



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda

April 6, 2018

2:30 - 4:30 p.m.

Lew Haines Conference Room (LIB 307)

Audio: 786-6755 | ID: 284572

[Link to Live Skype Meeting](#)

I. Call to Order

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

2017-2018 Officers

Chamard, Sharon – President	King, Carrie - Chair, UAB
Williams, Maria- 1 st Vice President	Paris, Anthony - Chair, GAB
Downing, Scott - 2nd Vice President	Fitzgerald, Dave - Past President

2017-2018 Senators

Allen, Mary Dallas	Fortson, Ryan	Metzger, Colleen
Ampong, David	Foster, Larry	Nabors, Forrest
Andrews, Eric	Grabarek, Lukasz	Ohle, Kathryn
Bannan, Deborah	Graham, Rachel	Orley, Soren
Boeckmann, Robert	Harville, Barbara	Ossiander-Gobreille, Megan
Bowie, David (Parliamentarian)	Hicks, Erin	Partridge, Brian
Bridges, Anne	Hicks, Nathaniel	Pence, Sandra
Brock, Jennifer	Hinterberger, Tim	Protasel, Greg
Brown, Barbara	Ippolito, Mari	Shamburger, Carri
Cook, Sam	Jeffries, Frank	Smith, Kelly
Coulter, Cathy	Johnson, Steve	Sterling, Lorelei
Deal, Kitty	Karahan, Gokhan	Stuive, Christina
Din, Herminia	Kelly, Terrence	Thiru, Sam
Dunscorn, Paul	Kirk, Sarah	Toscano, Sharyl
Dutta, Utpal	Kuden, Jodee	Van Dommelen, Dorn
Flanders-Crosby, Jill	Kullberg, Max	Venema, Rieken
Folias, Stefanos	Long, Toby	Wang, Caixia

III. Agenda Approval (pg. 1-10)

IV. Meeting Summary Approval (pg. 11-18)

V. Officer's Reports

A. President's Report (pg. 19)

B. First Vice President's Report

i. Faculty Initiative Fund Request for Proposals (pg. 20-25)

C. Second Vice President's Report

D. Past President's Report

- i. Faculty Alliance Report (pg. 26)
- ii. BOR Response to Faculty Alliance (pg. 27)

VI. Unfinished Business

VII. Consent Agenda

A. Undergraduate Curriculum

i. Courses

- Chg [ADT A122: Engine Theory and Diagnosis](#)
- Chg [ADT A140: Automotive Engine Repair](#)
- Chg [AKNS A101: Alaska Native Languages I](#)
- Chg [AKNS A101A: Elementary Central Yup'ik Language I](#)
- Add [AKNS A101D: Elementary Inupiaq Language I](#)
- Add [AKNS A101F: Elementary Dena'ina Language](#)
- Add [AKNS A101H: Elementary Ahtna Language I](#)
- Chg [AKNS A102A: Elementary Central Yup'ik Language II](#)
- Chg [AKNS A102D: Elementary Inupiaq Language II](#)
- Chg [AKNS A215: Music of Alaska Natives and Indigenous Peoples of Northern Regions](#)
- Chg [ANTH A101: Introduction to Anthropology](#)
- Chg [ANTH A200: Alaska Native Cultures](#)
- Chg [ANTH A202: Cultural Anthropology](#)
- Chg [ANTH A205: Biological Anthropology](#)
- Chg [ANTH A210: Linguistic Anthropology](#)
- Chg [ANTH A250: The Rise of Civilization](#)
- Del [ANTH A270: Women in Cross-Cultural Perspective](#)
- Del [ANTH A312: North American Archaeology](#)
- Del [ANTH A324: Psychological Anthropology](#)
- Del [ANTH A325: Cook Inlet Anthropology](#)
- Del [ANTH A335: Native North Americans](#)
- Del [ANTH A336: Peoples and Cultures of South America](#)
- Del [ANTH A360: Anthropology of Art](#)
- Del [ANTH A361: Language and Culture](#)
- Del [ANTH A371: Selected Topics in Anthropology](#)
- Add [ANTH A390B: World Cultures](#)
- Add [ANTH A390C: Comparative Culture Studies](#)
- Del [ANTH A400: Anthropology of Religion](#)
- Chg [ANTH A410: Anthropological Theory](#)
- Del [ANTH A413: Peopling of the Americas](#)
- Chg [ANTH A415: Applied Anthropology](#)
- Del [ANTH A416: Arctic Archaeology](#)
- Del [ANTH A425: Archaeology of Identity](#)
- Del [ANTH A427: Ethnohistory of Alaska Natives](#)
- Chg [ANTH A430: Research Methods in Cultural Anthropology](#)

Chg	<u>ANTH A431: Field Methods in Archaeology and Bioanthropology</u>
Del	<u>ANTH A434: Peoples and Cultures of Northeast Asia</u>
Del	<u>ANTH A436: Aleut Adaptations</u>
Del	<u>ANTH A437: Eskimo Adaptations</u>
Del	<u>ANTH A438: Tlingit and Haida Adaptations</u>
Del	<u>ANTH A439: Athabascan Adaptations</u>
Del	<u>ANTH A445: Evolution of Humans and Disease</u>
Chg	<u>ANTH A452: Culture and Human Biodiversity</u>
Chg	<u>ANTH A454: Culture and Ecology</u>
Chg	<u>ANTH A455: Culture and Health</u>
Del	<u>ANTH A457: Food and Nutrition: An Anthropological Perspective</u>
Add	<u>ANTH A458: Applying Ethics in Anthropology</u>
Del	<u>ANTH A460: Peace, War, and Violence: An Anthropological Perspective</u>
Chg	<u>ANTH A464: Culture and Globalization</u>
Del	<u>ANTH A470: Landscape Archaeology</u>
Del	<u>ANTH A475: Archaeological Surveying and Illustration</u>
Del	<u>ANTH A476: Ethical Issues in Archaeology</u>
Chg	<u>ANTH A480: Analytical Techniques in Archaeology and Bioanthropology</u>
Del	<u>ANTH A481: Museum Studies in Anthropology</u>
Del	<u>ANTH A482: Historical Archaeology</u>
Add	<u>ANTH A487: Field Methods in Cultural Anthropology</u>
Chg	<u>ANTH A490: Selected Topics in Anthropology</u>
Add	<u>ANTH A490A: Health, Ritual, and Science</u>
Add	<u>ANTH A490B: Historical Engagements</u>
Chg	<u>ANTH A490C: Belief and Identity</u>
Add	<u>ANTH A490D: Topics in the Contemporary North</u>
Add	<u>ANTH A490E: Culture, Environment, Place</u>
Chg	<u>ANTH A495: Practicum in Anthropology</u>
Chg	<u>ANTH A499: Senior Thesis in Anthropology</u>
Chg	<u>ART A224: Beginning Photography</u>
Chg	<u>ART A252: Beginning Graphic Design</u>
Chg	<u>ART A257: Computer Art</u>
Chg	<u>ART A323: Color Photography</u>
Chg	<u>ART A324: Intermediate Photography</u>
Chg	<u>ART A331: Experimental Photography</u>
Chg	<u>ART A424: Advanced Photography</u>
Add	<u>CHEM A054: Chemistry Skills and Problem Solving</u>
Chg	<u>CHEM A103: Introduction to General Chemistry</u>
Chg	<u>CHEM A103L: Introduction to General Chemistry Laboratory</u>
Chg	<u>CHEM A104: Introduction to Organic and Biochemistry</u>
Chg	<u>CHEM A104L: Introduction to Organic and Biochemistry Laboratory</u>
Chg	<u>CHEM A105: General Chemistry I</u>
Chg	<u>CHEM A105L: General Chemistry I Laboratory</u>

Add	<u>CHEM A105R: General Chemistry I Recitation</u>
Chg	<u>CHEM A106: General Chemistry II</u>
Chg	<u>CHEM A106L: General Chemistry II Laboratory</u>
Add	<u>CHEM A106R: General Chemistry II Recitation</u>
Add	<u>CHEM A208: Principles of Bioinorganic Chemistry</u>
Add	<u>CHEM A218: Experiential Learning: Quantitative Chemical Analysis</u>
Chg	<u>CHEM A253: Principles of Inorganic Chemistry</u>
Chg	<u>CHEM A321: Organic Chemistry I</u>
Add	<u>CHEM A321R: Organic Chemistry I Recitation</u>
Chg	<u>CHEM A322: Organic Chemistry II</u>
Add	<u>CHEM A322R: Organic Chemistry II Recitation</u>
Chg	<u>CHEM A323L: Organic Chemistry Laboratory</u>
Chg	<u>CHEM A411: Biophysical Chemistry</u>
Add	<u>CHEM A418: Experiential Learning: Chemical Instrumentation and Methods</u>
Chg	<u>CHEM A441: Principles of Biochemistry I</u>
Chg	<u>CHEM A442: Principles of Biochemistry II</u>
Chg	<u>CHEM A443: Biochemistry Laboratory</u>
Chg	<u>CHEM A480: Molecular Spectroscopy and Structure</u>
Add	<u>CHEM A481: Experiential Learning: Undergraduate Seminar I</u>
Add	<u>CHEM A482: Experiential Learning: Undergraduate Seminar II</u>
Chg	<u>CHEM A498: Individual Research</u>
Add	COH Non-Credit PDT Geriatric Healthcare Series
Add	<u>DH A200: Basic Instrumentation for Dental Hygienists</u>
Del	<u>DH A202: Basic Techniques for Dental Hygienists</u>
Add	<u>DH A203: Assessment Procedures in Dental Hygiene</u>
Add	<u>DH A220: Introduction to Preventive Dentistry</u>
Chg	<u>DH A292D: Clinical Seminar I</u>
Add	<u>DH A292E: Preclinical Seminar</u>
Chg	<u>DH A392C: Clinical Seminar II</u>
Chg	<u>EDSE A422: Curriculum and Strategies II: High Incidence</u>
Chg	<u>ENGL A435: Critical Theory</u>
Chg	<u>GEOL A463: Environmental Geochemistry</u>
Chg	<u>HIST A423: Medieval Russian History</u>
Add	<u>HUMS A125: Intervention Prevention of High Risk Behaviors in Adolescents</u>
Add	<u>HUMS A190: Holistic Approaches to Behavioral Health and Wellness: Selected Topics</u>
Add	<u>MATH A104: Technical Mathematics</u>
Chg	<u>MATH A105: Intermediate Algebra</u>
Chg	<u>MATH A121: College Algebra for Managerial and Social Sciences</u>
Chg	<u>MATH A221: Applied Calculus for Managerial and Social Sciences</u>
Chg	<u>MATH A251: Calculus I</u>
Chg	<u>MATH A430: Concepts of Topology</u>
Chg	<u>MATH A495A: Mathematics Practicum</u>
Add	<u>MATH A495B: Mathematics or Statistics Internship</u>

Add [MATH A496: Advanced Readings in Mathematics](#)
Chg [ME A280: Solid Modeling for Engineers](#)
Chg [ME A334: Materials Science](#)
Chg [ME A334L: Materials Science Laboratory](#)
Chg [ME A403: Machine Design](#)
Chg [ME A408: Mechanical Vibrations](#)
Chg [ME A414: Thermal System Design](#)
Chg [ME A414L: Thermal System Design Lab](#)
Chg [ME A438: Design of Mechanical Engineering Systems](#)
Chg [ME A441: Heat and Mass Transfer](#)
Chg [ME A441L: Heat and Mass Transfer Lab](#)
Chg [ME A442: Advanced Fluid Mechanics](#)
Chg [ME A451: Aerodynamics](#)
Chg [NURS A180: Basic Nursing Pharmacology](#)
Add [PM A401: Project Management Fundamentals](#)
Add [PM A402: Application of Project Management Processes](#)
Add [PM A412: Advanced Project Time Management](#)
Add PWSC Non-Credit PDT Excel I
Add PWSC Non-Credit PDT OSHA 10
Add PWSC Non-Credit PDT Wilderness First Aid
Add PWSC Non-Credit PDT Word I
Chg [STAT A253: Applied Statistics for the Sciences](#)
Chg [STAT A307: Probability and Statistics](#)
Add [UNIV A190: Selected Topics in University Studies](#)

ii. Programs

Chg [AKNS-MNR: Minor in Alaska Native Studies](#)
Chg [ANTH-BA: Bachelor of Arts in Anthropology](#)
Chg [ANTH-BS: Bachelor of Science in Anthropology](#)
Chg [ANTH-MNR: Minor in Anthropology](#)
Chg [ARTS-BA: Bachelor of Arts, Art](#)
Chg [ARTS-BFA: Bachelor of Fine Arts, Art](#)
Chg [ARTS-MINOR: Minor, Art](#)
Chg [AVTE-BS: Bachelor of Science in Aviation Technology](#)
Chg [CISY-MNR: Minor in Computer Information Systems](#)
Chg [DHYG-BS: Bachelor of Science in Dental Hygiene](#)
Chg [GEOM-BS: Bachelor of Science in Geomatics](#)
Chg [HDTE-UGCERT: Undergraduate Certificate in Diesel Power Technology](#)
Chg [HLSC-BS: Bachelor of Science in Health Sciences](#)
Chg [JRPC-BA: Bachelor of Arts in Journalism and Public Communications](#)
Chg [JUST-BA: Bachelor of Arts in Justice](#)
Chg [MARK-BBA: Bachelor of Business Administration in Marketing](#)
Chg [MATH-BA: Bachelor of Arts in Mathematics](#)
Chg [MATH-BS: Bachelor of Science in Mathematics](#)

- Chg [NURN-AAS: Associate of Applied Science in Nursing](#)
- Chg [NURS-BS: Bachelor of Science in Nursing Science](#)
- Chg [PHIL-BA: Bachelor of Arts in Philosophy](#)
- Chg [SOCI-BA: Bachelor of Arts in Sociology](#)
- Chg [SOCI-BS: Bachelor of Science in Sociology](#)

B. Graduate Curriculum

i. Courses

- Chg [ANTH A602: Proseminar in Cultural Anthropology](#)
- Chg [ANTH A605: Proseminar in Biological Anthropology](#)
- Chg [ANTH A611: Proseminar in Archaeology](#)
- Chg [ANTH A615: Advanced Applied Anthropology](#)
- Chg [ANTH A620: Research Design](#)
- Del [ANTH A627: Ethnohistory of Alaska Natives](#)
- Chg [ANTH A630: Advanced Research Methods in Cultural Anthropology](#)
- Chg [ANTH A631: Advanced Field Methods in Archaeology and Bioanthropology](#)
- Del [ANTH A645: Advanced Evolution of Humans and Disease](#)
- Chg [ANTH A652: Advanced Studies in Culture and Human Biodiversity](#)
- Chg [ANTH A654: Advanced Studies in Culture and Ecology](#)
- Chg [ANTH A655: Advanced Studies on Culture and Health](#)
- Del [ANTH A657: Advanced Anthropology of Food](#)
- Add [ANTH A658: Advanced Applying Ethics in Anthropology](#)
- Chg [ANTH A664: Adv Culture and Globalization](#)
- Chg [ANTH A675: Cultural Resource Management](#)
- Del [ANTH A676: Ethical Issues in Archaeology](#)
- Chg [ANTH A680: Advanced Analytical Techniques in Archaeology and Bioanthropology](#)
- Del [ANTH A681 : Advanced Museum Studies in Anthropology](#)
- Add [ANTH A687: Advanced Field Methods in Cultural Anthropology](#)
- Chg [ANTH A690: Special Topics in Anthropology](#)
- Add [ANTH A690A: Advanced Studies in Health, Ritual, and Science](#)
- Add [ANTH A690B: Advanced Studies in Historical Engagements](#)
- Add [ANTH A690C: Advanced Studies in Belief and Identity](#)
- Add [ANTH A690D: Advanced Studies on the Contemporary North](#)
- Add [ANTH A690E: Advanced Studies in Culture, Environment, Place](#)
- Chg [ANTH A695: Anthropology Practicum](#)
- Chg [ANTH A698: Individual Research](#)
- Chg [ANTH A699: Thesis Research](#)
- Chg [BA A634: Organizational Design and Development](#)
- Chg [GEOL A663: Environmental Geochemistry](#)
- Del [HUMS A610: Program Evaluation in Applied Settings](#)
- Del [HUMS A630: Family and Community Systems](#)
- Del [HUMS A640: Contemporary Issues in Rehabilitation](#)
- Del [HUMS A650: Leadership and Organizational Development in Human Services](#)
- Del [HUMS A670: Professional Ethics in Human Services](#)

Del	<u>HUMS A682: Advanced Topics in Human Development: Adulthood and Aging</u>
Chg	<u>ND A618: Advanced Nursing Roles and Leadership</u>
Chg	<u>ND A619: Health Policy and Economics</u>
Chg	<u>NSG A601: Advanced Pathophysiology</u>
Chg	<u>NSG A601A: Genetics and Genomics in Advanced Pathophysiology</u>
Chg	<u>NSG A610: Pharmacology for Primary Care</u>
Chg	<u>NSG A610A: Pharmacology for Primary Care: Special Topics</u>
Chg	<u>NSG A614: Advanced Practice Ethics and Law</u>
Chg	<u>NSG A615: Health Services Organization and Finance</u>
Chg	<u>NSG A618: Role Development in Advanced Nursing</u>
Chg	<u>NSG A619: Nursing Health Policy</u>
Chg	<u>NSG A619A: Health Economics</u>
Chg	<u>NSG A623: Transcultural Nursing</u>
Chg	<u>NSG A628: Practice Inquiry II: Design and Methods</u>
Chg	<u>NSG A629: Practice Inquiry III: Proposal Development</u>
Chg	<u>NSG A634: Epidemiology for Advanced Practice</u>
Chg	<u>NSG A637: Data Analysis: Qualitative</u>
Chg	<u>NSG A638: Data Analysis: Quantitative</u>
Chg	<u>NSG A640: Teaching and Learning in the Professional Context</u>
Chg	<u>NSG A641: Developing Curriculum for Nursing and Other Professions</u>
Chg	<u>NSG A643: Course and Curriculum Evaluation for Professionals</u>
Chg	<u>NSG A644: Technology for Learning and Collaboration</u>
Chg	<u>NSG A647: Evidence-Based Practicum for Nursing</u>
Chg	<u>NSG A659: Integrative Health: Complementary/Alternative Methods of Healing</u>
Chg	<u>NSG A662: Family Nurse Practitioner III</u>
Chg	<u>NSG A663: Family Nurse Practitioner IV</u>
Chg	<u>NSG A670: Advanced Practice Psychiatric Mental Health Nursing I</u>
Chg	<u>NSG A671: Advanced Practice Psychiatric Mental Health Nursing II</u>
Chg	<u>NSG A672: Advanced Practice Psychiatric Mental Health Nursing III</u>
Chg	<u>NSG A673: Advanced Practice Psychiatric Mental Health Nursing IV</u>
Chg	<u>NSG A683: Clinical Immersion</u>
Chg	<u>NSG A684: Clinical Concentration</u>
Chg	<u>NSG A696A: Practice Inquiry IV A: Capstone Project</u>
Chg	<u>NSG A696B: Practice Inquiry IV B: Capstone Project</u>
Chg	<u>NSG A696C: Practice Inquiry IV C: Capstone Project</u>

ii. Programs

Chg	<u>ANTH-MA: Master of Arts in Anthropology</u>
Del	<u>AHSS-GRCERT: Graduate Certificate in Advanced Human Services</u>

C. 2018-2019 Purge List (pg 28-40)

D. Proposed changes to catalog copy describing the Interdisciplinary Studies Degree - Master of Arts/Master of Science, GAB (pg. 41-44)

- E. ACE Credit Recommendation DSST 498, UAB (pg. 45-46)
- F. Alaska Native Languages Credit for Prerequisite Not Taken (pg. 47)
- G. Alaska Native Themed GER Requirement, UAB (pg. 48)
 - i. Alaska Native Themed Initial Course List for Fall 2018 (pg. 109-110)
- H. Associate of Arts (AAS) General Course Revision, UAB (pg. 49-52)
- I. Communication GER Prerequisites, UAB (pg. 53)
- J. General Policy Pre-Requisite Not Taken, UAB (pg. 54)
- K. Language Credit for Prerequisites Not Taken (pg. 55)
- L. Quantitative Skills Credit for GER, UAB (pg. 56)
- M. Writing Credit for Prerequisite Not Taken (pg. 57)

VIII. 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. 58)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 59-60)
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 61-64)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 65)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 66-67)
- M. Community Campus Committee
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 68)

- P. Joint Ad Hoc Committee on Mentoring Institute Proposal
- Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty
- R. Joint Ad Hoc Committee on Student Evaluation
- S. Joint Ad Hoc Committee on Term Faculty Promotion
- T. Joint Ad Hoc Committee on Internationalization
- U. Joint Ad Hoc Committee on Education Abroad (pg. 69-71)

IX. New Business

- A. Resolution 040318-1 concerning support for a UAA Staff Recognition Policy (pg. 72)
 - i. Attachments: Staff Council Resolution FY18-04; UAF Employee Recognition Policy (pg. 73-78)
- B. Motion to Endorse the UA Faculty Alliance Request to Amend University Regulation R10.04.040 (pg. 79)
 - i. Attachment: Faculty Alliance letter regarding revisions to UA Regulation R.10.04.040 (pg. 80-86)

X. Administrative Reports

- A. Interim Chancellor, Sam Gingerich
- B. Interim Provost, Duane Hrcir
- C. Interim Vice Chancellor of Administrative Services, Pat Shier
- D. Vice Chancellor of Advancement, Megan Olson (pg.87-91)
- E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 92-96)
- F. Vice Provost of Academic Affairs, Susan Kalina (pg. 97-99)
- G. CIO, Adam Paulick
- H. Union Representatives
 - i. UAFT
 - ii. United Academics, Nelta Edwards
- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 100-105)

- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 106-107)
- V. Interim Vice Provost for Student Success, Claudia Lampman (pg. 108)
- K. UAA Process Improvement Team

XI. Informational Items & Adjournment



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Summary

March 2, 2018

2:30 - 4:30 p.m.

Low Haines Conference Room (LIB 307)

Audio: 786-6755 | ID: 284572

[Link to Live Skype Meeting](#)

I. Call to Order

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

2017-2018 Officers

P	Chamard, Sharon – President	E	King, Carrie - Chair, UAB
P	Williams, Maria- 1 st Vice President	P	Paris, Anthony - Chair, GAB
P	Downing, Scott - 2nd Vice President	P	Fitzgerald, Dave - Past President

2017-2018 Senators

E	Allen, Mary Dallas	P	Foster, Larry	P	Ohle, Kathryn
P	Ampong, David	P	Grabarek, Lukasz	P	Orley, Soren
T	Andrews, Eric	T	Graham, Rachel	P	Ossiander-Gobreille, Megan
A	Bannan, Deborah	P	Harville, Barbara	T	Partridge, Brian
	Boeckmann, Robert	P	Hicks, Erin	P	Pence, Sandra
P	Bowie, David (Parliamentarian)	P	Hicks, Nathaniel	P	Protasel, Greg
P	Bridges, Anne	P	Hinterberger, Tim	E	Shamburger, Carri
P	Brock, Jennifer	P	Ippolito, Mari	T	Smith, Kelly
T	Brown, Barbara	E	Jeffries, Frank	P	Sterling, Lorelei
P	Cook, Sam	A	Johnson, Steve	E	Stuive, Christina
T	Coulter, Cathy	P	Karahan, Gokhan	P	Thiru, Sam
T	Deal, Kitty	E	Kelly, Terrence	P	Toscano, Sharyl
P	Din, Herminia	A	Kirk, Sarah	P	Van Dommelen, Dorn
E	Dunscomb, Paul	P	Kuden, Jodee	P	Venema, Rieken
P	Dutta, Utpal	P	Kullberg, Max	P	Wang, Caixia
P	Flanders-Crosby, Jill	P	Long, Toby		
P	Folias, Stefanos	P	Metzger, Colleen		
P	Fortson, Ryan	P	Nabors, Forrest		

III. Agenda Approval (pg. 1-7)

IV. Meeting Summary Approval (pg. 8-16)

V. Officer's Reports

A. President's Report (pg. 17)

B. First Vice President's Report (pg. 18-34)

C. Second Vice President's Report (pg. 35)

D. Past President's Report

- i. FA Report (pg. 36)
- ii. Letter to the BOR re: Reappointment (pg. 37)
- iii. UA System IT Assessment – January 2018 (pg. 38-60)

VI. Consent Agenda**A. Undergraduate Curriculum****i. Courses**

- Chg [ACCT A342: Managerial Cost Accounting](#)
- Chg [ACCT A420: Fraud Examination](#)
- Chg [ACCT A422: Justice for Fraud Victims](#)
- Chg [ACCT A430: Governmental and Not-for-Profit Accounting](#)
- Chg [ACCT A452: Auditing](#)
- Chg [ANTH A211: Archaeology](#)
- Add [ANTH A390A: Arctic and Subarctic Cultures](#)
- Add [ANTH A490C: Belief and Identity](#)
- Chg [CE A310: Introduction to Geotechnical Engineering](#)
- Add [CE A310L: Introduction to Geotechnical Engineering Lab](#)
- Chg [CE A334: Properties of Materials](#)
- Chg [CE A334L: Properties of Materials Laboratory](#)
- Chg [CE A341: Environmental Engineering](#)
- Chg [CE A351: Structural Analysis](#)
- Chg [CE A403: Arctic Engineering](#)
- Chg [CE A410: Foundation Engineering](#)
- Chg [CE A420: Fundamentals of Transportation Engineering](#)
- Chg [CE A421: Design of Highways](#)
- Chg [CE A432: Steel Design](#)
- Chg [CHIN A101: Elementary Chinese I](#)
- Chg [CHIN A102: Elementary Chinese II](#)
- Chg [CHIN A201: Intermediate Chinese I](#)
- Chg [CHIN A202: Intermediate Chinese II](#)
- Chg [EDEC A241: Infant and Toddler Development](#)
- Chg [EDEC A292: Early Childhood Practicum Seminar](#)
- Chg [EDEL A205: Becoming an Elementary Teacher](#)
- Chg [EDFN A101: Introduction to Education](#)
- Chg [EDSE A311Y: Special Children from Birth through Five](#)
- Add [EDSE A313Y: Positive Behavior Intervention and Supports for Early Childhood](#)
- Add [EDSE A495Y: Field Experience in Early Childhood Special Education](#)
- Chg [ENGL A121: Introduction to Literature](#)
- Chg [ENGL A306: Literature of the United States I](#)
- Chg [ENGL A307: Literature of the United States II](#)
- Chg [ENGL A414: Research Writing](#)
- Chg [ENGL A437: Studies in Style and Stylistics](#)

Chg	<u>ES A209: Statics</u>
Chg	<u>ES A210: Dynamics</u>
Chg	<u>ES A261: Engineering Practices II</u>
Chg	<u>FREN A101: Elementary French I</u>
Chg	<u>FREN A102: Elementary French II</u>
Chg	<u>FREN A201: Intermediate French I</u>
Chg	<u>FREN A202: Intermediate French II</u>
Chg	<u>GEOL A332: Sedimentary Petrology Laboratory</u>
Chg	<u>GER A101: Elementary German I</u>
Chg	<u>GER A102: Elementary German II</u>
Chg	<u>GER A201: Intermediate German I</u>
Chg	<u>GER A202: Intermediate German II</u>
Chg	<u>HUMS A101: Introduction to Human Services</u>
Chg	<u>HUMS A107: History and Systems of Human Services</u>
Chg	<u>HUMS A122: Substance Abuse as a Contemporary Problem</u>
Chg	<u>HUMS A123: Community Education and Prevention in Substance Abuse</u>
Chg	<u>HUMS A124: Introduction to the Physiology and Pharmacology of Substance Abuse</u>
Chg	<u>HUMS A153: Human Relations</u>
Chg	<u>HUMS A155: Human Relations in the Workplace</u>
Chg	<u>HUMS A185: Introduction to Field Work</u>
Chg	<u>HUMS A223: Introduction to Paraprofessional Counseling I</u>
Chg	<u>HUMS A224: Conflict and Collaborative Systems</u>
Chg	<u>HUMS A226: Intervention Continuum in Substance Abuse Counseling</u>
Chg	<u>HUMS A256: Groups and Organizations</u>
Chg	<u>HUMS A295A: Human Services Practicum I</u>
Chg	<u>HUMS A295B: Human Services Practicum II</u>
Chg	<u>HUMS A321: Diversity Issues in Human Services Practice</u>
Chg	<u>HUMS A322: Introduction to Case Management in Human Services Practice</u>
Chg	<u>HUMS A324: Introduction to Paraprofessional Counseling II</u>
Chg	<u>HUMS A333: Alternative Dispute Resolution</u>
Chg	<u>HUMS A334: Family Mediation</u>
Chg	<u>HUMS A350: Men and Masculinity Issues in Human Services Practice</u>
Chg	<u>HUMS A351: Career Development for Human Services Professionals</u>
Chg	<u>HUMS A352: Human Services Administration</u>
Add	<u>HUMS A353: Working with Individuals with Disabilities: A Human Service Perspective</u>
Add	<u>HUMS A354: Clinical Approaches to Substance Abuse</u>
Chg	<u>HUMS A405: Children's Mental Health Interdisciplinary Seminar</u>
Chg	<u>HUMS A412: Ethical Issues in Human Services Practice</u>
Chg	<u>HUMS A414: Advanced Case Management for Human Services Professionals</u>
Chg	<u>HUMS A415: Advanced Human Services Systems</u>
Chg	<u>HUMS A416: Substance Abuse and the Older Adult</u>
Chg	<u>HUMS A417: Substance Abuse Counseling for Human Service Professionals</u>

Chg	<u>HUMS A420: Introduction to Program Evaluation</u>
Chg	<u>HUMS A435: Individual and Group Facilitation</u>
Chg	<u>HUMS A461: Crisis Intervention</u>
Chg	<u>HUMS A495: Human Services Practicum III</u>
Chg	<u>HUMS A496: Human Services Integrative Capstone</u>
Chg	<u>JPN A101: Elementary Japanese I</u>
Chg	<u>JPN A102: Elementary Japanese II</u>
Chg	<u>JPN A201: Intermediate Japanese I</u>
Chg	<u>JPN A202: Intermediate Japanese II</u>
Chg	<u>MA A230: Billing and Insurance for the Medical Office</u>
Chg	<u>ME A313: Mechanical Engineering Thermodynamics</u>
Chg	<u>ME A454: Manufacturing Design</u>
Chg	<u>NS A300: Foundations of Nursing I: Roles, Processes, and Trends</u>
Chg	<u>NS A303: Foundations of Nursing Practice: Therapeutics</u>
Chg	<u>NS A303L: Foundations of Nursing Practice: Therapeutics Laboratory</u>
Add	<u>NS A307: Foundations of Nursing Practice: Health Assessment Theory</u>
Add	<u>NS A307L: Foundations of Nursing Practice: Health Assessment Laboratory</u>
Chg	<u>NS A313: Health Disruptions I</u>
Chg	<u>NS A313L: Health Disruptions I Laboratory</u>
Chg	<u>NS A406: Nursing Therapeutics in Complex Health Disruptions</u>
Chg	<u>NS A411: Population Health Integrative Capstone</u>
Chg	<u>NS A411L: Population Health Integrative Capstone Laboratory</u>
Chg	<u>NURS A120: Nursing Fundamentals</u>
Chg	<u>NURS A120L: Nursing Fundamentals Laboratory</u>
Chg	<u>NURS A125: Adult Nursing I</u>
Chg	<u>NURS A125L: Adult Nursing I Laboratory</u>
Chg	<u>NURS A127: LPN to AAS Nursing Bridge</u>
Chg	<u>RUSS A101: Elementary Russian I</u>
Chg	<u>RUSS A102: Elementary Russian II</u>
Chg	<u>RUSS A201: Intermediate Russian I</u>
Chg	<u>RUSS A202: Intermediate Russian II</u>
Chg	<u>SOC A462: Social Science Statistics</u>
Chg	<u>SPAN A101: Elementary Spanish I</u>
Chg	<u>SPAN A102: Elementary Spanish II</u>
Chg	<u>SPAN A201: Intermediate Spanish I</u>
Chg	<u>SPAN A202: Intermediate Spanish II</u>

ii. Programs

Add	<u>-AAS: Apprenticeship Technology</u>
Chg	<u>BAEC-BA: Bachelor of Arts in Early Childhood Education</u>
Chg	<u>BAEL-BA: Bachelor of Arts in Elementary Education (with Teacher Certification)</u>
Chg	<u>CIVL-BS: Bachelor of Science in Civil Engineering</u>

- Chg [ECDV-AAS: Associate of Applied Science in Early Childhood Development](#)
- Chg [ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade \(with Teacher Certification\)](#)
- Chg [FEST-AAS: Associate of Applied Science in Fire and Emergency Services Technology](#)
- Chg [GELS-BS: Bachelor of Science in Geological Sciences](#)
- Chg [HMSV-AAS: Associate of Applied Science in Human Services](#)
- Chg [HMSV-BHS: Bachelor of Human Services](#)
- Chg [HMSV-MINOR: Minor in Human Services](#)
- Chg [MOCD-OECERT: Occupational Endorsement Certificate in Medical Office Coding](#)
- Chg [MWRT-OECERT: Occupational Endorsement Certificate in Millwright](#)
- Chg [TCEL-PBCERT: Post-Baccalaureate Certificate in Elementary Education \(with Teacher Certification\)](#)

B. Graduate Curriculum

i. Courses

- Chg [DN A630: Applied Research in Nutrition and Dietetics](#)
- Chg [DN A650: The Business of Dietetics](#)
- Chg [ENGL A601: Introduction to Graduate Studies in English](#)
- Add [ENGL A614: Advanced Research Writing](#)
- Chg [ENGL A637: Advanced Studies in Style and Stylistics](#)
- Chg [PSY A653: Practicum Placement - Clinical II](#)
- Chg [PSY A670: Psychotherapy Internship](#)
- Chg [SWK A634: Advanced Generalist Practice III: Organizations and Communities](#)

ii. Programs

- Chg [CLCO-DOCDEG: Ph.D. in Clinical-Community Psychology](#)
- Chg [CWLA-MFA: Master of Fine Arts in Creative Writing and Literary Arts](#)
- Chg [DINU-MS: MS Dietetics and Nutrition](#)
- Chg [SWRK-MSW: Master of Social Work](#)

Consent Agenda Approved

VII. Guests

A. LuAnn Picard, on Process Improvement/Lean work at UAA (pg. 61-67)

B. Laura Zamborsky on Financial Literacy Month

VIII. Unfinished Business

A. Resolution Concerning Reappointment of President James Johnsen (pg. 68-69)

Dave Fitzgerald moved to withdraw resolution.

With no contest, motion passes.

B. Motion to approve new policy on Graduate Faculty Designation (pg. 70-71)

Motion to approve

32 Approve, 4 Oppose, 3 Abstain

Motion passes

C. Reinstatement Policy (pg. 72-73)

Motion to approve

34 Approve, 2 Oppose, 1 Abstain

Motion passes

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. 74)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 75-76)

G. Budget, Planning, and Facilities Advisory Committee

H. Diversity Committee (pg. 77)

I. Faculty Grants and Leaves Committee

J. Institutional and Unit Leadership Review Committee (pg. 78)

K. Library Advisory Committee

L. Student Academic Support and Success Committee (pg. 79)

M. Community Campus Committee

N. Academic Honesty and Integrity Committee

O. Research and Creative Activity Committee (pg. 80)

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty

R. Joint Ad Hoc Committee on Student Evaluation

S. Joint Ad Hoc Committee on Term Faculty Promotion

T. Joint Ad Hoc Committee on Internationalization

X. New Business

A. Introduction of Resolution to recommend changes to R.10.04.040 regarding GERs

Postponed

B. Motion of support for Faculty Alliance memo regarding President Johnsen
reappointment

Motion to approve

22 Approve, 8 Oppose, 7 Abstain

Motion passes

XI. Administrative Reports

A. Interim Chancellor, Sam Gingerich

B. Interim Provost, Duane Hrcir

C. Interim Vice Chancellor of Administrative Services, Pat Shier
*IT is focusing on a recent security breach and advising everyone to login onto
ELMO to increase security settings.*

D. Vice Chancellor of Advancement, Megan Olson (pg. 81-85)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 86-89)

F. Vice Provost of Academic Affairs, Susan Kalina

G. CIO, Adam Paulick

H. Union Representatives

i. UAFT

ii. United Academics

- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 90-94)
- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 95-96)
- K. Interim Vice Provost for Student Success, Claudia Lampman

XII. Informational Items & Adjournment



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

President's Report

April 2018

Below is a list of my activities since my last report in March:

- Met with Interim Provost Duane Hrncir (x2)
- Met with Interim Vice Chancellor of Administrative Services Pat Shier (x2)
- Met with Interim Chancellor Sam Gingerich (x2)
- Faculty Senate Executive Board meetings (x3)
- Faculty Alliance bi-weekly meetings (x2)
- Student Commencement and Graduate Hooding Speakers selection committee
- Organized Fifth Friday Faculty Forum
- University Assembly meeting
- PBAC meeting
- Online Learning Advisory Council meeting

UAA Chancellor Search

Principals from Storbeck/Pimentel came to UAA on March 8 and 9 to meet with internal and external stakeholders concerning preferred characteristics of the new Chancellor, challenges that will be faced by the new Chancellor, and existing initiatives that are expected to be carried on by the new Chancellor. The position profile has been finalized and placed on the Storbeck/Pimentel website. The search committee met on March 30 for an initial review of candidates' application materials.

Faculty Senate Executive Board

The E-Board meets every Monday from 1:00-3:00 pm in the IT Services conference room (SSB 120). These are open meetings.

Faculty Alliance

The Faculty Alliance, comprising the Faculty Senate President, Immediate Past President, and President-Elect (First Vice President) from UAA, UAF, and UAS, meets on the 2nd and 4th Fridays of each month from 2:30-4:30 pm. These Google Hangouts meetings can be accessed at <https://www.alaska.edu/governance/faculty-alliance/>. The current chair of the Faculty Alliance is Lisa Hoferkamp from UAS.

Board of Regents

Upcoming meetings for the UA Board of Regents include:

- May 4, 2018 – Special Full Board Meeting, Fairbanks
- May 31, 2018 – Full Board Meeting, Anchorage
- June 1, 2018 – Retreat, Anchorage
- Sept 13-14, 2018 – Full Board Meeting, Juneau

Sharon Chamard
Justice Center, LIB 213
sechamard@alaska.edu
786-1813

**UNIVERSITY OF ALASKA
FACULTY INITIATIVE FUND
REQUEST FOR PROPOSALS**

**UNIVERSITY OF ALASKA
OFFICE OF THE PRESIDENT**

MARCH 2018

1. SUMMARY AND BACKGROUND

The 2017-2019 United Academics (UNAC) Collective Bargaining Agreement (CBA) included a \$1M financial commitment by the University of Alaska (UA) between FY18 and FY20 to support innovative research, creative activity or performance and other scholarly endeavors by its members. The commitment is identified as the Faculty Initiative Fund (FIF) and may also serve as seed money toward the procurement of external grants and contracts. System-wide projects that develop, facilitate and sustain effective and innovative efforts to meet the University's academic mission and goals are also eligible for the FIF. These projects are intended to utilize the intellectual resources of UA faculty to address challenging issues of academic importance including educational accessibility, course content, cost effectiveness of course delivery, and other initiatives that enhance UA's service to the state. Traditional professional development opportunities as well as those focused on engagement and collaboration among faculty at all three universities are crucial to maintaining academic innovation, quality and rigor.

The purpose of this request for proposals (RFP) is to provide an equal opportunity for FIF distribution to eligible faculty so as to 1) build the intellectual capital of UA through basic and applied research, 2) develop high impact pedagogical practices, 3) generate new professional development programs for faculty that will establish and maintain collaborations across the system or 4) build on existing system-wide collaborative programs.

2. PROPOSAL GUIDELINES

Proposals serving the UA mission and falling within the following categories will be accepted from all UNAC members (hereafter referred to as "faculty") for consideration of funding through the FIF:

1. Innovative research, creative activity or performance, or other scholarly endeavors
2. Seed money toward the procurement of external grants and contracts
3. Inter-university collaborations

These activities may include basic and applied research, research and/or development of high impact pedagogical practices.

A complete proposal will include the following:

1. A descriptive title and abstract. The abstract must identify the goal(s) of the proposed activity and describe the major steps required to meet the goal(s).
2. A detailed proposal not exceeding five pages in length. All successful proposals will include thorough descriptions of how the proposed activity or activities will serve the UA mission. The narrative should address the criteria for review listed below. Proposals requesting funding for research may involve single or multiple investigators. Inter-university collaborative research efforts are highly encouraged. Proposals describing inter-university professional development activities that serve the goals of course

alignment, course sharing and/or establishment of new or improvement of existing learning networks are strongly encouraged.

3. A budget that includes personnel, supplies, travel and contractual services.
4. A CV or biosketch of no more than two pages for all investigators. The biosketch of the principal investigator (PI) will be listed first.

Amount, duration and expectations of the award are as follows:

A UA FIF Award is for a maximum of 12 months. One request for FIF may be made from a given faculty member in a given fiscal year and multiple PI proposals are encouraged. All funds awarded must be expended by the end of the award period. A formal request for a project extension must be made to the Vice President for Academic and Student Affairs (VPASA), the chair of the Academic Council, for approval. Efforts will be made toward a diversity of disciplinary representation and equitable distribution across the three universities.

Faculty may receive financial compensation for work on the proposed activity. Faculty hours committed to the project must be approved by the relevant dean or director. Research assistants may receive hourly compensation for work on the project; undergraduates may commit a maximum of 20 hours per week during fall and spring semesters; maximum 40 hours per week during summer. Undergraduate wages will be provided according to the schedule published at http://alaska.edu/files/classification/FY12-Student-Pay-Grid_Final_5_31_11.pdf and <http://www.alaska.edu/bor/policy/09-05.pdf>. Graduate student wages will be provided according to current university guidelines.

Awards cannot be used for: (a) personal expenses, (b) academic expenses such as classroom textbooks, or (c) travel unrelated to the funded project. Travel that supports the goal of the proposed activity may be supported.

F&A/indirect costs are not allowable under this funding opportunity.

Proposal and Report Format Requirements:

Use one of the following typefaces identified below:

- Arial, Courier New, or Palatino Linotype at a font size of 10 points or larger;
 - Times New Roman at a font size of 11 points or larger; or
 - Computer Modern family of fonts at a font size of 11 points or larger.
1. A font size of less than 10 points may be used for mathematical formulas or equations, figures, table or diagram captions and when using a Symbol font to insert Greek letters or special characters. However, that the text must still be readable.
 2. Paper Size and Page Margins: Use standard paper size (8 ½" x 11"). Use at least one inch margins (top, bottom, left, and right) for all pages. No information other than page numbers should appear in the margins, including the PI's name.
 3. Page Formatting: Use only a standard, single-spaced, single-column format for the text. Number all pages sequentially and centered at the bottom of each page.

4. Figures, Graphs, Diagrams, Charts, Tables, Figure Legends, and Footnotes: You may use a smaller type size but it must be in a black font color, readily legible, and follow the font typeface requirement. Color can be used in figures; however, all text must be in a black font, clear and legible.
5. Grantsmanship: Use English and avoid jargon. If terms are not universally known, spell out the term the first time it is used and note the appropriate abbreviation in parentheses. The abbreviation may be used thereafter.

3. PROJECT PURPOSE AND DESCRIPTION

The 2017 - 2019 United Academics CBA article 15.10 supports faculty-authored initiatives that serve the UA mission and describes these projects as innovative research, creative activity or performance or other scholarly endeavors. Requests for seed money toward the procurement of external grants and contracts also qualify for this funding. In addition, FIF-funded projects that are aimed at an institutionalized environment of cross-campus communication that inspires learning, advances and disseminates knowledge while fostering the exchange and advancement of new, more efficient approaches to educating Alaskans and engenders high academic standards will be considered.

UA Mission: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

4. PROJECT SCOPE

The project scope should describe the project rationale and design with details regarding venue requirements, travel needs, consultant/speaker/contracting fees, project supplies, administrative support and workload expectations of participating faculty. Detailed descriptions of the timeframe for completion of the project and the project management methodology are required. The project management methodology should delineate the leadership role(s) and major activities of the PI (or PIs) as well as major duties of supporting personnel.

5. REQUEST FOR PROPOSAL AND PROJECT TIMELINE

All proposals in response to this RFP are due to the Academic Council no later than 5pm AKT April 27 via [Google Forms](#) or by emailing a PDF to the UA Statewide Academic Affairs and Research Office. All submissions will receive an email confirmation of receipt within two business days of submission. Evaluation of proposals will be conducted from April 30 until May 11.. Awards will be made no later than June 8 and disbursement of project funds may begin July 1. Award funds are to be expended by June 30 of the following year. Project extensions may be granted through formal requests made to the VPASA no later than 30 days prior to the original end date of the project. Project extensions may be no more than 12 months in length.

6. BUDGET (including budget justification)

The budget should be detailed and include the following as applicable: total personnel services including benefits; allowable travel; contractual; commodities; and other categories as appropriate. The budget narrative should explain and justify the budget, and it should

demonstrate that the proposed budget is adequate. The combined budget and budget justification should be no longer than three pages in length. Proposed expenditures should be in compliance with all UA policies and regulations. For assistance, please contact the Office of Grants and Contract Administration.

7. INVESTIGATOR QUALIFICATIONS

The principal investigator must be a represented member of United Academics. Collaborators not affiliated with the UA system may not exceed 25% of the total work force or receive more than 15% of the total award value. Proposals must include acknowledgement from the appropriate dean or director that work load issues of the relevant faculty have been discussed and agreed upon.

Participating investigators must provide biographical information in the form of an abbreviated CV or biosketch. The biosketch may be no more than 2 pages in length. A traditional format is highly recommended (e.g. NSF format).

8. PROPOSAL EVALUATION CRITERIA

Project proposals will be reviewed by the Academic Council for recommendation of funding to the Vice President of Academic and Student Affairs.

The following review criteria will form the basis for funding:

- Overall Impact: What is the likelihood the project will exert a sustained, powerful influence on the ability of UA to meet its academic mission and contribute to the development of a culture of education in Alaska? How will the project contribute to the Board of Regents' strategic goals for UA? How will achievements of the project be communicated to the UA community?
- Significance: How does the proposed activity serve the UA mission of teaching, research and service? For example, what are the benefits for the home institution and the university system as a whole? Does the project advance research, creative activity or performance, or other scholarly endeavors?
- Collaboration: If the project is based on collaboration across the UA system, how will it be implemented? How will it address existing barriers to inter-campus opportunities for professional growth, collaborative research, and joint efforts at creative activity or aligned academic outcomes? Does the project include non-UA collaborators? If so, how do they contribute to the project's goals and the UA mission?
- Investigator(s): Are the PIs, collaborators, and other researchers well suited to the project? Do they have appropriate experience and training? If established in the field of study proposed, have they demonstrated an ongoing record of accomplishments that suggests successful completion of the proposed activities? Do the investigators have complementary and integrated expertise; is their leadership approach and organizational structure appropriate for the project?
- Innovation: Does the proposal support or lead to innovative approaches or methodologies? Does the project have the potential for intellectual property, technology transfer, or commercialization?
- Approach: Are the overall strategy and methodology well-reasoned and appropriate to accomplish the specific aims of the project?

- **Budget and Period Support:** Reviewers will consider whether the budget and the requested period of support are fully justified and reasonable in relation to the proposed research.

9. REPORTING

Final reports are due to the Academic Council no more than three months after the end of the project. The final report should be approximately five pages and include a listing of the products of the project (manuscripts, presentations, meetings, etc.) and an accounting of how the funds were spent. If the project results in Intellectual Property, a discussion of how the PIs have followed through with the appropriate university office for commercialization (at UAF or UAS, the Office of Intellectual Property and Commercialization, and at UAA the Office of Technology Commercialization) is required.

Board of Regents' Office
Phone: (907) 450-8010
Fax: (907) 450-8012
EMAIL: ua-bor@alaska.edu
www.alaska.edu/bor/



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Fairbanks, AK 99775-5300

March 28, 2018

TO: Lisa Hoferkamp, Chair, Faculty Alliance

FROM: Gloria O'Neill, Chair, Board of Regents

A handwritten signature in cursive script, appearing to read "Gloria O'Neill", is placed to the right of the "FROM:" line.

SUBJECT: Addendum to the Faculty Alliance Report, March 1, 2018

Thank you, Lisa, for sharing the Addendum with the Board of Regents. It was most helpful as we continue clarifying our respective views of university governance and the Faculty Alliance's perspective on several important issues.

I hope you will agree that while we may not share the same position on individual issues, such as a faculty regent, we most certainly share a common interest in advancing the ability of the university to serve its critical mission for our students and the State of Alaska.

It is out of this shared interest that the Board of Regents has enhanced the position and role of governance leaders in our Board meetings, set aside time to discuss governance roles and responsibilities, and supported initiatives that support faculty collaboration and innovation.

I know from my discussions with President Johnsen that several decisions he has made to increase faculty involvement come from this same sense of shared interest. Examples include the addition of faculty to all statewide councils, the expansion and inclusion of governance leaders on the Summit Team, support for the Faculty Innovation Fund, inclusion of faculty on the Alaska Teacher Education Council and on the search committee for the new Executive Dean, inclusion of faculty in all 23 Strategic Pathways teams, appointment of a faculty member to chair the search for UAA's new chancellor, and support for the truly important work faculty are doing to align GERs and other aspects of our service delivery in ways that improve our students' success.

In the face of Alaska's unprecedented financial and educational challenges, I appreciate the work you and your colleagues, along with the administration, are doing on behalf of the university. I recognize that we will not agree on everything, but I am confident that if we continue open communication, we will make steady progress toward our goals.



Date: April 6, 2018

To: UAA Faculty Senate,

From: Dave Fitzgerald

Faculty Alliance members are:

Megan Buzby, President, UAS Faculty Senate
Sharon Chamard, President, UAA Faculty Senate
Chris Fallen, President, UAF Faculty Senate
David Fitzgerald, Past President, UAA Faculty Senate,
Lisa Hoferkamp, Past President, UAS Faculty Senate, Chair, Faculty Alliance
Orion Lawlor, Past President, UAF Faculty Senate
Donie Bret-Hart, President-Elect, UAF Faculty Senate
Robin Gilchrist, President-Elect, UAS Faculty Senate
Maria Williams, 1st Vice President, UAA Faculty Senate

Faculty Alliance meets the second and fourth Fridays of each month from 2:30 to 4:30 p.m.

Topics for March 2018 included:

- GER Alignment
- Faculty Regent
- College of Education
- Statewide IT Council
- Banner upgrade
- Outsourcing of academic programs
- CITO job description
- Course blocks
- Morale survey
- BOR response to FA memo UA presidential compensation and review (attached).

Faculty Alliance agendas and minutes can be found at the Faculty Alliance site at <http://www.alaska.edu/governance/faculty-alliance/>

GER Purge List for the 2018-19 UAA Catalog (as of 03/30/18)

PREFIX	NUMBER	TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from 2016-17 purge list?	ATTRIBUTES	COURSE IMPACTS	PROGRAM IMPACTS	NOTES
Scbcrse Subj Code	Scbcrse Crse	Scbcrse Title	Scbcrse College Code	Scbcrky Term Code Start	Sbssect Term Code					
ENGL	A310	*Ancient Literature	AS	199702	201401	Yes		ENGL A385 : Creative Writing Workshop (Active)		Retain per Sharon Emmerichs
RUSS	A302	*Advanced Russian II	AS	199702	201401	Yes		RUSS A490 : Selected Topics in Russian Culture (Active) RUSS A390 : Selected Topics in Advanced Russian (Active)		Retain per Francisco Miranda
GEOG	A390B	*Topics in Regional Geography	AS			Yes	Selected Topics		CSTD-MNR: Minor in Canadian Studies INPS-MNR: Minor in International North Pacific Studies ITLS-BA: Bachelor of Arts in International Studies	Retain per Dorn Van Dommelen

Purge List for the 2018-19 UAA Catalog (as of 03/30/18)

Carried over by request from 2015-16 purge list?										
PREFIX	NUMBER	TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	ATTRIBUTES	COURSE IMPACTS	PROGRAM IMPACTS	NOTES	
Scbrse Subj Code	Scbrse Crse Number	Scbrse Title	Scbrse College Code	Scbrky Term Code Start	Scbrsect Term Code					
AEST	A603	Solid Waste Management	EN	200603	201203			AEST-MS: Master of Science in Applied Environmental Science and Technology		
AEST	A613	Remediation	EN	200603	201301			AEST-MS: Master of Science in Applied Environmental Science and Technology		
AET	A290	AET Selected Topic	CT	199902	201302		selected topics			
AGRI	A227	Landscape Design: Home	CT	199702	201301					
AGRI	A245	Master Gardener	CT	199702	201301					
AKNS	A109B	Tlingit Orthography	AS	200903	N/A	yes	stacked	AKNS A102B: Elementary Tlingit Language II	AKNS-MNR: Minor in Alaska Native Studies	Retain per Beth Leonard
AKNS	A109C	Alaska Native Lang Orthography	AS	200903	N/A	yes	selected topics, stacked	AKNS A102C: Elementary Alaska Native Language II	AKNS-MNR: Minor in Alaska Native Studies	Retain per Beth Leonard
AKNS	A146	Intro to Alaska Native Dance	AS	200401	201301		xlist			
ANTH	A336	Peoples & Cultures/S America	AS	199702	201301					in workflow for deactivation
ANTH	A470	Landscape Archaeology	AS	201203	201203					in workflow for deactivation
ANTH	A690	Special Topics in Anthropology	AS	200703	N/A	yes	selected topics			currently edited - stacking with A490; Retain per Kristen Olgilvie
ART	A295	Internship Digital Art	AS	200603	201003	yes				Retain per Deborah Tharp
ART	A361	History of Graphic Design	AS	199702	N/A	yes			ARTS-BA: Bachelor of Arts in Art, ARTS-BFA: Bachelor of Fine Arts in Art	Retain per Deborah Tharp
AT	A272	Aircraft Cover/Finishing	CT	199702	201301					
BA	A615	Real Estate Investmnt Analysis	CB	200703	201301					
BIOL	A298	Individual Research	AS	200902	201302					
BIOL	A403	EL: Microscopical Tissue Tech	AS	199702	201301			BIOS-BA: Bachelor of Arts in Biological Sciences, BIOS-BS: Bachelor of Sciences in Biological Sciences, NSCI-Bs: Bachelor of Science in Natural Sciences, PSYC-BS: Bachelor of Science in Psychology		
CE	A426	Traffic Modeling & Simulation	EN	201301	201301		stacked	CE A626: Traffic Modeling and Simulation	CIVL-BS: Bachelor of Science in Civil Engineering	Retain per Rob Lang
CE	A447	Advanced Unit Processes	EN	201203	201301		stacked	CE A647: Advanced Unit Processes	CIVL-BS: Bachelor of Science in Civil Engineering	Retain per Rob Lang
CE	A626	Traffic Modeling & Simulation	EN	201301	201301		stacked	CE A426: Traffic Modeling and Simulation	CIVL-MS: Master of Science in Civil Engineering	Retain per Rob Lang
CE	A634	Structural Earthquake Engr	EN	199702	201203				EQEN-GRCERT: Graduate Certificate in Earthquake Engineering	Retain per Rob Lang
CE	A647	Advanced Unit Processes	EN	201203	201301		stacked	CE A447: Advanced Unit Processes	AEST-MS: Master of Science in Applied Environmental Science and Technology, CIVL-MS: Master of Science in Civil Engineering	Retain per Rob Lang
CED	A172	Woodworking	KP	201201	N/A	yes				
CiOS	A156	Web Graphics: Fireworks	CT	200303	201301			CiOS A153B: Website Design: Dreamweaver		
CiOS	A160	Business English	CT	199702	201203				RMGT-UGCERT: Undergraduate Certificate in Retail Management	
CiOS	A267	Law Office Proced: Client Docs	CT	200303	201203					
CiOS	A270	Project Management Fundamental	CT	200303	201302				CST-AAS: Associate of Applied Science in Computer Systems Technology	
CIS	A385	Multimedia Authoring	CB	201103	N/A	yes			CiOS-MNR: Minor in Computer Information Systems	
CNT	A244	Designing Secure WIN Networks	CT	200202	201301					
CNT	A246	WIN Netwk Infra Design	CT	200202	201203					
COMM	A236	Interviewing	AS	199803	201103	yes			COMN-MNR: Minor in Communication, MATH-BA: Bachelor of Arts in Mathematics	Retain per Barbara Harville
COMM	A345	Women & Communication	AS	201003	N/A	yes			COMN-MNR: Minor in Communication	Retain per Barbara Harville
COMM	A346	Oral Interpretation of Lit	AS	199803	201301				COMN-MNR: Minor in Communication	Retain per Barbara Harville
COMM	A370	Relational Communication	AS	201003	N/A	yes			COMN-MNR: Minor in Communication	Retain per Barbara Harville
COMM	A412	Persuasion	AS	199803	201101	yes			COMN-MNR: Minor in Communication	Retain per Barbara Harville
COMM	A420	Family Communication	AS	201003	N/A	yes			COMN-MNR: Minor in Communication	Retain per Barbara Harville
CSE	A225	Assem Lang Prog for Engineers	EN	201001	201203					
CSE	A438	Design Computer Engr Systems	EN	200903	201301					
CTE	A695	Internship	CT	200903	201301					Retain per Tara Smith

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Scorse Subj Code	Scorse Crse Number	Scorse Title	Scorse College Code	Scorsky Term Code Start	Subsect Term Code						
AEST	A603	Solid Waste Management	EN	200603	201203				AEST-MS: Master of Science in Applied Environmental Science and Technology		
DMS	A101	Introduction to Sonography	CH	201203	201203				DGMS-AAS: Associate of Applied Science in Diagnostic Medical Sonography		
DMS	A103	Patient Care in Sonography	CH	201203	201203				DGMS-AAS: Associate of Applied Science in Diagnostic Medical Sonography		
DN	A490	Current Topics Diet & Nutri	CH	200803	N/A	yes	selected topics		NUTR-MNR: Minor in Nutrition	Retain per Kendra Sticka	
DNCE	A131	Fund of Music-Based Jazz I	AS	199702	201301				DNCE-MNR: Minor in Dance, THTR-BA: Bachelor of Arts in Theatre	Retain per Daniel Anteau	
DNCE	A145	Dances West African Diaspora I	AS	199702	201203				DNCE-MNR: Minor in Dance, THTR-BA: Bachelor of Arts in Theatre		
DNCE	A146	Intro to Alaska Native Dance	AS	200401	201301		xlst	AKNS A146			
DNCE	A224	Dance for Musical Theatre II	AS	200401	201301		xlst	THR A224, DNCE A365: Dance Repertory and Performance I	DNCE-MNR: Minor in Dance, THTR-BA: Bachelor of Arts in Theatre	Retain per Daniel Anteau	
DNCE	A465	Adv Performance & Choreo Wrshp	AS	200201	201301				DNCE-MNR: Minor in Dance, THTR-BA: Bachelor of Arts in Theatre	Retain per Daniel Anteau	
ECON	A290	Special Topics in Economics	CB	200903	201203		selected topics			Retain per Lance Howe	
ECON	A640	Economics of Transportation	CB	199702	201001					Retain per Lance Howe	
EDCN	A690	Current Topics in Counseling	EA	200803	201203		selected topics	EDCN A695C: Counseling Internship: Community Agency			
EDD	A288	Computer Aided Drafting	CT	199702	201301				IPIN-AAS: Associate of Applied Science in Industrial Process Instrumentation		
EDEC	A600	Issues & Approaches in EC	EA	201103	N/A	yes			ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (w/ Teacher Cert)		
EDEC	A604	Responsive Practices in EC	EA	201103	N/A	yes			ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (w/ Teacher Cert)		
EDEC	A650	Leadership & Advocacy in EC	EA	201103	N/A	yes			ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (w/ Teacher Cert)		
EDEL	A392	Elem Ed Seminar I: CRT	EA	201003	201301						
EDEL	A431	Music/Art/Drama Elem Teachers	EA	200603	201201	yes					
EDFN	A631	Adv Educational Psych	EA	200601	200701	yes			TLRN-MED: Master of Education in Teaching and Learning	Retain per Paul Deputy	
EDRS	A668	Qualitative Research	EA	200902	N/A	yes			TLRN-MED: Master of Education in Teaching and Learning	Retain per Paul Deputy	
EDSE	A410	Clinical Assessment	EA	200203	200601			EDSE A495A: Field Exp in Special Education: Elementary, EDSE A495B: Field Exp in Special Education: Secondary	SSSED-MINOR: Minor in Secondary Special Education, SPED-MINOR: Minor in Elementary Special Education	Retain per Paul Deputy	
EDSE	A412	Curr/Strategy I: Low Incidence	EA	200203	200502			EDSE A495A: Field Exp in Special Education: Elementary, EDSE A495B: Field Exp in Special Education: Secondary	SSSED-MINOR: Minor in Secondary Special Education, SPED-MINOR: Minor in Elementary Special Education	Retain per Paul Deputy	
EDSE	A422	Curr/Strategy II: Hi Incidence	EA	200203	200602			EDSE A495A: Field Exp in Special Education: Elementary, EDSE A495B: Field Exp in Special Education: Secondary	SSSED-MINOR: Minor in Secondary Special Education, SPED-MINOR: Minor in Elementary Special Education	Retain per Paul Deputy	
EDSE	A484	Collab Btwn Fam/Professionals	EA	199702	200601	yes			SSSED-MINOR: Minor in Secondary Special Education	Retain per Paul Deputy	
EDSE	A495B	Field Exp Spec Ed: Secondary	EA	200502	200602	yes			SSSED-MINOR: Minor in Secondary Special Education		
EDSE	A681	Issues/Early Child Sp Ed	EA	199702	201203						
ENGL	A361	The Novel	AS	199702	201101	yes			CWLA-MNR: Minor in Creative Writing	Retain per David Bowie	
ENGL	A381	Drama	AS	199702	201101	yes			CWLA-MNR: Minor in Creative Writing	Retain per David Bowie	
ENGL	A487	Professional Editing	AS	199702	200903	yes		LEGL A356: Legal Research, Analysis, and Writing, PARL A456: Advanced Legal Analysis and Writing	CWLA-MNR: Minor in Creative Writing ENGL-MINOR: Minor in English ENGL-MNR: Minor in English LGLS-BA: Bachelor of Arts in Legal Studies LNCP-UGCERT: Undergraduate Certificate in Legal Nurse Consultant Paralegal PAST-PBCERT: Post-Baccalaureate Certificate in Paralegal Studies PLST-AAS: Associate of Applied Science in Paralegal Studies	Retain per David Bowie	

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AEST	A603	Solid Waste Management	EN	200603	201203				AEST-MS: Master of Science in Applied Environmental Science and Technology	
FIRE	A203	Hazardous Materials Chemistry	CH	200503	201203				FEST-AAS: Associate of Applied Science in Fire and Emergency Services Technology	
GEOL	A381	Kenai Peninsula Field Studies	AS	200403	201102	yes			GELS-BS: Bachelor of Science in Geological Sciences NSCI-BS: Bachelor of Science in Natural Sciences	Retain per Simon Kattenhorn
GEOL	A475	Environmental Geophysics	AS	200403	201003	yes			AEST-MS: Master of Science in Applied Environmental Science and Technology (MS-AEST) GELS-BS: Bachelor of Science in Geological Sciences NSCI-BS: Bachelor of Science in Natural Sciences	Delete per Simon Kattenhorn
GIS	A433	Coastal Mapping	EN	200603	201203				GISY-MINOR: Minor in Geographic Information Systems (GIS) GEOM-BS: Bachelor of Science in Geomatics GISY-UGCERT: Undergraduate Certificate in Geographic Information Systems (GIS) NSCI-BS: Bachelor of Science in Natural Sciences	
HIST	A238	Black History I	AS	199702	201103	yes				Retain per Paul Dunscomb
HIST	A478	Studies in Early Am History	AS	199702	201201	yes	selected topics			Retain per Paul Dunscomb
HNRS	A191	Freshman Honors Tutorial	HC	200503	201201	yes	selected topics	HNRS A291 : Sophomore Honors Tutorial		Retain per John Mouracade
HNRS	A291	Sophomore Honors Tutorial	HC	200503	201203		selected topics	HNRS A391 : Junior Honors Tutorial		Retain per John Mouracade
HNRS	A391	Junior Honors Tutorial	HC	200503	201301		selected topics			Retain per John Mouracade
HS	A498	Senior Project	CH	201103	N/A	yes			HLSC-BS: Bachelor of Science in Health Sciences	Retain per Corrie Whitmore
HS	A499	Senior Thesis	CH	201101	N/A	yes			HLSC-BS: Bachelor of Science in Health Sciences	Retain per Corrie Whitmore
JPC	A342	Photojournalism	AS	200603	201103	yes		JPC A368 : Commercial Photography	JRPC-BA: Bachelor of Arts in Journalism and Public Communications	Retain per Paola Banchemo
JPC	A369	Design for Publications	AS	200603	201203				JRPC-BA: Bachelor of Arts in Journalism and Public Communications	Retain per Paola Banchemo
JUST	A355	Rural Justice	CH	201103	N/A	yes			AKNS-MNR: Minor in Alaska Native Studies	Retain per Troy Payne
LAT	A101	Elementary Latin I	AS	199702	201203					
LOG	A678	Strat Log Glob Supp Chn Mgt	CB	200201	201103	yes				
LSIS	A101	Discoveries in Science	AS	200103	201301			LSIS A102 : Origins: Earth-Solar System-Life	LBST-BLS: Bachelor of Liberal Studies	
LSSS	A311	People, Places & Ecosystems	AS	200103	201301			LSIC A332 : Science, Technology, and Culture LSIC A488A : Capstone Project I: Design and Research	LBST-BLS: Bachelor of Liberal Studies ENSO-BA: Bachelor of Arts in Environment and Society NSCI-BS: Bachelor of Science in Natural Sciences	
MATH	A408	Mathematical Stats II	AS	199702	201301				STAT-MNR: Minor in Statistics MATH-BA: Bachelor of Arts in Mathematics MATH-BS: Bachelor of Science in Mathematics MATH-MINOR: Minor in Mathematics NSCI-BS: Bachelor of Science in Natural Sciences	Delete per Kanapathi Thiru

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Sbcrse Subj Code	Sbcrse Crse Number	Sbcrse Title	Sbcrse College Code	Sbcrky Term Code Start	Sbssect Term Code					
AEST	A603	Solid Waste Management	EN	200603	201203				AEST-MS: Master of Science in Applied Environmental Science and Technology	
									AEST-MS: Master of Science in Applied Environmental Science and Technology (MS-AEST) BSEE: Bachelor of Science in Electrical Engineering ME: Bachelor of Science in Mechanical Engineering MECH-BS: Bachelor of Science in Mechanical Engineering MSME-BS: Bachelor of Science in Mechanical Engineering ENGN-BS: Bachelor of Science in Electrical Engineering MATH-BA: Bachelor of Arts in Mathematics MATH-BS: Bachelor of Science in Mathematics MATH-MINOR: Minor in Mathematics	Per Mark Fitch
MATH	A426	Numerical Analysis	AS	200703	201301					
MEDT	A105	Microbiology-Clinical Assist	CH	200203	201203			MEDT A195B : Clinical Assistant Practicum	CLAS-OECERT: Occupational Endorsement Certificate in Clinical Assistant	
MEDT	A106	Waived Testing	CH	200901	201201	yes		MEDT A195B : Clinical Assistant Practicum	CLAS-OECERT: Occupational Endorsement Certificate in Clinical Assistant	
MEDT	A195B	Clinical Assistant Practicum	CH	200203	201302				CLAS-OECERT: Occupational Endorsement Certificate in Clinical Assistant	
MT	A231	Vessel Com License Prep	CT	199702	201301					Retain per Casey Rudkin
NS	A420	Caring for Indiv with IDD	CH	200403	201302					Retain per Cynthia Booher
PADM	A618	Public Accountability & Ethics	CB	199702	201302				ETHC-UGCERT: Undergraduate Certificate in Applied Ethics	
PEP	A235	Coaching Swimming & Diving	CH	200603	N/A	yes				
PEP	A236	Coaching Skiing	CH	200603	N/A	yes				
PEP	A237	Coaching Figure Skating	CH	200603	N/A	yes				
PEP	A238	Coaching Gymnastics	CH	200603	201301					
PEP	A239	Coaching Baseball/Softball	CH	200603	N/A	yes				
PEP	A240	Coaching Football	CH	200603	N/A	yes				
PEP	A242	Coaching Soccer	CH	200603	201301					
PEP	A243	Coaching Hockey	CH	200603	N/A	yes				
PEP	A244	Coaching Volleyball	CH	200603	N/A	yes				
PEP	A442	Exercise & Aging	CH	200603	201103	yes				
PER	A106	Aerobics	CH	200603	201301					
PER	A138	Beginning Foil Fencing	CH	201003	201301					
								PEP A467D : Water-Based Outdoor Leadership PER A150 : Water Safety and Rescue	ODLD-MNR: Minor in Outdoor Leadership OLED-OEC: Occupational Endorsement Certificate in Outdoor Leadership PHED-BS: Bachelor of Science in Physical Education	Retain per Erin Cutts
PER	A151	Beginning Canoeing	CH	200603	201302					Retain per Erin Cutts
PER	A172	Fishing Academy	CH	200802	201302					Retain per Erin Cutts
									ODLD-MNR: Minor in Outdoor Leadership OLED-OEC: Occupational Endorsement Certificate in Outdoor Leadership PHED-BS: Bachelor of Science in Physical Education	Retain per Erin Cutts
PER	A252	Intermediate River Rafting	CH	201002	201202					Retain per Erin Cutts
PHIL	A311	Truth & Reality	AS	200203	200801	yes			PHIL-BA: Bachelor of Arts in Philosophy	Retain per Stephanie Bauer
PHYS	A320	Simulation of Physical Systems	AS	200401	201203				NSCI-BS: Bachelor of Science in Natural Sciences	Retain per Katherine Rawlins
PSY	A316	Motivation & Emotion	AS	199702	201102	yes		PSY A428 : Evolutionary Psychology		Retain per Mychal Machado
PSY	A492	Senior Seminar	AS	199702	201202	yes		PSY A690 : Advanced Topics in Psychology		Retain per Mychal Machado
PSY	A601	Integration Seminar	AS	200603	200903	yes				in workflow; Retain per James Fitterling
PSY	A603	Alaskan & Rural Psychology	AS	200603	N/A	yes				Retain per James Fitterling
PSY	A605	History & Systems	AS	200603	N/A	yes			CLCO-DOCDEG: Ph.D. in Clinical-Community Psychology	Retain per James Fitterling

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AEST	A603	Solid Waste Management	EN	200603	201203				AEST-MS: Master of Science in Applied Environmental Science and Technology	
PSY	A606	Native Ways of Healing	AS	200603	N/A	yes				Retain per James Fitterling
PSY	A616	Program Evaluation I	AS	200603	N/A	yes		PSY A617 : Program Evaluation and Community Consultation II (Active)	CLCO-DOCDEG: Ph.D. in Clinical-Community Psychology	Retain per James Fitterling
PSY	A617	Program Evaluation II	AS	200603	N/A	yes			CLCO-DOCDEG: Ph.D. in Clinical-Community Psychology	Retain per James Fitterling
PSY	A658	Qualitative Analysis	AS	200603	201001	yes			CLCO-DOCDEG: Ph.D. in Clinical-Community Psychology	Retain per James Fitterling
PSY	A671	Grant Writing	AS	200603	N/A	yes				Retain per James Fitterling
RUSS	A205	Conversational Skills II	AS	199702	201102	yes				Retain per Francisco Miranda
STAT	A408	Multivariate Statistics	AS	200603	201201	yes		STAT A608 : Advanced Multivariate Statistics	AEST-MS: Master of Science in Applied Environmental Science and Technology (MS-AEST) STAT-MNR: Minor in Statistics MATH-BA: Bachelor of Arts in Mathematics MATH-BS: Bachelor of Science in Mathematics NSCI-BS: Bachelor of Science in Natural Sciences	Retain per Kanapathi Thiru
STAT	A490	Selected Topics in Statistics	AS	200603	201103	yes			STAT-MNR: Minor in Statistics MATH-BA: Bachelor of Arts in Mathematics MATH-BS: Bachelor of Science in Mathematics NSCI-BS: Bachelor of Science in Natural Sciences	Delete per Kanapathi Thiru
SWK	A641	Child Trauma	CH	201103	N/A	yes	xlst	DNCE A365 : Dance Repertory and Performance I, THR A224	DNCE-MNR: Minor in Dance THTR-BA: Bachelor of Arts in Theatre	Retain per Mary Dallas Allen
SWK	A664	Clinical SWK with Adults	CH	200601	201302		selected topics			
THR	A224	Dance for Musical Theatre II	AS	200401	201301					Per Daniel Anteau
THR	A343	Scenic Design II	AS	199702	200401				THTR-BA: Bachelor of Arts in Theatre	Per Daniel Anteau

2018-2019 GER Purge List Responses

ENGL A310	Retain per Sharon Emmerichs	I'm writing to request that the course be renewed, as I'm planning to offer it in the Spring of 2019. We plan to see how enrollment goes and make a more permanent decision based on the numbers.
RUSS A302	Retain per Francisco Miranda	The Department of Languages hereby requests that Russian A205 and Russian A302 be retained since both courses will be essential in the future reestablishment of the Russian major.
GEOG A390B	Retain per Dorn Van Dommelen	<p>I'm responding to the purge notification of GEOG A390B from the GER course list.</p> <p>I appreciate that the course has *never* been offered and that there is justification for removing it from the list. At the same time, the course has never been offered because I have been working hard, in difficult budget times to offer lower-division GER courses. In anticipation of a future in which there may be enough resources to allow me to teach a few more upper-division courses, I would love to still have this course in the catalog as a capstone GER. I think it will be good as such and hope to offer it. In addition, our Department has plans to begin to develop a bit of a tourism focus in the near future and this course could be ideal for me or a future hire to teach in the vein.</p> <p>I leave this in the hands of the UAB to make this and the other tough purge decisions that must be made, trusting you will make the best overall decisions for all programs.</p>

2018-2019 Undergraduate Purge List Responses

AKNS A109B	Retain per Beth Leonard	<p>Please maintain the AKNS courses listed below:</p> <ul style="list-style-type: none"> • AKNS A109B Tlingit Orthography • AKNS A109C Alaska Native Lang Orthography <p>Both of these courses are stacked with the AKNS A102 series and will be offered in upcoming academic years. Alaska Native language courses at UAA, including our KPC and KoC campuses have robust enrollments.</p>
AKNS A109C		
ART A295	Retain per Deborah Tharp	<p>The Department of Art is requesting retention of ART A295 Internship Digital Art. This is a course that originated on the KPC Campus for their curriculum in the Digital Arts Associates Degree. The UAA Department of Art is currently reviewing this course for possible curriculum revision to serve our Graphic Design evolving curriculum needs.</p>
ART A361		<p>The Department of Art is requesting retention of ART A361 History of Graphic Design from the 2018-19 Academic Course Purge List. The Graphic Design Program's curriculum is currently being re-structured. This course is an essential component of this curriculum plan. Please retain this course from the list while we work on this important programmatic curriculum.</p>
CE A426	Retain per Rob Lang	<p>The Civil Engineering Department requests that CE A426 be removed from the 2018-19 purge list. This course was developed and taught by a faculty member who left the program. The department is in the process to hire a new faculty member in the same specialty area who can activate the offering of this course.</p>
CE A447		<p>The Civil Engineering Department requests that CE A447 be removed from the 2018-19 purge list. The last two scheduled offering times were missed due to research buyout and Professor Aaron Dotson's sabbatical. It will be taught per our four-year schedule unless further circumstances arise. There is only a single faculty in this discipline and out of discipline alternatives were provided for prior lack of offering.</p>
COMM A236 COMM A345 COMM A346 COMM A370 COMM A412 COMM A420	Retain per Barbara Harville	<p>The Department of Journalism and Communication is undergoing a significant change. In the coming academic year, the Communication faculty will move to the Community and Technical College and the Department of Communication will be reconstituted as a separate department, apart from Journalism.</p> <p>We believe that we will be able to establish a course rotation for COMM that will include the following courses. Therefore, the faculty request that the COMM courses be removed from the purge list.</p>
DN A490	Retain per Kendra Sticka	<p>We would like to request that DN A490 NOT be purged. Although we have not offered it in recent years, we are going through a variety of curriculum changes that may make it beneficial to be able to offer special topics classes so we would like to retain that course.</p>

DNCE A131 DNCE A224 DNCE A465	Retain per Daniel Anteau	The department of Theatre and Dance would like to retain the following courses that have hit this year's purge list: <ul style="list-style-type: none"> • DNCE A131 Fundamentals of Music Based Jazz • DNCE A224 Dance for Musical Theatre II • DNCE A465 Adv. Performance & Choreographic Workshop
ECON A290	Retain per Lance Howe	Special topics courses are important for several reasons. They allow us to gauge demand for a course we may want to offer permanently, they allow us to address relevant current events, and they allow space for visiting faculty to teach specialized topics. We recently offered Special Topics courses at the 300 and 400 level but not at the 200 level. Currently, we are planning to offer a 290 special topics course about the Environment and Regulation in Fall 2018.
EDSE A410 EDSE A412 EDSE A422 EDSE A484	Retain per Paul Deputy	The College of Education wishes to retain the following course and asks that they not be purged. These courses meet the requirements of our programs and we intend to offer them in the future.
ENGL A361 ENGL A381 ENGL A487	Retain per David Bowie	I'm writing because ENGL A361, ENGL A381, and ENGL A487 are on the 2018–2019 course purge list. I would like to request that these courses be retained, since the English Department is undertaking a significant restructuring of our major and course offerings, and so these courses are likely to be offered in the near future.
GEOL A381	Retain per Simon Kattenhorn	We would like to maintain the course: GEOL A381 Kenai Peninsula Field Studies
HIST A238 HIST A478	Retain per Paul Dunscomb	I am writing to ask clemency for the following history courses currently on the purge list. HIST A238 Black History I and HIST A478 Studies in Early American History. Although neither has been offered recently we would prefer to retain them for future use.
HNRS A191 HNRS A291 HNRS A391	Retain per John Mouracade	These courses are part of a suspended program (The 49th State Fellows).
HS A498 HS A499	Retain per Corrie Whitmore	Please remove HS 498 and HS 499 from 2018-2019 Course Purge List. We have students who are interested in completing these courses in the future.
JPC A342 JPC A369	Retain per Paola Banchemo	The Department of Journalism and Communication is undergoing significant change. We are also considering who to hire as the next Atwood Chair of Journalism, and this affects course rotation. We believe that we will be able to establish a course rotation for JPC that will include the following courses. Therefore, the faculty request that the JPC courses be removed from the purge list: JPC A342 Photojournalism & JPC A369 Design for Publications
JUST A355	Retain per Troy Payne	We anticipated teaching this course in AY 2017-2018, however unexpected faculty vacancies made that impossible. We are currently conducting searches for three faculty positions. If we are successful in these, we plan to teach JUST A355 in AY 2018-2019.

MATH A426	Retain per Mark Fitch	Please retain MATH A426 Numerical Analysis in the 2018-2019 catalog. The Department of Mathematics & Statistics began a new four (4) year schedule for upper division math courses starting in fall 2017. We expect to offer MATH A426 in spring 2019 and every other year thereafter.
MT A231	Retain per Casey Rudkin/ Carol Swartz	Kenai Peninsula College would request that MT A231 be removed from the Purge List, as we may wish to offer this again in the near future. Carol Swartz, the Campus Director at Kachemak Bay Campus, has received word from the local industry that they would like the course to be available. Her comments on the course are noted below: <i>KPC would like to request that its course MT A231 not be purged. This course, Vessel Commercial License Preparation, has been identified by our local maritime industry as one for us to have available to offer in the future.</i>
NS A420	Retain per Cynthia Booher	The School of nursing requests that NS 420, Caring for the Individual with Intellectual and Developmental Disabilities, be removed from the purge list. We recently updated the CAR/CCG for this course in Spring of 2017 and will be offering the new version this summer (2018).
PER A151 PER A172 PER A252	Retain per Erin Cutts	There are three courses that Prince William Sound College Outdoor Leadership Program would like to retain for use in our program. These courses include: <ul style="list-style-type: none"> • PER A151: Beginning Canoeing • PER A172: Fishing Academy • PER A252: Intermediate River Rafting These courses are all listed as elective courses as part of our Associates of Applied Science, Outdoor Leadership Degree. We recently updated the degree requirements (approved at the end of fall semester) and would like to offer these courses in the future. There is interest in both boating skills and fishing skills in Valdez and we would like to offer courses in these subjects.
PHIL A311	Retain per Stephanie Bauer	Our department requests that Phil A311, Truth and Reality, be removed from the 2018 purge list. This course was reactivated in 2016. It has not yet been offered due to our course rotation and an opportunity for a collaboration with the UAF philosophy department this semester that meets the same requirement. I believe Phil A311 will be offered in the Spring 2019 semester.
PHYS A320	Retain per Katherine Rawlins	This course is part of an upper-division suite that is offered on a rotating basis or according to students' needs. Although this course have not been offered as a "standard" course recently, it is an option for students seeking a Physics Minor, and we - sometimes offer courses like this as Directed Study. We would like to keep it in our upper-division suite; please do not purge it from the catalog.

PSY A316 PSY A492	Retain per Mychal Machado	<p>I am writing to provide justification to retain the following undergraduate psychology courses.</p> <ul style="list-style-type: none"> • PSY A316, Motivation and Emotion (3 credits) • PSY A492, Senior Seminar: Contemporary Topics in Psychology (3 credits) <p>The courses listed above are unique upper level electives that students can take to complete their degree requirements. At present, our department requires students to complete 9 and 12 credits of upper division Psychology credits to obtain a BA or BS in Psychology, respectively. The Department of Psychology plans to offer these courses in AY18-19.</p>
RUSS A205	Retain per Francisco Miranda	<p>The Department of Languages hereby requests that Russian A205 and Russian A302 be retained since both courses will be essential in the future reestablishment of the Russian major.</p>
STAT A408	Retain per Kanapathi Thiru	<p>I am requesting that STAT A408 be retained in the 2018-2019 UAA Catalog. We may offer this course in the near future depending on the budget situation in the CAS. This course is stacked with STAT A608 and together draws about 10 students.</p>
THR A224 THR A343	Per Daniel Anteau	<p>The department of Theatre and Dance would like to retain the following courses that have hit this year's purge list:</p> <ul style="list-style-type: none"> • THR A224 Dance for Musical Theatre • THR A343 Scene Design II

2018-2019 Graduate Course Purge List Responses

ANTH A690	Retain per Kristen Olgilvie	There is a one class on the purge list that we would like to request be removed. ANTH A690 is listed; we have it right now in the CIM system with revisions to support a curriculum update our department has initiated. It will be stacked with A490 and offered periodically.
CE A626	Retain per Rob Lang	This course was developed and taught by a faculty member who left the program. The department is in the process to hire a new faculty member in the same specialty area who can activate the offering of this course.
CE A634		We would like to keep CE A634 and adapt the consent to align with a similar UAF course.
CE A647		The last two scheduled offering times were missed due to research buyout and Professor Aaron Dotson's sabbatical. It will be taught per our four-year schedule unless further circumstances arise. There is only a single faculty in this discipline and out of discipline alternatives were provided for prior lack of offering.
CTE A695	Retain per Tara Smith	CTC would like to request retention of CTE A695 Internship. Although the graduate programs that it used to be a part of have been deleted, CTC is still evaluating the need for specific courses and would like to retain the option for graduate projects/experiences that this course provides.
ECON A640	Retain per Lance Howe	This is an important course that addresses the economic aspects of the transportation industry with special emphasis on problems of regulation and public policy. The content of the course blends business and government policy in a way that MBA and MPA students will find valuable. Professor of Logistics Darren Prokop, has recently published a related textbook "Concepts of Transportation Economics" and is currently available to teach the course in Spring 2019. We offered the course in Fall 2017 but had to cancel the offering due to low enrollments. We anticipate greater demand for the course when we offer it again, ideally in Spring 2019. Dr. Prokop is working with MBA Program Director, Dr. Terry Nelson, to align this course with a suite of hybrid courses for MBA students. Also, we intend to market the course differently and will encourage MPA students to enroll in the course. A couple of Economics majors might also be interested in the course as we would allow them to count the course as an Upper Division Elective.
EDFN A631	Retain per Paul Deputy	The College of Education wishes to retain the following course and asks that they not be purged. These courses meet the requirements of our programs and we intend to offer them in the future.
EDRS A668		

PSY A601 PSY A603 PSY A605 PSY A606 PSY A616 PSY A617 PSY A658 PSY A671	Retain per James Fitterling	See attached memo
SWK A641	Retain per Mary Dallas Allen	The course SWK A641 Child Trauma is on the 2018 course purge list, but the UAA School of Social Work MSW program would like to retain this course. Although it has not been taught since summer 2011, we do anticipate offering it again in the near future. Course content on childhood trauma is essential for MSW students, especially those who are interested in social work practice with children and families. Thank you for considering this request.

Interdisciplinary Studies Degree – Master of Arts/Master of Science

Graduate School, Bragaw Building, Suite 368, (907) 786-1096, uaa_graduateschool@alaska.edu
<https://catalog.uaa.alaska.edu/graduateprograms/interdisciplinarystudies/>

Students who are interested in studies that cross traditional disciplinary boundaries are offered a unique degree that offers flexibility, creativity, and collaboration. Today's students are faced with an increasing demand for interdisciplinary approaches to research and education, and may be interested in the Interdisciplinary Studies Program in either Arts or Sciences. The degree is overseen by the Graduate School and combines coursework in two or more disciplines/programs and may involve more than one academic college.

Program Objectives

Interdisciplinary Studies (INDS) Masters' degrees make it possible for graduate students interested in combining disciplines to create a degree program to suit their needs, when no existing graduate program does. The program of study for each student will be designed by the student and the faculty mentors.

This degree supports the learner-centered, discovery-driven, and globally engaged missions of UAA by meeting individual student needs, promoting academic collaboration across the university, and producing scholars with a global approach to solving problems.

Student Learning Outcomes

In keeping with the above objectives, the expected student learning outcomes of the MA/MS program in Interdisciplinary Studies include the ability to:

1. Demonstrate an understanding of the relationship between the various disciplines incorporated into the Graduate Studies Plan (GSP);
2. Demonstrate proficiency of research methodology and research design, or creative activities appropriate to the interdisciplinary nature of their work through the culminating experience;
3. Identify and apply the relevant theoretical framework of the disciplines incorporated into their Graduate Studies Plan;
4. Demonstrate application of specific knowledge in the particular area of study associated with the thesis or project;
5. Demonstrate mastery of their subject matter on their Graduate Studies Plan; and
6. Demonstrate knowledge of the careers, professions, and/or future academic opportunities available to them upon completion of their studies.

Admission Requirements

A prospective student must first contact the Graduate School before beginning the INDS application process to ensure eligibility, viability of their proposed plan of study, and to discuss their educational goals.

Students must satisfy the Admission Requirements for Graduate Degrees and deadlines. All students must also submit the following to the UAA Office of Admissions:

1. Submission of the official scores from the GRE General Test if the "home" program requires the test. The "home" department is that of the primary graduate advisor;
2. Current resume or curriculum vitae;

3. At least two letters of recommendation that address the academic qualifications of the applicant to complete graduate level work for the degree program; and
4. A proposed INDS Graduate Studies Plan (GSP) of at least 30 credits, signed by the proposed primary graduate advisor. The GSP must designate a concentration or emphasis area of study. It must also include the proposed graduate committee, who agree to serve. The proposed committee must represent at least two of the programs of courses listed on the INDS GSP. At least one committee member must be from an existing graduate degree program at UAA.

Admission decisions will be based on having a robust and scholarly GSP that meets the above requirements. Both the GSP and admission recommendation must be approved by the Graduate School Dean.

Graduate Studies Plan (GSP) Requirements

- Must have a minimum of 30 credits;
- Minimum 21 credits of 600-level courses including at least 2 courses from a minimum of two different disciplines;
- One research methodology course; and
- Must have at least 3 credits, and no more than 6 credits, of thesis or project.

Thesis Expectations

Students who undertake a **research-based thesis** should be able to demonstrate that they can:

- Develop a testable hypothesis or explore research questions;
- Locate, retrieve and utilize appropriate information;
- Read, understand, and critically review the primary literature;
- Utilize appropriate methodology to conduct a research-based study;
- Analyze results using qualitative or quantitative techniques;
- Compare their results to previous studies;
- Explain the contribution of their study to the broader field of existing knowledge;
- Communicate the importance of their work in an oral presentation; and
- Communicate the importance of their work in written format.

Project Expectations

Students who undertake a **project** should be able to demonstrate that they can:

- Develop a plan for the project or develop a plan for a scholarly or creative work;
- Locate, retrieve and utilize appropriate information;
- Read, understand, and critically review the primary literature or previous creative works;
- Utilize appropriate methodologies to conduct an applied study, implement a project, or utilize appropriate skills to produce a creative work;
- Analyze results using qualitative or quantitative techniques when appropriate;
- Compare their results to previous studies when appropriate;
- Explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- Communicate the originality of, as well as the independent thinking and rationale for their work, in written format.

Graduation Requirements

- Satisfy the General University Requirements for Graduate Degrees;
- Satisfactorily complete and defend a thesis or a project. The defense must be approved by the majority of graduate committee members, and by the Dean of the Graduate School; and
- All theses and projects must have final approval by the Dean of the Graduate School, including formatting requirements.

~~A student who has received a baccalaureate degree from a regionally accredited institution and whose credentials indicate the ability to pursue graduate work may develop an interdisciplinary studies major. The proposed program must differ significantly from and may not substitute for an existing UAA graduate degree program. The student may select no more than one half of the program credits from one existing graduate degree program, and courses must come from two or more disciplines (i.e., subjects). All interdisciplinary students must be "homed" in an existing graduate program.~~

~~In addition to the [General University Requirements for Graduate Degrees](#), students must comply with the following procedures:~~

- ~~1. The student submits a UAA Graduate Application for Admission (as an interdisciplinary studies major) with the appropriate fee to the Office of Admissions. This application will be reviewed by the Graduate School for determination of acceptance to graduate study, contingent on items 2-5 below.~~
- ~~2. The student invites a faculty member to chair their graduate studies committee and to serve as the student's graduate advisor. The student must be "homed" in an existing graduate degree program and the chair shall normally be a full-time faculty member from that graduate degree program. The chair must agree to serve and must be approved by the Graduate School dean or designee. Faculty members may be co-chairs if they are from non-graduate programs.~~
- ~~3. The student proposes a graduate studies committee of at least three faculty members (including the chair) from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of 9 credits or more. The committee members must agree to serve and be approved by the Graduate School dean or designee by submitting an Appointment of Committee Form. Faculty from non-graduate programs may participate as co-chairs or committee members.~~
- ~~4. The student develops an interdisciplinary proposal, including a paper graduate studies plan (GSP) specifying the degree (MA/MS) and title or concentration. In developing this proposal, the student should review all graduate degree policies and procedures. To receive an interdisciplinary studies master's degree from UAA, the student must incorporate into his or her proposal all General University Requirements for Graduate Degrees and any college requirements applicable. No more than 6 thesis credits should be included. The graduate committee may require a master's thesis, research project or capstone.~~
- ~~5. The student presents the proposed GSP along with the master's thesis, research project or capstone proposal to the committee and chair for preliminary review and approval. If the committee and chair support the GSP and research proposal, it will be forwarded to the Graduate School dean or designee for approval in consultation with the affected graduate programs.~~
- ~~6. Students work with their advisors and graduate committees to ensure that satisfactory progress is made toward completing degree requirements.~~
- ~~7. The student must complete all requirements established in the official interdisciplinary GSP, and must pass a written and/or oral comprehensive examination, an evaluation of independent scholarship, and/or a project or thesis defense or similar final evaluation as established by the graduate program. The examination, evaluation or defense must be approved by all graduate committee members as passing the~~

~~requirement and by the dean of the Graduate School or designee. All theses and projects must have final approval by the dean or designee of the Graduate School.~~

~~8. During the semester of the project or thesis defense or similar final evaluation, the student must apply for graduation in a timely fashion. The diploma will indicate that it is an interdisciplinary degree, as well as the applicable subjects/concentration.~~

~~9. All theses and projects must meet formatting requirements as established by the Graduate School.~~

~~- See more at:~~

~~<https://catalog.uaa.alaska.edu/graduateprograms/interdisciplinarystudies/#sthash.IS4aIWUA.dpuf>~~



UAA Justice Center
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508-4614
T 907.786.1810, F 907.786.7777
<http://justice.uaa.alaska.edu/>

Date: March 20, 2018

To: Susan Kalina
Vice Provost, Undergraduate Academic Affairs

Through: Andre Rosay DocuSigned by: Andre Rosay 626889A6CC321C3
Associate Dean for Academic and Student Affairs, College of Health

Yvonne Chase DocuSigned by: Yvonne Chase 9211C8E91DCEA19E
Chair, College of Health Curriculum Committee

From: Brad Myrston DocuSigned by: Brad Myrston 1FC5C744E587428...
Director, Justice Center

Re: American Council on Education (ACE) College Credit Recommendation: DSST 498, Criminal Justice

The Justice Center concurs with the ACE recommendation to change the academic credit awarded to students from 6 lower-level credits to 3 lower-level credits to reflect the June 2017 revisions made to the DSST, Criminal Justice exam. (Please see attached summary of ACE recommendation.) Additional information on the DSST, Criminal Justice exam can be found at:

https://getcollegecredit.com/assets/pdf/dsst_fact_sheets/DSST_CRIMINAL_JUSTICE_2016-2017_Fact_Sheet.pdf.

L338

ELECTRONIC COMMUNICATION

Exam: DSST 498

Title: Criminal Justice

Current equivalency/credits: JUST A2/6cr

Current cut score: 400

New ACE recommendation:

Cut score: 400

Level: Lower-level baccalaureate

Subject area: Criminal Justice

Credits: 3 credits

Exam information: This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam covers topics such as criminal behavior, law enforcement, criminal justice system, corrections and the court system.

This exam was updated June 8, 2017 and includes new content and content outlines reviewed by the American Council on Education (ACE). **ACE recommendation changed from 6L to 3L credits.** References up from 2 to 3. Minimal change to % in content areas. [2017 Fact Sheet](#)



Alaska Native Studies
UNIVERSITY of ALASKA ANCHORAGE

February 20, 2018

To: Dr. Carrie King
Chair, University Undergraduate Board Chair

From: Beth Leonard, Chair and Associate Professor

Date: February 20, 2018

RE: Credit for Prerequisite Not Taken – Alaska Native Languages

I am submitting the following policy change for your review:

Credits for Prerequisite Not Taken: Alaska Native Languages

An accepted degree-seeking UAA student who has completed AKNS A102 A, B, C, D, E, or F with a grade of 'C' or higher is eligible to receive 3 credits for the preceding course AKNS A101A, B, C, D, E, or F.

To receive this credit, students must submit the appropriate form to the Office of the Registrar, and pay an administrative fee to have the credit applied to their transcript.

Cc: Maria Williams, Associate Professor of Alaska Native Studies
Libby Eufemio, Assistant Professor, Alutiiq Studies
Sondra Shaginoff-Stuart, Ahtna and Dena'ina Language Instructor
Rural and Native Student Services Coordinator

Curriculum Coordination – Proposed Alaska Native Themed (AKNT) General Education Requirement

UAA is proposing the incorporation of an Alaska Native-Themed (AKNT) General Education Requirement for newly admitted students, beginning in Fall 2018.

From Spring 2016 to the present, the UAA Alaska Native Studies leadership team of Dr. Jeane Breinig (Interim Associate Vice Chancellor for Alaska Native and Diversity), Dr. Maria Williams (Alaska Native Studies and Faculty Senate First Vice President), and Dr. Beth Leonard (Director of Alaska Native Studies) conducted intensive outreach and numerous conversations across UAA, including Faculty Senate, the colleges and community campuses, and multiple curriculum committees, to discuss the details of the AKNT initiative and its impact on colleges and majors. Additionally, there a number of Alaska Native themed courses across the various disciplines, colleges and programs at UAA.

This proposal is the culmination of many years of formal discussion, coalescing in 2015 when the Alaska Native Studies Council (representing Alaska Native faculty across the system) brought forward a request to the University of Alaska Board of Regents for an Alaska Native general education requirement. After the Alaska Native Studies Council developed four learning outcomes for Alaska Native-Themed courses, the initiative was endorsed by the student government organizations of all three Alaska public universities, sanctioned by the University of Alaska Board of Regents, and supported by President Johnsen.

Draft Catalog Copy

Beginning in Fall 2018, students admitted to UAA must complete three credits of the Alaska Native-themed General Education Requirement (AKNT) before graduating with an Associate of Arts or Baccalaureate degree by completing an approved Alaska Native-themed class from a list of approved courses. Approved courses count for the Alaska Native-themed requirement by aligning with the following Student Learning Outcomes:

Instructional Goals: The instructor will	Student Learning Outcomes: Students will be able to
1. Foster knowledge of the diversity of Alaska Native/Indigenous peoples by language and region.	Recognize Alaska Native/Indigenous diversity by tribe, language, and region.
2. Assist students in understanding Alaska Native/Indigenous perspectives.	Identify and articulate the complexity and sophistication of Alaska Native/Indigenous knowledge systems and social institutions and the arts in historical and contemporary contexts.
3. Present the dynamics of historical continuity and change with a focus on political and legal concerns.	Articulate the social and legal development of Alaska Native peoples, such as ANCSA.
4. Guide students in examining the history of Southcentral Alaska and the Dena'ina, Ahtna, and Sugpiaq peoples	Identify the historical forces of colonization and their impact upon Alaska Native regions, communities, and individuals.

Note: (1) Students can meet the Alaska Native Themed requirement by taking an approved course within the GER, their program or major, or as an elective. (2) Approved courses will be listed on the Registrar's website until incorporated into the catalog.

Please contact the faculty initiator, Dr. Maria Williams (mdwilliams6@alaska.edu) or Director of General Education, Dr. Dan Kline (dtkline@alaska.edu) with any questions.

1. Meet program admission requirements;
2. Complete the General University Requirements but not the General Education Requirements or General Course Requirements; and
3. Complete the major program requirements.

Double Majors for AAS Programs

Associate of Applied Science degrees are intended to provide specialized education. Therefore, they do include a major specialty and students may earn more than one AAS.

Associate of Applied Science degree-seeking students may apply to graduate (during the same semester) with two majors. For example, a student may select two areas from the approved majors within the AAS degree program (such as Welding and Automotive Technology). Students must apply and be accepted into each major program. Students may request a double major at the time of initial admission to UAA or add a major at a later date through the Change of Major degree process. Forms are available on the Office of the Registrar's website (<http://www.uaa.alaska.edu/records/registrarforms.cfm>). Students must satisfy the General University Requirements, the General Course Requirements and both sets of major requirements.

Students may elect to graduate under the requirements of any catalog in effect (<http://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/catalogyear>) during the five years after formal acceptance to the program.

A double major is not applicable to the Associate of Arts degree.

General Course Requirements for AAS Degrees 1

General Course Requirements for AAS Degrees

To receive an Associate of Applied Science, students must be admitted to the program and must satisfy:

- General University Requirements for Associate of Applied Science Degrees (<http://catalog.uaa.alaska.edu/undergraduateprograms/aasrequirements>).
- General Course Requirements for Associate of Applied Science Degrees listed below. AAS students who intend to pursue a baccalaureate degree should consult a faculty or academic advisor for appropriate course selections. (15 credits)

☐ [Complete 3 credits from the GER Oral Communication Skills list.](#)

☐ [Complete 6 credits from the GER Written Communication list.](#)

☐ [Complete 3 credits from the GER Quantitative Skills list or MATH A105. To determine the appropriate quantitative skills course, students must work with their academic advisor, as AAS degrees and pathways differ.](#)

Oral Communication Skills 3

COMM A111 Fundamentals of Oral Communication

COMM A235 Small Group Communication

COMM A237 Interpersonal Communication

COMM A241 Public Speaking

Written Communication Skills 6

CIOS A260A Business Communications

WRTG A111 Writing Across Contexts

WRTG A211 Writing and the Humanities

WRTG A212 Writing and the Professions

WRTG A213 Writing and the Sciences

WRTG A214 Arguing Across Contexts

Designated Disciplines 36

Choose an additional 36 credits from the GER Tier II Disciplinary Areas section of the General Education Requirements for baccalaureate degrees in humanities, math, natural sciences or social sciences from the classification list below. (<http://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/gers>) Courses must be at the 100 level or higher.*

Total Credits 15

** Any course in humanities, mathematics, natural sciences, or social sciences from the General Education Requirements for baccalaureate degrees (<http://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/gers>) may be applied toward the General Course Requirements in designated disciplines for Associate of Applied Science degrees.*

- Degree specific requirements (credits vary)
- Electives (credits vary)
- Total minimum credits for an Associate of Applied Science degree: 60 (All courses must be at the 100 level or above.)

General Course Requirement Classification List for AAS Degrees

These General Course Requirements are designed to ensure that all students graduating with AAS degrees have demonstrated fundamental written and oral communication skills and have successfully performed at the collegiate level in at least one of the listed discipline areas (humanities, mathematics, natural science or social science).

The design of AAS degrees, like that of undergraduate certificates, ensures further that students gain some proficiency in essential skills of communication, computation and human relations. Graduates of AAS degrees shall be able to meet the following Student Learning Outcomes applicable to these areas of related instruction:

- Communicate effectively.
- Analyze empirically.
- Relate cooperatively.
- In the absence of

specific required courses in these areas, the degrees address these topics in the program requirements and measure student performance in those classes.

Humanities

- Alaska Native Studies
- American Sign Language
- Art
- Chinese
- Communication
- Creative Writing and Literary Arts
- Dance
- English (excluding ENGL A109)
- French
- German
- History
- Humanities
- Japanese
- Latin
- Liberal Studies Integrated Core
- Linguistics
- Music
- Philosophy
- Political Science (PS A331, PS A332 and PS A333 only)
- Russian
- Spanish
- Theatre
- Writing

Mathematics and Natural Sciences

- Anthropology (ANTH A205 only)

- Astronomy
- Biological Sciences
- Chemistry
- Computer Science
- Environmental Studies (ENVI A211 only)
- Geography
- Geology
- Liberal Studies Integrated Science
- Mathematics
- Philosophy (PHIL A101 only)
- Physics
- Statistics

Social Sciences

- Anthropology
- 2 General Course Requirements for AAS Degrees*
- Business Administration (BA A151 only)
- Counseling
- Economics
- Environmental Studies (ENVI A212 only)
- Geography
- Guidance
- Health Sciences (HS A220 only)
- International Studies
- Journalism and Public Communications (JPC A204 only)
- Justice (JUST A110, JUST A251, JUST A330 and JUST A375 only)
- Legal Studies (LEGL A101 only)
- Liberal Studies Social Sciences
- Political Science
- Psychology
- Social Work (SWK A106 and SWK A243 only)
- Sociology
- Women's Studies

of the Registrar's website (<http://www.uaa.alaska.edu/records/registrarforms.cfm>). Students must satisfy the General University Requirements, the General Course Requirements and both sets of major requirements.

Students may elect to graduate under the requirements of any catalog in effect (<http://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/catalogyear>) during the five years after formal acceptance to the program. A double major is not applicable to the Associate of Arts degree.

Revised "CLEAN" version

General Course Requirements for AAS Degrees 1

General Course Requirements for AAS Degrees

To receive an Associate of Applied Science, students must be admitted to the program and must satisfy:

- General University Requirements for Associate of Applied Science Degrees
- General Course Requirements for Associate of Applied Science Degrees listed below. AAS students who intend to pursue a baccalaureate degree should consult a faculty or academic advisor for appropriate course selections. (15 credits)

- ☐ Complete 3 credits from the [GER Oral Communication Skills list](#).
- ☐ Complete 6 credits from the [GER Written Communication list](#).
- ☐ Complete 3 credits from the [GER Quantitative Skills list](#) or MATH A105. To determine the appropriate quantitative skills course, students must work with their academic advisor, as AAS degrees and pathways differ.

Designated Disciplines 3

Choose an additional 3 credits from the GER Tier II Disciplinary Areas section of the General Education Requirements for baccalaureate degrees. (<http://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/gers>)

Total Credits 15

- Degree specific requirements (credits vary)
- Electives (credits vary)
- Total minimum credits for an Associate of Applied Science degree: 60 (All courses must be at the 100 level or above.)

The design of AAS degrees ensures that students gain some proficiency in essential skills of communication, computation and human relations. Graduates of AAS degrees shall be able to meet the following Student Learning Outcomes applicable to these areas of related instruction:

- Communicate effectively.
- Analyze empirically.
- Relate cooperatively.



Department of Journalism
and Communication
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive, PSB 203
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www.uaa.alaska.edu/journalismandcommunication

Date: February 16, 2018

To: UAA Faculty

From: Barbara Harville, Professor of Communication

Re: Revised Placement Scores for COMM GER classes

In response to recent and forthcoming revisions to national tests, the English and Writing faculty have recently proposed the following changes to UAA's minimum placement scores, to be effective Fall 2018.

In an effort to keep the Tier 1 Communication course prerequisites in line with the Tier 1 Writing prerequisites, the Communication Faculty propose the following changes to UAA's minimum placement scores, effective Fall 2018

	Accuplacer Next Generation	ACT English	SAT Evidence-based Reading and Writing
COMM 111	Writing: 265 Reading: 265	22	560
COMM 235	Writing: 265 Reading: 265	22	560
COMM 237	Writing: 265 Reading: 265	22	560
COMM 241	Writing: 265 Reading: 265	22	560

Additionally, since Communication placement scores don't expire, UAA should continue to honor our current "Accuplacer Classic" scores. Both sets of Accuplacer scores, new and old, are aligned statewide, per Board of Regents policy.

Please let me know if you have any questions.

--

Barbara Harville

Professor of Communication
Department of Journalism & Communication
University of Alaska Anchorage

Proposed policy on Credit for Prerequisite Not Taken

1 message

Carrie King <cdking@alaska.edu>
To: uaa_faculty_dl@lists.uaa.alaska.edu
Cc: Monique Marron <mdmarron@alaska.edu>

Fri, Mar 2, 2018 at 10:14 AM

A policy on Credit for Prerequisite Not Taken is being proposed:

Credit for Pre-Requisite Not Taken

An accepted degree-seeking UAA student who has completed a UAA course with a grade of C or higher may be eligible to receive credit for the prerequisite course. This applies only to specific UAA catalog courses approved in advance by the UAA program, which also determines the number and level of the credits awarded. Credit for prerequisite not taken does not apply to credit earned through other nontraditional credit procedures, nor to special topics (-93) or independent study (-97). Students complete a form and pay an administrative fee to have the credit applied to their transcript. A Pass (P) grade will be transcribed.

The approved UAA courses are included below in the sections Alaska Native Language Credit for Prerequisite Not Taken, Language Credit for Prerequisite Not Taken, and Writing Credit for Prerequisite Not Taken.

Alaska Native Language Credit for Prerequisite not Taken

Specific policy is working its way through curricular approval

Language Credit for Pre-Requisite Not Taken

Policy revision is working its way through curricular approval

Writing Credit for Prerequisite Not Taken

In catalog

Carrie King
UAB Chair 2017-18

--

Carrie King, PhD, RDN, LD, CDE
Associate Professor, Dietetics & Nutrition
Academic Advisor B.S. Nutrition Degree for last names A-G
Phone: 907-786-6597
Fax: 907-786-0901 (Attention Carrie King)
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Department of Languages
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive, ADM 287
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www.uaa.alaska.edu/languages

Date: February 23, 2018

To: Carrie King, Chair, Undergraduate Academic Board

Through: John Stalvey, Dean, College of Arts and Sciences *Patricia Hunter*

Through: Alberta Harder, Chair, CAS Course and Curriculum Committee,

From: Natasa Masanovic-Courtney, Chair, Department of Languages *NM Courtney*

Subject: Proposed Changes to Language Credit by Placement

In order to align the Languages policy with other credit for prerequisite not taken policies, the Department of Languages proposes the following adjusted policy:

Credit for Prerequisite Not Taken: Languages

An accepted degree-seeking UAA student who has completed one of the Department of Languages UAA catalog courses (A102-A301) in residence with a grade of C or higher is eligible to receive credit for the two immediately preceding courses, if any, up to a total of 8 credits, not to exceed the level of A202. **Language Credit for Prerequisite Not Taken** is limited to one time per language. This policy does not apply to credit earned through other **nontraditional credit procedures**, nor to special topics (-93), independent study (-97), the course A302, or Department of Languages literature or culture courses.

To receive this credit, students must submit the appropriate form to the Office of the Registrar and pay an administrative fee to have the credit applied to their transcript.

Memorandum

To: Carrie King, Chair of the Undergraduate Curriculum Committee

cc: Alberta Harder, Chair of CAS Course and Curriculum
Patricia Linton, Associate Dean CAS
Sandra Pence, Chair of the GER Review Committee

From: Department of Mathematics & Statistics

Date: 4/2/2018

Re: Credit for Quantitative Skills GER

The Department of Mathematics and Statistics recommends adding the wording below to the catalog to address changes in courses listed as quantitative skills GERs resulting from the “tier 1” move. This policy enables students who currently qualify for GER credit to continue to do so without taking unnecessary credits or facing additional fees.

Students who complete MATH A221, A251, A252, A253, STAT A253 with a grade of C or higher will have fulfilled the GER Quantitative Skills requirement.

Students who transfer in a course equivalent to a UAA course in the list above with a grade of C or higher will have fulfilled the GER Quantitative Skills requirement.

MEMORANDUM

TO: Carrie King, Undergraduate Academic Board Chair
FROM: Jackie Cason, Composition Coordinator
SUBJECT: Proposed Credit for Prerequisite Not Taken
DATE: March 13, 2018
CC: Susan Kalina, Vice Provost for Academic Affairs
Monique Marron, Governance Coordinator
Lindsey Chadwell, Interim University Registrar
John Stalvey, Dean for the College of Arts and Sciences
Denise Runge, Dean for the Community and Technical College
Daniel Kline, Director for General Education

To minimize the number of petitions and waivers and to address the challenges faced by students transferring credits to and from our campus, I am requesting a path for students to receive credit for a 100-level WRTG prerequisite once they have already demonstrated successful completion of a higher level requirement.

Specifically, *students who transfer in a 200-level or higher GER written communications course with a grade of C or higher and who have not completed the 6 credit GER written communication requirement may receive credit for prerequisite not taken for WRTG A111.*

To receive this credit, students must submit the appropriate form to the Office of the Registrar and pay an administrative fee to have the credit applied to their transcript. [Emphasis added to proposed policy language].

Transcripting the prerequisite credit serves students much better than a waiver because it would enable them to transfer to other campuses with GER credits already on record.

**Academic Assessment Committee February Report to UAA Faculty Senate
for April 6, 2018 Faculty Senate Meeting**

Committee Membership

Scott Downing - KPC, Cynthia Falcone - KOD, Holly Bell - MSC, Deborah Mole - LIB, Bill Myers - CAS, Christina McDowell - CBPP, Jonathan Bartels - COE, Jeffrey Hollingsworth - CoEng, Albert Grant - CTC, Craig Titus - PWSC, Kathi Trawver - COH (co-chair), Jennifer Brock - Faculty Senate, Rachel Graham - Faculty Senate (co-chair), Vacant (2 seats) - Faculty Senate, Susan Kalina - OAA (Ex-officio)

Plans Reviewed

- Construction Management AAS
- Construction Management BS
- Public Health Practice MPH
- Radiologic Technology AAS

Informational Plans Reviewed

- Civil Engineering MS
- Early Childhood BA & Early Childhood PBCT
- Mathematics BA/BS
- Marketing BBA
- Nursing Practice DNP
- Nursing Science MS, Family Nurse Practitioner GC, Nursing Education GC, Psychiatric-Mental Health Nurse Practitioner GC

Upcoming Plans

- Anthropology BA/BS and MA – 4/6 Agenda
- Computer Science BA/BS – 4/6 Agenda
- Health Sciences BS – awaiting college review for 4/6 Agenda
- Civil Engineering BS – awaiting college review
- Millwright OEC – awaiting college review
- Aviation Administration AAS – awaiting college review
- Aviation Technology BS – awaiting college review

Submitted by: Rachel Graham, AY18 Co-Chair

Date: 3 April 2018

ACDLITE Report to the Faculty Senate
April 2018

Present at the March 9th Meeting: Adam Paulick, Dave Dannenberg, Lynn Paterna, Veronica Howard, Matt Kupilik, Getu Hailu, Barb Harville, Ed McLain, Kitty Deal, Toby Long, Dennis Drinka, Joe LeFleur and James Olistan

e-Learning Luncheon - Lynn Paterna and Matt Kupilik

Matt reported that there were 18 replies to the evaluation that was sent out after the luncheon. He said that most of the answers were positive. They were most satisfied with OER and online accessibility was reviewed satisfactory. Web accessibility was the least satisfied.

The following were negative comments: The layout of luncheon tables had half the audience facing away from speaker. There were some technical difficulties with audio and videos. The web training was viewed as the least useful. Presenters should dress appropriately. Matt will write a report.

Suggestions for next year: Next year it should be a sit down lunch but set up the venue for speakers to be viewable to all. It was suggested that there be two projectors and a podium for speakers. Satellite campuses that video conference into the luncheon need to see the screen. However, Adam said that there is desktop share that allows them to view power points and videos. The members asked to have more prep time for organizing the event. ACDLITE needs to send out a survey about tech issues early next fall and discover useful topics from the faculty.

Pearson/Bookstore Contract -

Barb Harville, Lorelei Sterling and Lynn Paterna, ACDLITE Co-Chairs met with the Provost and Chancellor about the Pearson contract with the Bookstore. The Chancellor began with the move for inclusive access of electronic delivery of course materials is happening throughout the United States. The Chancellor said that the Pearson contract will:

- Allow faculty to elect to use it or not
- Students will be given a 20% discount on the price for the online e-books and electronic delivery of materials. However, students can opt out of the e-book and buy a regular hard copy textbook. In addition the students will be charged course fees for materials.
- Vital Source was chosen to support the e-books
- Pearson is interested in developing analysis to help student success at no cost to UAA in arts, sciences, chemistry, and computer sciences.
- The Chancellor said it was not the intent of the university to suggest which textbooks that faculty should choose; and that faculty should choose the texts that the faculty member believes is the most appropriate for the course
- In the future UAA will be signing contracts with other publishers, which will give faculty choices of course materials.

The Chancellor talked about professional development opportunities to curate course materials.

Adam met with Bookstore. Vital Source asked to conduct a pilot with Rachel Hannah in Biology and another faculty member that has not been chosen for this summer. This fall there would be broad use to the students.

The committee members discussed their concerns about this. One of the items was the need for a framework to allow publishers come into our system. Are there standards set?

The committee asked that an Inclusive Access Task Force be formed to research this issue. Adam volunteered to organize one and send out time of the meeting. Lynn Paterna, Veronica Howard, and Matt Kupilik volunteered to serve on the Task Force.

Survey Qualitative Data - Veronica Howard and Dennis Drinka

Veronica reported she and Dennis compiled the findings of the Qualitative Data. ACDLITE will be sending the results out to faculty.

Outreach Faculty Issues - Joe LeFleur

Joe reported that in the School of Nursing there have been numerous problems with video conferencing. There are IT challenges with the current system such as flipping the classroom to engage students in case studies has audio problems. Breakout groups have experienced problems also. Adam talked about video conferencing concerns and trying to find solutions. For instance, Bethel is a particular challenge. There have been some pilots going on to test system. Need to collaborate to see what is next. We need to get a fresh video conferencing system. There are more choices now.

AE&I Updates - Dave Dannenberg

Dave said to expect an announcement from the Registrar and Provost that course sections that are not stacked, will no longer be able to be merged on Blackboard because of potential violations of FERPA.

Fall courses will be made available next week for faculty to work on. Need to think about fees for services of AE&I for online proctoring and e-portfolio, because contracts are up soon for renegotiation.

IT Updates- Adam Paulick

Carl Kowaski resigned this week. Martha Mason is the interim CIO of OIT.

Resolution to Faculty Senate - Dennis Drinka

We should be involved in the implementation and plan to represent faculty. The scope would be what involves faculty teaching. There needs to be a resolution from Faculty Senate.

Other:

Veronica Howard announced that ACDLITE now has an e-mail address:

UAA_ACDLITE@alaska.edu e-mail



Friday, March 30, 2018
10:00 – 11:30am
EIB 413

Minutes

P	Erin Hicks Astronomy, Co-Chair	P	Herminia Din Arts	P	Beth Leonard Alaska Native Studies
P	Colleen Kelley Nursing, Co-Chair	E	Nelta Edwards Sociology	E	Emily Madsen English
E	Jeane Breinig Interim Vice Chancellor, Alaska Natives & Diversity	E	Gabe Garcia Health Sciences	E	Virginia Miller Health Sciences
E	Amber Christensen Fullmer Human Services	E	Song Ho Ha History	E	Maria Williams Alaska Native Studies
P	Thomas Chung Arts	P	Wei-Ying Hsiao Education		



Agenda

I. Roll call and welcome

Meeting was called to order at 10am.

II. Approval of agenda

Agenda was approved.

III. Approval of January & February meeting minutes

January and February meeting minutes were approved.

IV. Diversity GER inventory summary

30 UAA courses were found to satisfy all three of the Diversity GER SLOs and another 22 satisfy one or more of the SLOs. There are still some courses that have not yet been inventoried, therefore these numbers represent a lower limit on the ultimate number of courses that have a high likelihood of being approved as a Diversity GER. The inventory will be completed by late April. The committee discussed a concern over the reporting and assessment of these GER courses and will be following up on the issue to ensure that departments are well informed and procedures and expectations are clearly outlined.

V. Diversity Dialogue update

Due to scheduling conflicts the committee decided to delay the diversity dialogue on "Applying Alaska Native Ways of Teaching and Learning in UAA Classrooms" until early next Fall.

VI. Multicultural Postdoc Fellowship Program update

1. professional development opportunities

Working with Shawnalee Whitney and Libby Roderick from CAFE, the committee has identified several professional development opportunities for the incoming fellows that the FSDC committee advocates departments should support their involvement in next year. These include at a minimum:



- 1) New Faculty Orientation (Aug 13-14)*
- 2) Advice to New Faculty, a 3 session Faculty Learning Community based on a book by the same name*
- 3) one or more Faculty Networking Mixer (dates vary)*
- 4) one or more of the following: Teaching Academy events, Faculty Development Intensive, and/or Open Classroom Week (a new event we're launching next fall involving colleague-to-colleague observation of teaching)*

Numbers (1) and (2) above are recommended for Year 1, and numbers (3) and (4) are recommended for Years 1-3 of the fellowship.

In addition, the incoming postdoctoral fellows will be connected with the existing UAA postdoc community. CAFE offered to help facilitate an event specifically for postdocs that would highlight “lessons learned” held by current UAA postdocs.

FSDC also plans to invite all incoming fellows to join FSDC meetings and will spend an invitation to attend the Fall retreat to be held August 2018. FSDC members will also volunteer to serve as mentors to interested multicultural postdoc fellows.

2. Post report subcommittee

FSDC will generate a report outlining ways to strengthen the multicultural postdoc fellowship program. The report will cover the entire process of the program from the department application process to oversight of the program after the fellows arrive on campus, including: details provided to departments during the call for proposals, the expectation of selected programs in supporting professional development of the fellow, the review process of applications, and oversight of the program to promote success of the fellows.



VII. Update on FSDC Website

Emily Madsen is working on gathering the materials identified earlier to be posted on the updated site. All FSDC members should send the following to Emily for posting on the new site: (1) a recent headshot photo, or a link to a UAA site that has a headshot photo of you that could be used, (2) a few lines about your role at UAA, how long you've been on FSDC, and how your work or interests intersect with the work FSDC does.

VIII. Meeting with Chancellor and Cabinet

Colleen and Erin are working with Jeane to schedule a meeting in April.

IX. Briefing on meeting regarding White Supremacy Propaganda on campus

Erin summarized what was presented by special counsel Andy Harrington during the Full Council of Deans and Directors meeting March 28th and during the meeting called by Vice Chancellor for Student Affairs Bruce Schultz held March 29th. Once the distributed meeting notes are available from the later meeting these will be shared with FSDC members. FSDC's efforts to develop a diversity GER was discussed as one component of achieving UAA's goal of ensuring students receive a foundation in diversity and inclusion as part of their education.

X. Co-chairs for 2018-2019

Colleen will be stepping down as FSDC co-chair next year. A vote for 2019-2020 FSDC co-chairs will be held during the April meeting. Interested FSDC members, or future members, can contact Erin (ekhicks@alaska.edu) or Colleen (cmkelley2@alaska.edu) with any questions.

XI. Announcements

1. CAFE Faculty Mixer: April 20th, 4-6:00 pm at Varsity Grill

XII. Next Meeting: April 20th 3-4:30pm ADM 102

Meeting adjourned at 11:30.



**Institutional and Unit Leadership
Review Committee (IULRC) Report
April 2, 2018**

The Committee's tasks for this academic year include:

1. Conferring with the Provost to review the anticipated survey process including the possibility of a Community Campus survey.
2. Conferring with the Deans of CAS and the College of Engineering on the survey process (as follow-ups to more in depth discussions of last year). Commence initial dialog with a Community Campus Director should the Committee be instructed to survey a Community Campus.
3. Assisting the staff in developing an analogous survey.
4. Formatting and testing the survey(s).
5. Assembling the necessary listservs.
6. Promoting the survey(s).
7. Implementing the survey(s).
8. Completing post-survey dialogues with the Office of Academic Affairs and applicable Deans.

The Committee will survey the faculty of three colleges this academic year, these being, the College of Engineering, the College of Arts & Sciences, and Kodiak College. Since its last report, the Committee has launched surveys of faculty from the College of Engineering and the College of Arts & Sciences. The Committee will commence the survey of faculty from Kodiak College this month. The Committee will next meet immediately following the Faculty Senate's April 6th meeting.

Student Academic Support and Success (SASS)

Friday, March 23, 2018

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

Minutes

Present:

P	Barbara Brown (Kodiak College)	x	Patricia Jenkins (CAS)
x	Tracey Burke (COH)	x	Kamal Narang (CAS)
P	Connie Fuess (Mat-su)	x	Irasema Ortega (COE, Co-chair)
x	Gregory Hartley (CTC)	x	Christina Stuive (KPC, Co-chair)
x	Claudia Lampman (Guest) Interim Vice Provost for Student Success		

- I. Old Business
Minutes approved (1st Kamal, 2nd Christina)
- II. New Business
 - a. Presentation: Claudia Lampman – Student Success
 - i. Seminar's held from by the Advisory Council March 22, April 5
 - ii. Goal: Improve 1st-2nd year retention rates
 - iii. Compared to other schools, UAA has
 1. lower ACT scores over all
 2. higher Freshman ACT scores
 3. similar preparedness
 4. lower diversity
 - iv. Conclusion: UAA students are NOT behind the curve
 - b. Faculty/Administration should own their share of the student failure problem
 - c. Changes:
 - i. Liaison with ASD
 - ii. Practices to impact student finance (a large problem)
 - iii. "Move the needle" on retention – currently 25% over six years.
 - iv. application process revised
 - v. first year advising
 - vi. multiple measure placement

- vii. Moving Tier 1 GERs
 - viii. Learning Communities & Meta-majors
 - ix. First year prep courses
- d. Questions
 - i. PIN System for new student registration
 - ii. University Center moving back to main campus
- e. Title IX Update
 - i. No new training yet
 - ii. Eliminating pre/post-test
 - iii. No longer registration blocked.

III. Meeting Adjourned 3:50p



Faculty Senate UNIVERSITY of ALASKA ANCHORAGE

Research and Creative Activity Committee

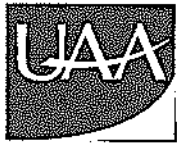
April 2018 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee (FSRCAC) met on 3/9/18 (present were: Ray Ball (co-chair), David Ampong, Ajit Dayanandan, Travis Hedwig, Andrew Bibler, Zeynep Kiliç, Tom Dalrymple (remote), Jill Flanders-Crosby, and Caixa Wang.

During the meeting, the committee addressed the items below:

1. Accreditation. Tri-chairs Jennifer Brock and Larry Foster presented on the accreditation process and answered questions about some of the roles that research faculty could play in the upcoming campus visit. They overviewed 2020.
2. Electronic annual activity report (eAAR) trial and initial recommendation. Ray Ball and Nate Hicks had meetings with Interim Provost Hrnair, Faculty Services, and IR to discuss the needed funding and the timeline for a pilot. After continued discussions via conference call with Digital Measures, a timeline looks to be in place for a roll-out in the Spring of 2019 with support from Faculty Services. A working group of eAAR stakeholders will likely be formed in order to specify and customize the college- and campus-specific attributes of the UAA-wide eAAR platform.
3. Ray brought brief updates from the Undergraduate Research Task Force about upcoming deadlines for proposals and scholarship opportunities.

The next meeting will be on Friday, 4/13, at 1 pm in CPSB 301S.



Date: 6 April 2018
To: UAA Faculty Senate
From: Dorn Van Dommelen
Re: Report of the Joint Ad Hoc Committee on Education Abroad

Over the past few months, I began work on establishing this committee. Last fall, I served on the search committee for the recently hired Education Abroad Coordinator position and this work took some time. Now that Patrick Moore is hired and in this position, I turned my attention to having an initial meeting of the committee.

With the help of Vice Provost Kalina, her office, CAFÉ, and Patrick Moore, I held an inaugural meeting of the Ad Hoc Committee on Education Abroad on February 23rd. The meeting was called “Reimagining Education Abroad” and about thirty faculty members who had expressed interest in working on education abroad issues were invited.

Initially, we had planned to use breakout groups to discuss the five issues listed on the agenda sent to you by Heidi (Education Abroad as a HIP, Processes and Policy, Faculty-Led Programs, Student Exchanges, Curricular Integration). In the end, we decided just to have a more free ranging conversation about these issues.

Conclusions drawn from the meeting were that we will need to address three major topics at some point in the future:

- Eventually, we need to begin to ask the big picture questions of what our priorities are as faculty members in education abroad. What opportunities are out there and how do we begin to develop them?
- A lot of conversation revolved around thinking about the sort of linkages we would like to develop with various parts of the world and specific programs. There are, of course, many possibilities for strategic partnerships.
- Finally, and in a more mundane vein, we talked about building sensible policy on education abroad experience.

While the sexy approach to education abroad would be to start with the big issues and work our way “down” to policy, we concluded that the education abroad committee should do just the opposite. We concluded that our first priority should be to give advice to the education abroad office as Patrick Moore, the new coordinator, and Vice Provost Kalina begin to develop new policies in education abroad.

The logic of this thinking is as follows:

1. Diving in to the big issues of university priorities and partnerships runs the real risk of getting the group bogged down by a bunch of difficult questions. Which partnerships and priorities are best for which faculty members and colleges? Which regions of the world should we be focused on for exchanges? Et cetera. This is tough stuff that is going to take some time.
2. There are some immediate tasks that need to get done now. Dr. Kalina and Patrick have a lot of policy-based work that needs to be done if education abroad is going to be successful at the level of important things like students wanting to go on exchanges, faculty members wanting to lead short-term programs, etc. We can make a real impact now by helping out with this.
3. As Dr. Kalina pointed out, many faculty have patiently been waiting to see big movement on education abroad for a while now. Those of us in this for the long haul can continue to wait for a bit longer to let the office get on its feet. Several people noted that deans need to be brought on board to support education abroad efforts. This is going to happen slowly, but solving policy problems can be done now with immediate impact.
4. If we are meeting as faculty and proving that our voice is important in education abroad, it will aid greatly in the future. Meeting regularly will also naturally lead to the sorts of bigger discussions that faculty really like to be a part of while other work is getting done.

In sum, we concluded that the Ad hoc Faculty Senate Education Abroad Committee should begin to meet on a regular basis with our first task being to give aid and advice to Dr. Kalina and Patrick Moore.

The first *regular* meeting of the Joint Ad Hoc Committee on Education Abroad was held on Thursday, March 29th. The focus of the meeting was student eligibility requirements for Education Abroad Programs. The committee made an advisory approval of the new education abroad minimum requirements. These requirements are posted below, but the office remains open to any further suggestions:

Minimum Requirements

All students applying for Education Abroad programs through UAA must fulfill minimum requirements. A student must:

- Be a degree-seeking student at UAA (working towards a Certificate, Associates, Bachelor's, Master's, or PhD, for example; you do not need to have a declared major)
- Complete the equivalent of 2 full-time semesters (24 credits total) at UAA before the first semester abroad
- Have a minimum cumulative GPA of 2.50 when application is due
- Good academic, disciplinary, and financial standing at UAA

Note: Specific programs may have other requirements, such as a higher GPA, or specific language proficiency requirements. The requirements listed are the minimum requirements for being accepted by UAA for an Education Abroad program. Once accepted by UAA, you must also apply and be accepted by the host school or organization. Meeting the minimum requirements does not guarantee acceptance into an Education Abroad program.

In addition, if you no longer meet the minimum requirements the semester before your program starts, you will no longer be eligible or able to participate in the Education Abroad program.

Faculty-Led Programs may have different requirements than those listed above.

In conclusion, the Ad Hoc Committee on Education Abroad's work has begun in earnest with the hope that we will meet at least one more time this academic year, and throughout next year. Any faculty senators or other faculty members are welcome to contact me about this committee's work. I regularly add names to my mailing list and am happy to have more faculty volunteers.



Resolution 040318-1

Concerning support for a UAA Staff Recognition Policy

WHEREAS, UAA has no staff recognition policy; and

WHEREAS, President Johnsen, in a memo to Staff Alliance on May 26, 2017, said he and the chancellors prefer “that the three universities and the System Office each continue to offer and manage their own employee recognition programs;” and

WHEREAS, the UAA Staff Council, at its October 5, 2017 meeting, unanimously supported the adoption of a staff recognition policy similar to the policy that exists at the University of Alaska Fairbanks (04.05.001) [see attachments]; and

WHEREAS, before approving or disapproving the Staff Council resolution, UAA Chancellor Sam Gingerich indicated that all governance groups would need to review the matter because it involves a new policy being proposed.

THEREFORE, be it resolved that the UAA Faculty Senate has reviewed the UAF staff recognition policy and supports the UAA Staff Council’s efforts towards the adoption of a staff recognition policy at UAA that is similar to the UAF staff recognition policy.



Staff Council

UNIVERSITY of ALASKA ANCHORAGE

Resolution FY18-04

Resolution: UAA Staff Recognition Policy

MOTION: The Staff Council of the University of Alaska Anchorage (UAA) approves the following resolution.

Adoption of UAF employee recognition policy (04.05.001) at UAA.

RATIONALE:

WHEREAS, UAA has no employee recognition policy, and

WHEREAS, UAF has existing policy (04.05.001), and

WHEREAS, the President supports the use of this policy but prefers that each university administer their own program (memo to Staff Alliance 5/26/2017);

THEREFORE, Staff Council approves the resolution:

The University of Alaska Anchorage Staff Council supports the adoption of a staff recognition policy similar to the policy that exists at the University of Alaska Fairbanks (04.05.001) – see attached.

This motion shall be effective immediately upon passage.

Respectfully Submitted,

John Moore
Staff Council Co-Vice President

Staff Council voted on: October 5, 2017

14
Yes: _____

(Date)

0
No: _____

Abstain: ¹_____

Absent: ⁵_____

DocuSigned by:

Brenda Levesque

969F1761BA564AC...

Brenda Levesque, Co-President

October 5, 2017

Date

DocuSigned by:

Ryan J. Hill

7A27688F548649F...

Ryan J. Hill, Co-President

October 5, 2017

Date



UAF Policy 04.05.001

Original Adoption: January 17, 2006

Revised: July 17, 2009

Responsible Chancellor's Cabinet Member: VC for Admin Services

Responsible Department/Office: Human Resources

Employee Recognition Policy

POLICY STATEMENT

Putting people first is a UAF core value. Recognition shows employees they are valuable contributors to accomplishing the UAF mission. This policy establishes standards, considerations, and approval processes for employee recognition. Under this policy, the Chancellor delegates decision authority to approve informal and formal recognition awards at the Dean/Director level or the Provost/Vice Chancellor level (see Procedures below).

BACKGROUND & JUSTIFICATION

Recognition is an important element of "putting people first" and serves to motivate and reward employees for exemplary work above and beyond that which is required by a position description.

DEFINITIONS

Eligible Employees: All non-represented exempt and non-exempt regular or term employees are eligible to participate in this employee recognition program. Student employees are eligible for cash bonuses but are not eligible for paid time off.

Ineligible Employees: Employees in a bargaining unit are not eligible for recognition under this policy, but may be eligible for recognition as allowed under a governing collective bargaining agreement. Temporary employees, faculty, and executives are not eligible to participate in this program.

Informal Recognition: An informal recognition award may take the form of a cash bonus of up to \$500 and/or non-cash awards such as up to 3 days of leave with pay; gift certificates; meals; plaques; certificates of appreciation; and items such as university sweatshirts, caps, or shirts; tickets to sporting or theater events; etc. The purchase of non-cash items with department funds is subject to applicable University representational allowance regulation [R05.02.07(F)].

Events or employee behaviors leading to informal recognition may include exemplary teamwork, completion of a special project, employee generated new or improved work procedures, special effort under unique or difficult circumstances, and employee appreciation. This list provides common examples and is not exhaustive.

Formal Recognition: A formal recognition award may take the form of cash bonuses of up to \$2,500, up to 5 days of leave with pay, or may take the form of a higher profile institutional, organizational, or department-wide program that occurs on a regularly scheduled basis, characterized by an event to acknowledge significant contributions of an individual employee or

team. Formal recognition events might include employee of the month, employee of the year, or other similar formal programs.

Events leading to formal recognition may be the same as for informal recognition, but at a sustained level of performance or at a higher level of performance.

REFERENCES RELIED UPON

Recognition awards are subject to federal income tax withholdings and other withholdings as required by law. Recipients need to be aware of their tax obligations and University Regulation 05.02.07 regarding gifts and awards.

RESPONSIBILITIES

Awards of recognition are discretionary to the University.

If a supervisor desires to give an eligible employee a recognition award, the supervisor must complete and sign an award form (Informal Recognition Award and Formal Recognition Award forms are attached to this policy), identifying the justification for the award. Supervisors are responsible for ensuring that the level of recognition requested and awarded corresponds to the level of accomplishment and to administer recognition in a consistent manner. An Informal Recognition Award form must be approved by the appropriate Dean/Director; a Formal Recognition Award form must be approved by both the appropriate Dean/Director and the appropriate Provost/Vice Chancellor. It is the responsibility of the Dean/Director or Provost/Vice Chancellor to approve recognition that is warranted and funded. Approved awards are funded by the awarding unit's budget.

Supervisors should identify and convey to employees the behaviors and accomplishments that will be rewarded, recognizing that incentives are a powerful motivator if expectations are clearly set out, but are a powerful de-motivator if expectations are not transparent or not achievable. Human Resource consultants can assist supervisors in formulating recognition standards for their departments. Department Payroll and Personnel Assistants (PPAs) will be knowledgeable about this policy and the required forms and can assist employees with proper timesheet coding and/or job form completion where required.

Supervisors are responsible for tracking the days of recognition leave awarded to an employee, which is best handled by written memo to the employee or copy of the approved award form to the employee.

Human Resources will process payment of recognition awards and withholdings consistent with state and federal laws. Human Resources will enter data and track or audit recognition awards to provide reports on utilization of this Employee Recognition Policy.

NON-COMPLIANCE

Administrators must be cognizant of budgetary constraints; awards may not negatively impact department budgets and may not be given from restricted funds. Administrators are responsible for identifying funding source. Inconsistent application of this policy could bring claims of favoritism and/or discrimination toward the supervisor which will be investigated by Human Resources.


EXCEPTIONS

See Definitions above for eligible and ineligible employees.

PROCEDURES

- A. The supervisor completes an Informal Recognition Award or Formal Recognition Award form (forms are attached to this policy) for an eligible employee. The completed form must contain the supervisor's justification for the award request. The supervisor is prohibited from discussing the recognition request with the employee until final approval of the award is secured. The supervisor sends the completed and signed award form via confidential means (examples: inner-campus mail in an envelope marked confidential; as a PDF attachment to an email) to the appropriate Dean/Director for review and approval.
- B. If the Dean/Director denies the award, he/she indicates his/her denial on the award form and returns the original form to the supervisor in a confidential envelope.
- C. When a Dean/Director approves an informal award, the Dean/Director sends the original, approved informal award form to Human Resources in a confidential envelope and sends a copy to the supervisor via confidential means (see A above). The supervisor provides the employee and the department PPA with a copy of the approved award form. If the award is paid leave, the supervisor makes the employee aware that paid recognition leave needs to be recorded on the employee's time sheet under earnings code 460, that the leave must be used within the fiscal year it is awarded, and that unused leave will be lost upon the employee's termination or separation from UAF. Leave may not be awarded from restricted funds.
- D. When a Dean/Director approves a formal award, the Dean/Director sends the original, approved formal award form via confidential means to the appropriate Provost/Vice Chancellor for review and approval.
- E. If the Provost/Vice Chancellor denies a formal award, he/she indicates his/her denial on the award form and returns the original form to the supervisor in a confidential envelope.
- F. When a Provost/Vice Chancellor approves a formal award, the Provost/Vice Chancellor sends the original, approved formal award form to Human Resources in a confidential envelope and sends a copy to the supervisor via confidential means (see A above). The supervisor provides the employee and the department PPA with a copy of the approved award form. If the award is paid leave, the supervisor makes the employee aware that paid recognition leave needs to be recorded on the employee's time sheet under earnings code 460, that the leave must be used within the fiscal year it is awarded, and that unused leave will be lost upon the employee's termination or separation from UAF. Leave may not be awarded from restricted funds.
- G. Human Resources Payroll will update Banner as necessary and file approved award forms in the appropriate employee's personnel file.

POLICY APPROVED BY:



Brian D. Rogers, Chancellor
University of Alaska Fairbanks

Signed: July 17, 2009



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

***Motion to Endorse the UA Faculty Alliance Request to Amend University Regulation
R10.04.040***

The UAA Faculty Senate endorses the UA Faculty Alliance request, stated in the attached letter from the Chair of Faculty Alliance dated February 15, 2018 to the Presidents of the UA Faculty Senates, to amend University Regulation R10.04.040.



Date: February 15, 2018

To: Faculty Senate chairs
Faculty Alliance members

From: Faculty Alliance Chair, Lisa Hoferkamp

Subject: Revisions to UA Regulation R.10.04.040

Dear Governance Colleagues,

The General Education Requirement Coordinating Task Force (GER-CTF) along with disciplinary leads from all three UA universities and representatives from the Faculty Alliance (FA) met on the UAA campus from February 10 through February 11, 2018 at a GER Retreat to discuss what actions remain in order to complete the Board of Regent's (BoR) mandate to align GERs across the UA system. Among the GER courses that have not already been aligned, those for which reasonable modification will bring them into compliance with the alignment criteria set forth by the BoR were distinguished from those requiring unreasonable modification. It was agreed by attendees that between now and the end of faculty contracts, May 12, 2018, alignment of the former will be completed and the latter will be formally unaligned through changes in course number and title. Those in attendance at the GER Retreat agreed to make every possible effort to complete these tasks by May 12, 2018 such that the only task remaining after May 2018 is completion of curriculum committee process. The curriculum committees at each of the universities will process the necessary changes to the GER courses in AY18-19 with the expectation that aligned GERs will be entered into each university's AY

19-20 catalogue. The GER alignment work will be coordinated at each university by the disciplinary leads who will be responsible for reporting progress to that university's GER-CTF representative. The chair of the GER-CTF will report regularly to the FA. Through this line of communication, adherence to the agreed upon timeline will be encouraged and supported.

Changes to University Regulation R.10.04.040 regarding descriptions of GER categories, GER credit distributions and GER credit assumptions previously formulated by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015 were also discussed at the GER Retreat. The group considered potential benefits and impacts to each university resulting from the proposed revisions and unanimously agreed that the former generally outweighed the latter. It was agreed that the proposed revisions to University Regulation R.10.04.040 should be presented to the UAA and UAS curriculum committees and faculty senates through their Faculty Alliance representatives. The UAF faculty senate has already considered these revisions and passed a motion of support for subsequent action by the FA. If the UAA and UAS curriculum committees and faculty senates approve the revisions, a motion is requested from each of those senates stating curriculum committee and faculty support as well as approval for the FA to move forward with presenting the proposed revisions to the Academic Council. Please note that the motion requested from the UAA and UAS faculty senates should reflect thorough vetting at each university such that the three motions (UAA, UAF and UAS) demonstrate system-wide approval for the proposed revisions to UA R.10.04.040.

A succinct description of each of the proposed revisions followed by the original regulation with edits is appended to this letter. Please consider this request to present these documents to your faculty senates for distribution to curriculum committees and constituent faculty. Once adequately reviewed, please report to me each body's decision regarding a motion of support for presentation to the UA Academic Council.

Best Regards,

Lisa Hoferkamp

Motion: The General Education Task Force 2017-18 proposes that UAA, UAF, and UAS Faculty Senates propose to the UA system president, via the Faculty Alliance, the following modification to University Regulation R.10.04.040.

Effective: Upon approval by all three institutions

Rationale:

The language in Board of Regents Regulation regarding the general education requirements (GERs) has not been revised since 1996. The descriptions in the regulations no longer clearly describe the GER categories in a way that is acceptable to the corresponding academic areas, the humanities description combines two categories. Changing the credit distribution among the categories enables the universities to determine how best to support their individual student populations. Finally, the option for students to use GERs to satisfy major and degree requirements not only allows for more flexibility, especially for students in credit-heavy majors, but it also allows departments to use GERs as recruitment courses for their programs.

While we recognize that separating courses into strict disciplinary buckets may not be ideal, we also recognize that revising and improving these disciplinary descriptions will be helpful to all three universities as they continue to revise their GERs.

In addition, having up-to-date language may be helpful to individual university GER committees, such as the UAF General Education Requirements & Core committee (GER&C), which bases its determination as to which courses are allowable into GER buckets on the language in the university regulations.

The language provided in this motion was developed initially by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015. The revisions were sent to Faculty Alliance in the report “Report on General Education Alignment across the UA System: A Proposal for Student Success” in May 2015 but were not forwarded to the president for consideration at that time. Simultaneously, this language was being considered in the UAF General Education Revitalization Committee; basically the same language, with the exception of the change from Quantitative Skills to Mathematics, was submitted to UAF Faculty Senate as part of the report “Proposal for Common Baccalaureate Requirements and General Baccalaureate Education at UAF” in March 2014. The Expanded General Education Task Force, comprised of the Statewide GER Task Force plus faculty members from UAA, UAF, and UAS serving as disciplinary leads for each of the GER categories, finalized the language that follows in the revised regulations at the General Education Task Force & Disciplinary Leads retreat in February 2018.

Specific commentary on changing subsection A: the consequences of the revision of each of the disciplinary categories:

- Oral Communication Skills:

- Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Written Communication Skills
 - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Quantitative Skills/Mathematics
 - This change would require UAA to change the title of one of its GER buckets. At all three universities, all courses that satisfy this GER requirement are mathematics and statistics courses (viewing statistics as a subfield of mathematics); this change would codify this current practice in university regulation.
- Natural Sciences
 - The proposed change *could* be interpreted to mean that natural sciences GER courses must include a laboratory to satisfy the “practice” component, but we don’t think it *must* have that interpretation. All UAF GER natural science courses have a lab.
- Arts
 - Currently, the description of arts courses is confusingly smushed in with the description of humanities courses. The new description would allow ‘skills’ classes into the GER (e.g., painting, drawing, sculpting, movie making, acting....) as long as there is some ‘academic discipline’ content. Currently only fine arts appreciation and fine arts history classes are allowed. Note that we choose the name “arts” rather than “fine arts” to recognize that there are various arts disciplines, such as creative writing, that are not traditionally recognized as “fine arts”.
- Humanities
 - This change clearly separates arts from humanities. Note that specific fields are not mentioned; this change to the language leaves open the contentious question of whether History is a social science (as at UAF) or a humanities (as at UAA).
- Social Sciences
 - Removing the requirement that social sciences be “broad survey courses”, which is required of no other category, would allow a greater diversity of acceptable GER courses in the social sciences.

Specific commentary on changing subsection B: minimum credit distribution

- University regulations should allow for as much flexibility as possible for each university, while maintaining a core of commonality across the three universities for general education.
- Moving ‘minimum’ to the heading saves repetition
- To satisfy their GER, students would be allowed to take one to three social science classes (possibly all in the same

discipline), one to three arts classes and one to three humanities classes; that is, 1 of each category plus 2 more of any.

However, each university could choose to set stricter guidelines, with the proviso that---as in current practice---a student who had taken courses to complete GERs at one institution would be considered to have completed GERs at the other university.

- Currently (although not explicitly required by UA regulations) all three Universities require 2 natural sciences plus 1 mathematics (including statistics) class. The proposed wording change would not change this minimum requirement, although it would allow for flexibility in the future if desired.

Specific commentary on changing subsection C: assumptions

- Emphasizes the expectation that general education courses should be at the 100 and 200 level.
- Allows for more flexibility for majors and programs that want to include GER courses explicitly in their major requirements (e.g., calculus is required for engineering courses) while maintaining the credit requirements described in subsection B.

R10.04.040. General Education Requirements.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.~~ Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.

2. Written Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.~~ Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.

3. ~~Quantitative Skills~~ Mathematics

~~Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills and expose students to the theory, methods, and practice of mathematics as an intellectual discipline.; as well as skills in the manipulation and/or evaluation of quantitative data.~~

4. Natural Sciences

~~Courses that fulfill this requirement are those that provide the student with broad exposure and include general~~

~~introduction to the theory, methods, and disciplines of the natural sciences.~~

Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.

5. Arts

Courses that fulfill this requirement introduce the students to the methods and context of the arts as academic disciplines.

5.6. Humanities

~~Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.~~ Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

67. Social Sciences

~~Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.~~ Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B. Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/Social Sciences	<u>15</u> 3 credits minimum
<u>Arts</u>	3 credits
<u>Social Sciences</u>	3 credits
at least 3 credits in the arts	
at least 3 credits in general humanities	
at least 6 credits in the social sciences, from 2 different disciplines	
<u>Quantitative Skills/Natural Sciences</u>	10 credits minimum
at least 3 credits in mathematics	

~~at least 4 credits in the natural sciences, including a laboratory~~

Mathematics	3 credits
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Natural Sciences, including a laboratory	4 credits
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In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences

At least 3 more credits from among natural science and mathematics

Total general education credits: 34 credits ~~minimum~~

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.
2. ~~Most requirements should~~ will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
3. ~~Credit may be counted towards general education or a degree major requirement, but not both. A student shall not use a single course to meet more than one general education category. However, general education courses may also satisfy degree or major requirements.~~
4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.



FACULTY SENATE REPORT

April 2018

University Advancement Office

Vice Chancellor Megan Olson

VICE CHANCELLOR'S OFFICE

Recruitments

- Director of Marketing & Communications - Advancement has hired David Webb who will start the week of April 16. David brings a wealth of Marketing, Communications and Public Relations experience from the private sector which will be invaluable as we move forward.
- Director of Alumni Engagement (finalists expected on campus in April)
- Director of Philanthropy (Summer 2018)

CAMPUS EVENTS

ConocoPhillips Arctic Science and Engineering Endowment Awardees

On March 23, the 2017 awardees of the ConocoPhillips Arctic Science and Engineering Endowment (\$450,000 in total funding) presented their research and projects to ConocoPhillips leadership. Projects include:

- Accelerated Corrosion Under Insulation (CUI) Test Apparatus Continuation (Matthew Cullin)
- Reinvigorating Arctic Oil/Gas Exploration with new Shelf-edge Exploration Concepts (Jennifer Aschoff and Simon Kattenhorn)
- Vortex-Induced Vibration in Marine Pipelines with Application to AKLNG (Jifeng Peng)
- Arctic Coastal Erosion Modeling Using Machine Learning and Process-Based Approaches (Tom Ravens and Mathew Kupilik)
- Mycellium-based Biomaterials for Sustainable Thermal Insulation in the Arctic (Zhaolui Joey Yang and Phillippe Amstislavski)
- Snow Cover in Alaska: Comprehensive Review (Gennady Gienko, Scott Hamel and Rob Lang)

Retirees Reception

Chancellor Gingerich invites this year's retirees to join him for hors d'oeuvres and refreshments at the chancellor's residence Wednesday, April 11. This annual tradition honors the many years of service dedicated to the university by our valued retiring faculty and staff.

Spring Hooding and Commencement

RSVP for the graduate degree hooding and commencement ceremonies by April 27! Hooding takes place Saturday, May 5, 3 p.m. at the Wendy Williamson Auditorium. Commencement will be held Sunday, May 6, 1 p.m. at the Alaska Airlines Center. Please remind students that they must apply for graduation prior to RSVP'ing for the ceremonies. Guest tickets are required for the spring commencement ceremony only and are available at the campus bookstore. Please note: new security screening will be in place for entrance into the Alaska Airlines Center. Watch your email and the commencement website for details on these procedures coming soon.

FALL 2017 Commencement Ceremony

*1174 summer and fall semester graduates were celebrated at December commencement. 452 walked in the ceremony, 69 more students than in December of 2016.

*127 Faculty member participated in commencement ceremonies.

ALUMNI RELATIONS NEWS/UPDATES

(add note about alumni relations moving in May from the LIB)

Career Networking Night | March 29

Students and recent grads met with UAA alumni for the second Career Networking Night. Organized in partnership with USUAA and UAA Career Exploration & Services, the event provided one-on-one career advice and answers to post-grad questions through speed-networking and an alumni panel in the Student Union.

Economics and Honors College Alumni Reception | April 19

Alumni are invited to a welcoming reception honoring economics and Honors College graduate Dr. Kelcie Ralph '09, who will deliver the keynote discussion at the 2018 Undergraduate Research and Discovery Symposium. Ralph's doctoral thesis at UCLA examined the causes and consequences of the decline in driving among young people. Her research centers around urban planning, equitable access and encouraging a shift away from automobiles. A former Marshall Scholar, she is an assistant professor of transportation planning at Rutgers University. Interested graduates can RSVP to seawolf.forever@alaska.edu or [907-786-1942](tel:907-786-1942).

Alumni reception: 6-7 p.m. in Student Union Den

Keynote discussion, open to all: 7-8:30 p.m. in Student Union Cafeteria

Psychology Alumni Night | April 19

Psychology alumni will reconnect with professors and classmates and help kick off the [Behavioral Sciences Conference of the North \(BSCN\) 2018](#) at the annual Psychology Alumni Night. This year's keynote speaker is psychology alumna Erin Johnson, B.A.'05, M.S.'10, Ph.D '12, presenting "Lessons Learned: Practicing Psychology in Rural Alaska." The event begins with a reception at 5:30 p.m. in the Lewis Haines Conference Room (Room 307) of the UAA/APU Consortium Library. The keynote address begins at 7 p.m. Interested graduates can RSVP by email to Stephanie Brown (sabrown2@alaska.edu)

College of Engineering Hall of Fame Induction ceremony | April 27 (I thought this was May 4?0

The College of Engineering Alumni chapter will induct its third class of honorees into the COE Hall of Fame during a reception in the Engineering & Industry Building second floor lounge. This event will coincide with the Order of the Engineer ceremony, recognizing the class of 2018. Celebrate the college's past and present graduates at this annual alumni event. Contact seawolf.forever@alaska.edu for more information.

Chicago Area Alumni Meeting | May 16

The Chicago Area chapter will host its annual meet and greet in Evanston, Illinois on Wednesday, May 16. If you know any graduates near Chicago, encourage them to attend by emailing seawolf.forever@alaska.edu for more details.

DEVELOPMENT NEWS/UPDATES

CORPORATE GIFTS

ExxonMobil Corporation donated \$175,000.00 to the Alaska Native Science & Engineering Program.

ConocoPhillips Company donated \$88,500 to the College of Engineering for the Lab Actuator & Equipment, the Alaska Native Science & Engineering Program and the Machetanz Art Festival.

Alaska Kidney foundations, Inc. donated \$42,389.00 to the Alaska Kidney Foundation Scholarship and the School of Nursing; Renal Care Nursing Elective and Renal Course Scholarships.

Alaska Regional Hospital donated \$15,000 to the UAA Surgical Technologist Program.

(add Chugach Alaska gift from Bobi)

NEW FUNDS

CAS Crossing the Finish Line Completion Scholarship -To provide financial assistance for tuition and other related educational expenses to a full-time student who may otherwise be unable to obtain a four-year college degree. This scholarship shall be provided to students seeking a bachelor's degree at the University of Alaska Anchorage within the College of Arts and Sciences.

Engineering Conference Student Travel Award - To assist students enrolled in the College of Engineering at the University of Alaska Anchorage to attend a sanctioned meeting or conference in or outside of the State of Alaska.

UAA ASCE Student Competitions - To provide funds to support ASCE student competitions at UAA.

PHONATHON

"Ruffalo Noel Levitz (RNL) began working with UA in September to implement a system-wide Phonathon program, housed at UAA's calling center. The program has raised \$130,273 in pledges and cash gifts for UAA and \$92,145 in pledges and cash gifts for UAF totaling \$222,418 for both MAU's. The donor count for UAA is 1493, UAF is 837 with a total of 2330 for both MAU's."

MEDIA

UAA appeared in more than 400 articles in March. Coverage highlights include:

- Reuters article on budget deficits for oil states cited report by UAA's Institute of Social and Economic Research; article appeared in multiple news outlets nationwide.
- Anchorage Daily News article cited UAA's Applied Environmental Research Center as working with New Jersey-based contractor BEM Systems to estimate anticipated shoreline loss at two Air Force radar sites in Alaska.
- Alaska Journal of Commerce cites estimates in the 2018 Alaska Construction Spending Forecast, compiled by UAA's Institute of Social and Economic Research.
- Alaska Public Media quoted Jilly Ramsey, a UAA behavioral health training coordinator in a story about mental health first aid classes.
- Anchorage Press runs UAA syndicated story about two journalism students who plan to turn their capstone project into a physical magazine for the residents of Spenard
- Petroleum News covered faculty research funded by ConocoPhillips Arctic Science and Engineering Endowment Awards.

MARCH SOCIAL MEDIA

Facebook: 18,323 fans (+.5%)
Twitter: 6,375 followers (+1%)
Instagram: 3,550 followers (+1%)
YouTube: 401 subscribers (+2%)
LinkedIn: 39,514 followers (+1%)
Community Total: 68,163 (+.5%)

FACEBOOK - Top Posts

1. STUDENT SUCCESS VIDEO: Amazing Stories Rachel Dunbar Nursing Student (5.4K impressions, 388 engagements)
2. COMMUNITY SHARE: Iditarod Start Video KTVA (2.8K impressions, 96 engagements)
3. CAMPUS VIDEO: Spring Break Moose (3.1K impressions, 66 engagements)
4. COMMUNITY UPDATE: Glenn Highway Shutdown Update (1.8K impressions, 17 engagements)
5. CAMPUS COMMUNITY STORY: Plan a Night at the Planetarium (1.7K impressions, 34 engagements)

TWITTER - Top Tweets

1. STUDENT SUCCESS STORY: Arctic Youth Ambassadors (29K reach, 10 engagements)
2. STUDENT/PROGRAM SUCCESS STORY: Turn Anchorage into a Ski Town (14.5K reach, 119 engagements)
3. STUDENT PHOTO: UAA Student Leaders Advocating in Juneau (14K reach, 8 engagements)
4. COMMUNITY EVENT: Think Tank Promotion (11.7K reach, 8 engagements)
5. ALUMNI SUCCESS STORY: Bridgette Ellis '04 Guinness World Records (9.6K reach, 10 engagements)

INSTAGRAM - Top Posts

1. STUDENT REGRAM: Student Leaders advocating in Juneau! (179 likes)
2. CAMPUS: Shoveling after fresh snowfall (165 likes)
3. SATELLITE CAMPUS: Ice climbing at Prince William Sound College (130 likes)
4. PROFESSORS: UAA Professors in their element / candid (107 likes)
5. CAMPUS / STUDENTS: Students proudly stand by their Gear Room mural (92 likes)

LINKEDIN - Top Posts

1. COLLEGE STORY: Prince William Sound College Outdoor Leadership (12K impressions, 63 interactions)
2. PROGRAM STORY: Iditarod Spring Break (9.3K impressions, 41 interactions)
3. STAFF INTERVIEW: A discussion with Dr. Claudia Lampman, Interim Vice Provost for Student Success (4.3K impressions, 29 interactions)
4. STUDENT SUCCESS STORY: Geology Students Competing in Imperial Barrel Award competition (2.7K impressions, 44 interactions)
5. ALUMNI SUCCESS STORY: Heather Harris, CEO of Big Brothers Big Sisters Alaska talks about giving back to the community (2.4K impressions, 39 interactions)



STUDENT AFFAIRS

REPORT for FACULTY SENATE

APRIL 2018

Admissions & Recruitment

Community Outreach Recruitment Coordinator Meghan Mackey organized a robust UAA presence at the Alaska Airlines Center last week for the Alaska School Activities Association (ASAA) basketball tournaments. UAA hosted an information table and campus tours at the Alaska Airlines Center as well as an open house at the University Hub on March 15.

Admissions counselors have steadily increased the number of in-person visits to Anchorage and Mat-Su high schools. This has generated increased interest in UAA opportunities and helped to drive applications for Fall 2018. In particular, we want to highlight the increased partnership with Bartlett High School, which has invited an admission counselor to be present on a weekly basis.

Recruitment, along with others in Student Affairs and College of Engineering, made two trips to Bethel for a regional college fair and high school visits. Both trips capitalized on other events that brought in both Bethel students and students from the surrounding communities.

Spring out-of-state recruitment began in mid-March, with the first college fair circuit returning to Minnesota.

As priority registration opens for the fall semester, the Office of Admissions becomes very busy. Transfer students may wait to turn in required documents not realizing that it will affect their ability to register early. Please help by encouraging students to complete their admission files and wait patiently for three days for staff to log and review the document. Documents are processed in the order they are received. Remind applicants to check the admission portal at https://university-alaska.force.com/UAA/Portal_Login to determine if a transcript or other document has arrived instead of calling. This will allow staff more time to process documents.

Kids2College is a great event to encourage fifth- and sixth-grade students to set their sights on the college experience early. This year's event will be April 20, and the Admissions & Recruitment team is still in need of faculty and staff willing to participate at several different levels. If you have a hands-

on presentation that will keep the students interested please complete this survey: https://uaa.co1.qualtrics.com/jfe/form/SV_8wEc6nG7eTanc5T. If you are willing to host a group of students but need ideas for a presentation, please call Peggy Byers at 786-1467 or Meghan Mackey at 786-1579.

Career Exploration and Services (CES)

CES Director Molly Orheim facilitated a panel discussion at the Anchorage Chamber of Commerce's "Make It Monday Forum: Internships @ UAA", exploring the benefits of internships for employers, students and faculty, on March 26. The panelists included: Joel Condon, UAA Faculty, Construction Management; Jennifer Hutchens, Lincoln Harris CSG, Property Management; Jacqueline Fontana, UAA Alumni, BBA '17, College of Business and Public Policy; and Alex Else, current UAA graduate student in Project Management from the College of Engineering. The "Make it Monday" forum was held at the Dena'ina Center from 12:00–1:00 pm.

CES hosted the UAA Career Networking Night on March 29 from 5:30 to 8:00 pm in the Student Union. Students were able to make new connections, exchange information, and gain helpful insights from UAA alumni and employers. Professionals from a wide spectrum (banking, health, governmental, Native corporations, non-profits, financial, and public media) participated.

Dean of Students Office: Student Conduct; Alcohol, Drug, and Wellness Education; and Care Team

The week before spring break, Alcohol, Drug, and Wellness Educator (ADWE) Brittney Kupec partnered with the Student Health & Counseling Center (SHCC) to distribute over 200 spring break safety kits to students across campus. Safety kits included information on safe drinking, safe sex, and safety resources.

Care Team Coordinator Lisa Terwilliger and Care Team Case Manager Anyon Turner tabled at several events this past month including "The Little Black Dress Does Not Mean Yes," the Multicultural Center's screening of the film *Nefarious—Merchant of Souls*, and the program "It's O.K. to Be."



STUDENT AFFAIRS

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Student Conduct & Ethical Development Coordinator Megan Wilbur continues to develop Maxient for UAA and the community campuses and has established a recurring meeting among key players at community campuses to further develop Maxient and UAA's policies and procedures in regard to Student Conduct.

Disability Student Services (DSS)

DSS was awarded \$92,000 for the design, development, and implementation of an Accessible Wayfinding Campus and Navigation System (AWCNS) by the new Innovative Technology Solutions Fund committee of the University Technology Council. The primary target beneficiaries of this system are those who are blind and visually-impaired (BVI); however, the free application (app) will benefit all students, faculty, staff, and campus visitors with real-time location access. It will be available to IOS and Android users. The installation of this system supports principles of Universal Design by enhancing access to the college experience for everyone, including those who have disabilities. Frequently, campus-designed environments consider visible and tactile factors rather than taking a multi-sensory approach. The AWCNS overcomes typical sensory barriers. The project from design to implementation will take approximately five months and Heather Swanson, DSS Assistive Technology Specialist, is the project manager. This is groundbreaking technology that will promote UAA's commitment to inclusion nationwide.

Native Student Services (NSS)

NSS hosted the Alaska Native and Rural Student Scholarship and Internship Fair on February 27 in the Student Union cafeteria. Vendors from throughout the state met with UAA students regarding scholarship and summer internship opportunities.

NSS, in collaboration with the College of Business and Public Policy (CBPP), the Alaska Native Professional Association (ANPA), the Alaska Native Village Corporation Association, and the Alaska Native Media Group, sponsored a panel discussion on "Women and the Alaska Native Claims Settlement Act" on March 23 from 7:00 to 9:00 pm in

Rasmuson Hall (RH), room 101. The panel included Sheri Burretta, Chairwoman of Chugach Alaska Corporation; Sophie Minich, President of Cook Inlet Region, Inc; Ana Hoffman, President of Bethel Native Corporation; and Shauna Hegna, President of Koniaq, Inc. All students, staff, and faculty were invited to this discussion.

New Student Orientation (NSO)

NSO is preparing for the new season of Howl Days (orientation for new students), and are opening the search for the next generation of orientation leaders who demonstrate Seawolf pride. Applicants must have completed at least one semester at UAA, have a GPA of 2.5 or higher, and be in good academic standing. Applicants must be available to work June 1 through August 24. UAA students can apply at Careers at UA (<https://www.alaska.edu/jobs>). The application period closes April 6. If you have questions, please contact Whitney Penn, Coordinator for New Student Orientation, at 786-1784, located in the Student Union Room 101.

Office of the Registrar

Catalog edits for the 2018-19 catalog are due Friday, April 27. Page owners are encouraged to contact the Registrar's Office at uaa.catalog@alaska.edu with questions. Remember that curriculum changes (course and program) must be made through the regular curriculum process.

Priority Registration Fall 2018

The Fall Semester 2018 schedule became viewable in UAOnline on March 19. Following are the opening dates for registration for the various class standings:

- Friday, March 30: UAA Graduate Students
- Monday, April 2: UAA seniors (90+ credits)
- Tuesday, April 3: UAA juniors (60-89 credits)
- Wednesday, April 4: UAA sophomores (30-59 credits)
- Thursday, April 5: UAA freshmen (0-29 credits)
- Monday, April 9: UAA incoming students with pending fall admission applications
- Monday, April 16: Open registration



STUDENT AFFAIRS REPORT for FACULTY SENATE

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The Registrar's Office will host CLSS training for academic schedulers and approvers on April 11 and 12. CLSS (read "class") is electronic scheduling software academic departments will use to schedule classes beginning with the Spring 2019 schedule. Schedulers and approvers have been contacted regarding training times and locations. Please contact Alyona Selhay, Assistant Registrar, with any questions (yvselhay@alaska.edu, 786-1553).

The Registrar's Office has published a new certified experience credit form for departmental use, which was developed in coordination with the Office of Academic Affairs and college deans. Colleges interested in granting academic credit to degree-seeking students that hold or have successfully passed a specific license, certification or exam are expected to submit this form to the Office of Academic Affairs for review. Colleges must submit this form before nontraditional credit can be granted to students. This includes nontraditional credit colleges have granted in the past or are currently granting. There is a standard fee of \$25 per credit, which the Registrar's Office posts to the student's account after processing the request. Students pay the associated fee through UAOnline. The department form is available on the Registrar's Office intranet page (<https://intranet.uaa.alaska.edu/student-affairs/registrar>).

Office of Financial Aid

April is Financial Literacy Month and the Office of Financial Aid is planning a week of literacy related workshops and special events. The headlining event features Colin Ryan, comedian and financial advisor, for a night of comedy and sound financial advice at the Wendy Williamson on Thursday, April 5 at 7:00 pm. Colin uses pop culture as reference points to make managing money as entertaining and as straightforward as possible. He takes dry yet essential subject matter like planning for the future, understanding the danger of credit cards, spending less money, and building a budget come to life. Colin gets students engaged and interacting, and leaves them buzzing with ideas on how they can live the life they want and still pay their bills. This event is free and open to the public. We are strongly encouraging both UAA students and area high school students to attend. For a full list of event

details, see: uaa.alaska.edu/students/financial-aid/financial-literacy/fin-lit-month.

Enrollment Services will also be hosting a staff event on Friday, April 6 from 9:00 to 11:00 am with Colin Ryan at the University Center. The focus of this presentation is how to talk with students about financial literacy. Everyone is welcome.

Residence Life

On-Campus Living continues to work with the Student Affairs communications team on creating a cohesive website for residential campus. The team met for four and a half hours on March 9 to start mapping out the new website.

The Residence Coordinator search committee has completed stage one screenings and it appears there is a quality pool of candidates.

Professor Maria Williams, Native Student Council advisor, asked Interim Alaska Native, Indigenous & Rural Outreach Program (ANIROP) Coordinator Allison Warden to serve as a temporary co-advisor for the student club. The Native Student Council officers are in need of additional support during an election and transition process for the newly elected student leaders.

Student Health & Counseling Center (SHCC)

During the month of February, the SHCC supported 1,341 individual students through healthcare services at the clinic and supported 484 in mental health related situations. The health center documented double the rates of influenza-like illnesses during February 2018, as compared to February 2017. The mumps outbreak, now approaching 300 cases, continues in the Anchorage area. To date, there have been no known cases of mumps on campus.

The SHCC Health Promotion Team continues to hold Bringing in the Bystander trainings through April. Call 786-4042 for more details.

Student Life & Leadership (SL&L)

Student Life & Leadership saw another successful Winterfest come to fruition, hosting a variety of programs for UAA



STUDENT AFFAIRS

REPORT for FACULTY SENATE

APRIL 2018

students, faculty, staff, and alumni geared toward winter fun and centered around Anchorage's own Fur Rondy, held February 22 through March 3. This year's signature Winterfest events included a Family Movie Night screening of *Princess and the Frog*, Paint Night with Iditarod Royalty, Nine in the Spine hosted by the Alumni Association, First Friday Reception for "We're All in This Together" in the Hugh McPeck Gallery, and the two-day BANFF Mountain Film Festival. The Student Union Gear Room also offered Winterfest discounts on outdoor gear for winter sports.

USUAA has been heavily focused on advocacy work, hosting both a Chat With the Chancellor on Tuesday, March 6 and a Meet the Mayor event on Thursday, March 8. Both events, moderated by USUAA student leaders, offered UAA students opportunities to ask questions and raise issues of importance to them to Interim Chancellor Samuel Gingerich and Mayor Ethan Berkowitz. A team of students assembled by USUAA also advocated for issues of importance to USUAA and UAA as a whole during the Juneau Advocacy Trip on March 17–20.

The UAA Student Showcase Committee is pleased to announce that 20 submissions, including one group project, have been selected to present at the 2018 Student Showcase Conference on April 5–6. UAA students, faculty, staff, and the general public are invited to attend these students' 10-minute presentations on their coursework during the conference. More information about the Student Showcase program and this year's presentations can be found at: uaa.alaska.edu/showcase.

Student Life & Leadership Upcoming Events:

- **UAA Greek Week**—April 1–7
Various events held on campus throughout the week.
- **USUAA General Elections**—April 3–4
For more info visit: uaa.alaska.edu/students/student-life-leadership/union-of-students.
- **Spoken Word Workshop with *Freequency***—Friday, April 6, 2:00 pm
Student Union Den

- **Juried Student Art Show Juror Lecture with David Mollett**—Tuesday, April 10, 7:00–9:00 pm
Fine Arts Building, Recital Hall (ARTS 150)
- **Indie Lens Pop-Up Movie Series Screening of Look & See: Wendell Berry's Kentucky** (in partnership with the Multicultural Center and Alaska Public Media)—Thursday, April 12, 7:00 pm
Rasmuson Hall, Room 106
Free for UAA students, faculty, staff, and general public. Free parking and light refreshments will be provided.
- **Juried Student Art Show Opening Reception**—Thursday, April 12, 5:30–7:30 pm, awards presented at 6:30 pm
Hugh McPeck Gallery, Student Union
- **Walter Martin Family Concert**—Friday, Apr. 13, 6:30 pm
Student Union, Cafeteria
Free for UAA students taking 6+ credits with ID (tickets at UAATix.com). \$15 for UAA staff, faculty, alumni, and the general public. Free for youth ages 12 and under.
- **Explore More Series Indoor Rock Climbing** (in partnership with the Alaska Rock Gym)—Saturday, April 14, 10:30 am
\$10 for UAA students taking 6+ credits with ID (tickets at UAATix.com). Meet up at Alaska Rock Gym.
- **Latin Dance Salsa Night: Cha Cha** (in partnership with Alaska Dance Promotions)—Tuesday, April 17, 7:00 pm
Cafeteria, Student Union, Cafeteria
Free for UAA students taking 6+ credits with ID.
- **Talent Show**—Thursday, April 19, 7:00–9:00 pm
Fine Arts Building, Recital Hall (ARTS 150)
Free for UAA students taking 6+ credits with ID (tickets at UAATix.com). \$5 for UAA staff, faculty, alumni, and the general public. Sign Up to Perform at tinyurl.com/uaatalentshow.
- **UAA Late Nights**—April 23–26, 30 & May 1–3
Various events held on campus throughout the week.
- **Emerging Leaders Program**—Friday, April 27, 8:00 am–3:00 pm
Student Union Den
Open only to UAA Emerging Leaders Program participants.



STUDENT AFFAIRS

REPORT for FACULTY SENATE

APRIL 2018

- **UAA Leadership Honors & Awards Reception—**
Wednesday, May 2, 3:30–5:00 pm
Student Union Den
By invitation only to honor recipients of UAA Leadership Honors and other awards.
- **USUAA General Assembly Meetings—**Fridays, 3:00 pm
Lyla Richards Conference Room, Student Union

Student Outreach and Transition (SO&T)

Team members of SO&T (New Student Orientation, TRIO Upward Bound and Student Support Services, and Scholars @ UAA) are collaborating with other colleges, departments, and programs across the university community to provide transition to college services to four area high schools in the Anchorage School District. This outreach event is called “Seawolf Ready,” and will assist students with navigating the educational pipeline to UAA. Students will complete the Accuplacer placement test, receive status updates on their admissions and financial aid applications, schedule appointments with transition advisors, be provided contact information for their academic advisors, and will be guided towards support services at UAA that help students succeed. The facilitators for this collaboration are Tamika Dowdy, Student Transition Advisor with the Multicultural Center Tamika Dowdy, Director of TRIO Student Support Services Kelly Foran, and Admissions Counselor with New Student Recruitment Valerie Svancara.

Seawolf Ready Schedule

- **Service High School Accuplacer:** Mar. 27, 9:30–11:30 am
- **West High School Transition Fair:** Mar. 28, 7:30–10:00 am
- **Service High School Transition Fair:** Mar. 29, 9:30–11:30 am
- **East High School Accuplacer:** Apr. 3, 7:30 am–2:00 pm
- **East High School Transition Fair:** Apr. 4, 9:00 am–12:30 pm
- **Bartlett High School Transition Fair:** Apr. 5, 9:00 am–12:30 pm
- **Bartlett High School Accuplacer:** Apr. 10, 7:30 am–2:00 pm

UA Scholars @ UAA

Introducing Katherine Pascua as the new Transition Advisor for UA Scholars and Alaska Performance Scholars at the University of Alaska Anchorage. Katherine recently worked with the office of New Student Recruitment and previously served as the director for TRIO Educational Opportunity Center. She has years of experience helping students access higher education and successfully transition to college. She is a UAA Alumni '13, Social Work from the College of Health. Katherine's office is located in the University Hub, Wells Fargo Sports Complex Suite 142; contact her at kfpascua@alaska.edu or 786-6471.



Katherine Pascua

TRIO Programs

TRIO Student Support Services (SSS)

Director Kelly Foran has completed the Annual Performance Review (APR) for the 2016-2017 reporting period and it has been submitted to the U.S. Department of Education. The SSS staff has successfully met the objectives of the program, serving 160 UAA students, two-thirds of whom are first-generation and low-income college students. The persistence rate of SSS participants is 88% (13% above the approved objective); the rate of those in good academic standing is 80% (10% above the approved objective); and the graduation rate of 17% (2% decrease from last year). SSS is in its fourth year of a five-year federal grant cycle, ending 2020.

NWCCU Accreditation

How do you contribute to UAA's Mission & Core Themes? Tell us your story!

Mission:

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, service, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher needs of the state, its communities, and its diverse peoples.

UAA is an open-access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

CORE THEMES

Teaching and Learning

Research, Scholarship, and Creative Activity

Student Success

UAA Community

Public Square

Self-Study Report: Thanks to all who contributed to the report, either by writing a section or providing input and feedback along the way! It truly was a group effort! A special thank you to the Office of Institutional Effectiveness for getting the report into its final shape.

The report is posted on the [Self-Study website](#), along with the Institutional Assessment Plan, the Reaffirmation of Accreditation PowerPoint, and the Mission Fulfillment Brochure. To request printed copies of the tri-fold brochure, [please contact Academic Affairs](#).

Briefings: As part of further engaging the campuses and their communities, outreach briefings are being held with administrative and governance leadership groups. The [Mission Fulfillment brochure](#) developed for these briefings demonstrates that UAA is meeting its mission and using assessment to inform decisions and improvements.

Monitors: Check out the monitors across our campuses for Core Theme stories!

- Fall 2018 October 8-10, 2018 Site Visit

Curriculum

Continuing Education/Non-Credit: The updated process and forms for non-credit and continuing education offerings are posted on the [Curriculum Website](#) under “Continuing Education/Non-Credit Offerings.” This section also connects to the public-facing Continuing Education that links to all college and campus offerings.

Syllabus Review for Course Learning Outcomes

Course student learning outcomes are required to be published in syllabi, to communicate expectations with students and to meet UAA’s accreditation standards. In Fall 2017, Academic Affairs collected 460 syllabi across all colleges, representing all sections of five Tier 1 GER courses, as well as a representative sampling of Tier 2 GERs and upper-division and graduate courses.

The project showed faculty are including outcomes in their syllabi, but in some cases, may not have updated the outcomes to match revisions approved through the curriculum process. As faculty update syllabi each semester, please verify the outcomes match the [CIM course approval system](#) or the [course content guide archive](#) for courses not yet reviewed in CIM. A similar review of Spring 2018 syllabi is being conducted this April.

Program Licensure Information in the Catalog

The Undergraduate and Graduate Academic Boards approved an expedited process to update program Catalog copy for programs which lead to national or state eligibility requirements for licensure or entry into an occupation or profession. This is an accreditation requirement. Academic Affairs is working with the colleges to confirm program language for these updates.

Course Fees

Course Fee Review

Per the [Course Fee Policy](#), colleges must regularly review course fees, with an opportunity for student comment and input at a minimum of every five years. Deans will be asked to complete a review of all fees in their colleges over the summer.

Program Student Learning Outcomes Assessment

Annual Academic Assessment Survey (Deadline June 15, 2018)

All programs, including those with suspended admissions, must complete the Annual Academic Assessment Survey, open **April 1- June 15, 2018**. Each program has a designated faculty member assigned to complete the survey. The survey captures information about faculty efforts around student learning and improvement and helps UAA to highlight these efforts.

Annual Academic Assessment Report (Deadline October 15, 2018)

All active programs, i.e., not those with suspended admissions, must conduct annual academic assessment activities according to their assessment plan and submit an AY18 Annual Academic Assessment Report to their dean/community campus director by posting it to the Academic Assessment Repository site by October 15, 2018.

Deans and campus directors have designated a faculty member responsible for uploading each program’s annual academic assessment report to the Academic Assessment Repository. The reporting faculty assignments are posted on the site, along with a template and instructions.

College and Program Assessment Coordinators

The AAC Chairs and Academic Affairs will host a general meeting with deans, campus directors, and designated college and program assessment coordinators in May.

Academic Assessment Committee Listening Session

The Faculty Senate Academic Assessment Committee hosted a listening session with program and college assessment coordinators on February 2nd. The session provided an opportunity to hear stories about positive, productive assessment activities, and gather feedback to improve UAA's assessment process and support assessment coordinators in their work.

General Education Workshop Series

Dan Kline, General Education Director, concludes the AY18 GER assessment series with the GER/AA Assessment Soiree.

Date	Location	Time	Title	Register
Mon 5/7 -Tues 5/8	LIB 307	9:00-1:00	GER/AA Assessment Soiree	Register

Cyclical Academic Program Review

2018 Program Review

The Deans submitted their commendations and recommendations to OAA on March 1st. Programs were given two weeks to submit any responses to OAA.

Program Accreditation

Programs preparing a self-study, annual report, or other communication to an external accreditor, as well as those planning site visits, must coordinate with their dean's office and Academic Affairs.

Program Accreditation Actions

- The **Surgical Technology AAS** program submitted a self-study for initial accreditation in March.
- The **Early Childhood Development AAS** program was granted initial accreditation in March.
- The **Legal Studies UC/AAS/BA/PBCT** programs were granted reapproval in February.
- The **Social Work BSW/MSW** programs hosted a site visit in February.
- The **Paramedical Technology AAS** program submitted a self-study for reaccreditation in January.
- The **Construction Management AAS/BS** program submitted a progress report in December.

International and Intercultural Affairs

New Education Abroad Coordinator

Please join us in welcoming Patrick Moore, UAA's new Education Abroad Coordinator. Patrick comes to UAA from Texas A&M University.

International and Intercultural Partnerships

UAA recently established international partnerships with the National University of Mongolia (Mongolia) and Heilongjiang University (China).

Reimagining Education Abroad Faculty Workshop

In February, Academic Affairs partnered with the Faculty Senate Ad Hoc Committee on Education Abroad for a faculty workshop.



**APRIL 2018
INFORMATION UPDATE**

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- **CCEL is awarding 4-5 grants for faculty for a Resilient Communities project.** Additional awards of \$2000 will be given for student internships to support the community-engaged research or creative activity. The projects are awarded within thematic issue areas: Health & Wellness; Food Systems; Arts, Language & Culture; Our Alaskan Environment; Access to Justice; and Positive Child & Youth Development. Teams will all meet together on Wednesday, May 16 as a part of the Faculty Intensive sponsored by CCEL for community-engaged faculty.
- The last **Think Tank of the year is April 12 from 1:00-2:15 p.m., in LIB 307**, co-hosted by Jackie Cason, English with H.U.D. (Housing & Urban Development) and Alaska Legal Services Corp. The Think Tank question is “Fair Housing: Whose Responsibility Is It?” Pizza is provided; open to students, faculty, staff, and community members.
- Tuesday, May 15 and Wednesday, May 16, Dr. Patti Clayton will co-lead **faculty development on service-learning/community engagement (SLCE)**. Tuesday will dive into SLCE and all of the elements necessary to build a course as a high impact practice. Wednesday, May 16 will focus on community partnerships. Although Wednesday will focus on the Resilient Communities (RC) partnerships, **all faculty interested in community-engaged teaching and research are invited**, in addition to new community partners. While the RC teams are meeting, Dr. Patti Clayton will meet with other faculty and community partners.
- In addition to the Faculty Intensive in May, Patti Clayton and Judith Owens-Manley are facilitating a **Writing Retreat** for faculty interested in publishing their community-engaged scholarship from Friday, May 11 dinner through Monday, May 14 noon. There is room for approximately 10 faculty participants. Interested faculty should contact jowensmanley@alaska.edu immediately, as there are few spots available.
- Director Judith Owens-Manley co-presented a session with Patti Clayton.

CENTER FOR ADVANCING FACULTY EXCELLENCE

- On March 23, CAFE offered its annual session on **Promotion and Tenure**. Patty Linton, Senior Associate Dean of CAS, and Marian Bruce, Director of Faculty Services, presented faculty with critical information related to advancing their academic careers. The session was recorded and, once available, may be accessed by request (cafe@uaa.alaska.edu). After the video is edited, we will announce its availability online.

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- On March 28, CAFE hosted a workshop entitled *Knowing What We Know about Writing in the Disciplines: Supporting Knowledge Transfer from WRTG 111 to upper division courses*. Led by Jackie Cason of the English Department, the session helped faculty in the disciplines who assign writing to identify ways they can build on their students' prior knowledge and experience in writing to become more effective writers.
- CAFE's "**12 Weeks to Your Journal Article**" faculty learning community, led by History Professor Ray Ball, continues into its 9th week. This highly diverse faculty writing group is organized around a workbook of the same name and has a track record for helping faculty get articles written and published in academic journals.
- A workshop on **SAGE Research Methods (SRM)** was offered Friday, March 30. Led by Diane Hirshberg of ISER, Ralph Courtney of Consortium Library, and Corrie Whitmore of Health Sciences, this workshop provided an overview of SRM and shared ideas for using it in teaching and research. SAGE Research Methods is a research methods tool created to help researchers, faculty and students with their research projects. SAGE Research Methods links over 175,000 pages of SAGE's renowned book, journal and reference content with advanced search and discovery tools. Researchers can explore methods concepts to help them design research projects, understand particular methods or identify a new method, conduct their research, and write up their findings. Since SAGE Research Methods focuses on methodology rather than disciplines, it can be used across the social sciences, health sciences, and more.
- The **Topics in Higher Ed Book Group** is hosting two sessions for faculty, student affairs professionals and administrators to discuss the book *Becoming a Student Ready College: A New Culture of Leadership for Student Success*. The book urges campuses to flip their perspective from one focused on student preparedness to one of being student ready. One of the book's authors, Dr. Tia Brown McNair of the American Association of Colleges and Universities (see more below), will meet with the group on April 5. Books (including e-books) are available to check out through the Consortium Library. Join us to discuss what can happen when we become "student ready" and meet students where they are. For more information: cafe@uaa.alaska.edu.
- CAFE is pleased to welcome **Dr. Tia Brown McNair** to UAA to serve as the keynote speaker for the annual **Faculty Development Awards Luncheon** on April 6, along with sessions on her specialty area. As Vice President in the Office of Diversity, Equity, and Student Success at Association of American Colleges and Universities (AAC&U) in Washington, D.C., Dr. McNair oversees programs on equity, inclusive excellence, High-Impact Practices, and student success. Please join us for her keynote speech on **Using High Impact Practices for Student Success!** We will also present the annual faculty development awards. Register on the [CAFE](#) website.

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- Applications are due by April 11 for the **2018 Faculty Development Intensive and Summer Mini-Grant Opportunity on Using High Impact Practices to Teach First-Year Students**. Faculty can apply to participate in a faculty development intensive and, where appropriate, receive a summer mini-grant to incorporate at least one High Impact Practice into an existing course aimed at first-year students. Additional information will be available via the CAFE website.

The May 10-11, 2018 faculty development intensive is open to any UAA faculty member, at any campus, actively teaching first-year students. (Keynote presentations will be open to all faculty; distance delivery information will be provided upon registration). The intensive will include opportunities to work with national guest presenters with expertise in HIPs, first-year teaching, and student success; reflect on the current experiences of first year students and how they might be improved.

A limited number of summer mini-grants are available for intensive participants ready to make a deeper commitment to improving teaching and learning by working in summer 2018 to incorporate at least one HIP into a course for first-year students. The mini-grant will provide \$1500 for summer work associated with improvement and redesign involving High Impact Practices incorporated into a course(s) that serves first-year students.

- The [UAA/APU Books of the Year](#) program continues under CAFE's leadership. The program offers faculty a chance to use shared texts to engage students in conversations around critical themes. Common intellectual experiences—like Books of the Year programs—are a recognized, evidence-based High Impact Practice that supports student success. Faculty from UAA and APU have selected six books for AY 2018-120 under the theme of “Building Resilient Communities.” The books offer multiple ways to approach this complex topic, ranging from an academic exploration of systems thinking and the synergies between economics, energy, equity and the environment (*The Community Resilience Reader*), to a call to action on the climate crisis (*This Changes Everything*), and the best climate solutions (*Drawdown*), to impassioned essays on community survival by a major Indigenous leader (*The Winona LaDuke Chronicles*), to creative works highlighting the resilience of individuals and communities impacted by poverty, racism, and extreme weather events (*Threadbare and Salvage the Bones*). Three books will be highlighted each year, with special events, guest speakers, faculty showcases, and more.

In response to the previous theme, “Negotiating Identity in America,” Books of the Year collaborated with Alaska Native Studies and Native Student Services to present the film **Uksuum Cauyai: The Drums of Winter** on March 1. The film was followed by a discussion with Yup'ik professors Marie Meade (UAA) and Walkie Charles (UAF), and moderated by Cody Ferguson, Director of UAA's new Yup'ik Music & Dance Ensemble. The dance ensemble opened the event with a performance, following a potluck in Native Student Services. Over 100 people attended. In addition, Herminia Din (Art) will showcase her **annual student-led art show** on that theme March 26-April 6 on the 3rd floor of the Consortium Library. A reception for the student artists will be held Friday, March 30 from 4 to 6 p.m. Come see how UAA students represent the theme!

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- UAA's **Difficult Dialogues Initiative** has been working with faculty throughout Alaska. Director Libby Roderick gave a workshop for UA's Sea Grant faculty on **Eliminating Implicit Bias** on March 20, and a session for Sitka faculty on **Indigenous Ways of Teaching and Learning** (with Ilarion Mercurieff) on March 28. In addition, CAFE has been supporting UAA's Faculty Senate Diversity Committee on creating a Diversity Dialogue related to Indigenous Ways of Teaching and Learning. That session is tentatively scheduled for Friday April 13.
- CAFE's **Faculty Networking Mixers** will conclude with a final opportunity on Friday April 20 from 4-6 p.m. at the Varsity Grill. Please come and connect with your colleagues, share ideas about teaching and research! Thanks to UAA's Conference and Catering Services for underwriting these networking mixers.
- CAFE Director Shawnalee Whitney continues to work with the **UAA Care Team** to ensure that faculty perspectives and concerns are integrated into Care Team responses. Faculty members are welcome to make a Care Report about students of concern, and the Care Team will follow up.
- CAFE shares brief readings and instructional strategies about 1-2 times per week on Facebook. We have received a great deal of positive feedback from those who follow the page. Faculty who participate in social media are welcome to like and follow us there.
- CAFE would like to remind community campus faculty that we work to make faculty development events accessible via Blackboard Collaborate or video-conferencing, except in unusual cases. In addition, resources are available via the CAFE website and the UAA Teaching Academy blog. If you have questions about distance delivery or getting access to past programs, please contact Program Coordinator Romanie Roach at rlroach@alaska.edu for more information.

ACADEMIC INNOVATIONS & eLEARNING

Faculty Professional Development

- We received 22 applications for this year's Tech Fellows. New Fellows will be announced in early April.

Instructional Design

- The instructional design team is working on the accessibility pilot (Kodiak campus and Bb Ally), with two online program development groups, and working with faculty to new/update previous learning objects builds.
- A new Instructional Designer will start at the beginning of June.

Title III ROLL Grant

- Kodiak Pilot update: 75 of 120 reviews are completed - 149 hours spent so far. Of all content in the courses, 38% of that is inaccessible in some way. The final Kodiak trip is April 13, in which the designers and distance education department will work one-on-one with faculty and present additional services UAA can provide for the distance sites.
- The Online Master Courses are being used in 21 sections this spring, and six more courses are on track to be created this year.

ACADEMIC INNOVATIONS & eLearning (continued)

eLearning: Distance Student Services

- Blackboard Orientation for eLearning Students was made available to 5,040 students for the spring 2018 semester. To date, 57% of students have accessed the course at least once (course was first made available December 23, 2017). 150+ unique students have accessed this course in the month of March.
- eLearning Exam Distribution & Administration (Spring 2018): eLearning staff have administered 1,800 assessments in the eLearning Testing Center located in the Gordon Hartlieb Hall (GHH). eLearning staff have processed approximately 3,200 student proctor forms setting up testing locations for students.
- Online Test Proctoring service, RPNOW, has been set up in 70 (44 main campus courses & 26 UAA extension site courses) online courses for the spring semester, a 40% increase from the fall 2017 semester. Current projections show approximately 2,100, proctored assessments will be completed using RPNOW for the spring 2018 semester.

ePortfolio:

- The eWolf team is working with CAFE to support the May 10-11 intensive: Using High Impact Practices to Teach First-Year Students. Keynote speaker for the intensive is [David Hubert](#). Hubert is Professor of Political Science at Salt Lake Community College where he was director of General Education and ePortfolio and now serves as Interim Assistant Provost for Learning Advancement. Digication co-founders, Jeff Yan and Kelly Driscoll will also be here and are available to meet.
- Digication recently launched a gallery module that permits a user to display detailed images, providing critical piece of functionality.
- eWolf is exploring developing a syllabus template in the portfolio. The work will leverage an Otis College template and work done by Terry Nelson (CBPP). Any results will be part of CAFE resources.
- Nancy Nix (MPH), Eva Gregg (student), and Paul Wasko (AI&E) were invited by the Utqiagvik community to explore possible projects involving identity, healing, and eportfolios. This [work](#) is an extension of efforts started in Native Student Services.
- Within the last 30 days, 180 portfolios have been created bringing the all-time total to ~9,200.
- eWolf wants to acknowledge a recent presentation by Ted Parsons and Ryan Harrod (Anthropology) on their modeling efforts with the "Healer from the Spirit World" mask.

ACADEMIC INNOVATIONS & eLearning (continued)

National Council - State Authorization Reciprocity Agreement (NC-SARA)

The USDOE released the regulations for State Authorization of Postsecondary Distance Education, Foreign Locations on December 19, 2017, with an effective date of July 1, 2018, unless the USDOE postpones the enforcement date.

NC-SARA allows participating member institutions to engage in a wide range of educational activities that cross state lines without a need for the institution to pursue traditional state authorization. These activities include the following:

- State authorization triggers:
 - Students taking online courses
 - Advertising
 - Recruiting
 - Proctored exams
 - Contractual agreements
 - Servers on the ground in other SARA states
 - Online faculty who live in other SARA states
 - Supervised field experiences
 - Field trips
- UAA Info:
 - Activity of some sort in 38 states; authorized in 36 states
- Next Steps:
 - First data report due this spring once IPEDS is complete (USDoE Integrated Postsecondary Education Data System)
 - July 1st deadline represents a deadline for UAA to make a good faith effort to come into compliance.

INSTITUTIONAL RESEARCH

- Institutional Research is transitioning IR-Reports to [Power BI Reporting](#). A link to a sample report is below. For more information about the reports available or the transition, please contact Erin Holmes at ejholmes@alaska.edu.

<https://anc-powerbireporting.uaa.alaska.edu/reports/powerbi/UAA/IR%20Reports/Students/Students/UAA%20Official%20Student%20Demographic%20Closing>

April 2018

Diversity and Inclusion Action Plan

The Diversity and Inclusion Plan (D&IAP)) chaired by Dr. Boeckmann, Dr. Thorn and Dr. Williams, is now complete and posted on the Chancellor's website.

<https://www.uaa.alaska.edu/about/administration/office-of-the-chancellor/diversity-and-inclusion-action-plan/index.cshtml>

D&IAP Progress to Goals:

Objective I: Establish Policies and Procedure to increase faculty, staff, and administrator diversity.

Search committee members are now required to participate in mandatory HR training, including information on unconscious bias. Hiring authorities are charged with taking the necessary time and steps to provide every opportunity to diversify the applicant pool, and they work closely with HR to ensure this occurs. One senior level administrative position search committee implemented blind, second stage application reviews with all names and identifying features removed. The process is under refinement for possible broader implementation. The multi-cultural postdoctoral position recommendations are in process and recruitment is underway for five positions.

Objective II: Provide framework for advocating and managing diversity.

The plan's recommendation to reorganize and repurpose the Diversity Action Council (DAC) is underway. The plan also recommended two separate senior leadership roles are defined focusing on 1) Alaska Natives and 2) Diversity; positions descriptions have been created and in circulation for further refinement. Both recommendations will be presented to the Chancellor and Cabinet April 2018.

Objective III: Develop a system of accountability.

The re-purposed Diversity Action Council recommendations are under Chancellor and Cabinet review. The DAC will have oversight of the D&IAP.

Objective IV: Examine and support UAA student success.

To ensure D&IAP student success recommendations are incorporated into UAA's 2020 plan, the Vice Provost for Student Success, has incorporated two subcommittee to address the D&IAP's student success recommendations. The Alaska Native subcommittee is examining possible co-location and reorganization of Alaska Native serving programs and Academic.

Objective V: Diversify Curriculum and Instructional Strategies.

The Faculty Senate Diversity Committee continues their work investigating best practices for developing enhanced curriculum. The post-doctoral positions are also expected to contribute to diversifying curriculum.

Objective VI: Focus on Space:

The provost is leading a process to reimagine space utilization and planning at UAA; the space issues raised in the D&IAP will be incorporated into the process.

Objective VI Include Community Campuses

The Chancellor has asked the community campus directors to review the D&IAP recommendations and to suggest ways in which they can be incorporated in their campuses.

Advisory Council for Alaska Native Education & Research

The Advisory Council Community Partners subcommittee distributed a survey to students and alumni to ascertain the effectiveness of UAA's Native serving programs. The preliminary results will be available after March 31st.

2018 ANCSA Series

Three panel presentations sponsored by UAA Native Student Services, College of Business and Public Policy, Alaska Natives & Diversity; Alaska Native Village Corporation, and Alaska Native Professional Association were scheduled for spring semester. The first, "ANCSA: The Good, the Bad, and Ugly" occurred Friday Jan 26, 7-9 with moderator Jennifer Romer and presentations by Dr. Willie Hensley, Dr. Gary Ferguson, and Kacey Hopson. The second "Diversity of Village Corporations" moderated by Hallie Bisset featured presentations by Gerard Godfrey (Afognak); Jeane Breinig (Kavilco); Nathan McGowan (St. George) on February 23, 7-9 Rasmussen Hall 101. The final panel was held March 23 and featured "Women of ANCSA."

Faculty Senate Report 4.6.2018

Interim Vice Provost for Student Success

- **Open Forums on Student Success: Who We Are and Where We are Going**
 - Tuesday March 27th from 10:30am-12:00pm
 - Thursday April 5th from 1:00pm-2:30pm
 - Adding a 3rd open forum on a Friday in April, date TBD
- **First Year Advising Program**
 - Internal search for Director of First Year Student Advising and Success currently underway
 - Interviewing candidates March 26-30, 2018
- **EAB Student Success Collaborative**
 - On site training by EAB was held on March 19th for pilot of SSC Campus data-driven advising in CAS and CTC. Professional academic advisors and faculty advisors were trained and will pilot the tool March through May 2018
 - Data validation is ongoing
 - Campus kickoff for EAB SSC Guide student-facing mobile application was held on March 20th
 - Branded *Seawolf Tracks*



Alaska-Native Themed Initial Course List for Fa18 | Current as of 30 March 2018

*Indicates courses currently in approval pipeline

- AKNS A101A Elementary Central Yup'ik 4 **Humanities GER**
- AKNS A101B Elementary Tlingit Language 4 **Humanities GER**
- AKNS A101C Elementary Alaska Native Language 4 **Humanities GER**
- AKNS A101D Elementary Inupiaq Language I 4 **Humanities GER***
- AKNS A101E Elementary Alutiiq Language 4 **Humanities GER**
- AKNS A101F Elementary Dena'ina Language 4 **Humanities GER***
- AKNS A101H Elementary Ahtna Language 4 I **Humanities GER***
- AKNS A102A Elementary Central Yup'ik II 4 **Humanities GER**
- AKNS A102B Elementary Tlingit Language II 4 **Humanities GER**
- AKNS A102C Elementary Alaska Native II 4 **Humanities GER**
- AKNS A102D Elementary Inupiaq Language II 4 **Humanities GER***
- AKNS A102E Elementary Alutiiq Language II 4 **Humanities GER**
- AKNS A102G Elementary Inupiaq Language II **Humanities GER***
- AKNS A109B Tlingit Orthography 4
- AKNS A109C Alaska Native Language Orthography 4
- AKNS A109D Alutiiq Orthography 4
- AKNS A146 Introduction to Alaska Native Dance 1-2
- AKNS A181 Community Project Planning 1
- AKNS A182 Grant Writing for Alaska Native Communities 1
- AKNS A184 Indigenous Leadership and Civic Engagement 1
- AKNS A185 Event Planning and Meeting Facilitation 1
- AKNS A201 Alaska Native Perspectives 3 **Humanities GER**
- AKNS A218A Alaska Native Drummaking: Athabascan & Southeast Style 3
- AKNS A218B Alaska Native Drummaking: Inupiaq & Yup'ik Style 3
- AKNS A230 Oral Traditions of Alaska Native People 3
- AKNS A290 Topics in Alaska Native Studies 1-3
- AKNS A292A Alaska Native Language Apprenticeship 1-3
- AKNS A292B Alaska Native Language Conversational Fluency Intensive 1-3
- AKNS A346 Alaska Native Politics 3
- AKNS A356 Yup'ik Music and Dance Ensemble 2
- AKNS A357 Inupiaq Music and Dance Ensemble 2
- AKNS A313 Tribes, Nations and Peoples 3
- AKNS A461 Decolonizing Methodologies 3
- AKNS A490 Advanced Topics in Alaska Native Studies 1-3
- AKNS A492 Cultural Knowledge of Native Elders 3
- ANTH A200 Alaska Native Cultures 3 **Social Sciences GER**
- ANTH A390a Arctic and Subarctic Cultures 3
- ANTH A461 Decolonizing Methodologies 3
- ANTH A490d Topics in the Contemporary North 3
- ART A370 Intermediate Alaska Native Art 3
- ART A470 Advanced Alaska Native Art 3
- BA A290A Alaska Native Business Practices 1-3

- BA A401 Alaska Native Corporation Business Management 3
- BA A402 Indigenous Leadership 3
- BA A403 Inside the Boardroom of Alaska Native Organizations 1 Credit
- BA A490B Selected Topics in Alaska Native Corporations 1-3
- DN A155 Survey of Alaska Native Nutrition 3
- EDEL A392 Elementary Ed Seminar I: Culturally Responsive Teaching 2
- ED/EDFN A478 Issues in Alaska Native Education 3
- ED A545K Alaska Studies for Educators: An Examination of Conflicting Perspectives 3
- ED A550K Culturally Responsive Teaching and Alaska Studies: An Induction to Teaching in Alaska Communities 3
- ENGL A445 Alaska Native Literatures 3 **Humanities GER**
- ENGL A444 Topics in Native Literatures 3 **Humanities GER**
- HIST A341 History of Alaska 3 **Humanities GER**
- HIST A346 History of Native Peoples of United States and Canada 3
- JUST A355 Rural Justice 3
- JUST A485 Tribal Courts and Alaska Native Rights 3 **Humanities GER**
- MUS/AKNS A215 Music of Alaska Natives and Indigenous Peoples of Northern Regions 3 **Fine Arts GER***
- MUS/AKNS A216 World Indigenous Music **Fine Arts GER***
- MUS/AKNS A218A Alaska Native Drummaking Techniques: Athabascan & Southeast style 3
- MUS/AKNS A218B Alaska Native Drummaking Techniques: Inupiaq & Yup'ik Style 3
- MUS A356 Yup'ik Music and Dance Ensemble 2
- MUS A357 Inupiaq Music and Dance Ensemble 2
- NS A423 Transcultural Nursing 3
- NS A430 Rural Health Care 3
- PS A345 Alaska Government and Politics 3
- PS A346 Alaska Native Politics 3
- PSY A465 Cross-Cultural Psychology 3
- SWK A243 Cultural Diversity and Community Service Learning 3 **Social Sciences GER**