td>
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<td>Garcia, Gabe</td>
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<td>Widdicombe, Toby</td>
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<td>Garton, Susan</td>
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<td>Green, Amy</td>
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III. Agenda Approval (pg. 1-4)

IV. Meeting Summary Approval (pg. 5-10)
V. Administrative Reports
   A. Chancellor Tom Case
      i. CaseNotes http://greenandgold.uaa.alaska.edu/chancellor/casenotes/
      ii. President Highlights (pg. 11-17)
   B. Provost and Vice Chancellor Bear Baker
   C. Vice Chancellor of Administrative Services, Bill Spindle
   D. Vice Chancellor of Advancement, Megan Olson
      i. Alaska Airlines Center Presentation by AD, Keith Hackett (pg. 18-35)
   E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 36-40)
   F. CIO, Patrick Shier
   G. Union Representatives
      i. UAFT
      ii. United Academics
   H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 41-44)
   I. Program Prioritization Update
      i. Academic (Program) Task Force
      ii. Support (Administrative functions) Task Force

VI. Officer’s Reports
   A. President’s Report (pg. 45-46)
   B. First Vice President’s Report
   C. Second Vice President’s Report
      i. Elections (pg. 47-48)
      ii. Distinguished Service Awards (pg.49)

VII. Old Business
   A. Second Reading of the Faculty Senate Bylaws (pg. 50-65)

VIII. Consent Agenda
   A. Graduate Curriculum
      i. Courses (pg. 66)
      ii. Programs
         Chg Master of Business Administration
B. Undergraduate Curriculum
   i. Courses (pg. 67-69)
   ii. Programs
      Chg Minor, Geographic Information Systems
      Chg Undergraduate Certificate, Geographic Information Systems
      Chg Associate of Applied Science, Geomatics
      Chg Bachelor of Science, Geomatics
      Chg Minor, Geological Sciences
      Chg Bachelor of Science, Geological Sciences
      Chg Minor, English
      Chg Bachelor of Arts, English

IX. Boards and Committees Reports
   A. Graduate Academic Board
   B. Undergraduate Academic Board
      i. **Motion:** The UAB moves to extend the current priority registration for the Honors College for the Fall 2014 semester. (pg. 70-72)
      ii. **Motion:** The UAB endorses the Academic Policies regarding Occupational Endorsement Certificates (OEC) (pg. 73-74)
   C. General Education Review Committee (pg. 75)
   D. University-wide Faculty Evaluation Committee
   E. Academic Assessment Committee (pg. 76)
   F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 77-78)
   G. Budget, Planning, and Facilities Advisory Committee- BPFA
   H. Nominations and Elections Committee
   I. Diversity Committee (pg. 79-80)
   J. Faculty Grants and Leaves Committee
   K. Institutional and Unit Leadership Review Committee (pg. 81-88)
   L. Library Advisory Committee (pg. 89)
   M. Student Academic Support and Success Committee (pg. 90-91)
   N. Community Campus Committee
   O. Academic Honesty and Integrity Committee (pg. 92)
   P. Research and Creative Activity Committee (pg. 93)
   Q. GER Assessment Taskforce (pg. 94-95)
R. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 96)

S. Ad Hoc Committee for Faculty Evaluator Training

T. Ad Hoc Committee on Electronic Faculty Evaluation Files

X. New Business

XI. Informational Items & Adjournment
   i. Budget Ideas List (pg. 97)
I. Call to Order

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

2013-2014 Officers:

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

2013-2014 Senators:

| X | Bennett, Brian |
| X | Haigh, Jane |
| X | Partridge, Brian |
| X | Bowie, David |
| X | Harder, Alberta |
| X | Peabody, Alan |
| X | Brown, Barbara |
| X | Harville, Barbara |
| X | Pence, Sandra |
| X | Cates, Keith |
| X | Hazelton, Bill |
| X | Schreiter, Mark |
| X | Chamard, Sharon |
| X | Hoanca, Bogdan |
| E | Senette, Lynn |
| X | Cook, Sam |
| X | Ippolito, Mari |
| X | Shamburger, Carri |
| E | Coulter, Cathy |
| X | Jache, Anne |
| E | Sheldon-Hess, Coral |
| X | Dalrymple, Tom |
| X | Kappes, Bruno |
| X | Skore, Tom |
| X | Davis, Leanne |
| X | Kelly, Terry (Parliamentarian) |
| X | Smiley, Len |
| X | Denison, Sheri |
| X | Kirk, Sarah |
| X | Smith, Orson |
| X | Din, Herminia |
| X | Miranda, Francisco |
| X | Snow, Pete |
| X | Drinka, Dennis |
| X | Mole, Deborah |
| X | Thiru, Sam |
| X | Dutta, Utpal |
| X | Morrison, David |
| X | Toscano, Sharyl |
| X | Fitzgerald, Dave |
| X | Nabors, Forrest |
| X | Tremblay, Ammie |
| X | Folias, Stefanos |
| X | O'Leary, Joan |
| X | Trotter, Clayton |
| X | Foster, Larry |
| X | Orley, Soren |
| X | Venema, Rieken |
| E | Garcia, Gabe |
| X | Paris, Anthony |
| X | Widdicombe, Toby |
| X | Garton, Susan |
| X | Green, Amy |

III. Agenda Approval (pg. 1-4)

Approved

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

Approved
V. Administrative Reports

A. Chancellor Tom Case
   i. CaseNotes http://greenandgold.uaa.alaska.edu/chancellor/casenotes/
   ii. President Highlights (pg. 11-16)
      
      *Discussed the budget: President Gamble has been advocating for funding for projects that were already approved by legislatures in previous years (i.e. Engineering Buildings, operating costs for the arena, advising and counseling services)*

B. Provost and Vice Chancellor Bear Baker

   *Base budget cuts are not being made this year; all cuts will be found within current budgets*
   Encouraged departments to be frugal with budgetary items
   Virtual accreditation visit will take place this fall; expect to hear the results of the most recent visit in the next two weeks. Comments will include the lack of having graduate faculty and a definition of a graduate faculty (it was not a red flag for the accreditors).
   *Discussed the University College concept; the Provost’s Office will be hosting a meeting for faculty who are interested in discussing the opportunity*

C. Vice Chancellor of Administrative Services, Bill Spindle

   *A PBAC subcommittee (lead by Bill Hogan) is looking into ways to be more efficient and revenue streams*

D. Vice Chancellor of Advancement, Megan Olson (pg. 17-19)

   *Approval has been received to host two commencement ceremonies in the Alaska Airlines Center; the first fall commencement ceremony will be held December 14th, 2014; students were surveyed before this decision was reached*

E. Vice Chancellor of Student Affairs, Bruce Schultz

   *No Report*

F. CIO, Patrick Shier

   *No Report*

G. Union Representatives

   i. UAFT
      
      *An appeal has been filed and they are waiting for a response*

   ii. United Academics
      
      *The new contract has been ratified by the BOR*

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 20-22)
I. Program Prioritization Update
   i. Academic (Program) Task Force
   ii. Support (Administrative functions) Task Force
      
      Written report has been posted to the website

VI. Officer’s Reports
   
   A. President’s Report (pg. 23-24)
      Governance leaders and staff are currently working on the Governance support
      template; the information will be shared with faculty once it is completed
      Created an online forum as a means of collecting feedback from faculty; encouraged
      faculty to log on to the site to view and post input

   B. First Vice President’s Report

   C. Second Vice President’s Report

VII. Old Business
   
   A. Temporary Academic Dispute Change
      
      Motion: Faculty Senate endorses the creation of a task force which includes faculty to
      complete a review of the UAA academic dispute policy and procedures.
      1st Mari Ippolito
      2nd Terri Kelly
      37 For
      1 Opposed
      3 Abstain
      Motion is Approved

      Motion: Faculty Senate resolves that schools and colleges should have standing,
      elected committees to handle academic disputes.
      1st Mari Ippolito
      2nd Dave Fitzgerald

      Amendment: Modify the motion to remove elected.
      1st Terry Kelly
      36 For
      2 Opposed
      1 Abstain
      Amendment is Approved

      Motion with Amendment: Faculty Senate resolves that schools and colleges should
      have standing committees to handle academic disputes.
      38 for
      2 Opposed
      1 Abstain
      Motion with Amendment is Approved
VIII. Consent Agenda

A. Elections
   i. Election of UAB CTC representative, Cheryl Smith

B. Graduate Curriculum
   i. Courses (pg. 25-26)
   ii. Programs
      Chg Master of Public Health
      Add Master of Science, Computer Engineering and Computer Science

C. Undergraduate Curriculum
   i. Courses (pg. 27-28)
   ii. Programs
      Chg OEC, Phlebotomist
      Chg OEC, Clinical Assistant
      Chg AAS, Medical Laboratory Technology
      Chg BS, Medical Laboratory Science (MEDT)
      Add EDSL Prefix, Speech Language Pathology
      Add Minor, Speech-Language Pathology/EDSL
      Add Post Baccalaureate Certificate, Speech Language Pathology

D. Designation for Community-Engaged Learning Courses at UAA (pg. 29)

Motion to approve the consent agenda.
1st Terry Kelly
2nd Mari Ippolito
41 For
2 Opposed
Consent Agenda is Approved

IX. Boards and Committees Reports

A. Graduate Academic Board

B. Undergraduate Academic Board

C. General Education Review Committee

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 30)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 31-32)

G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 33-35)

H. Nominations and Elections Committee

I. Diversity Committee (pg. 36-37)

J. Faculty Grants and Leaves Committee (pg. 38)
K. Institutional and Unit Leadership Review Committee (pg. 39)

L. Library Advisory Committee (pg. 40)

M. Student Academic Support and Success Committee (pg. 41-43)

N. Community Campus Committee

O. Academic Honesty and Integrity Committee (pg. 44)

P. Research and Creative Activity Committee (pg. 45-48)

i. **Motion:** The Faculty Senate approves revisions to the definitions of engaged research and creative activity and participatory research and creative activity as proposed by the Task Force on Community Engagement.

   **2nd Forrest Nabors**
   
   36 For
   2 Opposed
   1 Abstain

   **Motion is Approved**

ii. **Motion:** In order to recognize and celebrate faculty research and creative activity, the Faculty Senate endorses the establishment of an annual symposium of faculty research and creative activity jointly sponsored by the Faculty Senate Committee on Research and Creative Activity and the Vice Provost for Research and Graduate Studies. This symposium will include posters, presentations, performances and visual arts. The Faculty Senate further recommends that the first symposium be held in conjunction with the celebration of the opening of the new Alaska Airlines Center.

   **2nd Mari Ippolito**
   
   40 For
   2 Against
   1 Abstain

   **Motion is Approved**

iii. **Motion:** The Faculty Senate supports adoption of a secure electronic format for annual activity reports. In addition to enabling faculty to more easily prepare annual activity reports and retention, promotion and tenure files, this will allow for better institutional tracking of research and creative activities across UAA.

   **2nd Mari Ippolito**

   **Amendment:** Move to replace electronic format with electronic database.

   **34 For**
   
   6 Opposed
   1 Abstain

   **Amendment is Approved**
Motion with Amendment: The Faculty Senate supports adoption of a secure electronic database for annual activity reports. In addition to enabling faculty to more easily prepare annual activity reports and retention, promotion and tenure files, this will allow for better institutional tracking of research and creative activities across UAA.

29 For
14 Opposed
Motion with Amendment is Approved

Q. GER Assessment Taskforce

R. Ad Hoc Committee to Investigate Methods of Evaluating Teaching Effectiveness (pg. 49)

S. Ad Hoc Committee for Faculty Evaluator Training

T. Ad Hoc Committee on Electronic Faculty Evaluation Files

X. New Business
A. First Reading of the Faculty Senate Bylaws (pg. 50-65)
   Accepted for first reading

XI. Informational Items & Adjournment
A.
STATEWIDE

Academic Affairs
The Statewide Committee for Research (SCoR), co-chaired by Vice President Thomas and Lt. Governor Treadwell, met on Jan. 30 and approved a final version of the Alaska Science and Technology Plan, including the foreword by the Lt. Governor and the accompanying book on Alaskan innovators. SCoR plans to present the plan to the Board at its February meeting.

Associate Vice President for Workforce Development Fred Villa spent Jan. 28-31 in Juneau advocating for the Technical and Vocational Education Program (TVEP) re-authorization, with coordinated support from Associate Vice President for State Relations Chris Christensen.

UAA

UAA will hold two commencements beginning this year, one in May and another in December. The December commencement will be held in the new Alaska Airlines Center, which opens in August.

The 13 recordable injuries in 2013 were 50 percent less than the 28 in 2012. “Safety is Everybody’s Business” is more than a slogan – it is an important part of our culture.

Premera Blue Cross Blue Shield of Alaska donated $100,000 to WWAMI to fund coordinated teaching/training and the resources to make it easier for physicians to bring students into their practices.

The UAA Alumni Center’s grand opening is Feb. 12 at 8:30 a.m. Regents are invited!

Hockey is on pace for their first winning season in over 20 years; men’s basketball coach Rusty Osborne became UAA’s winningest coach in program history; women’s basketball is one of the top teams in NCAA West Region; Micah Chelimo set a GNAC record in the 3,000 meters.

Students from all three UA campuses are participating in the legislative session as aides to senators or representatives. Two UAA students are sharing impressions of their semester in weekly reports to the UAA community through Seawolf Weekly.

Three recipients of the Governor’s Awards for Arts and Humanities have ties to UAA: William Hensley, Visiting Distinguished Professor in the College of Business and Public Policy; Eva Saulitis, faculty in UAA’s low residency MFA Creative Writing and faculty at Kenai Peninsula College Kachemak Bay Campus, and UAA alum Aaron Leggett, curator of the recent Dena’ina exhibit and special exhibit curator at the Anchorage Museum of History and Art.

UAA’s two teams raised a total of $12,903 to take the Polar Bear Plunge for the American Cancer Society and making UAA recognized as the top fund raising organization for this event.
At the invitation of ConnocoPhillips, Prince William Sound Community College Millwright Program students toured ConocoPhillips Alaska’s Colville River Unit for the purpose of better understanding operations.

Welcome signs in Alaska Native languages are going up on the Anchorage campus in an effort to provide a sense of community and belonging to our Alaska Native students and faculty.

Dr. Andre Rosay, Justice Center Director, and Dr. Marny Rivera, Justice faculty, have been selected as co-conveners for the Healthy Alaskans 2020 Strategy Workgroup on child and adolescent issues. Healthy Alaskans 2020 is a joint effort of the State of Alaska Department of Health and Social Services (DHSS) and the Alaska Native Tribal Health Consortium (ANTHC).

Our University Relations team received a CASE (Council for Advancement and Support Education) silver award and four PRSA (Public Relations Society of America) Alaska Chapter Awards of Excellence/Aurora Awards including: 1st Place, Hometown U; 2nd Place, UAA Master Plan; 2nd Place, Amazing Stories Branding Campaign; and Honorable Mention, The Howl Social Media Hub.

UAA Development Officer Harry Need is a member of the 2014 Top Forty Under 40 announced by the Alaska Journal of Commerce.

**UAF**

Students in four Alaska high schools will learn to use unmanned aircraft as part of a science and education project. The project, dubbed “The Modern Blanket Toss,” is funded by a three-year $750,000 National Science Foundation grant to the Alaska Experimental Program to Stimulate Competitive Research and the UAF Upward Bound Program.

At the beginning of the year, UAF Development giving exceeded $9.3 million with more than 3,200 donors.

Beginning March 1, students who plan to take math classes or classes that require math proficiency (such as chemistry) will first need to take online tests to gauge which math courses would be best for them. The Assessment and Learning in Knowledge Spaces (ALEKS) system will give students online practice modules to improve their skills and retake the tests. Students could test into higher-level courses after brushing up on skills. Participants in the ALEKS learning modules will be more likely to succeed in their math courses. There is a fee of $25.

A ribbon-cutting for the Title III funded Applied Sciences Center took place at the Bristol Bay Campus Jan. 28 in Dillingham. The center, housed in a renovated building, includes modern laboratory space for the sustainable energy, nursing, allied health, construction trades technology and environmental science programs.

Jan. 24 marked the opening of the 2014 launch season at Poker Flat Research Range. Scientists are preparing for an experiment to launch a NASA sounding rocket over the aurora while observing with cameras based at a village in northern Alaska.
University researchers released the first digital atlas of historical sea ice concentrations in the Beaufort, Chukchi, and Bering seas. This web-based tool allows users to view and download sea ice concentration data from 1850 to the present. The Alaska Center for Climate Assessment and Policy and the Scenarios Network for Alaska and Arctic Planning, both at UAF, created the sea ice atlas with funding from the Alaska Ocean Observing System.

As part of a strategic realignment within University and Student Advancement, the Development Office and the Alumni Association and Alumni Relations will be integrated. Institutional Events is now housed under Marketing and Communications. The structure will better improve efforts to meet UAF’s strategic philanthropic goals, enhance alumni outreach efforts, provide administrative support to Alumni Relations and the Alumni Association, and leverage existing staff and financial resources.

For the third year in a row UAF has earned Tree Campus USA recognition, a program launched in 2008 by the Arbor Day Foundation honoring universities for promoting healthy trees and engaging students. UAF met the core standards for effective campus forest management: a tree advisory committee, a campus tree-care plan, dedicated program expenditures, an Arbor Day observance, and student service-learning.

Geophysical Institute Director Robert McCoy has been named a fellow of the American Meteorological Society (AMS) for his work with meteorological and space weather scientists.

Active-duty military personnel and up to four members of their immediate families can visit the UA Museum of the North for free this year, under a new program made possible by Wells Fargo. A $25,000 gift from Wells Fargo will cover the admission costs.

For additional highlights visit www.uaf.edu/chancellor/highlights/.

**UAS**

UAS, the Alaska Coastal Rainforest Center (ACRC), and the U.S. Forest Service Pacific Northwest Research Station are joining with the British Columbia Ministry of Forests, Lands and Natural Resource Operations and the Hakai Network for Coastal People, Ecosystems and Management at Simon Fraser University in a series of cross-boundary research meetings. The first meetings were held in Juneau in 2011 and 2012 to provide a forum for coordination and integration of data and scientific work across the north coastal temperate rainforest. The program strives to: 1) advance binational research projects that support landscape-level sustainable resource management; 2) promote integration of science and applied management across institutional and jurisdictional boundaries; and 3) facilitate development, communication and dissemination of data among researchers and practitioners. Following this dialogue, a subset of participants will meet at Simon Fraser University to discuss the research plan of the Bog Forest Program at the Hakai Institute and how this can be tied in with similar work in Southeast Alaska.

At the Linguistic Society of America’s annual conference Jan. 2-5 in Minneapolis, Alaska Native Language faculty Alice Taff presented a talk on Tlingit Conversation Documentation, part of a panel on Documenting Conversation organized by the LSA Committee for Endangered Language Preservation.
Professor of Environmental Science Cathy Connor recently published “Tracking Glacial Landscapes: High School Science Gets Real,” in Alaska Park Science, Volume 12, Issue 2. This article about the Design, Discover, Research (DDR) program is available online.

History faculty David Noon travels to Las Vegas February 20-23 to attend the 26th annual meeting of the Far West Popular and American Culture Association. He will present his paper “Barack Obama and the Myth of the superheroihc Presidency.” Noon is an Associate Professor of History and Chair of the Social Sciences department.

In late 2013, Vigor Alaska teamed up the Alaska Workforce Investment Board (AWIB) and the UAS Ketchikan campus to create an industry-led training program. Vigor Industrial is a privately-held shipbuilding and repair company based in Portland, Oregon and investing in training workers for the American shipbuilding industry. Vigor worked with UAS to modify the existing math curriculum to meet the most pressing skills needs at the shipyard, to provide the flexibility to adapt to changing workforce needs, and to allow workers to advance in specific vocational skills. The next classes begin Feb. 25 and will build on the basic math foundation to teach skills including welding, blueprint reading, basic refrigeration (a key component of systems on vessels, including catcher-processor fishing boats), and introduction to marine electrical systems. The classroom portions of the classes will be taught at the UAS Ketchikan Campus and those requiring hands-on practice will take place at the Ketchikan Shipyard. The program was launched with the help of a $54,000 grant from the AWIB designed to support efforts and upgrade knowledge and skills of industrial workers supporting the oil and gas sector in Ketchikan and Southeast Alaska.

PRESIDENT’S COMMENTS

Academic:
- Last week Chancellor Rogers and I spent the day in Dillingham touring the Bristol Bay Campus and participating in the open house for the Applied Science Building. We had lunch with faculty, staff, and the advisory group, and toured the Dillingham hospital.

- Chancellor Rogers, Geophysical Institute Director Robert McCoy, Vice President Thomas, and I met to discuss the future of the High Frequency Active Auroral Research Program (HAARP) and the upcoming meeting in Washington, DC with the White House Office of Science and Technology Policy (OSTP). I asked for this meeting of the science world to resolve once and for all the disposition of this unique national asset. The White House OSTP was interested enough to sponsor the event at their offices.

Administrative:
- The Summit Team meets next on 2/19.

- I reconvened the President’s Statewide Initiative Group for an hour this week to brainstorm how to conduct two potential cost avoidance measures at the system office: 1) hiring “chill”; 2) travel reductions. The conversation quickly spread to other measures and was very productive. Follow-on will occur as a result.
I’ve asked Executive Officer Berg to convene a working group to assess needs and make recommendations for process enhancement as it relates to the build of our board books. As a group, they will seek out commercial off-the-shelf (COTS) ways to automate the staff work that goes into the cumbersome, manual submission of agenda materials, the approval process for those materials, enhancing the intuitiveness and navigation of our electronic board document, and improving the search capability of board policies and UA regulations online. The goal, we hope, is to do it all online, as a minimum.

University Relations:

- Earlier this week I met individually with state representatives Mia Costello and Cathy Munoz, and Senators Kevin Meyer and Pete Kelly. On Feb. 4, I presented an overview of UA’s budget before the House Finance Committee, followed the same day with a presentation to the House UA Finance Subcommittee. The presentations were without controversy and went well according to the feedback. My sense is that we have growing support (albeit very low level at this early stage) among a cross-section of legislators for trying to add some modest funding back into our program lines.

- Phil Cochrane and John Ringstad of BP ConocoPhillips asked to meet with me while in Fairbanks. I expressed UA’s deep appreciation for BP’s ongoing support and partnership. We discussed at length how we can work together to deal with the multitude of one-off donation requests that seem to pop up from all corners of UA, despite efforts by the Foundation and chancellors to coordinate requests and speak with one voice to BP. Both gentlemen were most appreciative of this commitment and agreed that BP would not entertain individuals with donor requests that lacked documented coordination from Vice President Beam or the chancellors, as appropriate.
### UA Grant Proposals Awarded
**January 10, 2014 - February 06, 2014**

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<tr>
<th>MAU</th>
<th>Proposal Type</th>
<th>Proposal Category</th>
<th>Department</th>
<th>PI</th>
<th>Title</th>
<th>Project Start Date</th>
<th>Project End Date</th>
<th>Funding Agency</th>
<th>Award Date</th>
<th>Amnt ($1,000)</th>
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<tbody>
<tr>
<td>UAA</td>
<td>New Competitive</td>
<td>Basic Research</td>
<td>CAS AK Natural Heritage Prog</td>
<td>Gotthardt, Tracey Ann</td>
<td>BLM North Slope Rapid Ecoregional Assessment Project, Alaska (Phase 2)</td>
<td>1-Jul-13</td>
<td>24-Sep-17</td>
<td>Bureau of Land Management</td>
<td>14-Jan-14</td>
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<td></td>
<td>Public Service</td>
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<td>COH Center for Human Dev Admin</td>
<td>Heath, Karen Lynn</td>
<td>Micro-Enterprise (RSA FY14)</td>
<td>1-Jul-13</td>
<td>30-Jun-14</td>
<td>Gov's Council on Disab. &amp; Sp. Ed.</td>
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<td></td>
<td>Vanderburg, Isaac B</td>
<td>FY14 City &amp; Borough of Juneau</td>
<td>1-Jul-13</td>
<td>30-Jun-14</td>
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<td>Public Service</td>
<td>COH Social Work Academic</td>
<td>Sirles, Elizabeth A</td>
<td>FY14 Early Childhood Mental Health Institute (Conference)</td>
<td>1-Jul-13</td>
<td>30-Jun-14</td>
<td>AK Dept Health &amp; Social Services</td>
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<td>UAA Total</td>
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<td>Daanen, Ronald</td>
<td>Scope of work for UAF portion of the CCHRC proposal entitled: &quot;Cold Climate Heat Pump Demonstration.&quot;</td>
<td>1-Jan-13</td>
<td>31-Dec-15</td>
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<td>Title</td>
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<td>Project End Date</td>
<td>Funding Agency</td>
<td>Award Date</td>
<td>Amnt ($1,000)</td>
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<td>1-Jul-13</td>
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<td>CEM INE Alaska Ctr of Energy Power</td>
<td>Meyer, Jason M</td>
<td>ACEP EETF Data Collection and Analysis</td>
<td>1-Mar-13</td>
<td>30-Jun-15</td>
<td>Alaska Energy Authority</td>
<td>14-Jan-14</td>
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<td>Kane, Douglas L</td>
<td>Streamflow Monitoring on Upper Kuparuk and Putuligayuk Rivers - MOD 003</td>
<td>31-Mar-13</td>
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<td>1-Sep-13</td>
<td>27-Jun-14</td>
<td>University of Texas at San Antonio</td>
<td>23-Jan-14</td>
<td>15.0</td>
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UAF Total 4,287.3
Grand Total 5,001.8
Our Vision:

*The Alaska Airlines Center will:*

- Be a gathering place of celebration for students, faculty, staff, alumni, youth and others in the community.
- Be a powerful tool to demonstrate Seawolf excellence in athletics, academics, recreation and performance.
- Become a welcoming “front porch” for the UAA campus.
- Provide an advantage in recruiting and retaining students, faculty and staff.
- Become a UAA center of demonstrable excellence in creative performance, entertainment and event production, thereby enhancing the university’s role in Anchorage and Alaska.
Our Mission:

_The Alaska Airlines Center is a world-class multi–use sports and entertainment arena that:_

1. Inspires athletes
2. Attracts crowds for games, performances, recreation and other large gatherings
3. Engages and retains students, faculty and staff
4. Strengthens UAA’s connections with community

_The Alaska Airlines Center is also a physical representation of UAA’s brand. It is forward looking, remarkable, accessible, and welcoming – a place where “Amazing Stories Are Being Written Every Day.”_
The Priority of Use for the Alaska Airlines Center "Performance Arena” will be:

1. UAA Commencements
2. UAA Athletics
3. Alaska School Activities Association Regional and State Championship Competitions
4. Anchorage School District High School Graduations
5. UAA Concert Board
6. UAA Campus Groups
7. Events promoted by outside promoters
8. UAA Intramural/Recreation
9. UAA Athletic Camps
10. Community Events
Estimated 250 days of scheduled annual events thus far, including:

- 52 competition events
- 173 practices
- 11 ASAA events
- 4 days of UAA Graduation
- 7 days of Anchorage School District graduations
- Various UAA activities (homecoming, luncheons, etc.)
- UAA athletic camps
- Outside promotion camps
- Outside promotions (concerts, entertainment, etc.)
- Opportunity for much more!
AMENITIES
◆ 196,000 sq. foot facility
◆ 5,000 seat performance gym
◆ Auxiliary gym seating 600-800
◆ Adequate space for NCAA competitive teams
◆ Athletics fitness and training facilities
◆ Indoor running track
◆ Student fitness/recreation
◆ State of the art sports medicine facility
◆ Gymnastics practice space
◆ Academic support space
◆ Office and meeting Spaces
University of Alaska Anchorage

- Athletics profiles
- Superior video and monitor equipment
- Excellent acoustic ratings
- State of the art sound system
Enhanced locker rooms for each athletic team as well as guest teams

**Parking:**
- 600 parking spaces available on site including 100 VIP spaces
- 500 spaces will be available at Providence garages during special events
- 700 spaces available at various other UAA lots
  - Library lot
  - Fine Arts building
  - Parking garages
  - Wendy Williamson
- Multiple concession stands
- Accommodations for catering services
- Quality destination restaurant serving beer and wine
- 5 VIP suites with top level seating
Hall of Champions
Construction Progress:

On schedule and on budget

Occupancy August 2014
GRAND OPENING

SEPTEMBER 7\textsuperscript{th} – 14\textsuperscript{th}, 2014
THANK YOU

Like the Alaska Airlines Center on Facebook and follow the AKAirCenter on Twitter
The Assessment Brown Bag featured findings from the November 2013 Commuter Student Survey, with Whitney Brown (Coordinator of Assessment) and David Murdoch (Commuter Student Services Coordinator) sharing what students had to say about their UAA student experience and their unique needs and interests as commuter students. Participants engaged in meaningful dialogue about what the data means for us as student affairs professionals and how we can respond to the data to make positive change and improvements for our students. Findings from this survey can be found here: http://www.uaa.alaska.edu/studentaffairs/assessment/past-assessment-projects.cfm.

After a competitive national search, the Office of Student Affairs welcomed Michael Worth to the Student Affairs Data Analyst position. Previously serving as Curriculum and Publications Specialist in the Office of the Registrar, Michael began his new role on February 3. Michael will forge the newly formed Data Analyst position, working to develop a comprehensive analytical resource baseline for Student Affairs. With his experience collaborating with various UAA constituencies; his ability to produce valuable and consistent; his experience working within Banner and Toad; and his study of and interest in effective higher education policy, Michael is well-positioned to lead this important endeavor. Thank you to Whitney Brown, Yuan-Fang Dong, Pat Borjon, and Samantha Holtshouser for their service on the search committee.

SAVE THE DATE: The Student Affairs Annual Conference will be on May 7, 2014 in the Student Union. Details forthcoming.

On January 24, Student Affairs said farewell to the Military and Veteran Community Services (MVCS) Coordinator, John Johnson. He has accepted a position with the Veterans Administration here in Anchorage. John's excellent leadership and coordination skills were essential in the developing a strong foundation for the MVCS and its subsequent growth as a vital service to a large student population within UAA. A recruitment to fill this vacancy is underway.
STUDENT AFFAIRS REPORT TO THE UAA UNIVERSITY ASSEMBLY March 2014

ACADEMIC and MULTICULTURAL STUDENT SERVICES

The Multicultural Center (MCC) hosted journalist and National Public Radio host, Michele Norris, on January 23. Ms. Norris spoke about the “Race Card Project;” students were encouraged to discuss racial experiences using only six words. Twenty participants attended the session.

MCC also hosted Lt. Col. James Gray, Tuskegee Airman and “Red Tail” pilot on January 29. Twenty-six participants attended and heard first-hand accounts of events of World War II and were then given an opportunity to ask questions. Lt. Col. Gray also presented the keynote address at the opening event for Black History Month, co-sponsored by the Black Student Union (student organization) on January 30.

On January 29, Community Cinema, in collaboration with Student Activities and Alaska Public Media, to show Las Marthas, a film that focuses on the cross-culture of traditional Latino-Mexican and American cultures in South Texas and Mexican border cities. Seventeen participants watched the film and engaged in a discussion afterwards.

MCC Director Andre Thorn co-presented the National Coalition Building Institute (NCBI) training (prejudice reduction and inclusion) at Kenai Peninsula College on January 31.

Native Student Services (NSS) Director Willy Templeton presented the keynote address at the Chugach Region Summit on January 23. At the event, Chugach Alaska Corporation presented NSS with a $15,000 check. The two are collaborating on developing Education Liaisons in the four villages in the region. NSS will participate in the Tatiklik Summer Camp in May and the Nuchuk Summer Camp in July.

Of the 29 students who participated in the NET Program in fall 2013, 83% persisted to spring 2014.

Student Support Services (SSS) Director Kim Patterson participated in CAFÉ’S team-based Learning Institute for effective student teaching in the Allied Health Sciences Building on January 9 and also attended the UAA Child Welfare Academy’s Understanding Foster Youth Challenges forum on January 29.

Of the students served by SSS in fall 2013, 83% persisted to spring 2014. SSS staff provided 38 students with mentoring, advising, and financial aid counseling at the Welcome Back gathering on January 24. SSS Alumna Sally Pak rejoined the program as a graduate student worker and tutor. Students L. Xiong, C. Woods, and R. Castillo, were recognized for making a difference at the Martin Luther King, Jr. Leadership Luncheon on January 24.

SSS and other TRiO Programs co-hosted the annual TRiO National Day of Service event on February 14 at the University of Alaska Anchorage Lucy Cuddy Hall. The keynote speaker was Dr. Dewain Lee, Dean of Students and Associate Vice Chancellor for Student Development at the University of Alaska Anchorage. The event highlighted student stories, entertainment, and included a community service component.
The Fall Closing Report is the official report on fall 2013 enrollment and can be accessed at www.alaska.edu/swbir/ir/publications-reports/unit10/Fall_2013_Close_Summary.pdf.

Anyone interested in learning more about UA and UAA’s enrollment is encouraged to review the report; it has an extensive discussion and analysis of the enrollment trends and the factors influencing them. The Anchorage MAU saw a decline in enrollment compared to last year, except in graduate studies.

<table>
<thead>
<tr>
<th>Student Credit Hours</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>% change 09-13</th>
<th>% change 12-13</th>
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<tbody>
<tr>
<td>Headcount</td>
<td>20,368</td>
<td>20,559</td>
<td>20,699</td>
<td>19,825</td>
<td>19,629</td>
<td>-3.6%</td>
<td>-1.0%</td>
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<tr>
<td>Full Time Equivalent Headcount</td>
<td>11,240</td>
<td>11,585</td>
<td>11,964</td>
<td>11,734</td>
<td>11,512</td>
<td>2.4%</td>
<td>-1.9%</td>
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<tr>
<td>First-Time Freshmen Headcount</td>
<td>2,274</td>
<td>2,405</td>
<td>2,380</td>
<td>2,187</td>
<td>2,073</td>
<td>-8.8%</td>
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<tr>
<td>UA Scholars Headcount</td>
<td>1,096</td>
<td>1,130</td>
<td>1,153</td>
<td>1,150</td>
<td>1,122</td>
<td>2.4%</td>
<td>-2.4%</td>
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<tr>
<td>Graduate Headcount</td>
<td>1,009</td>
<td>1,044</td>
<td>2,091</td>
<td>989</td>
<td>1,024</td>
<td>1.5%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>


The UA system served approximately 32,700 students (headcount) this fall, down 2.6% from last year. All three MAUs experienced a decline in headcount: -1.0% at Anchorage, -5.4% at Fairbanks, and -3.2% at Southeast. Student Credit Hours declined in a similar fashion: -2.6% for the UA system, -2.0% at Anchorage, -2.7% at Fairbanks, and -6.1% at Southeast. All statistics from the Fall 2013 Closing Report.

The opening of the semester went smoothly in Enrollment Services; approximately 8,500 students were served in-person, by phone or email between January 6 and 24 (add/drop). Of those, 210 were served at the mobile kiosk in the Student Union. Staff adjustments kept wait times in the lobby to an average of 15 minutes, down from 27 minutes last spring. The Office of Student Financial Assistance disbursed over $33 million to 7,300 students on January 3. Disbursements have continued weekly as students complete their financial aid applications for spring semester.

Scholarship applications were due February 15 and an awareness campaign is in full swing. Students needing assistance can attend one of the many scholarship workshops conducted in collaboration with the Learning Resource Center. Visit www.uaa.alaska.edu/scholarships/ for more information.

UAA awarded 671 degrees and certificates in December, an 18% increase over last year. Part of this increase comes from an outreach effort by the Office of the Registrar. Approximately 100 students were identified through DegreeWorks as being ready to graduate, but having not applied. All were contacted by phone and email and resulted with 85% of them having graduated.
Spring Orientation was held January 9, 2014 with 68 students and 12 guests attending. This event closes the Howl Days season for 2013-2014. The final numbers for the 2013-2014 Howl Days season are: 1,106 students and 264 guests, which is an increase of 18% above last year’s total of 1,157.

The Wolf Pack student leaders mentored 798 new students and 84% of those students persisted from fall 2013 to spring 2014.

Please welcome to Student Affairs the new Educational Opportunity Center staff members: Deanna Blackburn, Program Manager; Katherine Pascua, Program Assistant; and Tanairi Vinales, Educational Specialist.

This spring 2014, 165 students enrolled in the seven sections of GUID A150 “Creating Success in College.”

Of the 165 students enrolled in GUID A150 for fall 2013, 88% persisted into spring 2014.

The MAP-Works Spring Transition Survey was available February 9 through March 2. The three-week period allowed first-year and sophomore MAP-Works cohorts to share their experiences and progress so far into the spring 2014 semester. Their valuable feedback allows UAA Faculty and Staff to outreach and perform interventions to increase students’ success and retention.

New Student Recruitment welcomed 342 prospective high school students and their guests to campus on January 31 for another wildly successful Preview Day. Students enjoyed a tour of campus, learning more about UAA’s academic programs and student services, and were entertained by the Arial Acrobatics Club (a.k.a. “Flight Crew”) and the Hip Hop Club. Student Body President, Drew Lemish, welcomed the visitors and gave a compelling overview of the benefits of being a UAA student. A heartfelt THANK YOU goes out to the 50 volunteers, including the UAA Volleyball Team, who kept the event running smoothly.
Career Services Center (CSC) presented to Auto-Diesel Tech students on January 23 about resume writing, interviewing skills, and job searching. The center also held a booth at the first ever “College Knowledge Fair” coordinated by the College of Business and Public Policy.

CSC hosted a Speed Resume Review on February 6, for which 15 companies sent representatives to review students’ resumes in the Student Union. In preparation for the upcoming career fair, CSC hosted a Career Fair Preparation Workshop on February 7.

CSC hosted the City-Wide Career Fair on February 13 in the UAA Student Union.

The Dean of Students Office published the “2013 Students of Concern and Their Behavior Report.” This report summarizes statistics and analyzes trends in student behavior related to academic misconduct; endangerment, assault, or infliction of physical harm; Title IX issues; and misuse of alcohol and drugs.

Amanda Murdock, the Alcohol, Drug, and Wellness Educator, finished the 2013 Biennial Review of UAA’s Alcohol and Drug Prevention Program. The Dean of Students Office conducts a biennial review in compliance with the Drug Free Schools and Communities Act. Ms. Murdock is teaming up with Title IX Investigator Stephanie Whaley to launch a “Consent is Sexy” campaign during Healthy Sexuality Week.

A total of 13 candidates have been offered interviews for the ACUHO-I Summer Residence Coordinator position with Residence Life.

Recruitment for 2014-2015 student staff has officially started. Information tables were held in the Student Union and the Commons.

The 20th Annual Dr. Martin Luther King, Jr. Student Appreciation Luncheon was a grand success. Faculty and staff recognized over 180 students for their efforts to make the UAA campus a better community. The featured speaker was Michele Norris, journalist and curator of the “Race Card Project.”

The Emerging Leaders Program started off the semester with two all-day retreats for the 43 student participants.

KRUA is held a 22-hour continuous live broadcast on February 14 in celebration of their 22nd year on the air.

Student Health and Counseling Center (SHCC) distributed 24 food bags and 2,450 students accessed Student Health 101 during the month of December. SHCC participated in the HOWL Days Resource Fair, and provided resources for an estimated 50 students and parents. SHCC hosted Healthy Sexuality Week February 10-14.
CCEL is currently reviewing and awarding two student scholarship awards: The Second Bridge Award and the Dr. Alex Hills Engineering & Civic Engagement Award, and applications for the Selkregg Faculty Award in Community Engagement & Service-Learning. Recipients will be announced at the annual CCEL Forum and Luncheon (see below).

The Community Engagement Task Force, chaired by Tracey Burke, is finalizing the application due April 15 for the Carnegie Foundation’s Community Engagement classification, and scheduling a retreat on May 10 to plan work for next year.

The Design Experiment: Winter Outdoor Urban Space culminated in a closing celebration on March 1 with music and food on the Cuddy Quad. See website for time lapse video of before, during, and after at www.aaa.alaska.edu/engage and visit the Quad for snow bears, ice lanterns and more.

Think Tanks events: February 20 with Susan Bomalaski, Catholic Social Services, asked a question about the balance of response or enabling for homelessness. More than 70 faculty, students, and community members attended this very engaging discussion. Coming Up in LIB 307:

- March 20, Sue Brogan, United Way, 1 to 2:15 p.m.
- April 17, Holly Kent, Alaska Community Action on Toxics, 11:30 a.m. to 12:45 p.m. In LIB 307.

The 2nd Annual Urban in Alaska Conference will be held March 28 at UAA with a theme of creative place-making. In this community-wide participatory process, faculty, students and community members will focus on the social issues that impact the design of public space in a forum and afternoon breakout sessions on music in community, oral histories, ”proposal booklets” and writing about neighborhood experiences. A follow up “Design Charrette for Town Square Park” will be held April 26 at the Performing Arts Center downtown. Registration at uaa.alaska.edu/engage or call 786-4062 for information.

Save the Date – Friday, April 25th, our annual Community Engagement Forum and Luncheon begins with a Poster Session 11 a.m. to Noon, followed by a luncheon from Noon to 1:15 p.m. — please join us to celebrate the wonderful engaged teaching, research and creative activity that’s been completed throughout the year. Students present posters of work they’ve completed with faculty as Community-Engaged Student Assistants. Selkregg, Second Bridge and Dr. Alex Hills Engineering & Civic Engagement awards are announced at this event.

Faculty Intensive for Community Engagement – preview announcement! Save May 12, 13, 14 for a 3 day intensive in Community Engagement – including sessions with Dr. Patti Clayton and Judy Owens-Manley on preparing a community engaged course and community partnerships. We will have space for about 10 faculty with a $500 stipend for the course and $500 for completion of requirements.
Two identical CAFE workshops on **P and T and retention for UNAC faculty** are scheduled for **March 21 and 28**. Under the new CBA, criteria will change regardless of whether faculty use the old or new FEGs, so the workshops (which will cover these changes) are appropriate for all UNAC faculty. A workshop for **UAFT faculty** will be offered **March 28**.

January 30 and 31, CAFE hosted Robert Cipriano, author of *Facilitating a Collegial Department*, to work with faculty, department chairs, and deans and directors on **facilitating a collegial environment in higher education**. Cipriano conducted three separate, well-attended, workshops for Deans, Chairs and the general faculty and met individually with Department Chairs as well as with the Chancellor’s Cabinet. Workshops addressed such questions as: What is collegial behavior and what is it not? Can we develop guidelines to foster collegiality without discouraging productive and positive dissent? Are there proven methods to assess collegial behavior in the selection of new faculty members? Another **faculty book group** to discuss these issues may be offered in **Fall 2014** with the intention of submitting recommendations to the Faculty Senate for consideration.

Three faculty will attend the national **Team-Based Learning** (TBL) conference in **March 2014** and be trained as trainers for the UAA campus. This will allow CAFE to offer ongoing trainings in this highly interactive, outcomes-based pedagogy as follow up to two highly successful faculty institutes. A TBL **Faculty Learning Community** meets regularly to offer support to faculty implementing this strategy in their classrooms.

Projects from the first round of faculty **information literacy** partnerships will be presented in **April 2014**, as will the new round of e-portfolios from the **Making Learning Visible** Faculty Learning Community.

CAFE is participating in a pioneering **national project** field testing a model for faculty development program evaluation. Outcomes from the project will be available in **2015**.

In deference to the Board of Regents meeting, CAFE’s Annual **Faculty Development Awards celebration** will be a breakfast this year. Please join us **Friday April 11** from **9:00 to 10:30 am in Library 307** to honor individuals who have gone above and beyond the call of duty in supporting the growth and development of their colleagues.

CAFE continues to work with the **registrar’s office** to offer workshops to faculty, including most recently on **transfer issues and academic petitions**.

CAFE’s October 30 **Public Policy Debate and Faculty Forum**, “**Should UAA become a Smoke-Free Campus?**” drew approximately 70 people, including a wide range of highly engaged students. It included a lively debate featuring UAA Seawolf Debaters, a faculty panel, and a facilitated public discussion. A podcast of the debate is available on UAA’s website. Students will vote on this issue in **April**.
Two of the center’s programs have been recognized nationally by EDUCAUSE ELI. Serious Fun was asked to compete in the video competition during the ELI annual meeting in February. Though we didn’t win it was recognized as game changer within education technology programming. Likewise, we were asked to speak during the ELI Spring Online Session regarding our digital badging initiative, EduPass. In building the passport program Jeanette and Sarah have gone above and beyond in establishing a new way to offer faculty development programming and that model is being seen as an important step forward by a larger national audience.

Details and call for nominations/applications for the 2014-2016 Technology Fellows are being accepted until March 10. This cohort’s focus is on student-centered course design strategies in online education with the added benefit of support in ePortfolio development. Just like last year’s program, participants’ will receive a stipend and other professional development opportunities. Program details are online at http://www.uaa.alaska.edu/academicinnovations/community/techfellows.cfm

Last month we sponsored three faculty to attend the annual EDUCAUSE ELI conference in New Orleans. Over the course of four days these faculty were able to experience and learn from sessions on emerging technology, future modeling, and academic transformation; mobile learning; methods for evaluating technology-based instructional innovations; online and blended teaching and learning; e-textbooks; and learning analytics. Participating were:

- Heather Allen, Mat-Su, Math
- Timothy Watts, Mat-Su, Human Services and Behavioral Sciences
- Heather Caldwell, UAA, English

Congratulations go to Jennifer McKay, Library, for being the first UAA faculty member to complete the Sloan Consortium Online Teaching Certification program, which prepares educators to teach and improve online courses with an experienced mentor. Key learning opportunities include a foundation course, three selected electives and a capstone application of key certificate concepts and skills.

The ePortfolio program continues to move forward. We are organizing the ePortfolio Advisory Council with representatives from Faculty Senate, Academic and Student Affairs and other organizations. It is our hope to implement a single ePortfolio program no later than Spring 2015.

Looking for some Serious Fun? The University of Alaska is hosting a one-day conference on April 11, 2014 focusing on student engagement through the use of games for education. Attendees will share ideas, discuss the latest issues and trends, and build networks to make better use of games in education. We hope that by building a community of talented and dedicated people, we can share our knowledge and create better educational games and more engaging class environments. For more information: http://games.commons.uaa.alaska.edu/

We have a full schedule of workshops and brown bag sessions this month so be sure to check our website at http://www.uaa.alaska.edu/academicinnovations/workshops/index.cfm
UAA/APU BOOKS OF THE YEAR

- Brooke Gladstone, author of *The Influencing Machine*, was on campus on February 25-27. Her free keynote lecture, courtesy of the UAA/APU Books of the Year and the Anchorage Reads, in the Wendy Williamson Auditorium drew more than 300 students, faculty and community members.

COMPLEX SYSTEMS

- Upcoming Spring Brown Bag Talks – 11:30 a.m. to 1 p.m. in CPISB 105A unless otherwise noted:
  
  - March 5, Dr. Mark Brown from the Department of Environmental Engineering Sciences at the University of Florida will be on campus. His lectures will focus on the applications of *Emergy*, a scientifically derived environmental accounting methodology that accounts for resource and monetary flows driven by available energy and resources. (Noon to 1 p.m., ESH 214)
  - March 14, Eric Somerville, UAA Computer Science and Engineering, “How complex is it to build a Yup’ik language spellchecker.”
  - March 21, Katherine Rawlings, UAA Physics, “IceCube and evidence of neutrinos from beyond our galaxy”
  - March 28, Brendan Babb, UAA Computer Science and Engineering, “6 degrees between Kevin Bacon, the Mars Rover and Evolutionary Computation”
  - April 4, Diwakar Vadapalli, ISER, “Constructing subsistence use areas from survey data: On the intersection of social and environmental science”
Report of the President
7th March 2014

I. Budget
   a. PBAC: The Planning and Budgeting Advisory Council has been looking for ways to save money and address the reduction in budget coming from the governor and legislature. Expect to see details in PBAC’s reports soon.
   b. In conversations with the chancellor, provost, and vice chancellor for administrative services I have strongly encouraged the administration that no new administrative positions should be created while faculty positions are being frozen and removed (terms). I have also strongly encouraged them to be public about how they are cutting their budgets.
   c. There has not been an opportunity to ask statewide how they are cutting their budget due to discussions about the summit team.

II. Student Success
   The Faculty Senate executive board in response to requests from the provost has collected ideas on how to improve the support for entering students of all backgrounds and preparation levels. This is the University College concept mentioned by the provost in the February senate meeting. Goals are to improve the success rate of all students by getting them involved in meaningful, general education work that engages them and helps them discover their skills. Expect public discussions of these ideas soon.

III. UAA Schedule
   UAA has an accreditation problem caused by weather resulting in cancellation of classes. The Faculty Senate executive board in conjunction with UAFT and UNAC representatives are working to collect faculty input on alternate schedules that would address the accreditation issue and perhaps provide some additional benefits.

IV. UAA Assembly
   a. Care Team
      The Care Team made a presentation to the Assembly about how they promote a safety at UAA by addressing non-academic needs of students including those who may be a danger to themselves or others. Please review how to use their services to help students at http://www.uaa.alaska.edu/careteam/.

V. Faculty Alliance
   a. Summit Team
      The Faculty Alliance spent most of the meeting discussing the Summit Team announcement. Governance had not been informed of this discussion prior to the announcement though some leaks of information had been collected. There was
uniform concern about administrators making decisions without sufficient information and making academic decisions. The Alliance shared their concerns in clear and strong wording with president Gamble and vice president for academic affairs Thomas. Alliance has also sent a memo to them requesting clarification and insisting on faculty control of curriculum. A response is expected from the Summit Team soon.

VI. System Governance Council
a. Ethics Code development
One of the staff groups is interested in developing an ethics code that will be used in their annual evaluations which now have an ethics portion. This will also address a request from statewide for a values statement to go with the mission statement. System Governance Council took no action on this, but the staff group may continue work and bring back their ideas to another meeting.
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The nominations deadline for the Faculty Senate Distinguished Service Awards is **Monday, March 17th.** Send nominations to Kimberly Swiantek at kswiante@uaa.alaska.edu.

Information is given below for your convenience.

The Faculty Senate Distinguished Service Awards Committee is soliciting nominations for the following three categories of Distinguished Service Awards:

- **Distinguished Service to the Senate** - For persons who are serving as members of the Faculty Senate or its Boards and Committees.
- **Distinguished Service to the University by a Faculty Member** - For service outside the Faculty Senate and its Boards and Committees by full time tenure-track or term faculty members.
- **Distinguished University Service outside the Faculty** - For persons who are not UAA faculty members who have made distinguished contributions to the University. Nominees may be students, staff members, or members of the community.

Any member of the University of Alaska Anchorage (UAA) faculty may submit one or more documented nominations.

Members of the Faculty Senate Executive Board are not eligible for these awards.

Nominations must be accompanied by the following documentation as evidence of the nominee’s service:

- A letter specifying the nominee’s qualifications for selection;
- A current curriculum vitae of the nominee if available; and
- One or more additional letters of recommendation.

Service during the entire career of the nominee will be considered. However, recent accomplishments meeting the above criteria will receive greater emphasis.

Candidates may be re-nominated in subsequent years. Repeated awards for distinguished service will be given only under highly unusual circumstances.

UAA Faculty Senate will vote on the recommendations of the Awards Committee at the April 6th Senate meeting.

Please e-mail your nominations to Kimberly Swiantek at kswiante@uaa.alaska.edu.
BYLAWS OF THE CONSTITUTION  
OF THE  
FACULTY SENATE  
UNIVERSITY OF ALASKA ANCHORAGE

Section 1. (Article III. Membership)

a. Nomination of Senators

(1) The Nominations and Elections Committee shall prepare a slate of candidates for Senate positions consisting of eligible faculty nominated by faculty.

(2) Nominations shall be made in accordance with Article III, sections 3, 4, and 5 of the Constitution.

b. Election of Senators

(1) Election of Senators shall be by ballot.

(2) Faculty Members shall vote in accordance with Article III, sections 3, 4, and 5 of the Constitution.

(3) The terms of the newly elected Senators shall commence at the beginning of “New Business” of the last regularly scheduled Senate meeting of the Academic year.

c. Recall of Senators

(1) Any elected Senator may be recalled by a two-thirds vote of all qualified voters in the Senator’s unit as defined in Article III, sections 3, 4, and 5 of the Constitution casting ballots in a recall election held in accordance with paragraph two (2) below. Recall shall be effective immediately upon tabulation of all ballots cast.

(2) A recall election shall be held upon receipt by the Faculty Senate Executive Board of a written petition signed by at least ten percent (10%) of the tenure-track faculty members in the Senator’s unit as defined in Article III, sections 3, 4, and 5 of the Constitution, which sets forth the basis for recall. A copy of the petition shall be provided to the Senator who is the subject of the petition. Announcement of a pending recall election shall be published in the agenda for the next Faculty Senate meeting, and the Senator whose recall is being sought shall be provided an opportunity to address the Faculty Senate at that meeting if the Senator so desires. At the Faculty Senate Executive Board's discretion other members of the faculty may be permitted a reasonable opportunity to address the body, either in favor of or in opposition to the recall petition. A recall election shall then be conducted within 14 days after the meeting.
Section 2. (Article IV. Officers)

a. Nomination of Officers

(1) The Nominations and Elections Committee shall prepare a slate of candidates for the officer positions of President, First Vice President, and Second Vice President and must consist of eligible faculty nominated by faculty.

b. Election of Officers

(1) Officers shall be elected by the faculty at large.

(2) Election of officers shall be by secret ballot.

(3) The terms of the newly elected officers shall commence at the beginning of “New Business” of the last regularly scheduled Senate meeting of the academic year.

c. Recall of Officers

(1) Any elected officer may be recalled by a two-thirds vote of all qualified voters casting ballots in a recall election held in accordance with paragraph (2) below. Recall shall be effective immediately upon tabulation of all ballots cast.

(2) A recall election shall be held upon receipt by the Faculty Senate Executive Board of a written petition signed by at least ten percent (10%) of the tenure-track faculty members, which sets forth the basis for recall. A copy of the petition shall be provided to the officer who is the subject of the petition. Announcement of a pending recall election shall be published in the agenda for the next Faculty Senate meeting, and the officer whose recall is being sought shall be provided an opportunity to address the Faculty Senate at that meeting if the officer so desires. At the Faculty Senate Executive Board's discretion other members of the faculty may be permitted a reasonable opportunity to address the body, either in favor of or in opposition to the recall petition. A recall election shall then be conducted within fourteen (14) days after the meeting.

Section 3. (Article V. Boards and Committees)

(1), (2), (3), (4) and (5) will apply to the following committees: Academic Computing, Distance Learning, Instructional Technology, and eLearning; Student Academic Support and Success; Budget, Planning and Facilities Advisory; Diversity; Library Advisory; Institutional and Unit Leadership Review; Academic Honesty and Integrity; and Research and Creative Activity.

(1) The Senate shall select a minimum of three Senators for the Committee, with a maximum of two Senators from any unit as defined in Article III, section 3, subsections A-K, and section 4 of the Constitution.

(2) A Senate member of the Committee shall convene the first meeting.

(3) New and continuing members shall elect the chair(s) no later than May 15, with service to begin June 1. The Chair or a Co-chair must be a member of
(4) The Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.

(5) The Committee shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

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

(1) Each of the units listed in Article III, Section 3, of the Constitution shall elect representatives to the Undergraduate Academic Board so that total membership on the Board is the equivalent of one representative for each sixty (60) or fraction thereof of faculty members who meet the requirements laid down in Article V, Section 3, of the Constitution.

(2) The Senate shall choose four senators to serve on the Board.

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<th>Senate Representation</th>
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<td>Arts and Sciences</td>
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<tr>
<td>Any Senators</td>
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(3) Non-Senate Faculty Members shall be elected by faculty within their respective units as defined in Article III, section 3 of the Constitution.

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<th>Non-Senate Faculty Representation:</th>
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<td>Student Affairs</td>
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<td>Adjunct (Part-time) Faculty</td>
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Members may attend the meetings of the Undergraduate Academic Board as voting members via remote link.

(4) Faculty holding appointments of less than .50 F.T.E. (hereafter called adjunct or part-time faculty) may collectively elect one representative to the Undergraduate Academic Board.

(5) Faculty members of the Board for Undergraduate Academic Board shall serve two-year staggered terms.

(6) The students of the University of Alaska Anchorage may appoint one undergraduate or certificate-seeking student to voting membership on the Undergraduate Academic Board. The method of selection of the student
representative shall be the responsibility of the student government.

(7) New and continuing members of the Board shall elect the chair person(s) no later than May 15, with service to begin June 1. The chair(s) shall be elected by the Board from those members who are in the second year of their terms or who have served at least one previous term of office. If no chair is an elected senator, a chair shall act as an ex-officio, voting member of the Senate at Senate meetings.

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

b. Functions and Responsibilities of the Undergraduate Academic Board

(1) The Board may initiate and review all academic policies of undergraduate programs as defined in Article II, Section 2, subsection c(1) of the Faculty Senate constitution.

(2) Subject to Article V, Sections 5, 5a, and 5b of the Constitution, the Board shall have the authority to

(a) approve all new permanent numbered courses, including those from Community Campuses and changes in number, content, title, and description of existing undergraduate courses;

(b) review and recommend any changes in existing undergraduate degree and undergraduate certificate programs, which have been initiated by program faculty;

(c) review and recommend any new undergraduate degree or undergraduate certificate programs, which have been initiated by faculty.

(3) The Board may forward issues about academic computing, distance learning, instructional technology, e-learning, or telecommunications to the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee. These requests may include a request for a timely response.

(4) Approved actions of the Board shall be submitted for review to the Faculty Senate at the next regularly scheduled meeting of the Senate.

(5) The Chairs of either the Undergraduate Academic Board or and the Graduate Academic Board may request that the Faculty Senate establish a joint special committee to consider matters of mutual concern to the Academic Boards.

(6) The Undergraduate Academic Board shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.
(7) The Undergraduate Academic Board shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

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

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

The following units shall be represented by a faculty member:
- Each of the GER Tier I and II Categories (i.e. Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts)
- College of Arts and Sciences
- College of Business and Public Policy
- College of Health
- Community and Technical College
- College of Education
- School of Engineering
- Consortium Library
- Community Campuses

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

All membership terms are for two academic years.

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

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

The Committee shall: (with respect to course actions and reviews)
1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria (see [http://www.uaa.alaska.edu/governance/ger/upload/tier3model.pdf](http://www.uaa.alaska.edu/governance/ger/upload/tier3model.pdf));
2) review all requests to add to, delete from, or substantively modify the courses in the General Education curriculum;
3) recommend course actions to the Board based on the criteria;
4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;
5) expedite the review of course action requests currently on hold (with respect to policy);
6) review all requests to modify General Education Requirements or policies;
7) recommend actions to the Board based on the review;

8) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

c. Composition of the Graduate Academic Board. Representation on the Graduate Academic Board is limited to faculty representing graduate programs. Faculty members on leave that prevents them from meeting the qualifications for membership and attendance requirements in the Faculty Senate Constitution (Article 5, Sections 3 & 12) are not eligible to serve as members of the Graduate Academic Board and must relinquish the position.

| (1) | The Senate shall choose four senators to serve on the Board: |
|     | College of Arts & Sciences (1) |
|     | Any senator (3) |

| (2) | Non-Senate Faculty Members shall be elected by faculty within their respective units as defined in Article III, section 3 of the Constitution. |
|     | College of Arts & Sciences (2) |
|     | College of Business & Public Policy (2) |
|     | College of Education (1) |
|     | College of Health (1) |
|     | Community & Technical College (1) |
|     | School of Engineering (1) |
|     | Library (1) |

Members may attend the meetings of the Graduate Academic Board as voting members via remote link.

| (3) | Faculty members of the Board for Graduate Academic Board shall serve two-year staggered terms. |

| (4) | The students of the University of Alaska Anchorage may appoint one graduate student to voting membership on the Graduate Academic Board. The method of selection of the student representative shall be the responsibility of the student government. |

| (5) | Newly elected and continuing members of the Board shall elect the chairperson no later than May 15 with service to begin June 1. The chair shall be elected by the Board from those members who are in the second year of their terms or who have served at least one previous term of office. If the chair is not an elected senator, the chair shall become an ex-officio, voting member of the Senate. |

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

d. Functions and Responsibilities of the Graduate Academic Board

| (1) | The Board may initiate and review all academic policies of graduate |
programs as defined in Article II, Section 2, subsection c (1) of the Faculty Senate Constitution.

(2) Subject to Article V, Sections 5, 5a, and 5b, of the Constitution, the Board shall have the authority to

(a) approve all new permanent numbered courses, including those from Community Campuses, and changes in number, content, title, and description of existing graduate courses;

(b) review and recommend any changes in existing graduate degree and graduate certificate programs; which have been initiated by program faculty;

(c) review and recommend any new graduate degree or graduate certificate programs, which have been initiated by faculty.

(3) The Board may forward issues about academic computing, distance learning, instructional technology, e-learning, or telecommunications to the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee. These requests may include a request for a timely response.

(4) Approved actions of the Board shall be submitted for review to the Faculty Senate at the next regularly scheduled meeting of the Senate.

(5) The Chairs of either the Undergraduate Academic Board and/or the Graduate Academic Board may request that the Faculty Senate establish a joint special committee to consider matters of mutual concern to the Academic Boards.

(6) The Graduate Academic Board shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the regularly scheduled October meeting.

(7) The Graduate Academic Board shall present a report of its yearlong activities to the Faculty Senate at the regularly scheduled May meeting.

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

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

f. Functions and Responsibilities of the Academic Computing, Distance Learning, Instructional Technology, and eLearning Committee

(1) The Committee may initiate and review all policies affecting academic computing, instructional technology, distance education, and e-learning as defined in Article II, Section 2, subsections c (1) and (3) of the Faculty Senate constitution.

(2) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on academic computing, instructional technology, distance
education, e-learning, and telecommunications as defined in Article II, Section 2, subsections d (5) and (8) and subsection e (5), (6), (7), and (8) of the Faculty Senate constitution.

(3) The Committee shall respond to requests from the UAB or GAB in reference to academic computing, instructional technology, distance education, e-learning, and telecommunications. In addition to any reports requested by the initiating Board, the Committee shall submit a report to the Faculty Senate summarizing any findings or recommendations. This may be the same report submitted to the initiating Board.

g. Composition of the Student Academic Support and Success (SASS) Committee

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

h. Functions and Responsibilities of the Student Academic Support and Success (SASS) Committee

(1) The Committee may initiate and review all policies affecting student academic support to include but not be limited to attrition, assessment, placement, and advising. Examples of academic support include supplemental instruction, tutoring, learning communities, and in-take processes.

i. Composition of the Budget, Planning and Facilities Advisory Committee

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

j. Functions and Responsibilities of the Budget, Planning and Facilities Advisory Committee

(1) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on budget matters as defined in Article II, Section 2, subsections d (1), (3), and (8) and subsections e (1), (3), and (5) of the Faculty Senate constitution including, but not limited to, budget and planning, administrative appointments, and computing.

(2) The Committee may initiate and review all policies affecting the facilities and equipment of the university as defined in Article II, Section 2, subsections c (3) and (4) of the Faculty Senate constitution including, but not limited to, physical facilities, safety, parking, offices, space, and classrooms.

(3) The Committee shall represent the faculty to the Chancellor and the Faculty Alliance on the budget as defined in Article II, Section 2, subsections d (4), (6), (7) and (8) and subsection e (4) of the Faculty Senate constitution including, but not limited to, physical facilities, safety, parking, offices, space, and classrooms.
k. Composition of the Nominations and Elections Committee

   (1) The Nominations and Elections Committee will consist of the Second Vice President and two members elected by the faculty. The two elected faculty must be eligible to serve on the Faculty Senate. The chair shall be the Second Vice President of the Faculty Senate with service to commence at the beginning of “New Business” at the last regularly scheduled senate meeting of the academic year.

l. Functions and Responsibilities of the Nominations and Elections Committees

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

m. Composition of the Diversity Committee

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

n. Functions and Responsibilities of the Diversity Committee

   (1) The Committee may initiate and review all policies affecting diversity in faculty and student populations, including community outreach, as defined in Article II, Section 2, subsection c (4) of the Faculty Senate constitution.
   (2) The Alaska Native and Indigenous Faculty Committee will be a standing sub-committee of the Diversity Committee.

   Composition of the Alaska Native and Indigenous Faculty Committee
   This committee shall maintain a minimum membership of percent (50%) who are Indigenous Faculty.
   Two (2) members of this subcommittee must be from the Native Coalition Group on campus which includes representatives of the programs that service indigenous students.
   Two (2) Indigenous students

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

o. Composition of the Library Advisory Committee

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

p. Functions and Responsibilities of the Library Advisory Committee

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

q. Composition of the University-wide Faculty Evaluation Committee

The Faculty Senate shall establish one University-wide Faculty Evaluation Committee consisting of a total of fifteen (15) tenured full professors, seven (7) from the bipartite workload tracks and eight (8) from the tripartite workload track. No more than two (2) or three (3) faculty members may be from an individual school or college in each Bipartite-Academic and Tripartite-academic workload category. Tenured associate professors will be elected if there are insufficient numbers of professors to staff the committee. All faculty members who serve on this committee shall be elected by the faculty at large to three-year terms. No one on a promotion or tenure committee at a prior level, and no one standing for promotion or tenure is eligible to serve on the committee. Any faculty member serving on a promotion or tenure committee at a prior level may not serve on the UFEC subcommittee reviewing files that member has already reviewed. Elections shall be held annually, and in each year, seven or eight members shall be elected. No faculty member who holds an administrative appointment (dean, associate dean, assistant dean) in the University is eligible. The committee shall establish subcommittees composed of committee members for the purposes of evaluation of individual faculty. Each subcommittee shall include a majority of representatives from the same workload track (bipartite or tripartite) as the faculty member being evaluated and at least one member from each of the other tracks. No committee member may review files nor participate in a meeting where files are being reviewed when the committee member’s or an immediate family member’s file is being reviewed. No committee member may review his or her own or an immediate family member’s file, nor may any committee member participate in a meeting where those files are being reviewed.

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

(1) to review and recommend policies on tenure, promotion, appointment
reappointment, and termination as defined in Article II, Section 2, subsections c. (2) of the Faculty Senate constitution.

(2) to review school and college evaluation criteria and processes for consistency with Board of Regents and University policies and to make change recommendations to the Provost.

(3) to review the recommendations of school and college peer review committees and of deans and directors for their consistency with Board of Regents and University policies and with the requirements adopted by the schools and colleges.

(4) to make recommendations on faculty promotion and tenure to the Provost.

s. Composition of the Faculty Grants and Leave Committee

Tenure-track faculty elected from the following units:
College of Arts & Sciences (3)
College of Business & Public Policy (1)
College of Education (1)
College of Health (2)
Community & Technical College (1)
School of Engineering (1)
Library (1)

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

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

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

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

Sabbatical leave policies shall be considered independently of other grant and leave policies.

(2) The Committee may provide advice and consultation to the Chancellor, University of Alaska Anchorage in matters relating to the administration of Faculty Development Funds, Research and Travel Funds, and Sabbatical Leave including but not limited to

(a) development of time lines and procedures for awarding grants;
(b) review and assessment of applicants for University grants; and,
(c) fostering of faculty development and research opportunities for
The Committee shall present a report of its activities to the Faculty Senate at the regularly scheduled December and May meetings.

Composition of the Institutional and Unit Leadership Review Committee:

1. A Senator on the Committee shall convene the first meeting in each academic year.

2. Membership on the committee is open to any faculty member who submits his or her name to the Nominations and Elections Committee by April 20 or as vacancies permit.

Functions and Responsibilities of the Institutional and Unit Leadership Review Committee

1. Oversee the faculty review of Deans and Directors via a periodic survey.

2. Annually advise the Senate’s Executive Board by the end of September of the Committee’s timeline and milestones for that academic year; thereafter, the Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the Senate’s regularly scheduled October meeting.

3. Annually review the survey instrument and modify as needed.

4. Annually discuss with the University’s Deans and Provost the overall scope of the survey instrument, the expected protocols for its administration, and the timeline noted in (2) above.

5. Notify faculty prior to the survey’s administration; advance faculty participation in the survey process.

6. Confer with each dean to determine the reporting process most suitable for that dean’s respective unit. If a dean is newly appointed or leaving his/her post during a year when his/her unit is to be surveyed, the Committee, following discussion with that dean and the Senate’s Executive Board, may elect to postpone the survey period for up to two years.

7. Oversee the survey’s administration.

8. Provide an annual summary report to the Senate addressing faculty participation rates, suggestions from the deans and Provost on needed improvements for subsequent surveys, faculty perceptions on how well the survey instrument addressed faculty concerns, faculty views on the effectiveness of the overall survey process in improving their respective college or school, a template summarizing survey results, etc.

At the discretion of its Dean, a unit may be subdivided, with the Committee’s approval, into subunits provided such subunits are sufficiently large to ensure the anonymity of respondents.
Composition of the Distinguished Service Awards Committee

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

Functions and Responsibilities of the Distinguished Service Awards Committee

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

i. To a member of the Faculty Senate or its Boards and Committees for Outstanding and Distinguished Service to the Senate.

ii. To a faculty member for service to the university outside of the Senate.

iii. To a community member who has made distinguished contributions to the University. Nominees may be students, staff members, or members of the community.

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

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

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

Composition of the Assessment Committee

(1) Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:

a. College of Arts & Sciences (1)
b. College of Business & Public Policy (1)
c. College of Education (1)
d. College of Health (1)
e. Community & Technical College (1)
f. School of Engineering (1)
g. Library (1)
h. Kodiak College (1)i. Kenai Peninsula College (1)
j. Matanuska-Susitna College (1)

(2) In addition there shall be four (4) representatives from Faculty Senate (4)

(3) Faculty members of the Assessment Committee shall serve two-year staggered terms.

(4) Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June 1. The Chair or a Co-chair must be a member of the Faculty Senate.

(5) One representative from the Office of Academic Affairs, appointed by the Provost and one representative from the office of the Registrar shall be ex-officio and non-voting members of the Assessment Committee. OAA shall be responsible for coordinating and supporting the activities of the Assessment Committee.

Functions and Responsibilities of the Academic Assessment Committee:

(1) Develop and maintain the UAA Assessment Handbook.

(2) Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;

(3) Recommend program assessment-related actions to the Senate;

(4) Develop institutional learning outcomes assessments and direct the collection and analysis of that data;

(5) Review and recommend all requests to modify institutional learning outcomes;

(6) Review all requests to modify assessment policies;

(7) Refer all curricular and academic issues to the Boards;

(8) Undertake such additional tasks or responsibilities relating to program and institutional assessment as assigned by the Senate.

Composition of the Community Campus Committee

(1) The committee membership shall include at least one eligible faculty member from each of the three community campuses listed in ARTICLE III, Section 3 of the Constitution. Membership on the committee is open to any eligible faculty member who submits their name to the Nominations and Elections Committee or to a Senate member of the Community Campus Committee by April 20, or as vacancies permit.

Functions and Responsibilities of the Community Campus Committee
(1) Annually advise the Senate’s Executive Board of the committee’s timeline and milestones for that academic year and that of each of the community campus Faculty Forums.

(2) To communicate information, and to coordinate action(s) of mutual interest, between the Faculty Senate and the community campus Faculty Forums. When necessary, the committee shall facilitate consultation between any Faculty Forum and the Faculty Senate’s Executive Board on governance matters common to both.

(3) To provide a single point of liaison between the community campus Faculty Forums and other standing committees of the Faculty Senate.

(4) Assist each community campus Faculty Forum, when requested by such, in developing and implementing a system of periodic feedback between the Director and faculty on matters specific to their respective campuses; each feedback system shall provide information useful to the respective campus Director and shall enhance communication between that Director and his or her faculty on matters derived therein. Each Forum shall periodically report its activities to the committee for inclusion in the latter’s year-end report.

**Aac. Composition of the Academic Honesty and Integrity Committee**

(1) Membership on the committee is open to any faculty member who submits their name to the Nominations and Elections Committee or to a Senate member of the Academic Honesty and Integrity Committee by April 20 or as vacancies permit. In addition, up to 2 student members will be solicited and the committee shall have two ex officio members representing the Office of Academic Affairs and the Office of the Dean of Students.

**Abd. Functions and Responsibilities of the Academic Honesty and Integrity Committee**

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

**Ace. Composition of the Research and Creative Activity Committee**

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

**Adf. Functions and Responsibilities of the Research and Creative Activity Committee**

(1) The Committee may initiate and review all policies affecting research and creative activity.

(2) The Committee will provide a connection between the faculty and the UAA Vice Provost for Research and Graduate Studies (VPRS), and advise the VPRS on developing productive relationships with faculty engaged in research and creative activity across the campus.
(3) The Committee will provide reports and recommendations to the Faculty Senate on behalf of the faculty engaged in research and creative activity at UAA.

(4) The Committee may conduct needs assessments, engage in planning and advocate on behalf of faculty engaged in research and creative activity.

Section 4. (Article VI. Meetings)

   a. Faculty Senate meetings shall be open to attendance by all faculty members.
   b. Faculty Retreats shall be open to attendance by all faculty members.
   c. UAA faculty members who are not members of the Senate may participate in Senate debate, including speaking for or against motions on the floor.
   d. The Senate shall make use of a “consent agenda” in which non-controversial items of new business are bundled as a single action item. Items will be removed from the consent agenda and placed in the regular agenda upon request by any Senator.

Section 5. (Article VIII. Parliamentary Authority)

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

Section 6. (Article X. Amendments)

   a. Amendments to the Bylaws may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.
   b. Copies of proposed amendments shall be sent to all members of the Faculty.
   c. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the second regular meeting following the distribution of copies. Any tenure-track or term faculty member eligible to serve as a Senator may participate in floor discussions during the first and second readings.
   d. Following the second reading, the amendment shall by voted on by all faculty members eligible to serve as Senators, as described in Article III, section 1, of this Constitution. Amendments shall be approved by a simple majority vote. The vote shall be considered invalid if fewer than twenty-five (25%) of the eligible voters respond. A Motion to Reconsider may be made only at the following meeting.
Course Action Request

A. CAS

Add ENGL A695 Advanced Internship in English (1-6 cr)(0+3-18)
Add GEOL A654 Glacial and Quarternary Geology (stacked with GEOL A454)(3 cr)(3+0)
Add GEOL A655 Permafrost (stacked with GEOL A455)(3 cr)(3+0)
Add GEOL A656 Geoarchaeology (stacked with GEOL A456)(3 cr)(3+0)
Add GEOL A660 Environmental Geochemistry (stacked with GEOL A460)(3 cr)(3+0)
Add GEOL A690 Graduate Topics in Geology (stacked with GEOL A460)(1-4 cr)(1-4+0)

B. COH

Add BIOM A692 Graduate Seminar (1 cr)(1+0)
Add BIOM A696 Graduate Research Techniques (1 cr)(1+0)
Add BIOM A698 Directed Research (1-6 cr)(0+3-18)
Add BIOM A699 Thesis (1-9 cr)(0+3-27)

C. COE

Add EDEN A600 Education, Culture, and Leadership Residency (4 cr)(4+0)
Add EDEN A601 Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I (3 cr)(3+0)
Add EDEN A602 Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II (3 cr)(3+0)
Add EDEN A612 Indigenous Epistemologies in Alaska (3 cr)(3+0)
## Course Action Request

### A. CAS

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<tr>
<td>Chg</td>
<td>ENGL A490</td>
<td>Topics in English Studies</td>
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<td>Dlt</td>
<td>ENGL A491</td>
<td>Topics in Composition and Rhetoric</td>
<td>1-3 cr</td>
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<td>Environmental Field Methods</td>
<td>3 cr</td>
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<td>Chg</td>
<td>GEOL A111</td>
<td>Physical Geology</td>
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<td>GEOL A111L</td>
<td>Physical Geology Laboratory</td>
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<td>Applied Physical Geology</td>
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<td>Historical Geology</td>
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<td>Chg</td>
<td>PHYS A123L</td>
<td>Basic Physics I Laboratory (GER)</td>
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<td>Basic Physics II Laboratory (GER)</td>
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<td>General Physics I (GER)</td>
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### B. COH

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<tr>
<td>Chg</td>
<td>HUMS A412</td>
<td>Ethical Issues in Human Services Practice</td>
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C. CBPP
Chg Bachelor of Business Administration, Management

D. SOE
Del GEO A137 Principles of Mapping (3 cr)(2+2)
Chg GEO A146 Geomatics Computations I (3 cr)(3+0)
Chg GEO A155 Introduction to Surveying (3 cr)(2+3)
Add GEO A156 Fundamentals of Surveying (3 cr)(2+3)
Chg GEO A157 Computer-Aided Drafting for Surveyors (3 cr)(2+2)
Del GEO A158 Geomatics Computer Fundamentals (1 cr)(0+2)
Add GEO A246 Geomatics Computations II (3 cr)(3+0)
Del GEO A248 Digital Terrain Cartography (3 cr)(2+2)
Chg GEO A256 Engineering Surveying (3 cr)(2+3)
Chg GEO A265 Spatial Data Adjustments I (3 cr)(3+0)
Chg GEO A266 Advanced Surveying (3 cr)(2+3)
Chg GEO A267 Boundary Law I (3 cr)(3+0)
Del GEO A301 Geomatics Professional Development I (1 cr)(0+2)
Del GEO A302 Geomatics Professional Development II (1 cr)(0+2)
Del GEO A303 Geomatics Professional Development III (1 cr)(0+2)
Chg GEO A355 Land Development and Design (3 cr)(2+2)
Chg GEO A357 Photogrammetry (3 cr)(2+2)
Del GEO A358 Programming for Digital Cartography (3 cr)(2+2)
Chg GEO A359 Geodesy and Map Projection (3 cr)(3+0)
Add GEO A366 Spatial Data Adjustments II (3 cr)(3+0)
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<td>GEO A410</td>
<td>Airborne LiDAR Surveying</td>
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<td>GEO A420</td>
<td>High Density Spatial Data Analysis</td>
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<td>GEO A433</td>
<td>Hydrographic Surveying</td>
<td>3 cr</td>
<td>3+0</td>
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<td>GEO A457</td>
<td>Boundary Law II</td>
<td>3 cr</td>
<td>3+0</td>
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<td>GEO A459</td>
<td>Geodetic Geomatics</td>
<td>3 cr</td>
<td>3+0</td>
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<td>GEO A460</td>
<td>Geomatics Capstone Project (GER)</td>
<td>3 cr</td>
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<td>GEO A466</td>
<td>Geopositioning</td>
<td>3 cr</td>
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<td>Analytical and Digital Photogrammetry</td>
<td>3 cr</td>
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<td>Selected Advanced Topics in Geomatics</td>
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<td>GIS A101</td>
<td>Introduction to Geographic Information Systems</td>
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<td>Land Information Systems and Legal Interpretations</td>
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<td>GIS A370</td>
<td>GIS and Remote Sensing for Natural Resources</td>
<td>3 cr</td>
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<td>GIS A371</td>
<td>GIS Applications I</td>
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<td>GIS A433</td>
<td>Coastal Mapping</td>
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<td>GIS A458</td>
<td>Spatial Data Management</td>
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<td>GIS A460</td>
<td>GIS Senior Project</td>
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<td>GIS A468</td>
<td>Integration of Geomatics Technologies</td>
<td>3 cr</td>
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<td>GIS A471</td>
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<td>GIS A495</td>
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TO: Undergraduate Academic Board (UAB)

FROM: Eric R. Pedersen, Associate Vice Chancellor for Enrollment Services

DATE: February 10, 2014

RE: Priority Registration Exception for University Honors College

On February 14, 2011, UAB voted to approve the current priority registration system that we have in place. The approval established a clear hierarchy for registration based on a student’s class standing. The current model emerged from lengthy UAB discussion and included key stakeholder input, and therefore I feel it is appropriate for UAB to determine any permanent changes to the model.

After the establishment of the priority registration policy the Honors College and Student Affairs administration agreed to a trial in which honors college student could register one business day prior to official opening of the priority registration schedule. The Honors College tightly maintains the qualifications for a student to qualify for this special priority. This trial period was granted with the expectation that a formal proposal would come before UAB and Faculty Senate for formal approval. After spring semester 2014 priority registration the Honors College was informed that their students would not be afforded this benefit for fall 2014 priority registration without expressed consent of UAB.

I have asked University Honors College leadership to bring before you a request to approve early registration for Honors College students. Enrollment Services supports early registration as a reasonable and tangible benefit for a student participating in the Honors College. The Honors College will further make the case for this benefit to their students.
February 6, 2014

To: Undergraduate Academic Board
From: Maureen O’Malley, Co-Chair, University Honors College Council
       Robert Lang, Co-Chair, University Honors College Council, Honors Faculty
Re: University Honors College Priority Registration

The University Honors College (UHC) is seeking renewed and permanent approval of priority registration for UHC academic program students. Based upon national best practices, priority registration offers an important benefit to these students in support of their success as students. Their accomplishments reflect positively on UAA as an institution committed to providing a robust and distinctive educational experience.

Background

The UHC offers smaller, in-depth seminar courses, advising, mentoring, as well as opportunities for guided individual research and community involvement. Students receive an interdisciplinary educational experience that fosters scholarship and creative innovation as strong students in Colleges throughout UAA meet their academic potential.

According to the National Collegiate Honors Council (NCHC) (2010, 2011), a critical measure of program quality is the accomplishments of its students; the accomplishments of UHC students are impressive. A recent survey of students admitted to any one of the UHC programs found that most of the students were receiving merit awards and that the majority were UA scholars (Lazell, 2011). During the five year period from AY 2008 to AY 2012, students received an array of local and international awards including prestigious scholarships such as Marshall, Fulbright, Truman, and Goldwater awards. Graduates of the Core Seminar Program are enrolled in the most competitive professional and graduate programs (Masters and Doctoral) in the nation including Harvard Law School, Johns Hopkins University, Dartmouth University, WWAMI Medical School, UCLA, and the University of Wisconsin-Madison. Academic distinction is characteristic of students admitted and completing the Core Seminar Program.

The Honors program develops leaders in their respective fields of study, who are engaged locally, nationally and globally at this critical point for UAA. UHC works with all colleges to enable students to graduate with distinction and reach their full potential. Participation in an Honors College affords a student more opportunities for research, internships, scholarships, and faculty mentoring, all of which enhance an applicant’s resume and their potential for success.
Honors students often take on greater leadership roles across the university and have additional research and service obligations. In fact, honors students tend to be more widely involved across campus than their peers in the general population. These activities add to the difficulty they often have scheduling their courses in a reasonable way.

**Priority registration for an honors student cohort is a national best practice**

The National Collegiate Honors Council (NCHC), deems priority registration as a basic characteristic and a best practice for Honors programs. Priority registration has in fact become so typical a policy for honors programs at universities across the nation that the National Collegiate Honors Council has added priority registration to its list of “Basic Characteristics of a Fully Developed Honors Program.”

benchmarks for honors programs nationwide: “The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements” (NCHC, 2010).

**In their own words**

The 2009 University Honors Student Advisory Board proposed priority registration to the dean of the University Honors College. Here in their own words are points that they made:

“Honors students are inclined to take challenging classes, which often require approval. Priority registration would enable us to get approved/register for these classes on time, instead of getting waitlisted.”

“The Honors College is composed of motivated and ambitious students who tend to do well in classes. We are more likely to succeed in our academic endeavors. Priority registration would greatly facilitate these endeavors, especially because we'd be able to take our classes on schedule.”

“Honors students also have full schedules. Many of us participate in sports, community service, and various extracurricular activities. Priority registration would allow us to coordinate our classes with everything else.”

**Conclusion**

The University Honors College academic program plays a central role in promoting an honors student’s intellectual and personal development through innovative course work and active learning. The program also enhances the reputation and reach of UAA in the state and local communities through mentored community involvement and research. Priority registration is a national best practice because it fosters student success in the honors cohort. Priority registration provides something to honors students that they understand to be invaluable to the successful completion of their degrees. Priority registration advances all of the above with essentially no cost to the university.

We request that the Undergraduate Academic Board grant priority registration for University Honors College academic program students who are in good standing.
November 15, 2013

To: Faculty Senate Executive Board

Cc: Bruce Schultz, Vice Chancellor for Student Affairs  
Elisha “Bear” Baker, Provost  
Eric Pedersen, Associate Vice Chancellor for Enrollment Services

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

Re: Academic Policies regarding Occupational Endorsement Certificates (OEC)

Issue
Since the initial creation of Occupational Endorsement Certificates in fall 2006 there have continued to be a number of questions regarding application of academic policies. Although these policies exist in the catalog, they currently apply only to traditional one and two year certificate and degree seeking students. Examples of policy questions that have arisen for OECs include:

- Should students admitted to OECs be subject to academic standing (warning, probation, Dean’s List, etc.)?
- Should students be allowed to utilize transfer work to meet requirements of OECs?
- May students/departments use academic petitions to meet OEC requirements?

Additionally, a process for awarding an OEC was developed which differs significantly from the awarding of other certificates and degrees. This process has led to confusion on the program level as well as in the Office of the Registrar and Enrollment Services.

Considerations
Although OEC students receive the same administrative services (admissions, degree audits and use of DegreeWorks, and financial aid), they do not currently pay the admission or graduation fees that other degree-seeking students pay.

Proposal
To assure consistency for all students, students admitted to an OEC should be subject to the same academic policies as other certificate and degree seeking students. Policies regarding academic standing will be updated to include OECs and students will be able to utilize academic petitions to meet OEC requirements. However, since most OECs require a small number of credits, we recommend that transcripts from other institutions are only evaluated when classes from the institution are listed on an academic petition as meeting OEC requirements. This is similar to how we handle graduate degrees and is intended to prevent over awarding of departmental electives that become problematic with federal regulations to satisfactory academic progress and also provides a more efficient work flow.
Once a student has completed all requirements for an OEC, including any necessary academic petitions, the student will submit an application for graduation (similar to all certificate and degree seeking students). The OEC will then be awarded and indicated on the student transcript and the student and department notified via email of the outcome. In keeping with current practice, the student will not be required to pay the standard $50 application for graduation fee and as such will not receive a UAA diploma or be invited to participate in the annual commencement ceremony. Departments who chose to create and award departmental completion certificates are encouraged to use the attached template after they have received confirmation from the Registrar’s Office that the OEC has been awarded.
Program/Course Action Requests

GEOL A111/L, GEOL A221, PHYS A123L, PHYS 124L, PHYS A211/L, PHYS 212/L were approved as natural science general education courses.

GEO A460 and GEOL A456 were approved as integrative capstone courses.

HUMS A496 was accepted for first reading as an integrative capstone course.

Other Items

Provided feedback to GELO committee on proposed Board of Regent regulation revision and general education learning outcomes.

Had a presentation by Dr. Bob Turner on the WICHE Passport Initiative that allows transfer of general education coursework based on outcome attainment instead of course transfer.

Had first reading of 14/15 GER Purge List.
### UAA Faculty Senate Academic Assessment Committee AY 2013-2014

<table>
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<th>Brian Bennett, CTC</th>
<th>Vacant, COE</th>
<th>Maria Stroth, OAA</th>
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<td>Scott Downing, KPC</td>
<td>Jennifer McFerran Brock, SOE</td>
<td>Susan Kalina – Ex-officio, Vice Provost</td>
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<td>Cindy Trussell, KOD</td>
<td>Kathi Trawver, COH</td>
<td>Helen Wisniewski – Ex-officio, Vice Provost</td>
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<td>Holly Bell, MSC</td>
<td>Keith Cates (Chair), Faculty Senate</td>
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<td>Rebecca Moorman, LIB</td>
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<td>Bill Myers, CAS</td>
<td>Deborah Mole, Faculty Senate</td>
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<tr>
<td>Kathleen Voge, CBPP</td>
<td>Vacant, Faculty Senate</td>
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Meeting dates Feb. 7th & 21st in ADM 204.

**Informational Items:**

- AAC has established dates for CAFE assessment content areas for spring semester.
  - March 7, 10a-11a, Rasmuson Hall 303
    - Rubrics & Assessment Data Collection: Making Things Good, Better, & Innovative
  - April 4, 10a-11a, Library 307
    - A Conversation about Program Improvement

- AAC is working to update and Annual Assessment Handbook.

- The AAC is developing the UAA Academic Assessment Seminar scheduled for 2014 on the UAA campus. This seminar/workshop will focus on the value and utility of assessment including e-portfolios; assessment processes, tools and resources; and integration of assessment into program review. As it becomes available more information will be posted at: http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm
ACDLITe Committee Report
Feb. 14, 2014

Committee Members:

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<tr>
<th>Dave Fitzgerald-Chair (CIS)-P</th>
<th>Jane Haigh (KPC)-D</th>
<th>Gail Johnston (CTC)-P</th>
<th>Todd Petersen (SOE)-P</th>
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<tr>
<td>Bruno Kappes-Co-Chair (CAS)-P</td>
<td>Barbara Harville (CASD)</td>
<td>Ed McLain (COE)-D</td>
<td>Annette Riordan (COH)-A</td>
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<td>Matt Cullin (SOE)-E</td>
<td>Coral Sheldon Hess (LIB)-D</td>
<td>Lynn Paterna (CAS)-A</td>
<td>Liliya Vugmeyster (CAS)-P</td>
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<tr>
<td>Amy Green (CTC)-P</td>
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P-present  E-excused  A-absent  D-Distance

Approval of agenda

1. **Guests CIO Pat Shier; AI&e Director Dave Dannenberg**
   - Updates- Dave Dannenberg reported that Academic Innovations & eLearning is restructuring, putting particular emphasis on all aspects of distance education.
   - UA Statewide has asked for an evaluation of LMS at all three MAUs. A preliminary team has been formed at UAA to conduct a feasibility study and needs investigation. Dave Fitzgerald is representing ACDLITe on this committee.
   - The Blackboard Policy Ad Hoc Committee has begun to review our existing Blackboard use policy to make recommendations. Included will be an examination of the ways to make Blackboard updates the least disruptive.

2. **Reports/Discussions**
   a. **eLearning luncheon – Amy, Gail, Matt, & Todd**

      On Friday, Feb. 21, ACDLITe in conjunction with Academic Innovations & eLearning hosted a luncheon and presentation for eLearning faculty with an emphasis on Academic Integrity. Presenters included Michael Votava, Director of Student Conduct at UAA and Paul Wasko, ePortfolio coordinator. Sixty attendees were treated to lunch at Lucy’s, along with iPad and Android tablet door prizes donated by the AI&e.

      The focus of the luncheon was to provide a networking opportunity for eLearning instructors, highlight the growing concern of academic dishonesty in the online learning environment, and to discuss integrity implications as well as advantages of using ePortfolios.

      A follow-up survey has been sent to the luncheon attendees, and we encourage them to complete it to help us improve the quality of future events. Pictures of the event will soon be posted to our website, [http://www.uaa.alaska.edu/acdlite/](http://www.uaa.alaska.edu/acdlite/)

   b. **F.S. Ad Hoc Committee to investigate e-faculty evaluation files is requesting input from faculty members before they meet. The chair has established a site for posting recommendations and feedback. That URL will be announced soon.**

   c. **eLearning Handbook – This sub-committee completed a draft of the updated document. While reviewing the handbook with Lara Madden of AI&e, it was determined that much of the information therein is duplicated on their website. Because ACDLITe updates the handbook only once per year, and AI&e is continuously updating their information, it was voted to transfer ownership of the eLearning Handbook to them.**
d. Meeting technology – A new version of Lync is now available so the committee will resume testing its functionality to determine whether it is a faculty-friendly mode of collaboration.

e. As a consequence of Spring Break, there is only one more meeting scheduled for this semester. We are reviewing our original goals to determine whether we are on track to complete them. An additional meeting will be arranged if deemed as necessary.

Next Scheduled Meeting:
Friday, April 11, 2014
9am-11am Cuddy Hall, Culinary Arts Meeting Room
FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR FRIDAY FEBRUARY 21, 2014

<table>
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P=Present  E=Excused  A=Absent

Maria Williams, representing Alaska Native & Indigenous Faculty Subcommittee

Meeting called to order by Gabe Garcia at 3:00PM

I. The agenda for today’s meeting and the meeting minutes of the January 17, 2014 meeting were approved as read. [Motion made by Rebeca and seconded by Sean.]

II. Marva Watson reported that Natasa Masanovic is working on a referendum to include diversity resources on the UAA website. Paul Landon commented that there is an effort to create a centralized list of diversity resources and information to increase access. Maria Williams added that creation of a Native programs gateway is in process. Paul stated that he has already met with Willy Templeton and the Native programs gateway will be included in a centralized list of diversity resources.

III. Gabe Garcia reported on the meeting with himself, Mark Fitch, Marva Watson, and Mary Weiss this morning about criteria for a faculty lead for the UAA diversity plan. Gabe cited three areas of concern: (1) possible faculty buyout; (2) nomination of faculty who are already extremely busy and critical to their programs for the position of faculty lead for Diversity Action Plan; and (3) value of extension of the Diversity Action Plan to outreach campuses. Several members expressed mixed opinions. They felt that the outreach campuses and the Anchorage campus may have different
issues but involvement that included extended campuses would be beneficial for the entire UAA system.

IV. Gabe discussed an event for the March 21 meeting of the faculty senate diversity committee. For the event the comments of students who are experiencing the educational experience as minority members would be gathered in preparation for the chancellor's meeting in April. Gabe will send an e-mail to the committee members recruiting students and requesting questions for the student speakers to address.

V. Gabe announced that there is a Winterfest event occurring on campus until February 28th. Meeting adjourned at 3:50 PM
Per our Bylaws, the Committee’s primary function is to administer surveys wherein faculty, and frequently staff, may offer their opinions on the leadership of their respective colleges. In the past the Committee used survey instruments purchased from the IDEA Center; these instruments were expensive and overall not applicable to the unique character of our institution. Therefore, when UAA experienced a large simultaneous turnover of our Deans, the Committee, after consulting with the AY 2012-2013 Senate Executive Board, began developing in-house a replacement survey instrument. This process included a review of surveys used by other institutions, two meetings with our Deans collectively followed by individual meetings with each Dean, several review consultations with our Executive Board, and conferences with our Provost. The Committee is pleased to provide the Senate with its draft survey instrument and invites comments and suggestions (please direct these to the Committee’s chair, L. M. Foster, via email: lmfoster@uaa.alaska.edu).

The attached draft survey instrument will be professionally formatted following its review by the Senate. The instrument includes a section wherein each Dean may note the survey’s importance and its use by his or her respective unit, along with a similar message from the Committee. The survey results will be forwarded to the Provost, a protocol followed during previous surveys administered by the Committee. The Committee has also developed, in concert with the Deans, our Provost, and the Executive Board, an abbreviated list of questions each Dean should address when reporting the survey’s implications back to the faculty; these “feedback” questions are also attached.

During past surveys most of our Deans requested that their staff also be surveyed. Per recent consultations with our Deans, we expect this request to continue. Because a staff survey instrument differs significantly from that administered to faculty, the Committee conferred last month with the leadership of both the Classified and APT Councils. The Committee will attend the meetings of these Councils early next month and is prepared to assist these Councils in developing similar survey instruments, assuming they elect to do so.

During the next sixty days the Committee will assess various survey engines. The Committee meets the first Friday of each month at 9:30 AM in SSB 366; the Committee’s next working meeting is March 7th. Committee members include: L. Foster, F. Nabors, B. Brown, L. Vugmeyster, and D. Fox.

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

Many universities and colleges across the nation systematically gather and analyze faculty opinions of their leadership. Most of these processes, including that at UAA, employ some type of survey. The Faculty Senate is developing a possible replacement for its current survey instrument now annually purchased from the IDEA Center.

Proposed Development & Implementation Process

After a dean’s second year of service, and every second year thereafter, the faculty will complete a confidential opinion survey regarding their unit’s leadership. The survey questionnaire will be developed by the Faculty Senate in consultation with the Provost and the Academic Deans. In response to faculty requests for feedback from their Deans following past surveys, the Faculty Senate, Provost, and Academic Deans will jointly develop a formal mechanism wherein deans will convey to their units pertinent survey results.

The Faculty Senate will both promote and administer the survey to faculty with responses going directly to the Provost’s office. The Provost will employ the survey results at the discretion of his/her office, as is our current practice. Using a standardized template, the deans of surveyed units will report or discuss the survey results with their respective faculty.

In order to keep both the survey and feedback mechanisms relevant, the Faculty Senate will periodically confer with the Provost and Academic Deans.

Draft Survey for Provost & Academic Deans Reviews and Comments

A message to the faculty, explaining the survey’s purpose, will be authored and inserted herein. This message will be coauthored by the dean and the IULRC, and shall note how the dean will provide feedback to the faculty following this survey. A comment noting the use of the “No Opinion or Cannot Evaluate” box will be included. Survey will be professionally formatted.

Please rate how strongly you agree or disagree with the following statements with regard to your dean.

1. My dean routinely and effectively communicates the priorities, goals, policies, and vision for my college/school.

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Optional Comments:

1 | Page
2. My dean provides adequate rationale and explanation for her/his actions that impact my workload and workplace.

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Optional Comments:

3. My dean seeks to understand and respond to faculty perspectives on academic and administrative issues within my college/school.

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Optional Comments:

4. Overall my dean demonstrates good decision making practices.

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Optional Comments:
5. My dean demonstrates professional conduct and ethics.

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Optional Comments:

6. My dean promotes high teaching standards.

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Optional Comments:

7. My dean promotes innovation and high research/creative activity standards.

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8. My dean recognizes, supports, and / or rewards faculty service.

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9. My dean ensures adequate professional development opportunities are provided within my college/school.

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10. My dean fairly evaluates performance with respect to retention, promotion, tenure, or periodic review.

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15. Question submitted by the Provost.

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Optional Comments:

16. Please provide other comments on your dean’s performance, including how such might be improved.

Comments:

17. Other items not addressed in this survey you wish to note.

Comments:
Following his or her review of survey results, each Dean will summarize the implications of these survey results via a template derived from the following five questions.

## Dean’s Feedback Report Questionnaire

1. Please summarize the main themes, successes, concerns, surprises, etc. that you gleaned from your survey results.

2. What survey conclusions are you pleased with?

3. What survey conclusions suggest faculty concerns that you can address in the near-term, in the far-term, or that are outside of your resources to address?

4. How might / will you address those issues within your scope of influence.

5. What role might the faculty have in addressing any of these concerns with you?
ATTENDANCE. Alberta Harder, Gina Miller, Christie Ericson, Sam Cook, Garry Kaulitz, Sean Licka, Amanda King, Doug Kelly, Ann McCoy (APU co-chair), Steve Rollins (Dean), Sharon LaRue, Rieken Venema, Peter Olsson, Steve Godfrey, Leanne Davis (UAA co-chair).

Deans Report.
- Dean Rollins provided a FY15 update.
- Encouraged that the LAC request a one-time funding increase of $126,000 for FY15.
- The Dean will make the library presentation to PBAC about April 17th.

SUBCOMMITTEES REPORT

LIBRARY AS PLACE (LP):
- Arc gallery cannot be scheduled after fall next year due to the heating update.
- The north artic entrance is still being discussed.
- Some study rooms will be moved to the study area.

LIBRARY RESOURCES (LR):
- Working on the writing the letter that goes out to the library supporters. They will have a draft for LAC at the March meeting.

LIBRARY SERVICES (LS):
- An email has been sent to APU students and faculty about various library information including parking, bus service, the new lighted path, safety escorts, and reserving materials to be delivered to APU. Some temporary UAA parking permits will be purchased for APU.
- The library is mentioned in the APU Facebook page.
- Doug Kelly’s class will need to meet with library folks after 2/25th to discuss the PSA’s.

NEXT MEETING: March 7, 2014 in CL 302A, 11:30 am – 1 pm.
STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE
REPORT FOR FEBRUARY 2014 TO UAA FACULTY SENATE

Membership
Members of the 2013-2014 SASS Committee are Michael Buckland, Tracey Burke, Connie Fuess, Jo Gottschalk, Tom Harman, Ann Jache, Patricia Jenkins, Sara Juday, Meghan Moran, Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Karl Pfeiffer, Tom Skore, Sharyl Toscano, and Stephanie Trafton. Karl Pfeiffer and Sharyl Toscano are co-chairs of the committee. Future meetings are scheduled for 3/21/14, and 4/18/14. Meetings will continue being held in ADM 101A from 2:30 pm to 4:00 pm.

2013-2014 SASS Committee Goals and Current Status
During the February 17, 2014 SASS meeting, the Committee discussed Senate actions since the December 2013 meeting, including program prioritization and course sequencing for the e-catalogue. Further goal review will be discontinued in favor of more urgent committee concerns. The following goals will continue for the rest of the year.


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

3. Continue review of latest requirements for AA degrees.


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

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


Co-Chair Summary: The SASS Committee met for the fifth time of the 2013-2014 academic year on February 21, 2014. Minutes are attached. Membership will be changing in the coming year due to members retiring or otherwise leaving UAA. Lisa Terwilliger – Care Team Coordinator gave a presentation on the Care Team, what they do, and how faculty can access services for students. Linda Morgan will serve as the SASS liaison to UAA Student Government.
Student Academic Support and Success (SASS)
Friday, February 21, 2014
ADM 101A, 2:30-4:00 PM
Meeting Minutes

Present: Michael Buckland, Jo Gottschalk, Ann Jache, Trish Jenkins, Linda Morgan, Galina Peck, Karl Pfeiffer (Co-Chair), and Tom Skore. Excused: Tracey Burke, Connie Fuess, Sara Juday, Megan Moran, Karen Parrish, and Sharyl Toscano (Co-Chair),

I. Old Business
   a. Minutes from 1/17/14 SASS meeting were approved

II. New Business
   a. Lisa Terwilliger – Care Team Coordinator gave a presentation on what the Care Team does and how faculty can refer students for Care Team support.
   b. Sharyl gave written input regarding the most recent Faculty Senate Meeting. Of particular note, the first winter graduation ceremony is scheduled for December 14, 2014 at the new sports center.
   c. Linda reported that the recruitment of student participation/representation on SASS is still in process. Schedule conflicts appear to pose an ongoing problem. Linda will attempt to attend Student Government meetings to serve as liaison between Student Government and SASS, and to promote Student involvement in the Committee.
   d. Karl met with the Provost on 1/31/14 to follow-up re: incentive tuition program. The Committee would like to meet with the Provost to further “brainstorm” student performance incentives.

III. Strategies for at-risk students.

IV. Open Agenda
   Tom distributed an article from the February 24, 2014 issue of Time for future discussion. It’s regarding a combined high school/college AA program in the Chicago area that has extensive corporate support, and impressive academic results that may be instructive for future UAA programs.

V. Adjourn – 4:00 PM
Academic Honesty and Integrity Committee

February 10 and Feb 24, 2014 Subcommittee Activities

**Members:** Dede Allen, Paola Banchero, Beth Barnett, David Bowie (Co-chair), Sally Bremner (Co-chair), Clare Dannenberg, Dayna DeFeo, Jared Griffin, Megan Kolendo, Ganhua Lu, Shiosha McDonald, Michael Votava, Corrie Whitmore, Jacque Wood, and David Yesner.

**Intervention Subcommittee:**

**Documenting AI violations in student records.** Members are considering how to close the loopholes that allow students to avoid repercussions for academic dishonesty. An example is the W (withdraw) before grades are issued. Historically the Registrar has been opposed to notification on a transcript for an academic integrity issue. Michael Votava said that last week UAS spoke with counsel and they agree that faculty can assign an F to students who withdraw with an AI violation. This is still unofficial and there are some areas that need to be cleared up, but it is a good sign that counsel has shifted position. What it will come down to is the University policy about AI.

**Case Review Committee:** The Dean of Students office has seen a threefold increase in the number of cases being reported since the reporting form went online. It will be impossible for the office to review all the cases that are being reported. The Chancellor may delegate the authority to review lower level cases. As a result, this subcommittee is being trained to review the lower level cases of academic dishonesty and make determinations about sanctions or dismissal of the case. Michael Votava has provided three training sessions covering an overview of the process, how to initiate a hearing, due process, rights, remedies and appeals, documentation, standards of evidence and the conduct of hearings.

**Prevention Subcommittee:**

**Upgrading the AI Tutorial:** Work continues on two fronts – the tutorial itself, and the bank of questions that will be part of the expanded quiz. The Subcommittee has completed the Overview, Types of Academic Dishonesty, and Demonstrating Academic Dishonesty. We anticipating keeping the Apply Your Skills largely intact, but will add a new section, UAA’s Commitment to Academic Integrity, before revising the summary. The questions are currently being beta in a dozen classes by volunteer faculty and TAs.

**Next Meeting:** Plenary Meeting, Monday, March 17, 2014 at 8:30 am, in LIB302A.

Submitted by Sally Bremner, Co-Chair Committee on Academic Honesty and Integrity
The FSCRCA met February 13, 2014. The committee discussed our next steps after the passage of our three motions at the February Faculty Senate meeting.

Given current financial constraints as well as time limits, the committee decided not to bring forward any additional motions around increasing financial and administrative support for research and creative activity this year. Instead, we will produce a final report in May that includes recommendations for what campus administrators should do around research and creative activity. Then, the committee will bring forward motions in fall, when there is more time for discussion and when the results of program prioritization have come out.

We need to look at the issues of investment in the university, and the return to investment in both research and creative activity, as noted in the McDowell report.

Our next meetings will be with the Vice Provost for Research and Graduate Studies and with the Office of Undergraduate Research and Scholarship, and will be Thursday March 27 and Thursday April 10, 11:30 am – 12:45 pm.
Summarized below are the Spring 2014 activities of the General Education Assessment Task Force (GERA), to date.

Membership:

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<td>Brian Partridge, KPC</td>
<td>Kathryn Ohle, COE</td>
<td>Susan Kalina, Ex-officio, Vice Provost</td>
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<td>Megan Ossiander-Gobielle, CTC</td>
<td>Deborah Mole, LIB</td>
<td>Maria Stroth, OAA</td>
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<td>Suzanne Forster, CAS</td>
<td>Kyle Hampton, CBPP</td>
<td>Jackie Cason, CAS</td>
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<td>Sandra Pence, Faculty Senate</td>
<td>Bill Myers (Chair), CAS</td>
<td>Andrew Lessig, Student Rep.</td>
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1) **Faculty Senate Open Forum on the Value of General Education:** The GERA Task Force held an open forum, sponsored by the UAA Faculty Senate, on January 24, 2014. The forum discussion focused on the value of general education, both nationally and locally, as well as various national, statewide, and local initiatives and trends in general education. A short PowerPoint presentation given at the forum is available at the GERA website [http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm](http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm)

2) **AAC&U General Education and Assessment Conference:** Several members of the GERA Task Force attended the AAC&U national conference on general education and assessment, held in Portland, OR, February 27-March 1. They will be sharing their findings on national best practices and trends with the task force and the UAA community.

3) **GER Assessment Survey:** the Task Force has been working on a survey designed to get faculty feedback on the value, delivery and assessment of General Education Requirements at UAA. The Task Force hopes to release the survey soon. It should take about 5 minutes to complete. Faculty feedback will help guide the task force’s recommended actions for future assessment practices.

4) **GER Assessment Action Proposal:** the Task Force is still seeking faculty input as we continue to develop an action proposal for assessment of GER student learning outcomes. Please do not hesitate to contact committee members and/or Chair with questions, suggestions, and comments. The Task Force will look to submit its final report and proposal to the Faculty Senate towards the end of the Spring Semester.
5) **Key themes that have emerged from GERA forums, discussions and research**

- **Intentionality, Awareness and Communication**: need to make clearer to all involved (faculty, staff, administration, students) what are the GER SLOs, their purpose, and their value. Most faculty participating in the Task Force forums and discussion broadly accept the GER SLOs and see themselves and their respective programs as engaging their students in at least several of 9 GER learning outcomes.

- **Assessment as inquiry**: assessment should be seen as a culture of inquiry, the scholarship of teaching and learning. The goal is not to generate a number but to foster investigation, dialogue and action on best teaching and learning practices.

- **Integration and Collaboration**: need to see the general education SLOs as being taught and learned in more than just a “GER” course; general education learning outcomes are embedded in multiple courses, at multiple levels, across disciplines and colleges. For example, critical thinking skills (GER learning outcomes 8 and 9) are taught and developed in more than just one GER course, and in more than just one program. The GER SLOs do not exist as a “silo” program; they are integrated across the curriculum and university.

- **“Authentic” assessment**: national best practices stress that GER assessment should be bottom up, holistic, built off of “authentic” teaching practices and assignments, i.e. course embedded student work completed for course credit, rather than created simply for assessment purposes.

- **Flexibility, simplicity and sustainability**: no need to assess all 9 outcomes and every GER course every year—instead, stagger, sample, selectively focus. Part of the GER assessment process could build off of program level assessment already in place. For example, a number of CAS programs already have PSLOs that track fairly closely to the language and intent of the GER outcomes (e.g., effective communication, mathematical and quantitative reasoning, analysis of historical context, scientific thinking, critical perspectives of cultural diversity, research skills, and so on).

- **Dialogue, Inquiry and Engagement**: the goal of GER SLO assessment is to foster a culture of self-reflection, discussion and action on best teaching practices and improvement of student learning. Any assessment process should involve faculty from the ground up by providing opportunities for collaborative investigation, dialogue and engagement on improving teaching and student learning around selected GER outcomes.

6) Further information can be found on the GER Assessment Task Force website [http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm](http://www.uaa.alaska.edu/governance/ger-assessment-task-force/index.cfm)

If you have additional thoughts about how to communicate the work of the GERA to our colleagues across campuses and to invite their participation in the discussions, please feel free to get in touch with the Chair, Bill Myers (wlmyers@uaa.alaska.edu)
Co-Chairs: Mari Ippolito and Stephanie Olson

Members: Marian Bruce (ex officio member)
Megan Ossiander-Gobeille
Alan Peabody
Galina Peck
Lynn Sennette
Jacque Woody

- The co-chairs continue to work on Qualtrics surveys on the five questions. (These will be finished and go out to members before or during Spring Break.) We apologize for the delay but this semester has been a particularly busy one for both of us.

- Members will then weigh in on the coding decisions via the surveys.

- The results of the doodle are in and a meeting will be set up once the surveys are distributed with a due date for responses.

- The members will then resolve any coding disagreements and the co-chairs will finalize the results and propose the next step. Based on our familiarity with the responses, the recommendations will likely center on how to evaluate teaching effectiveness. There is support for our current method of eliciting student evaluations. There is also substantial support for a formal system of peer evaluation and recognition of various other efforts to demonstrate teaching effectiveness.

/mi
3-3-14
<table>
<thead>
<tr>
<th>Priority</th>
<th>Immediacy</th>
<th>Idea</th>
<th>Size</th>
<th>Perm</th>
<th>Budget Savings</th>
<th>Notes</th>
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<tr>
<td>A-1</td>
<td>A</td>
<td>Hiring moratorium/delay</td>
<td>L</td>
<td>ST</td>
<td>T</td>
<td>Ex: $1.7M if delay hiring 20 staff positions one year</td>
</tr>
<tr>
<td>A-2</td>
<td>A</td>
<td>Implement additional soft closure days around Christmas holiday, as UAF does</td>
<td>L</td>
<td>ST</td>
<td>T</td>
<td>Initial salary savings from employees taking more annual leave, perhaps offset later by higher leave benefit rates.</td>
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**Academic programs, tuition, scholarships, enrollment management related**

<table>
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<tr>
<th>Priority</th>
<th>Immediacy</th>
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<th>Size</th>
<th>Perm</th>
<th>Budget Savings</th>
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<tr>
<td>B-1</td>
<td>A</td>
<td>Identify courses that can be taught with larger enrollments, increase caps and reduce number of sections offered per year. Make larger classroom spaces available.</td>
<td>M</td>
<td>ST</td>
<td>P</td>
<td>Ex: $10,500 additional tuition for each 20 students added to 3 credit course</td>
</tr>
<tr>
<td>B-2</td>
<td>A</td>
<td>Reduce number of non-essential (elective) courses offered per semester starting with low enrolled courses. Reassign tenure/tenure track faculty to teach essential, high need, and/or high enrollment courses and reduce use of adjuncts and perhaps term faculty.</td>
<td>M</td>
<td>ST</td>
<td>P</td>
<td>3 Cr Overload $5,300 sal/ben cost savings, If then teach 3 cr course, $10,500 tuition.</td>
</tr>
<tr>
<td>B-3</td>
<td>A</td>
<td>Reassess all credit and non-credit overloads and course releases for faculty</td>
<td>M</td>
<td>LT</td>
<td>T</td>
<td>Ex: $5,400 earned annually for one program if 216 students pay $25 fee</td>
</tr>
<tr>
<td>B-4</td>
<td>A</td>
<td>Establish an accreditation fee for accredited programs due to the associated additional costs</td>
<td>S</td>
<td>ST</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>B-5</td>
<td>B</td>
<td>Explore cost effectiveness and administration of IDEA evaluation tool</td>
<td>S</td>
<td>ST</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>B-6</td>
<td>C</td>
<td>Analyze administrative assignments for faculty chairs</td>
<td>M</td>
<td>ST</td>
<td>P</td>
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**Administrative policies or purchasing related**

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<th>Priority</th>
<th>Immediacy</th>
<th>Idea</th>
<th>Size</th>
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<th>Budget Savings</th>
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<tr>
<td>C-1</td>
<td>A</td>
<td>Reduce food related expenses</td>
<td>S</td>
<td>ST</td>
<td>T</td>
<td>$220,000 is a 25% reduction from FY13</td>
</tr>
<tr>
<td>C-2</td>
<td>A</td>
<td>Explore using telephone service completely through the VOIP system, eliminate handsets and use headsets instead</td>
<td>S</td>
<td>ST</td>
<td>P</td>
<td>Could impact IT telephone recharge</td>
</tr>
<tr>
<td>C-3</td>
<td>A</td>
<td>Reduced travel</td>
<td>S</td>
<td>ST</td>
<td>T</td>
<td>$700,000 is 50% reduction from FY13 in employee travel for training, conferences, workshops</td>
</tr>
<tr>
<td>C-4</td>
<td>A</td>
<td>Carefully consider costs associated with searches, such as hiring outside search firms and search travel</td>
<td>S</td>
<td>ST</td>
<td>P</td>
<td>est. $87,500 per search ($50,000 contract plus $37,500 travel for 25 people)</td>
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**Units and services related**

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<thead>
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<tr>
<td>D-1</td>
<td>C</td>
<td>Explore UMED district agreements for common services</td>
<td>M</td>
<td>ST</td>
<td>P</td>
<td>est. increase ICR $170,000 (5% of FY13 total unrestricted ICR $9810/9811 $3.4M)</td>
</tr>
<tr>
<td>D-2</td>
<td>A</td>
<td>Establish a policy regarding grants/contracts with waived indirect cost recovery (ICR)</td>
<td>S</td>
<td>ST</td>
<td>P</td>
<td></td>
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<tr>
<td>D-3</td>
<td>A</td>
<td>Reassess rent and administrative charges to auxiliary:</td>
<td>S</td>
<td>ST</td>
<td>P</td>
<td>est. 1% increase $70,000</td>
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**Notes:**
- **Immediacy:** A=Consider doing immediately, B=Consider if budget situation warrants, C=Only implement as a last resort, if at all
- **Idea Size Codes:** L=Large, M=Medium, S=Small
- **Timing Codes:** LT=Long-term, ST=Short-term
- **Perm/Temp Codes:** P=Permanent, T=Temporary

**Assumptions for Budget Savings:**
1. Assume average course tuition revenue is $10,440 (3 credit course w/ 20 students, pay lower division tuition $174/cr
2. Assume average staff wage with sal/ben $84,000
3. Assume average temp staff wage $24,500 sal/ben. .5 FTE p/t