

**UAA Faculty Senate Agenda**  
**April 7, 2017**  
**2:30 - 4:30 p.m.**  
**Lew Haines Conference Room (LIB 307)**  
**Audio: 786-6755 | ID: 284572**

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**I. Call to Order**

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

**2016-2017 Officers:**

	Fitzgerald, Dave – President		King, Carrie - Chair, UAB
	Chamard, Sharon - 1 <sup>st</sup> Vice President		Paris, Anthony - Chair, GAB
	Downing, Scott - 2nd Vice President		Smith, Tara - Past President

**2016-2017 Senators**

	Andrews, Eric		Harville, Barbara		Orley, Soren
	Bannan, Deborah		Hicks, Nathaniel		Partridge, Brian
	Bartels, Jonathan		Hinterberger, Tim		Pence, Sandra
	Bennett, Brian		Hirshberg, Diane		Piccard, LuAnn
	Bhattacharyya, Nalinaksha		Hollingsworth, Jeffrey		Schreiter, Mark
	Boeckmann, Robert		Horn, Steve		Shamburger, Carri
	Bowie, David		Ippolito, Mari		Sieja, Gwen
	Bridges, Anne		Jeffries, Frank		Smith, Cheryl
	Brown, Barbara		Johnson, Steven		Strobach, Cynthia
	Cook, Brian		Karahan, Gokhan		Stuive, Christina
	Cook, Sam		Kelley, Colleen		Thiru, Sam
	Dutta, Utpal		Kirk, Sarah		Trotter, Clayton
	Dunscumb, Paul		Kuden, Jodee		Venema, Rieken
	Folias, Stefanos		Kullberg, Max		Wang, Steve
	Fortson, Ryan		Laube, Jeffrey		Ward, Jervette
	Foster, Larry		Metzger, Colleen		Widdicombe, Toby
	Garcia, Gabe		Nabors, Forrest		
	Graham, Rachel		Ohle, Kathryn		

**III. Agenda Approval (pg. 1-5)**

**IV. Meeting Summary Approval (6-12)**

**V. Officer's Reports**

A. President's Report (pg. 13)

B. First Vice President's Report

C. Second Vice President's Report

D. Past President's Report (pg. 14-18)

## **VI. Old Business**

### **A.**

## **VII. Consent Agenda**

### **A. Academic Assessment Committee Seat**

#### **i. PWSCC, Craig Titus [AY17]**

### **B. Graduate Curriculum**

#### **i. Courses**

Chg	EDSL A695A	Beginning Internship in Speech-Language Pathology
Add	ECON A656	Behavioral Economics
Chg	EDL A610	Orientation to Graduate Studies in Leadership
Chg	EDL A637	Organizational Theory and Change
Chg	EDL A638	Instructional Leadership and Student Learning
Add	EDL A644	School Resource Allocation and Management
Chg	EDSE A633	Autism: Communication and Social Disorders
Add	GIS A655	Spatial Analysis
Add	GIS A658	Spatial Data Management
Add	HS A654	Cross-Cultural Health Issues
Add	HS A655	Global Health and Development
Chg	MBIO A650	Advanced Microbial Ecology
Chg	MBIO A662	Advanced Virology

#### **ii. Programs**

Chg	EDLD-MED	Master of Education in Educational Leadership
Chg	TCPR-GRCERT	Graduate Certificate in Education Leadership: Principal (K-8, 7-12, or K-8 7-12)

### **C. Undergraduate Curriculum**

#### **i. Courses**

Add	DH A395R	Supplemental Dental Hygiene Clinical Practicum
Chg	EDEC A310	A Developmental Approach to Assessment in Early Childhood-Education
Chg	EDSE A410	Clinical Assessment: Eligibility and Program Planning
Chg	EDSE A412	Curriculum and Strategies I: Low Incidence
Chg	EDSE A422	Curriculum and Strategies II: High Incidence
Add	EDSE A425	Math for Special Learners
Add	EDSE A486	Transition Planning for Secondary Students with Disabilities
Chg	EDSE A495A	Field Experience in Special Education: Elementary
Chg	EDSE A495B	Field Experience in Special Education: Secondary
Chg	EE A204	Fundamentals of Electrical Engineering II
Chg	EE A261	MATLAB for Electrical Engineers
Chg	ENGL A309	Texts of American Cultures and Regions
Chg	ENGL A404	Topics in Women's Literature
Chg	ENGL A414	Research Writing
Chg	HIST A402	The Second World War
Chg	HIST A420	The Rise, Fall, and Reinvention of the Samurai
Chg	HIST A422	"Communist" China
Chg	HIST A423	Medieval Russian History
Chg	HIST A434	Early National Period, 1800-1850
Chg	HIST A437	Slavery and the Civil War
Chg	HUMS A496	Human Services Integrative Capstone

Chg	MBIO A340	Microbial Biology
Chg	MBIO A342	Experiential Learning: Microbial Biology
Chg	MBIO A410	Microbial Physiology
Chg	MBIO A420	Pathogenic Microbiology
Chg	MBIO A421	Experiential Learning: Pathogenic Microbiology
Chg	MBIO A440	Microbial Diversity
Chg	MBIO A450	Microbial Ecology
Chg	MBIO A451	Microbial Biotechnology
Chg	MBIO A452	Microbial Genetics
Chg	MBIO A453	Experiential Learning: Microbial Ecology
Chg	MBIO A462	Virology
Chg	MBIO A468	Geomicrobiology
Chg	MEDT A106	Waived Testing
Chg	MUS A221	History of Western Art Music I
Chg	MUS A222	History of Western Art Music II
Chg	MUS A301A	University Singers
Chg	MUS A301B	University Singers
Chg	MUS A302B	Chamber Music and Accompanying
Chg	MUS A307A	University Sinfonia
Chg	MUS A307B	University Sinfonia
Chg	MUS A409B	University Guitar Ensemble
Chg	PSY A370	Behavioral Neuroscience
Chg	PSY A442	Psychopathology of Childhood and Adolescence

ii. Programs

Chg	BAEC-BA	Bachelor of Arts in Early Childhood Education
Chg	BIOS-BA	Bachelor of Arts in Biological Sciences
Chg	BIOS-BS	Bachelor of Science in Biological Sciences
Chg	CMHL-MNR	Minor in Children's Mental Health
Chg	DHYG-BS	Bachelor of Science in Dental Hygiene
Chg	GENP-AA	Associate of Arts
Chg	HMSV-AAS	Associate of Applied Science in Human Services
Add	-MINOR	Minor in Secondary Special Education
Chg	NSCI-BS	Bachelor of Science in Natural Sciences
Chg	PSYC-MNR	Minor in Psychology
Chg	SPED-MINOR	Minor in Elementary Special Education

D. Purge List (pg. 19-23)

**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. 24)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 25-26)

- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 27-30)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 31)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 32-33)
- M. Community Campus Committee
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 34)
- 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

**IX. New Business**

- A. Resolution: Recognizing Indigenous People's Day through the University of Alaska System (pg. 35-36)
- B. Thesis and Project Review Catalog Copy, Graduate Academic Board (pg. 37)
- C. Resolution of Support for Proposed Faculty Board of Regents Members (pg. 38)
- D. UAA Faculty Senate endorses UA Faculty Alliance resolution 2017-07 (pg. 39-41)

***Additional Agenda Items:***

**X. Administrative Reports**

- A. Chancellor, Tom Case
- B. Provost of Academic Affairs, Sam Gingerich
- C. Interim Vice Chancellor of Administrative Services, Pat Shier
- D. Vice Chancellor of Advancement, Megan Olson (pg. 42-44)
- E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 45-49)
- F. Vice Provost for Academic Affairs, Susan Kalina (pg. 50-51)
  - i. Self-Study and UAA 2020 Update
- G. Interim CIO, Adam Paulick
- H. Union Representatives
  - i. UAFT
  - ii. United Academics
- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 52-56)
- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 57)

**XI. President Johnsen**

**XII. Informational Items & Adjournment**

- A. DRAFT Curriculum Handbook (pg. 58-77)
- B. DRAFT Academic Dispute Resolution Revisions (pg. 78-81)

**UAA Faculty Senate Summary**  
**March 3, 2017**  
**2:30 - 4:30 p.m.**  
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P	Chamard, Sharon - 1 <sup>st</sup> Vice President	P	Paris, Anthony - Chair, GAB
P	Downing, Scott - 2nd Vice President	P	Smith, Tara - Past President

**2016-2017 Senators**

T	Andrews, Eric	P	Harville, Barbara	P	Ohle, Kathryn
T	Bannan, Deborah	P	Hicks, Nathaniel	P	Orley, Soren
P	Bartels, Jonathan	P	Hinterberger, Tim	T	Partridge, Brian
	Bennett, Brian	P	Hoanca, Bogdan	P	Pence, Sandra
P	Bhattacharyya, Nalinaksha	P	Hollingsworth, Jeffrey	P	Piccard, LuAnn
P	Boeckmann, Robert	T	Horn, Steve	T	Schreiter, Mark
E	Bowie, David	P	Ippolito, Mari	P	Shamburger, Carri
P	Bridges, Anne	P	Jeffries, Frank	P	Sieja, Gwen
T	Brown, Barbara	T	Johnson, Steven	E	Smith, Cheryl
P	Cook, Brian	P	Karahan, Gokhan	P	Strobach, Cynthia
P	Cook, Sam	P	Kelley, Colleen	T	Stuive, Christina
P	Dutta, Utpal	P	Kirk, Sarah	P	Thiru, Sam
P	Folias, Stefanos	P	Kuden, Jodee	P	Trotter, Clayton
P	Fortson, Ryan	P	Kullberg, Max	P	Venema, Rieken
P	Foster, Larry	T	Laube, Jeffrey	P	Wang, Steve
E	Garcia, Gabe	P	Metzger, Colleen	P	Ward, Jervette
P	Graham, Rachel	P	Nabors, Forrest	P	Widdicombe, Toby

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

*Approved*

**IV. Meeting Summary Approval**

A. January Summary (pg. 5)

B. February Summary (pg. 6- 10)

*Approved*

**V. Officer's Reports**

A. President's Report (pg. 11)

- *This is Bogdan Hoanca's last meeting until fall of 2018.*
- *Community Campus Review -survey.*  
*Faculty Convocation-planning to take back the older style of faculty convocation where the faculty are formally acknowledged while walking across the stage along with a hand shake. There will be a Chancellor's award event which will be held separately.*  
*Freshman Convocation will be going away.*

- *Faculty Advisor Position-*. Some extra funds left over from last year that the president didn't allocate for a new position. Committee formed to design this position. Sarah Kirk is a member and shared. 15 members on the committee. John Mouracade is the Chair of this committee. In the process of designing what responsibility and oversight we want this position to have and what best advising we want the university to look like. Primarily trying to narrow down what the position is to be on a fast pace schedule to submit to Provost for approval.
- *Provost-President Johnsen allocated about 180K or 190K dollars to UAA for two positions related to student recruitment. One position for student affairs, Dr. Shultz is using that position to focus on outreach communication for incoming students. The Advisor position, Senior Academic Advisor Position (working title). Better coordinate the academic advisory system. Aid students in finding pathways to successfully coordinate classes. What is the position? How is it going to fit? What are the qualification for this position?*
- *Strategic Pathways phase 2 faculty forums-* Very valuable reoccurring themes more collaboration across units. More automation to free up time. Need of more data. Lack of support from statewide IT. Challenged people to attend all forums.
- *Google AA-* Adam will follow-up

i. Oregon Model (pg. 12-17)

*Looking at how the Oregon Model got rid of their entire statewide organization and formed HECC which oversees 17 campuses and give the responsibilities back to the individual campuses.*

B. First Vice President's Report

*Phase 3 SP group, Natural and Social sciences. Creative process is going well. First Vice President will give report to the Summit*

C. Second Vice President's Report

D. Past President's Report (pg. 18-29)

- *Finished last BOR as chair of Faculty Alliance.*
- *Public Testimony from BOR and faculty feedback had similarities- people want local control and local responsiveness.*
- *President Johnsen addressed the two votes of no confidence. However, in the testimony shared there was four votes of no confidence and a letter of concern. Four of those communications focused heavily on phase I of Strategic Pathways.*
- *Shared Governance- concern before the meeting was that BOR was going to tell them what their rolls were. However it was much more productive than that. The questions that were asked were "what is working well in governance and what could we change?" Chair O'Neil asked us to take these questions back to our offices and compile answers to share in their June meeting.*  
*Closing remarks- Regent Hues asked the question "What can we stop doing? Where can cut be made while still protecting our core mission?"*

## VI. Old Business

A.

## VII. Consent Agenda

A. Faculty Senate Vacancies

- i. CAS Humanities, Paul Dunscomb
- ii. At-Large, Diane Hirshberg (*effective 3/4/17*)

## B. Graduate Curriculum

### i. Courses

Chg	EDSL A695A	Beginning Internship in Speech-Language Pathology
Chg	EDSL A695B	Advanced Internship in Speech-Language Pathology
Add	PSY A640	Substance Abuse: Etiology, Treatment, and Assessment
Chg	PSY A684	Clinical Supervision and Consultation
Chg	PSY A687	Multicultural Psychological Assessment II

### ii. Programs

Chg	PhD, Clinical-Community Psychology
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## C. Undergraduate Curriculum

### i. Courses

Chg	ART A270	Beginning Alaska Native Art
Chg	ART A370	Intermediate Alaska Native Art
Chg	ART A470	Advanced Alaska Native Art
Chg	CE A152	Introduction to Civil Engineering
Add	CE A201	Introduction to Civil Engineering
Chg	CE A334	Properties of Materials
Add	CE A334L	Properties of Materials Laboratory
Chg	CE A452	Advanced Steel Design
Chg	EDEC A106	Creativity and the Arts in Early Childhood
Chg	GEO A364	Spatial Data Adjustments I
Chg	GEO A366	Spatial Data Adjustments II
Chg	GEO A466	Geopositioning
Chg	JPC A343	Radio News Reporting
Chg	JPC A344	Television News Reporting
Chg	JPC A362	Principles of Strategic Communications
Chg	JPC A363	Research Methods for Strategic Communications
Chg	JPC A366	Planning and Writing for Strategic Communications
Chg	MATH A212	Mathematics for Elementary School Teachers II
Add	MATH A264	Introduction to the Mathematics Major
Chg	NS A420	Caring for Individuals with Intellectual and Developmental Disabilities
Chg	NS A422	Management of the Critically Ill Adult
Chg	NS A429	Perioperative Nursing
Chg	WRTG A092	English Skills Lab

### ii. Programs

Chg	Bachelor of Science, Civil Engineering
Chg	Bachelor of Science, Geomatics
Chg	Bachelor of Arts, Journalism and Public Communications

## ~~D. UAB Course Drop Prerequisites (pg. 30)~~

## E. UAB History AP Credit Memo (pg. 31)

## ~~F. UAB Request to Eliminate 200-level Requirement (pg. 32)~~

## G. UAB MATH Placement Scores Memo (pg. 33-34)

**36 approve, 2 oppose**



*Approved with transition of line items, D & F to New Business*

**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. 35)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 36-39)
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 40-43)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 44)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 45-46)
- M. Community Campus Committee (pg. 47)
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 48-51)
- 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

**IX. New Business**

- A. CCC & IULRC Joint Request for Endorsement of Faculty Senate (52-56)

**Motion:** The Faculty Senate endorses the use of surveys to collect faculty perspectives on their respective college leadership and instructs the Institutional and Unit Leadership Review Committee and the Community Campuses Committee to implement a similar survey process for Mat-Su, KPC, and KoC. The Faculty Senate further instructs these two committees to initiate dialogue with the faculty at Prince William Sound College (PWS) on the development and implementation of a similar instrument for their use.

**40 approve, 0 oppose**  
**Motion passes**

- B. SASS Request for a formal policy review of textbook ordering deadlines (pg. 57)

**Motion:** SASS moves that the Faculty Senate request a formal policy review of the current deadlines for ordering textbooks.

**37 approve, 2 oppose, 1 abstain**  
**Motion passes**

- C. UAB Course Drop Prerequisites (pg. 30)

**Motion:** The faculty senate proposes that the Registrar implement the process to find students who no longer meet the prerequisites for courses they are enrolled in for the future term, automatically drop students from those courses for not meeting the prerequisites, and notify them of this change, each semester at the end of term the Monday following the grade deadline.

**35 approve, 3 oppose, 1 abstain**  
**Motion passes**

- D. UAB Request to Eliminate 200-level Requirement (pg. 32)

**Motion:** The faculty senate proposes that the current UAA requirement of at least 20 credits at the 200-level be eliminated from the Associate degree requirement.

**37 approve, 2 oppose, 0 abstain**  
**Motion passes**

### ***Additional Agenda Items:***

## **X. Administrative Reports**

- A. Chancellor, Tom Case  
*Big Topics at the Board*

- *Budget-resulting in many unknown. Many are not considering the adverse impact of bringing the university down too far. Find people of influence including the legislators to support the Regent's purposed budget.*
- *Title IX, Voluntary Resolution Agreement- 90 day clock. There are a set number of elements that need to be met during this time. Continue to renew the culture so we can provide a safe healthy learning environment. Partnership with STAR that will be*

*opening a resource center in Rasmussen Hall called Relationship Supportive Resource Center which will be available 24/7.*

- *Sad to see Rashmi go but glad to see that he will be going off to the Western Governor's University.*
- *Athletics Report-Women won defeated SPU 76-68.*
- *College of Engineering and UA College of Engineering and Minds are developing a collaborative website for academics and research. Academics will be highlighting shared courses and curriculum alignment. Research side will be highlighting collaborative research such as graduate students who are doing research for both UAF and UAA. This website will hopefully be up by June 30th. This has been a good example to fulfill our mission to students despite declining financial resources.*

***Questions:***

*Concern of the aggressive timeline that has been put forth to the College of Education.*

*Steps for subsided change that are outlined in commission rules will have to be met. All three universities are individually accredited. 18 months to 2 years before it passes approval.*

*During the ASA committee meeting there was a plans made for the implementation planning to be released in June. You discussed that perhaps since so much happened while faculty was off for the summer that there was a few things that may exacerbate those concerns. Has this change made any difference about when they will release those plans?*

*Commission requirements has to be made complete. There cannot be any shortcuts made. Still working on it.*

*Desperately need to have students coming here for the university and state. Would a 2 to 3 year deadline to keep things as they are currently without having so much internal change be a comfort to student to ensure they are receiving what they came for?*

*Contract with UAA students stating that they will be able to get an education that is accredited.*

**B. Provost of Academic Affairs, Sam Gingerich**

***Questions:***

*Students are asking from College of Education who we should contact to share what we believe? Where should we steer students to contact BOR or Legislators?*

*All of the above. Regents is the best place to start.*

*How much of our savings have been realized through natural attrition like retirement or faculty voluntary relocating over the last three years?*

*25% has been reduction in expenditures. Very few layoffs maybe more reductions in contracts. Will need to be making priority decisions. If we want to continue to provide the same services to students, we need the same number of faculty. We will be reaching a point where we can no longer make as much head wind.*

**C. Interim Vice Chancellor of Administrative Services, Pat Shier 2:12**

*Met with Regent Purdue and had the opportunity to take her on a tour around campus.*

*Benchmarks trying to figure out what it really costs to do business. Is this the right number? We are looking back to 2005 till now to see where our total spending is going. Example:*

*Administrative was 38% and now 33%. Other areas are under review such as campus safety, IT and space. Using the text book Extreme Government Makeover where it says the people are*

*important and the focus should be on fixing the process. Seeking to improve the systems so they take less effort.*

***Questions:***

*Is it possible to give UAA and UAF athletics the same budget at the UAF gf but still keep UAA's NCAA athletics program on the gf with a budget reduction of that amount?*

*Highly unlikely. Working on comparison costs with UAF.*

*Please address the mice problem.*

*Put your food in mice tight containers.*

**D. Vice Chancellor of Advancement, Megan Olson (pg. 58-60)**

*Education Letter received from the Provost. Instructed to form a committee to write an addendum report for Self-study on Strategic Pathways recommended by Northwest Commission concerning the story of only the facts of strategic pathways from the start to the present. Intended to be a briefing for the evaluators about the context from which we are operating. The self-study will not address Strategic Pathways but addendum report will be intended to share that context.*

**E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 61-64)**

**F. Vice Provost for Academic Affairs, Susan Kalina (pg. 65-66)**

- *Moving to very quickly to a draft of self-study*
- *April 1st will see that draft.*
- *Last forum on April 7<sup>th</sup>*

**G. Interim CIO, Adam Paulick (pg. 67-69)**

- *Reviewing Strategic Pathways for IT will be meeting during spring break. Committee includes 4 faculty and 2 administrators.*
- *After action review was commissioned some time ago and discussed. 3 key things that are getting worked on are:  
HIPA audit by outside consults same that produced the AAR. This is in progress, have met with COH and audit has been planned and working with statewide audit and IT.*
- *Technical remediation items- local address list.*
- *Developing strategy for calendar, email and collaboration. Look forward to workshops. Narrowing down the requirements that are most important to UAA is critical. That include the right tools and strategies. Suggestions welcomed.*

**H. Union Representatives**

- i. UAFT
- ii. United Academics

**I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 70-72)**

**J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 73)**

**XI. Informational Items & Adjournment**



# Faculty Senate

## UNIVERSITY of ALASKA ANCHORAGE

### Report of the President

April 2017

Events that have transpired since the March Faculty Senate meeting include:

- Ongoing meetings with Chancellor Case, Provost Gingrich, Interim Vice Chancellor Pat Shier, and Student Union Representatives. Topics include:
  - UPD relocation
  - EAB (Education Advisory Board)
  - Faculty Convocation
  - Faculty Advisor position
  - Academic petitions
- Attendance at Academic Council, PBAC, and Spring Commencement meetings (unable attend Deans and Directors meetings due to teaching schedule)
- Attendance at Strategic Pathways, Phase 2 faculty forums
- Participating as member of the Risk Management Team of Strategic Pathways Phase 3  
<http://www.alaska.edu/pathways/phase-3/>
- Participating as member of Google AAR follow-up
- Continuing correspondence with media and legislators
- Met with BOR Chair, Gloria O'Neill
- Follow-up with President Johnsen regarding Karl Kowalski vote of no confidence.

### Board of Regents

See the Faculty Alliance report for this year's BOR scheduled meeting dates and procedures for open forums. <http://www.alaska.edu/bor/>

### Faculty Alliance

The Faculty Alliance meets on the second and fourth Fridays of each month from 2:30 to 4:30 p.m. via Google Hangouts. Visit <http://www.alaska.edu/governance/faculty-alliance/> for additional information.

### Faculty Senate Executive Board

Your 'Eboard' meets every Tuesday from 10:30 a.m. to 12:30 p.m. in ADM201 to discuss issues relevant to faculty. We welcome guests to discuss matters of particular importance to them. Please contact me, or any other board member to schedule your participation.

Dave Fitzgerald  
[dafitzgerald@alaska.edu](mailto:dafitzgerald@alaska.edu)  
RH 207; 786-4482



UNIVERSITY  
of ALASKA  
*Many Traditions One Alaska*

DATE: March 29, 2017  
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate  
FROM: Tara Smith, Chair, Faculty Alliance  
RE: February Report of Activities

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The [Faculty Alliance](#) consists of the president-elect (First Vice President at UAA), president, and past president of each Faculty Senate in the University of Alaska System. The chair of this body rotates amongst the past presidents of each university. AY17 is UAA's year to chair, and this is why I am writing to you on behalf of the Faculty Alliance members.

The Faculty Alliance exists primarily to promote communication amongst the Faculty Senates and to/from Statewide leadership. We are an advisory body to the President and we have members serving on the Statewide Academic Council ([SAC](#)) and the chair is an ex-officio member of the Board of Regents Academic & Student Affairs (ASA) committee. We meet via Google Hangouts and anyone is welcome to attend our [meetings](#). President Johnsen is scheduled to attend the last 45 minutes of the rest of our meetings for the year. Both the ASA and BOR meetings are [livestreamed](#) if you are interested in watching.

Following this overview are documents related to the work of Faculty Alliance from March. This month, we held two regular meetings and three members participated in a discussion of shared governance with the regents, President Johnsen, General Counsel Mike Hostina, the chair of Staff Alliance Nate Bauer, and the president of the Coalition of Students, Colby Freel. The discussion began with a short [presentation](#) by President Johnsen and General Counsel Mike Hostina.

During the discussion, we asked for official communications to be improved between governance groups and administration, and we emphasized wanting to have full governance groups consulted even when a member or two might have served on a team. We discussed the benefits of creative conflict (from [Doing Democracy](#), page 13) and need for collaboration in order for our institutions to thrive. When the need for change to "business as usual" came up, we pointed out that faculty work (teaching, research, and service) is inherently about change—we are not impediments to change but essential partners in such endeavors. Further, in discussions of how long shared governance takes, it was a pleasure to point out that Faculty Alliance had been asked for feedback on the Strategic Pathways Phase 2 options on February 23<sup>rd</sup> and had delivered a summary inclusive of all three senates on February 28<sup>th</sup>. President Johnsen held up our report and said it was exactly the input he had wanted. The regents seemed engaged and appreciative of the discussion from all participants.

Out of that conversation, Chair O'Neil asked all three governance groups to gather responses to the questions on page 9 of President Johnsen's presentation. Faculty Alliance will be gathering input on these through the Faculty Senates for a report to the BOR for their June meeting.

In February, Faculty Alliance sent two recommendations to SAC on the Common Calendar (see February Report). Those will be forwarded to the Summit Team with the support of SAC. To address remaining and future common calendar issues, the Faculty Alliance asked each Faculty Senate leadership to identify two faculty for our Common Calendar Committee. They are Sarah Kirk and David Fitzgerald from UAA, Leah Berman and Sandra Wildfleuer from UAF, and Julie Hamilton and Maren Haavig from UAS. We are grateful to them for being willing to help create this committee and to facilitate productive discussions on our shared calendar.

The Faculty Alliance received a revised version of the draft Protection of Minors Regulation from Timothy Edwards in Risk Management at Statewide. We have added our edits to the draft regulation and sent it to the senates for further comment. We would like to get faculty feedback to Mr. Edwards in time to be incorporated into the revised draft that will be on the April 22 SAC agenda.

Faculty Alliance passed one motion in March, which follows below. We received confirmation that it was shared with the BOR on Monday, March 27<sup>th</sup>.

The next regular BOR meeting will be June 1<sup>st</sup> & 2<sup>nd</sup> in Fairbanks. President Johnsen has indicated that there will be a discussion on system governance given by [Dennis Jones](#) and [Aims McGuinness](#). They will present a whitepaper they are preparing on the University of Alaska System governance and drawing on the discussion in Dr. McGuinness' report [State Policy Leadership for the Future](#).

My remaining monthly meetings with President Johnsen are April 13<sup>th</sup> at 10a and in May 2<sup>nd</sup> at 1p. I welcome your input on topics and concerns you would like me to discuss with him.

Please do not hesitate to contact your respective Faculty Alliance members with any comments or questions on these items or to make suggestions of items we should address. I can be reached best at [tmsmith@alaska.edu](mailto:tmsmith@alaska.edu) if you would like to contact me.



**Faculty Alliance**

**Resolution 2017-07**

**Regarding the Statewide System Offices  
of the University of Alaska**

**Whereas**, recurring reductions in state funding for the University of Alaska System necessitate significant changes to the University's current mode of operation; and

**Whereas**, the Board of Regents and President Johnsen have publicly emphasized the need for change and stressed that we, as a system, can no longer simply conduct business as usual; and

**Whereas**, efforts towards that end are currently led by the Strategic Pathways initiative and actions resulting from that process so far have focused on the universities and satellite campuses that comprise the UA system with insufficient focus on the Statewide System Offices; and

**Whereas**, a recent publication<sup>1</sup> shows 199 Statewide administrative positions in 2017 that cumulatively consume more budget resources than all permanent and contingent faculty salaries and benefits combined; and

**Whereas**, the Faculty Alliance appreciates the hard work and demonstrated competence of UA Statewide administration and staff and is empathetic with regards to the personal impact of reductions, we also emphasize that the priority must be given to the viability of the universities and their capacity to provide higher education opportunities to Alaskans through high functioning academic programs; and

**Whereas**, reallocating resources toward units that directly fulfill the teaching, research and service mission of the university and away from central administrative offices would be a positive step toward the reestablishment of student and employee morale, which are essential components of a self-sustaining institution of higher education; and

<sup>1</sup> [A New Vision for the University of Alaska](#), Abel Bult Ito, 2017



**Whereas**, both the external reviews of the University of Alaska system (MacTaggart Report<sup>2</sup>, Fisher Report<sup>3</sup>) independently came to the conclusion that UA Statewide is an administrative support service with a cost that is disproportionately large relative to the services it provides; and

**Whereas**, both external reviews cite reductions to the UA system central office as the most feasible and meaningful effort towards fiscal viability and emphasize the need for a change from the current command and control approach to the UA System; and

**Whereas**, the University of Alaska system is a state-funded, non-profit institution and therefore committed to providing the public with high-quality education under the most cost-effective conditions; and

**Whereas** the UA Faculty Alliance believes strongly that the UA system should focus as much support as possible to areas that directly maintain and improve its ability to serve its core mission through teaching, research and service; and

**Whereas** the budget allocated to UA Statewide Offices does not directly produce graduates or student credit hours, nor does it conduct academic research; and

**Whereas**, the value of a compact, efficient, central administrative office that provides analysis and recommendations to the Board of Regents and the Chancellors is duly recognized, the Faculty Alliance, through open discourse followed by consensus among stakeholders, seeks to identify a clear route to a revised central office that more closely fits that description; and

**Whereas**, the Statewide Transformation Team<sup>4</sup> articulated four essential roles of Statewide that can guide such a revision; and

**Whereas** the Faculty Alliance supports the transfer of services regarding curricular decisions, student services, alumni activities, university relations (especially outreach), and most institutional research functions to the individual universities of the UA system; and

**Whereas**, significant cost reductions have been recognized by several state-funded universities that have redistributed relevant administrative functions to individual universities while maintaining a minimally-staffed central office or no central office; and

<sup>2</sup> [\*Planning the Future: Streamlining Statewide Services in the University of Alaska System\*](#), prepared for the Office of the UA President in 2008 by Dr. Terrence MacTaggart and Brian Rogers

<sup>3</sup> [\*University of Alaska; Review\*](#), prepared for the UA President in 2011 by James L Fisher, Ltd.

<sup>4</sup> [\*Transforming the University of Alaska Statewide Offices\*](#), prepared for UA President, September 2015

**Whereas**, a significant potential for savings lies within an examination of administrative services and associated positions currently listed on the UA Statewide organizational [chart](#) and subsequent reassignment of all services that can be successfully completed by existing university-based offices; and

**Whereas**, additional savings could be realized through more economical approaches to administrative leadership, planning and professional development events as well as reductions in the employ of external consulting firms for services in which an expertise already exists among UA faculty; and

**Whereas**, President Johnsen has already indicated that he opposes learning from the Oregon model specifically, and he has asserted that Statewide has already been cut sufficiently; and

**Whereas**, President Johnsen has distributed a white paper at the March Board of Regents meeting with financial data that does not accurately reflect the actual cost of Statewide to the universities and Alaska.

**Therefore Be It Resolved**, that the Faculty Alliance urges the UA Board of Regents to take the following actions:

- Publicly endorse significant reductions to the Statewide System Offices and the priority of the central mission of each university in allocating revenue from all sources; and
- Appoint an independent, knowledgeable, and trusted individual or team to conduct an expedient analysis of other state system models which administer a greater number of institutions and students for far fewer resources, such as North Carolina, Oregon, South Dakota, Texas, and Virginia; and
- Through this study, produce options to reduce the services and functions of the UA Statewide System Offices to the minimum required for accreditation and for legislative and federal compliance; and
- Using this study, past reports from Fisher, MacTaggart, and the first Statewide Transformation Team report, produce options for the remaining functions to be eliminated or distributed to the universities, using shared services where they are beneficial and cost effective.

**Adopted unanimously by the Faculty Alliance the 24th day of March 2017.**

DocuSigned by:



Tara Smith, Chair

## GER Purge List for the 2017-18 UAA Catalog (as of 03/27/17)

Carried over by request from 2015-16 GER purge list?										
PREFIX	NUMBER	TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	ATTRIBUTES	COURSE IMPACTS	PROGRAM IMPACTS	NOTES	
Subcrse Subj Code	Subcrse Crse Number	Subcrse Title	Subcrse College Code	Subcrse Term Code Start	Subsect Term Code					
LSSS	A312	*Individuals/Groups/Institut	AS	200103	201401		LSIC A488A : Capstone	LBST-BLS: Bachelor of Liberal Studies		
SOC	A351	*Political Sociology	AS	199702	201402			PSCI-BA: Bachelor of Arts in Political Science		Retain per Chad Farrell
CHIN	A202	*Second Year Chinese II	AS	201103	201401			PLGS-BA: Bachelor of Arts in Languages PLGS-BA: Bachelor of Arts in Languages		Retain per Francisco Miranda
PS	A351	*Political Sociology	AS	199702	201402			PSCI-BA: Bachelor of Arts in Political Science		Retain per Chad Farrell
ENGL	A310	*Ancient Literature	AS	199702	201401		ENGL A385 : Creative W	ENGL-BA: Bachelor of Arts in English		Retain per Jackie Cason
INTL	A315	*Canada: Nation & Identity	AS	200703	201303			CSTD-MNR: Minor in Canadian Studies INPS-MNR: Minor in International North Pacific Studies		
HNRS	A490	*Senior Honors Seminar	HC	199703	200703	Selected Topics				Retain per John Mouracade
RUSS	A302	*Advanced Russian II	AS	199702	201401		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	201303		Selelcted 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 2017-18 UAA Catalog (as of 03/27/17)

Purge List for the 2017-18 UAA Catalog (as of 03/27/17)												
PREFIX	NUMBER	TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from 2015-16 purge list?	ATTRIBUTES	COURSE IMPACTS	PROGRAM IMPACTS	NOTES		
Subcourse Subj Code	Subcourse Crse Number	Subcourse Title	Subcourse College Code	Subcourse Term Code	Subcourse Term Code							
AEST	A608	Fundamentals of Air Pollution	EN	200603	201201				AEST-MS: Master of Science in Applied Environmental Science and Technology (MS-AEST) CIVL-MCE: Master of Civil Engineering (M-CE) ME: Bachelor of Science in Mechanical Engineering MSME-BS: Bachelor of Science in Mechanical Engineering			
AKNS	A109B	Tlingit Orthography	AS	200903	N/A	yes		Stacked with AKNS A102B : Elementary Tlingit Language II (Active)	AKNS-MNR: Minor in Alaska Native Studies	Retain per Maria Williams		
AKNS	A109C	Alaska Native Lang Orthography	AS	200903	N/A	yes		Stacked with AKNS A102C : Elementary Alaska Native Language II (Active)	AKNS-MNR: Minor in Alaska Native Studies	Retain per Maria Williams		
ANTH	A429	Contemporary AK Native Society	AS	200701	201103			Stacked with ANTH A629 : Contemporary Alaska Native Society 1940 - Present (Active)	ANTH-BA: Bachelor of Arts in Anthropology ANTH-BS: Bachelor of Science in Anthropology ANTH-MNR: Minor in Anthropology			
ANTH	A629	Contemporary AK Native Society	AS	200701	201103			Stacked with ANTH A429 : Contemporary Alaska Native Society 1940 - Present (Active)				
ANTH	A690	Special Topics in Anthropology	AS	200703	N/A	yes	selected topics		ARTS-BA: Bachelor of Arts in Art ARTS-BFA: Bachelor of Fine Arts in Art	Retain by Diane Hanson		
ART	A295	Internship Digital Art	KP	200603	201003	yes				Retain per Deborah Tharp		
ART	A361	History of Graphic Design	AS	199702	N/A	yes				Retain per Deborah Tharp		
ATA	A290	Topics in Aviation Technology	CT	200803	201101	yes	selected topics					
BA	A652	Int'l Comparison Bus Practices	CB	199702	201202							
BA	A653	Multinational Financial Mgmt	CB	199702	200702	yes						
BA	A685	Adv Investment Management	CB	200903	200903	yes						
BIOL	A488	EL: Developmental Biology	AS	199702	201103				BIOS-BA: Bachelor of Arts in Biological Sciences BIOS-BS: Bachelor of Science in Biological Sciences CHEM-BS: Bachelor of Science in Chemistry NSCI-BS: Bachelor of Science in Natural Sciences			
CED	A150	Basic Japanese Cooking	KP	200603	201103							
CED	A172	Woodworking	KP	201201	N/A							
CEL	A390	Spec Topics Civic Engagement	CH	201003	201201		selected topics		NSCI-BS: Bachelor of Science in Natural Sciences	Retain per Judy Owens-Manly		
CHEM	A333L	Physical Chemistry Lab	AS	200703	201201				CHEM-BS: Bachelor of Science in Chemistry NSCI-BS: Bachelor of Science in Natural Sciences			
CHEM	A460	Chemical Ecotoxicology	AS	200703	201201			Stacked with CHEM A660 : Chemical Ecotoxicology (Active)	CHEM-BS: Bachelor of Science in Chemistry NSCI-BS: Bachelor of Science in Natural Sciences			
CHEM	A660	Chemical Ecotoxicology	AS	200703	201201			Stacked with CHEM A460 : Chemical Ecotoxicology (Active)				
CIOS	A209A	Legal Transcription	CT	200303	201103							
CIS	A365	Object-Oriented Programming	CB	200303	201001	yes		Prerequisite of CIS A489 : Systems Design, Development and Implementation (Active)	CIOS-MNR: Minor in Computer Information Systems CISY-MNR: Minor in Computer Information Systems MISY-BBA: Bachelor of Business Administration in Management Information Systems			
CIS	A375	E-Training & User Support	CB	201103	N/A				CIOS-MNR: Minor in Computer Information Systems CISY-MNR: Minor in Computer Information Systems MISY-BBA: Bachelor of Business Administration in Management Information Systems			
CIS	A385	Multimedia Authoring	CB	201103	N/A				CIOS-MNR: Minor in Computer Information Systems CISY-MNR: Minor in Computer Information Systems MISY-BBA: Bachelor of Business Administration in Management Information Systems			
CIS	A690	Selected Topics in MIS	CB	200803	N/A	yes	selected topics					
CNT	A245	WIN Directory Services Design	CT	200202	201201							
COMM	A236	Interviewing	AS	199803	201103				COMM-MINOR: Minor in Communication COMM-MNR: Minor in Communication	Retain per Paola Banchemo		
COMM	A345	Women & Communication	AS	201003	N/A	yes			COMM-MINOR: Minor in Communication COMM-MNR: Minor in Communication	Retain per Paola Banchemo		
COMM	A370	Relational Communication	AS	201003	N/A	yes			COMM-MINOR: Minor in Communication COMM-MNR: Minor in Communication	Retain per Paola Banchemo		
COMM	A412	Persuasion	AS	199803	201101	yes			COMM-MINOR: Minor in Communication COMM-MNR: Minor in Communication	Retain per Paola Banchemo		
COMM	A420	Family Communication	AS	201003	N/A	yes			COMM-MINOR: Minor in Communication COMM-MNR: Minor in Communication	Retain per Paola Banchemo		
CTE	A425	Developing Programs of Study	CT	201102	201201			Stacked with CTE A625 : Developing Programs of Study (Active)				
CTE	A625	Developing Programs of Study	CT	201102	201201			Stacked with CTE A425 : Developing Programs of Study (Active)				
CTE	A699	Thesis	CT	200801	201201							
DN	A310	Nutrition Communication	CH	200903	201103				HLSC-BS: Bachelor of Science in Health Sciences			

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		
Schorse Sufly Code	Schorse Crse Number	Schorse Title	Schorse College Code	Schorsky Term Code Start	Schorsky Term Code							
DN	A490	Current Topics Diet & Nutri	CH	200803	N/A	yes	selected topics		NUTR-MNR: Minor in Nutrition	Retain per Kendra Sticka		
DNCE	A205	Fundamentals of Ballet II	AS	200203	201003	yes		Prerequisite of DNCE A361 : Approaches to Dance Composition (Active) and DNCE A365 : Dance Repertory and Performance I (Active)	DNCE-MNR: Minor in Dance THTR-BA: Bachelor of Arts in Theatre			
DNCE	A234	Fund of Music-Based Jazz II	AS	200203	201201			Prerequisite of DNCE A361 : Approaches to Dance Composition (Active) and DNCE A365 : Dance Repertory and Performance I (Active)	DNCE-MNR: Minor in Dance THTR-BA: Bachelor of Arts in Theatre			
EDEC	A600	Issues & Approaches in EC	EA	201103	N/A				PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (with Teacher Certification) ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (with Teacher Certification)	Reatin per Lousia Hayes		
EDEC	A604	Responsive Practices in EC	EA	201103	N/A				PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (with Teacher Certification) ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (with Teacher Certification)	Reatin per Lousia Hayes		
EDEC	A650	Leadership & Advocacy in EC	EA	201103	N/A				PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (with Teacher Certification) ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (with Teacher Certification)	Reatin per Lousia Hayes		
EDEL	A425	Teach/Reading in Elem Schools	EA	200603	201103							
EDEL	A430	Teach/Lang Arts in Elem School	EA	200603	201103							
EDEL	A431	Music/Art/Drama Elem Teachers	EA	200603	201201					Reatin per Lousia Hayes		
EDFN	A631	Adv Educational Psych	EA	200601	200701	yes			TLRN-MED: Master of Education in Teaching and Learning	Reatin per Lousia Hayes		
EDRS	A668	Qualitative Research	EA	200902	N/A	yes			TLRN-MED: Master of Education in Teaching and Learning	Reatin per Lousia Hayes		
EDSE	A212L	Human Developmt & Learn Lab	EA	200402	201103				ECDN-UGCERT: Undergraduate Certificate in Early Childhood Development ECDV-UGCERT: Undergraduate Certificate in Early Childhood Development			
EDSE	A484	Collab Btwn Fam/Professionals	EA	199702	200601				SPED-MINOR: Minor in Elementary Special Education	Reatin per Lousia Hayes		
EDSE	A495A	Field Exp Spec Ed: Elementary	EA	200203	200503				SPED-MINOR: Minor in Elementary Special Education	Reatin per Lousia Hayes		
EDSE	A495B	Field Exp Spec Ed: Secondary	EA	200502	200602				MINOR: Minor in Secondary Special Education	Reatin per Lousia Hayes		
EDSE	A695D	Internship: Special Ed Admin	EA	200803	201202							
EE	A453	Introduction to Wi-Fi	EN	201001	N/A	yes						
EE	A454	Systems Reliability Engr	EN	201001	201003	yes						
EE	A456	Fiber Optic Communications	EN	201001	N/A	yes						
ENGL	A361	The Novel	AS	199702	201101	yes			CWLA-MNR: Minor in Creative Writing ENGL-BA: Bachelor of Arts in English	Retain per Jackie Cason		
ENGL	A381	Drama	AS	199702	201101	yes			CWLA-MNR: Minor in Creative Writing ENGL-BA: Bachelor of Arts in English	Retain per Jackie Cason		
ENGL	A487	Professional Editing	AS	199702	200903	yes		Prerequisite of LEGL A356 : Legal Research, Analysis, and Writing (Active) and PARL A456 : Advanced Legal Analysis and Writing (Active)	CWLA-MNR: Minor in Creative Writing ENGL-BA: Bachelor of Arts in English 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 Daniel Kline		
ESM	A613	Design for Innovation	EN	199702	201102	yes			CIVL-MCE: Master of Civil Engineering (M-CE) EMGT-MS: Master of Science in Engineering Management SMGT-MS: Master of Science in Science Management			
FIRE	A216	Methods Instructn Fire & Emer	CH	200601	200903	yes			FEST-AAS: Associate of Applied Science in Fire and Emergency Services Technology			
FREN	A310	Sel Top: Lit Trends & Tradtns	AS	199702	200903	yes	selected topics		ITLS-BA: Bachelor of Arts in International Studies	Retain per Francisco Miranda		
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	Retain per Simon Kattenhorn		
HIST	A238	Black History I	AS	199702	201103					Retain per Paul Dunscomb		

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PREFIX	NUMBER	TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED		ATTRIBUTES	COURSE IMPACTS	PROGRAM IMPACTS	NOTES		
Schorse Suffix Code	Schorse Crse Number	Schorse Title	Schorse College Code	Schorse Term Code Start	Schorse Term Code							
HIST	A478	Studies in Early Am History	AS	199702	201201		selected topics			Retain per Paul Dunscomb		
HNRS	A191	Freshman Honors Tutorial	HC	200503	201201		selected topics		HNRS A291 : Sophomore Honors Tutorial (Active)	Retain per John Mouracade		
HNRS	A490	*Senior Honors Seminar	HC	199703	200703	yes	selected topics		General Education Requirements (GERs) for Baccalaureate Degrees University Honors College	Retain per John Mouracade		
HS	A498	Senior Project	CH	201103	N/A				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			Prerequisite of JPC A368 : Commercial Photography (Active)	JRPC-BA: Bachelor of Arts in Journalism and Public Communications	Retain per Paola Banchemo		
JUST	A355	Rural Justice	CH	201103	N/A				AKNS-MNR: Minor in Alaska Native Studies	Retain per Andre Rosay		
LOG	A678	Strat Log Glob Supp Chn Mgt	CB	200201	201103					Retain per Darren Prokop		
MECH	A101	Intro to Machine Shop	KP	199702	201201							
MECH	A115	Gasoline Engine Rebuild	KP	199702	201103							
MEDT	A106	Waived Testing	CH	200901	201201			Prerequisite of MEDT A195B : Clinical Assistant Practicum (Active)	CLAS-OECERT: Occupational Endorsement Certificate in Clinical Assistant	Retain per Angela Craft		
MT	A124	Small Wooden Boatbuilding	KP	201102	N/A	yes						
MUS	A102	Concert Chorus I	AS	199702	201101	yes						
MUS	A141	Fingerstyle Guitar II	AS	199702	201103							
NS	A427	Care Victims Family Violence	CH	199702	201103							
NS	A439	Spirituality in Nursing	CH	201001	201202							
PARL	A470	Law of Govt Regulation	CH	199702	201201							
PEP	A110	Remote First Aid	CH	200603	201202				GEOM-AAS: Associate of Applied Science in Geomatics			
PEP	A235	Coaching Swimming & Diving	CH	200603	N/A	yes			GEOM-BS: Bachelor of Science in Geomatics			
PEP	A236	Coaching Skiing	CH	200603	N/A	yes			ATCO-MNR: Minor in Coaching	Retain per T.J. Miller		
PEP	A237	Coaching Figure Skating	CH	200603	N/A	yes			ATCO-MNR: Minor in Coaching	Retain per T.J. Miller		
PEP	A239	Coaching Baseball/Softball	CH	200603	N/A	yes			ATCO-MNR: Minor in Coaching	Retain per T.J. Miller		
PEP	A240	Coaching Football	CH	200603	N/A	yes			ATCO-MNR: Minor in Coaching	Retain per T.J. Miller		
PEP	A243	Coaching Hockey	CH	200603	N/A	yes			ATCO-MNR: Minor in Coaching	Retain per T.J. Miller		
PEP	A244	Coaching Volleyball	CH	200603	N/A	yes			ATCO-MNR: Minor in Coaching	Retain per T.J. Miller		
PEP	A283	Leadership Aquatic Activities	CH	200603	201201				PHED-BS: Bachelor of Science in Physical Education			
PEP	A442	Exercise & Aging	CH	200603	201103				PHED-MNR: Minor in Physical Education			
PER	A131	Beginning Racquetball	CH	200603	201201				HFLD-MNR: Minor in Health and Fitness Leadership	Retain per T.J. Miller		
PER	A139	Recreational Latin Dance	CH	200603	201201							
PER	A238	Intermediate Foil Fencing	CH	201003	201103							
PHIL	A311	Truth & Reality	AS	200203	200801				PHIL-BA: Bachelor of Arts in Philosophy	Retain by Stephanie Bauer		
PM	A610	Project Scope Management	EN	200303	201201							
PM	A614	Project Cost Management	EN	200303	201103							
PM	A616	Project Quality Management	EN	200303	201201							
PM	A620	Project Human Resource Mgmt	EN	200303	201202							
PM	A622	Project Communications Mgmt	EN	200303	201103							
PS	A290	Topics in Politics	AS	201003	201202		selected topics			Retain per James Muller		
PSY	A316	Motivation & Emotion	AS	199702	201102	yes		Registration restriction for PSY A428 : Evolutionary Psychology (Active)		Retain per Gwen Lupfer		
PSY	A492	Senior Seminar	AS	199702	201202		selected topics	Stacked with PSY A690 : Advanced Topics in Psychology (Active)		Retain per Gwen Lupfer		
PSY	A601	Integration Seminar	AS	200603	200903	yes				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: PhD in Clinical-Community Psychology	Retain per James Fitterling		
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		Prerequisite of PSY A617 : Program Evaluation and Community Consultation II (Active)	CLCO-DOCDEG: PhD in Clinical-Community Psychology	Retain per James Fitterling		
PSY	A617	Program Evaluation II	AS	200603	N/A	yes			CLCO-DOCDEG: PhD in Clinical-Community Psychology	Retain per James Fitterling		

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Schorse Suffix Code	Schorse Crse Number	Schorse Title	Schorse College Code	Schorsky Term Code Start	Schorsky Term Code							
PSY	A658	Qualitative Analysis	AS	200603	201001	yes			CLCO-DOCDEG: PhD 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			Stacked with STAT A608 : Advanced Multivariate Statistics (Active)	AEST-MS: Master of Science in Applied Environmental Science and Technology (MS-AEST) MATH-BA: Bachelor of Arts in Mathematics MATH-BS: Bachelor of Science in Mathematics NSCI-BS: Bachelor of Science in Natural Sciences STAT-MNR: Minor in Statistics	Retain per Kanapathi Thiru		
STAT	A490	Selected Topics in Statistics	AS	200603	201103					Retain per Kanapathi Thiru		
SWK	A641	Child Trauma	CH	201103	N/A					Retain per Elizabeth Sirles		
SWK	A665	Comparative Group Work	CH	200601	201202				AHSS-GRCERT: Graduate Certificate in Advanced Human Services CSWP-GRCERT: Graduate Certificate in Clinical Social Work Practice	Retain per Elizabeth Sirles		
THR	A329	Combat for the Stage	AS	199702	201201				THTR-BA: Bachelor of Arts in Theatre	Retain per Daniel Anteau		
THR	A343	Scenic Design II	AS	199702	200401				THTR-BA: Bachelor of Arts in Theatre	Retain per Daniel Anteau		

## **Academic Assessment Committee March Report to UAA Faculty Senate**

### **Committee Membership**

Scott Downing - KPC, Cynthia Falcone - KOD, Holly Bell - MSC, Deborah Mole - LIB, Bill Myers - CAS, Christina McDowell - CBPP, Jennifer McFerran Brock - CoEng, Rachel Graham - Faculty Senate, Jeffrey Hollingsworth - Faculty Senate, Thomas Harman – CTC, Kathi Trawver – COH (co-chair), Brian Bennett - Faculty Senate (co-chair), Susan Kalina (Ex-officio) - OAA

### **Guest(s) and Public Attendee(s)**

### **Committee discussion(s)**

Discussion of the Open Forums and the UAA Accreditation Self-Study,  
Discussion of the Assessment Share Point Site  
Discussion of the Annual Academic Assessment Survey, participation and results

### **Motions**

### **Informational Items**

Mat-Su College Assessment Workshop on Friday, March 31<sup>st</sup>, 9:00-12:00. The workshop will also be available through Collaborate.

### **Programs whose assessment plans were reviewed during the period**

Civil Engineering, MS. Program Representative: Joey Yang, Professor of Civil Engineering

Shared assessment plan for BBA, which includes Accounting BBA, Economics BBA, Finance BBA, Global Logistics and Supply Chain Management BBA, Marketing BBA, Management BBA, and Management Information Systems BBA. Program Representative: Christina McDowell, Assistant Professor of Business Communications

General Management, MBA. Program Representative: Christina McDowell, Assistant Professor of Business Communications

Submitted by: Brian Bennett

Date: 26 March, 2017



## ACDLITE REPORT TO THE FACULTY SENATE

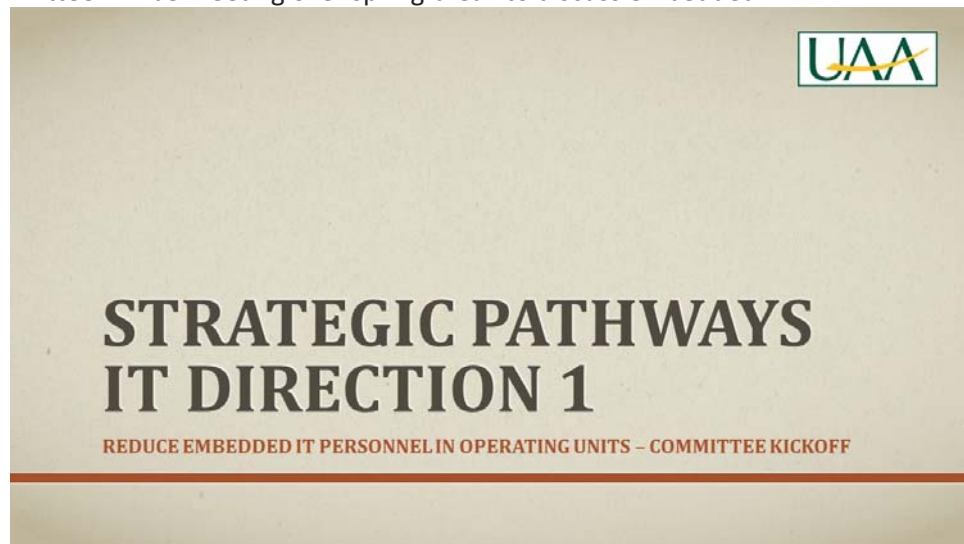
APRIL 2017

Committee Members: (bolded members present at meeting, either in person or remotely)

JoAnn Bartley (COH)	<b>Barbara Harville (CAS)</b>	Marianne Murray (spring)	Ammie Tremblay (COH)
<b>Dennis Drinka (CBPP)</b>	<b>Veronica Howard (CAS)</b>	Lynn Paterna (COH)	<b>Cindy Trussell (Kodiak)</b>
Naomi Everett (CTC)	<b>Matt Kupilik (CoENG)</b>	<b>Lorelei Sterling (LIB)</b>	
Getu Hailu (CoENG)	Ed McLain (COE)	Dave Fitzgerald (CBPP)	

IT updates and Classroom/AV Support: Max/Adam

- Update on Strategic Pathways -- committee kickoff this week; Strategic Pathways committee will be meeting over spring break to discuss embedded IT



[Click HERE to review the slides from Adam's presentation to ACDLITE Committee](#)

- Positions being evaluated include:
  - All positions in the IT job position
  - 7 from Homer, 5 from MatSu, 5 from Prince William Sound, and 3 from Kodiak
- Goal to evaluate current positions to determine whether they should best remain embedded personnel OR be incorporated into centralized IT services
  - Following charge from provost, the IT structure is being evaluated, creating an excellent opportunity for an organizational self-study.
  - An IT Council (ITC) has been appointed, containing representatives from all campuses and statewide, to guide future IT changes
    - UAA reps: Adam Paulick, Pat Shier, Sam Gingerich, Tara [lastname]
- Request for more information about how ACDLITE would like to be involved in the email/calendar/collaboration discussion

- Following the Gmail migration, UAA is being invited to participate in talks discussing future collaborative discussion of an email/calendar/collaboration suite to meet the needs of many users (YAY!)
- ACDLITE committee being asked to suggest a strategy to move forward (i.e., meetings vs. workshops vs. departments offering suggestions).
  - Meetings with faculty, students, and staff, separate from Deam level
  - Engage with Faculty Senate, Student govt
  - Meet with K-12 and State of Alaska as well

UA Learn, Strategic Pathways: Dave Dannenberg

- 3 outage announcements for UA Learn
  - 1st: upgrade ran long, not yet re-scheduled
  - 2nd: OIT Tech removed all prior enrollments
  - 3rd: OIT Tech error in code and no testing environment so went into production
- Backups/snapshots are weekly
- Safe Assign: no required downtime to make live
- Cultura: fully functional, license purchased, AI&E is testing iating docs and captioning of videos, looks like 60-80% accuracy rate: each campus has its own video repository
- Strategic Pathways Phase 2: eLearning:: President Johnsen completed open forums
  - Option 1 and Option 5 are at the top of the list from the statewide committee
  - Option 2: partnering is a better idea than fully outsourcing
  - No interest shown in centralizing
  - Next Open Forum, before June Regents meeting
- Educause National Survey: Faculty/Student perceptions of IT
  - March 24-April 24: \$50 incentive,
  - Last sent out in 2014, results Fall 2017

SRS Survey: Barbara Harville: Survey will be sent out to capture what faculty are using and why

UTC: Dennis Drinka:

- Print stations now listed on campus maps with computer labs
- VOIP updated: Aviation building 1GB, University Center 1GB

eLearning Luncheon recap: Lynn Paterna: Moved to next meeting

Faculty Senate: Dave Fitzgerald: Moved to next meeting

Website updates: Matt Kupilik: Moved to next meeting

eLearning Workgroup update and community campus representatives: Lorelei Sterling: Moved to next meeting

**University of Alaska Anchorage  
Faculty Senate Diversity Committee**

Friday, March 24, 2017

3 PM to 4:30 PM

ADM 102

**Minutes**

I. Roll Call and Welcome

P	Gabe Garcia Health Sciences, <b>Co-Chair</b>	E	Toby Widdicombe English	E	Herminia Din Arts (Sabbatical)
P	Jervette R. Ward English, <b>Co-Chair</b>	P	Beth Leonard Alaska Native Studies	P	Jeane Breinig
P	Erin Hicks Astronomy, <b>Co-Chair</b> <b>Elect</b>	P	Nelta Edwards Sociology	P	Maria Williams Alaska Native Studies
P	Christie Ericson Library	P	Virginia Miller Health Sciences	E	Colleen Kelley Nursing
P	Wei-Ying Hsiao Education	P	Amber Christensen Fullmer Human Services	P	Robert Boeckmann Psychology
E	Song Ho Ha History	P	Heather Adams English	P	Emily Madsen English

II. Approval of the Agenda and February Meeting Minutes

Meeting agenda approved unanimously.

February meeting minutes approved unanimously.

### III. FSDC Co-Chairs Election

The floor was open for nomination for AY 2017-2018.

Robert Boeckmann was nominated by Maria. Robert declined.

Erin Hicks has served as co-chair elect this academic year. Erin was voted by the body unanimously to be FSDC Co-Chair for 2017-2018.

Colleen Kelley nominated herself for FSDC Co-Chair position. Colleen was voted unanimously to be FSDC Co-Chair for 2017-2018

The membership suggested that the FSDC Co-Chairs should have a regular standing meeting with the Provost starting next academic year.

### IV. Planning FSDC Retreat for AY 2017-2018

Next year's FSDC retreat will either be August 18th or August 25th in the afternoon, pending schedule of new FSDC Co-Chairs.

### V. Topics for meeting with the Chancellor

Vice Chancellor Breinig mentioned that she will check into the Chancellor's open schedule for the joint FSDC-DAC meeting.

The FSDC membership decided to bring up three main topics in the joint FSDC-DAC meeting:

- Response to DAIP - Implementation Plan
- Propose to have the joint FSDC- DAC meeting with the Chancellor in the Fall and the Spring Semester
- Updates about Women and Gender Studies

### VI. Diversity Action and Inclusion Plan

#### A. Updates from DAIP Chairs

- Outline of the report has been drafted.
- DAIP survey will remain open until 3/31 to increase sample size in branch campuses.
- DAIP Tri-Chairs plan to have discussion with faculty, students, and staff on April and May for feedback about their key findings.

#### B. Updates from Subcommittees

1. Multicultural Postdoc - Report completed and submitted
2. Diversifying Curriculum - Report completed and submitted
3. International - Report in-progress

#### VII. Women and Gender Studies Update

- Response from the Chancellor has not been received related to the motion that passed in the Faculty Senate.
- Survey out to Women's Studies alumni about the minor program.
- Student will be drafting white paper on the importance of Women & Gender Studies
- STAR was brought in on campus, which could further strengthen the need Women & Gender Studies.
- It has been suggested that Alaska Mental Health Trust could potentially provide support to the Women's and Gender Studies proposed endowed chair

#### VIII. Faculty Mentoring Update

There is a need to find leadership in faculty mentoring, given that Toby will be going on sabbatical. Robert asked for description of the leadership position, so he can bring it up to the Faculty Senate.

#### IX. Indigenous Day Resolution

A resolution to institute Indigenous Day Celebration in UA campuses every second day of October was brought to the floor (see attached).

Robert moved to support motion. Emily seconded the motion. Motion passed unanimously.

This motion will be presented to DAC for their support. Then, it will be brought to the Faculty Senate.

#### X. Website Update Goals

Emily Madsen will contact UAA IT to set up a time for seminar on web development.

Gabe Garcia and Jervette Ward will work on creating a solid FSDC website before stepping down as co-chairs.

#### XI. Updates from Vice Chancellor Breinig

Vice Chancellor Breinig provided updates on efforts to standardized practices for search committees. She will provide copies of research related to enhancing diversity on campus to interested members .

#### XII. Announcements

- A. Faculty Development COW Awards, April 7, 11:30am-1:00pm, LIB 307 -- At this annual event CAFE highlights key achievements, recognizes a range of

partnerships and work that's happened in faculty development, and enjoys a light lunch - [Register](#)

- B. [Pacific Rim Conference](#) - April 1 - 5:30-6:30 p.m. Keynote: Dr. Jervette R. Ward University of Alaska Anchorage "Self-Care as Political Warfare: Mental Health and Social Justice Movements." ARTS Room 117
- C. FSDC is cosponsoring "How to Teach and Talk about Narratives of Sexual Violence: A Difficult Dialogues Workshop." Tuesday, April 4th, from 11:30am - 1:00pm.
- D. From CAFE: Wants to offer a session on EXITO mentoring training. Tracey, Eric Murphy, Jennifer Brock, Libby, and Shawnalee are meeting. Although EXITO mentoring is usually mentoring for students, Tracey says there are some broader applications around mentoring in general. Meeting is 1pm in GHH 105, on Thursday, March 30. We have a phone available in the room, so you could call in if that's preferable.

XIII. Next Meeting - Varsity Grill, Friday, April 21, 3pm-4:30pm - Faculty Mixer with CAFE



**Institutional and Unit Leadership  
Review Committee (IULRC) Report  
April 3, 2017**

The Committee's tasks for this academic year include:

1. Conferring with the Deans of CAS and the College of Education on the survey process, as administered last year.
2. Conferring with the Provost on the survey process for this academic year. Topics will include a review of last year's survey process, the utility of the data collected, cost estimates, and the selection of colleges to be surveyed this year.
3. Consulting with the deans of colleges to be surveyed.
4. Assisting the staff in developing an analogous survey.
5. Formatting and testing the survey(s).
6. Assembling the necessary listservs.
7. Promoting the survey(s).
8. Implementing the survey(s).
9. Completing post-survey dialogues with the Office of Academic Affairs and applicable deans.

The Committee is currently preparing surveys for the College of Engineering and the College of Arts & Sciences, to be implemented during the Fall and Spring semesters of the next academic year, respectively. In particular, the Committee is preparing the necessary listservs, survey instruments, and announcements.

The Committee's next meeting is at 1:30 PM, Friday, April 7<sup>th</sup>; the location will be announced.

## STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

### REPORT FOR MARCH 2017 TO UAA FACULTY SENATE

#### **Membership**

The members of the 2016-2017 SASS Committee are Phil Farson, Connie Fuess, Keith Hackett, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer (Co-chair), Sara Rufner, Christina Stuve (Co-chair) and Ruth Terry. The sixth meeting of the 2016-2017 academic year, and the SASS Student Forum were held 3/24/17.

#### **2016 – 2017 SASS Committee Goals**

1. Explore intervention strategies for at-risk students. Status: ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.
2. Continue review of latest requirements for AA degrees. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
3. Review latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being “college ready.” Status: ongoing. SASS would like to invite an ASD representative to serve on the committee. Potential ASD committee members were invited to the SASS meeting on 1/20/17. Phil Farson, Director – ASD English Language Learners Program has joined the committee.
4. Continue promoting committee participation to include students, parents of students, and alumni. Status: ongoing. The first SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and was done again last year during the March 25, 2016 meeting. This year it held during the March 24, 2017 meeting.
5. Review process of supporting students enrolled in discontinued programs. Status: ongoing.
6. Advocate for transparency and predictability in course sequencing. Status: ongoing.
7. Advocate for the development of more effective, “student friendly” self-advising tools. Status: ongoing.
8. Explore system fixes for problems in student services and particularly advising: incorrect information, extensive wait times “on hold,” confusing and time consuming voice mail menus, etc. Status: ongoing.
9. Review current rules and processes related to financial aid that effect advising, program sequencing, grading, etc. Status: new/ongoing.

**Co-chair Summary:** The SASS Committee met for the sixth time of the 2016-2017 academic year on March 24, 2017. The annual SASS Student Forum was also held during this meeting. A summary report will be included next month. During the March 3 Faculty Senate Meeting, SASS moved a for a full policy review of the UAA textbook ordering policy. The motion was approved by the Senate and SASS will form the review committee and conduct the review process during the 2017-2018 academic year.



**Student Academic Support and Success (SASS)**

Friday, March 24, 2017

ADM 102, 101A, 2:30-4:00 PM

Meeting Minutes

**Present:** Keith Hackett, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer (Co-chair), Sara Rufner, Christina Stuiwe (Co-chair), and Ruth Terry.

- I. Old Business
  - a. Reviewed and approved minutes from the 2/17/17 SASS meeting.
- II. New Business
  - a. Student Forum. Following review by SASS during the April 21, 2017 meeting, a summary will be included with the April Senate Report.
- III. Strategies for at-risk students.
  - a. Postponed
- IV. Adjourn: 4:00 PM



## Faculty Senate UNIVERSITY of ALASKA ANCHORAGE

### Research and Creative Activity Committee

#### April 2017 Report to the Faculty Senate

The Research and Creative Activity Committee met on 3/12/17. Present were committee members: Ray Ball, Jonathan Bartels, Robert Boeckmann, Brian Cook, Cathy Coulter, Travis Hedwig, Nate Hicks, and Diane Hirshberg. Also joining us was Dr. Helena Wisniewski, UAA Vice Provost for Research and Graduate Studies. The main objective of this meeting was to discuss progress toward the multiple committee goals for AY 2016-17 that involve collaboration with Dr. Wisniewski and the programs under her direction.

1. Addressing the overarching goal of “Make research & creative activity visible at UAA”, the committee is working with Dr. Wisniewski to enhance and expand the information and linkages available through the UAA website’s “Research” tab. This includes a comprehensive database of faculty expertise in research and creative activity; resources for faculty to facilitate pursuing research & creative activity opportunities; linkages to community-engaged activities; and regular updates of the latest high-impact and/or innovative research and creative output. The website can also link to and promote the UAA Open Access Repository as a comprehensive listing and archive of UAA scholarly output. Plans are also in place to use the updated website information and content over the coming summer to refresh the UAA research brochure. This brochure is instrumental in communicating UAA research and creative activity to interested external parties.
2. The committee discussed with Dr. Wisniewski how best to work toward the recently published UAA 2020 goals, specifically the goal pertaining to increasing student and faculty research & creative activity by 2%, 3%, and 5% over the next three years by improving underlying processes and support systems. The committee discussion centered on the importance of how this quantitative goal could be defined and realized in more detail, especially in light of already impressive UAA research gains over the last few years. The importance of making UAA’s own research and creative activity visible to decision makers on a regular basis (within the broader picture of UA research) was also a central topic of discussion. The meeting with Dr. Wisniewski was very productive, and both she and the committee have expressed that we look forward to additional meetings as we collaborate on progress toward these goals.
3. The committee made final plans for encouraging UAA faculty research and creative activity to be presented with the Anchorage Day of Arctic Research; this was held on 3/24 and was very well-attended.

The next meeting is scheduled for Friday 4/14, 1 pm, in CPISB 301S.

## Resolution

# **Recognizing Indigenous Peoples' Day throughout the University of Alaska System**

**Whereas:** the Indigenous Peoples of the lands that would later become known as Alaska have occupied these lands since time immemorial, and Alaska, is built upon the homelands and community of the Indigenous Peoples of this region, without whom the building of the state, municipalities, boroughs, and University System would not be possible; and

**Whereas:** we value the many contributions made to our communities through Indigenous Peoples' knowledge, labor, technology, science, philosophy, arts, and deep cultural contribution that has substantially shaped the character of Alaska; and

**Whereas:** the University of Alaska System opposes systemic and institutionalized racism toward Indigenous Peoples of Alaska and/or any Alaskans of any origin and promotes policies and practices that reflect the experiences of Indigenous Peoples, ensure greater access and opportunity, and honor our nation's indigenous roots, history, and contributions; and

**Whereas:** the Honorable Governor Bill Walker of the State of Alaska has signed proclamations for the past two years temporarily recognizing Indigenous Peoples' Day on the second Monday of October;

**Whereas:** the Honorable Mayor Ethan Berkowitz signed a proclamation in October 2015 proclaiming the second Monday of October as Indigenous Peoples' Day into perpetuity, signifying the historical importance of the Indigenous Peoples of lands that later became known as the Americas, including the lands which became known as Alaska;

**Whereas:** per our mission statement and Regents' Policy 01.01.01, the University of Alaska "inspires learning, and advances and disseminates knowledge... emphasizing the North and its diverse peoples" including Alaska's Indigenous peoples;

**Be it resolved:** that the University of Alaska Anchorage Faculty Senate Diversity Committee and the University of Alaska Anchorage Diversity Action Council request the entire University of Alaska system ceremonially recognizes Indigenous Peoples' Day annually on the second Monday of October;

**Be it further resolved:** that this resolution be transmitted to the University of Alaska President James Johnsen, the University of Alaska Board of Regents, the University of Alaska Faculty Alliance, First Alaskans Institute, University of Alaska Anchorage Native Student Council, University of Alaska Fairbanks Native Student Union, and University of Alaska Southeast Woonch. een Club.

Motion to endorse this resolution to Faculty Senate passed by the Faculty Senate Diversity Committee on March 24, 2017.

Motion to endorse this resolution to Faculty Senate passed by the Diversity Action Council on March 31, 2017.

## Thesis and Project Review

Before final acceptance, all members of a student's graduate committee, department/program chair, ~~school~~/college dean, and the Graduate School dean must approve a thesis or project as required by the student's graduate program. Changes or corrections to the thesis or project may be required at any of these levels. The graduate committee is primarily responsible for thesis or project evaluation, grammar, punctuation, and usage, but the department chair and college dean may also conduct reviews to monitor the quality of theses and projects and check for any overlooked errors. The Graduate School checks that format and style conform to UAA standards. Ideally, these checks should be made before the defense of ~~a-the~~ thesis or ~~dissertation~~project. ~~Thesis signature pages must be approved by the Graduate School prior to the thesis defense.~~ In addition the Graduate School dean may review selected theses and projects in detail and does not give ~~a~~ final approval until all required corrections are made.

- See more at:

<https://catalog.uaa.alaska.edu/graduateprograms/degree requirements/#sthash.ztFraPUX.dpuf>

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Before final acceptance, all members of a student's graduate committee, department/program chair, college dean, and the Graduate School dean must approve a thesis or project as required by the student's graduate program. Changes or corrections to the thesis or project may be required at any of these levels. The graduate committee is primarily responsible for thesis or project evaluation, grammar, punctuation, and usage, but the department chair and college dean may also conduct reviews to monitor the quality of theses and projects and check for any overlooked errors. The Graduate School checks that format and style conform to UAA standards. Ideally, these checks should be made before the defense of the thesis or project. In addition the Graduate School dean may review selected theses and projects in detail and does not give final approval until all required corrections are made.

- See more at:

<https://catalog.uaa.alaska.edu/graduateprograms/degree requirements/#sthash.ztFraPUX.dpuf>

## ***Resolution of Support for Proposed Faculty Board of Regents Members***

**WHEREAS**, State of Alaska Statute AS 14.40.120 in combination with AS 14.40.130 codifies the composition of the University of Alaska Board of Regents to include a student Regent, but currently does not include any faculty Regents; and

**WHEREAS**, the 2012 Cornell Higher Education Research Institute Survey of Faculty Trustees<sup>1</sup> reveals that many universities have included faculty members in their governing boards; and

**WHEREAS**, the Cornell survey notes that “discussions of “best practices” for governing boards consistently cite improved relationships with the faculty as one of the characteristics of highly effective boards;” and

**WHEREAS**, several advantages of faculty members of governing boards have been identified, including a) that the faculty board members “come to appreciate better the challenges that the president and others face in leading the institution internally when complex issues are under discussion,” b) there is “shared information about board deliberations” and demystification of board processes, and c) faculty board members “experienced in how things really work at the highest levels of deliberation is a valuable component of the broader faculty’s understanding of how issues are resolved at the board level;”<sup>2</sup> and

**WHEREAS**, many institutions of higher education, including Washington’s Gonzaga University and public universities in the state of Kentucky, include Faculty and Staff Regent or Trustee designations, to positive and inclusive effect; and

**WHEREAS**, the current faculty at the three universities in the University of Alaska system have a wealth of institutional knowledge and serve a vital role in promoting the health and well-being of our state’s universities; now

**THEREFORE BE IT RESOLVED**, the University of Alaska Anchorage Faculty Senate goes on record to support the modification of the State of Alaska Statute, as needed, to legislate the addition of, at least, one faculty member to serve on the University of Alaska Board of Regents.

<sup>1</sup><http://www.ilr.cornell.edu/sites/ilr.cornell.edu/files/The%202012%20Cornell%20Higher%20Education%20Research%20Institute%20Survey%20of%20Faculty%20Trustees.pdf>

<sup>2</sup> Middleton, Charles. 2010. “The Virtues of Student and Faculty Trustees,” *Trusteeship*, July/August. <https://www.agb.org/trusteeship/2010/julyaugust/the-virtues-of-student-and-faculty-trustees>



## **Faculty Alliance**

### **Resolution 2017-07 Regarding the Statewide System Offices of the University of Alaska**

**Whereas**, recurring reductions in state funding for the University of Alaska System necessitate significant changes to the University's current mode of operation; and

**Whereas**, the Board of Regents and President Johnsen have publicly emphasized the need for change and stressed that we, as a system, can no longer simply conduct business as usual; and

**Whereas**, efforts towards that end are currently led by the Strategic Pathways initiative and actions resulting from that process so far have focused on the universities and satellite campuses that comprise the UA system with insufficient focus on the Statewide System Offices; and

**Whereas**, a recent publication<sup>1</sup> shows 199 Statewide administrative positions in 2017 that cumulatively consume more budget resources than all permanent and contingent faculty salaries and benefits combined; and

**Whereas**, the Faculty Alliance appreciates the hard work and demonstrated competence of UA Statewide administration and staff and is empathetic with regards to the personal impact of reductions, we also emphasize that the priority must be given to the viability of the universities and their capacity to provide higher education opportunities to Alaskans through high functioning academic programs; and

**Whereas**, reallocating resources toward units that directly fulfill the teaching, research and service mission of the university and away from central administrative offices would be a positive step toward the reestablishment of student and employee morale, which are essential components of a self-sustaining institution of higher education; and

<sup>1</sup> [A New Vision for the University of Alaska](#), Abel Bult Ito, 2017

**Whereas**, both the external reviews of the University of Alaska system (MacTaggart Report<sup>2</sup>, Fisher Report<sup>3</sup>) independently came to the conclusion that UA Statewide is an administrative support service with a cost that is disproportionately large relative to the services it provides; and

**Whereas**, both external reviews cite reductions to the UA system central office as the most feasible and meaningful effort towards fiscal viability and emphasize the need for a change from the current command and control approach to the UA System; and

**Whereas**, the University of Alaska system is a state-funded, non-profit institution and therefore committed to providing the public with high-quality education under the most cost-effective conditions; and

**Whereas** the UA Faculty Alliance believes strongly that the UA system should focus as much support as possible to areas that directly maintain and improve its ability to serve its core mission through teaching, research and service; and

**Whereas** the budget allocated to UA Statewide Offices does not directly produce graduates or student credit hours, nor does it conduct academic research; and

**Whereas**, the value of a compact, efficient, central administrative office that provides analysis and recommendations to the Board of Regents and the Chancellors is duly recognized, the Faculty Alliance, through open discourse followed by consensus among stakeholders, seeks to identify a clear route to a revised central office that more closely fits that description; and

**Whereas**, the Statewide Transformation Team<sup>4</sup> articulated four essential roles of Statewide that can guide such a revision; and

**Whereas** the Faculty Alliance supports the transfer of services regarding curricular decisions, student services, alumni activities, university relations (especially outreach), and most institutional research functions to the individual universities of the UA system; and

**Whereas**, significant cost reductions have been recognized by several state-funded universities that have redistributed relevant administrative functions to individual universities while maintaining a minimally-staffed central office or no central office; and

<sup>2</sup> [\*Planning the Future: Streamlining Statewide Services in the University of Alaska System\*](#), prepared for the Office of the UA President in 2008 by Dr. Terrence MacTaggart and Brian Rogers

<sup>3</sup> [\*University of Alaska; Review\*](#), prepared for the UA President in 2011 by James L Fisher, Ltd.

<sup>4</sup> [\*Transforming the University of Alaska Statewide Offices\*](#), prepared for UA President, September 2015



**Whereas**, a significant potential for savings lies within an examination of administrative services and associated positions currently listed on the UA Statewide organizational [chart](#) and subsequent reassignment of all services that can be successfully completed by existing university-based offices; and

**Whereas**, additional savings could be realized through more economical approaches to administrative leadership, planning and professional development events as well as reductions in the employ of external consulting firms for services in which an expertise already exists among UA faculty; and

**Whereas**, President Johnsen has already indicated that he opposes learning from the Oregon model specifically, and he has asserted that Statewide has already been cut sufficiently; and

**Whereas**, President Johnsen has distributed a white paper at the March Board of Regents meeting with financial data that does not accurately reflect the actual cost of Statewide to the universities and Alaska.

**Therefore Be It Resolved**, that the Faculty Alliance urges the UA Board of Regents to take the following actions:

- Publicly endorse significant reductions to the Statewide System Offices and the priority of the central mission of each university in allocating revenue from all sources; and
- Appoint an independent, knowledgeable, and trusted individual or team to conduct an expedient analysis of other state system models which administer a greater number of institutions and students for far fewer resources, such as North Carolina, Oregon, South Dakota, Texas, and Virginia; and
- Through this study, produce options to reduce the services and functions of the UA Statewide System Offices to the minimum required for accreditation and for legislative and federal compliance; and
- Using this study, past reports from Fisher, MacTaggart, and the first Statewide Transformation Team report, produce options for the remaining functions to be eliminated or distributed to the universities, using shared services where they are beneficial and cost effective.

**Adopted unanimously by the Faculty Alliance the 24th day of March 2017.**

DocuSigned by:



Tara Smith, Chair



# FACULTY SENATE REPORT

April 2017

University Advancement Office

Vice Chancellor Megan Olson

## CAMPUS EVENTS

### College of Health Retrospective

On Thursday, April 13, the College of Health will be celebrating the distinguished careers of retiring faculty members, share stories of their impact, opportunity to network with graduates and community stakeholders, and hear what is next for the college.

### Upcoming Opportunities for your Participation

Below are key dates to add to your calendars.

- April 17 - Undergraduate Research Symposium
- April 19 - [Public Keynote Address by Alumna Candace Lewis](#)

### Retiree Reception

Chancellor and Mrs. Case invite this year's retirees to join them for hors d'oeuvres and refreshments at their home Wednesday, April 12. This annual tradition honors the many years of service dedicated to the university by our valued retiring faculty and staff.

### Spring Hooding and Commencement

Save the dates for the graduate degree hooding and commencement ceremonies! Hooding takes place Saturday, May 6, 3 p.m. at the Wendy Williamson Auditorium. Commencement will be held Sunday, May 7, 1 p.m. at the Alaska Airlines Center.

Please remind students that they must apply for graduation prior to RSVPing for the ceremonies.

[Please RSVP for hooding and commencement by April 28.](#)

## ALUMNI RELATIONS NEWS/UPDATES

### 9 in the Spine Returns for Year Number *FORE!!*

On March 2, 22 teams of alumni and friends returned to campus for the Alumni ParTee: 9 in the Spine mini-golf event. After a kickoff reception in the Student Union—including two practice holes from Dimond High's robotics and engineering clubs—UAA student ambassadors led their teams throughout the Spine to play the unique course designed by 18 student clubs. Now in its fourth year, this fun-loving Winterfest tradition brings alumni back to campus to interact with current students and support their education. All funds raised support the UAA Alumni Scholarship Endowment fund. See [images from the 2017 event on Flickr](#).

## DEVELOPMENT NEWS/UPDATES

### STUDENT PHONATHON PROGRAM

The UAA Phonathon is in the midst of a pilot partnership with UAF wherein UAA student callers are soliciting for both UAA and UAF.

We have surpassed the UAF donor goal of 180 and dollar goal of \$30,000 with 5 weeks left of calling. UAA has also surpassed the dollar goal of \$41,860. We are now challenging and cheering our callers on to reach new stretch goals by April 28.

## CORPORATE GIFTS

**United Way of Valdez** continues its loyal support with its gift of \$29,580 to Prince William Sound College to support the Adult Basic Education Program, the PWSC Student Scholarship, PWSC Continuing Education and the Maxine and Jesse Whitney Museum.

**BP Exploration** donated \$172,000 to the College of Engineering's Summer Engineering Academy and ANSEP's Summer Bridge Program.

**ExxonMobil's** \$50,000 gift to the 2017 ExxonMobil Bernard Harris Summer Camp will help ANSEP meet its commitment to preparing Alaska Native students for careers in science and engineering.

The **Alaska Kidney Foundation** renewed its commitment to the Alaska Kidney Foundation Scholarship and the School of Nursing with a gift of \$42,117 to offer renal course scholarships.

## NEW FOUNDATION FUNDS

The following new funds were established: the **UAA Career Exploration and Services Support Fund**, the **Mary Lynn McManamin Nursing Scholarship**, the **McReavy Graduate Endowment and the Stephen McReavy Scholarship**, and the **Clay Body Award**.

[The Clay Body Award](#) was established in 2014 when Clay Body, the UAA student ceramics club, decided to earmark a portion of their seasonal pottery sales to build an endowed fund. The endowment is now fully funded, thanks to successful pottery sales and student commitment to the cause, and will begin awarding \$1,000 each year to deserving students studying ceramic arts.

## UNIVERSITY RELATIONS NEWS/UPDATES

### MEDIA

UAA was mentioned in more than 500 news clips in March. Some coverage highlights include:

- Anchorage showing of "Tables of Istanbul" documentary film by sociology professor Zeynep Kılıç covered by Alaska Public Media and Alaska Dispatch
- College of Engineering Dean Fred Barlow and ISER's Mouhcine Guettabi, assistant professor of economics, quoted in Alaska Dispatch article about available engineering jobs in state, especially for new graduates
- Coverage by KTVA, KTUU, Fox/ABC of UAA's new lactation pod to support breast-feeding moms
- Results of UAA Justice Center's January survey results on domestic violence and sexual assault noted in articles by KTVA and Alaska Public Media
- Anchorage Arctic Research Day and subsequent research covered by KTVA, Alaska Public Media, ABC/Fox
- KTVA interviewed Mouhcine Guettabi on his research about wearable technology by children in Anchorage School District
- ABC/Fox covered UAA's student-led wellness breaks

## SOCIAL MEDIA

### SOCIAL MEDIA

Facebook: 16,864 likes (+321 • 2.6% gain)  
Twitter: 5,552 followers (+47 • 1% gain )  
Instagram: 2,610 followers (+111 • 4.3% gain)  
YouTube: 339 subscribers (+5 • 1.4% gain)  
LinkedIn: 36,091 (+330 • 1% gain)  
Community Total: 61,879 (+731)

### HIGHLIGHTS & CAMPAIGNS

- **Facebook Video:** Trial transition of G&G News video stories from YouTube to Facebook has been a huge success, increasing video views by 660%.
- **Facebook:** March 2017 was a record-breaking month for UAA in Facebook, bringing in the highest community engagement numbers since our Facebook page was created.
- **Twitter:** This month alone, tweet Impressions have gone up a steep 44%, profile visits have increased 43% and we've peaked at 215 retweets (averaging 7 per day) with our community engagement at an all-time high. Tweets reached 104.7K impressions in March, our account record.
- **Instagram:** We're getting significantly more traffic since January, averaging 5K-11K impressions a week.

### PERFORMANCE

#### **FACEBOOK - Top Posts**

1. Eva Gregg #IamUAA (10.1K organic reach, 641 engagements)
2. Kendra Daniels Gymnastics Video (6.8K organic reach, 498 engagements)
3. Iditarod Article "And They're Off!" (6.4K organic reach, 110 engagements)
4. Lactation Pod Story - UAA (5.3K organic reach, 150 engagements)
5. Funny Bear GIF - campus culture (4.8K organic reach, 149 engagements)

#### **TWITTER - Top Tweets**

1. Debating Alaska's Fiscal Future This Saturday! (4.6K impressions, 83 engagements / 2%)
2. German Day G&G News Article (2.7K impressions, 75 engagements / 3%)
3. Welcome to UAA for German Day, ASD! (2.2K impressions, 25 engagements / 1.2%)
4. Kendra Daniels Gymnastics Video (2K impressions, 84 engagements / 4.2%)
5. Funny Alaska Weather Meme (1.8K impressions, 173 engagements / 9.5%)

#### **INSTAGRAM - Top Posts**

1. Campus Bird's Eye View / Community Regram (169 likes)
2. Alaska Railroad / Community Regram (157 likes)
3. Campus Shot / Summertime (143 likes)
4. Artistic Photo of Engineering Building (134 likes)
5. Plants in the Spine (127 likes)

#### **LINKEDIN - Top Posts**

1. Congrats to our UAA Construction Mgmt Team! (12K impressions, 67 interactions)
2. Jilin University Exchange - G&G News (10.8K impressions, 15 interactions)
3. Great Loss Inspires Student to Study Oncology G&G News (6.3K impressions, 13 interactions)
4. Mapworks Provides Solutions for UAA Students (2K impressions, 3 interactions)

###



# STUDENT AFFAIRS REPORT for FACULTY SENATE

APRIL 2017

## Office of Student Affairs (OSA) & SA Assessment

### Enhanced Search Strategies

UAA, in partnership with Ruffalo Noel Levitz (RNL), continues to advance the Enhanced Search Strategies (ESS) recruitment campaign. UAA has completed the student name purchase strategy for this campaign which is informed by four predictive models, utilizing three years of UAA historical data to identify geographic areas where UAA can generate inquirers who are most likely to apply and reflect specific characteristics of GPA, intended major, and test scores. UAA's historical data from 2013, 2014, and 2015 showed 87% of applications, 90% of admits, and 94% of enrollees came from Alaska, showing that the ESS campaign has significant promise to grow UAA's out-of-state student population. UAA will be monitoring the impact of ESS on the metrics below. Following is an outline of the four market segments being targeted with this campaign and a summary of UAA historical data (2013-2015 applicants).

MARKET	Total Applied: 9,198		Total Admitted: 7,331		Applied to Admit Yield	Total Enrolled: 4,257		Applied to Enrolled Yield
	Applied	% of Total Applied	Admitted	% of Total Admitted		Enrolled	% of Total Enrolled	
Mkt 01: CA & WA	325	3.6%	208	2.8%	63.4%	67	1.6%	20.4%
Mkt 02: AZ, CO, FL, HI, OR, TX	329	3.6%	207	2.8%	62.9%	64	1.5%	19.5%
Mkt 03: Rest of Lower 48	518	5.6%	321	4.4%	62.0%	121	2.8%	23.4%
Mkt 04: Alaska	8,023	87.2%	6,595	90.0%	82.2%	4,005	94.1%	49.9%

### Completion Scholarship

Student Affairs, in partnership with University Advancement, is developing a strategic student retention scholarship program with the goal to increase the IPEDS six-year graduation rate. Students who began at UAA as first-time, full-time degree-seeking undergraduates and earn a bachelor's degree within six years (150% completion rate time frame), contribute towards UAA's IPEDS graduation rate, which is currently approximately 26%.

The student retention scholarship program would target UAA degree-seekers who are not currently enrolled or are enrolled part-time and could complete their degree within the 150% completion rate time frame, thereby improving UAA's published graduation rate. Ten additional students from a given cohort who complete their degree within the 150% completion rate would increase UAA's IPEDS graduation rate by approximately 1%. Students within the IPEDS cohort would be identified for eligibility for this scholarship program based on a logic model that evaluates a variety of criteria, including progress towards degree completion as identified in DegreeWorks, likely ability to attend and complete UAA

courses, number of credits earned and GPA, registered course load, and other financial aid or scholarship eligibility. This initiative demonstrates UAA's commitment to supporting students in achieving their academic goals.

### Dean of Students

Student Affairs is pleased to welcome Ben Morton as UAA's new Dean of Students. Having served in Student Affairs for over 15 years at a variety of institutions, Ben brings both depth and breadth of directly relevant leadership experience to this position. Most recently, Ben served as the associate dean of students at Saint Louis University. Prior to that, he worked at the University of Memphis as associate dean of students. He began his career in Student Affairs as a residence hall director at the University of Illinois and progressively took on more leadership there, spending six years as the assistant dean of students. According to his references, Ben provides excellent care and guidance to students and great support for staff he works with. Ben joined the UAA Student Affairs team on March 27.



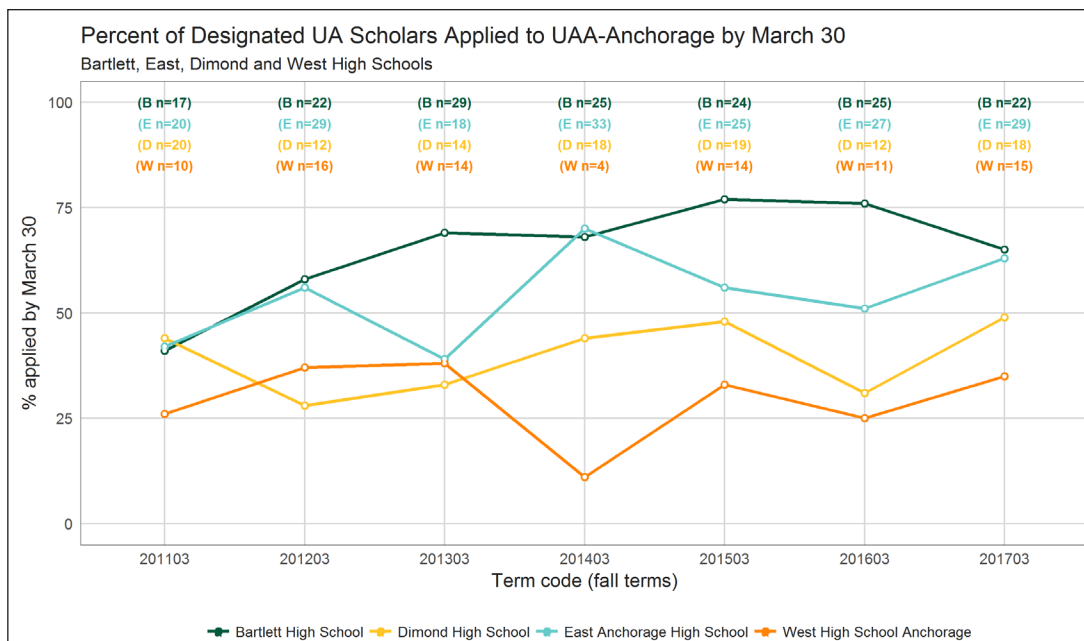


# STUDENT AFFAIRS REPORT for FACULTY SENATE

APRIL 2017

## UA Scholars Outreach Initiative

UAA continues to conduct targeted recruitment of UA Scholars. Throughout January, UAA hosted informational sessions with eligible UA Scholars at four Anchorage High Schools (East, Dimond, Bartlett, and West). As of March 23, 51% (n=82) of designated scholars have applied to UAA. Looking at a comparable time frame across the past seven years, this is the highest percentage of designees who have applied and seven percent greater than last year.



## Admissions

The Office of Admission is moving into the next phase of development for the admission software. Graduate program directors and administrators are being trained to access the new admissions software and to work with Admissions to improve communication, simplify the process of providing all admission documents and reach out to those who have started but not submitted a graduate program application. Refining and enhancing the experience for potential graduate students will continue indefinitely. Admissions has completed the intense work for preparing admission evaluation documents for many of the graduate programs who are now reviewing summer and fall term applicants.

## Career Exploration & Services (CES)

CES is preparing for the We're Hiring Career Fair on April 14 from 10 am to 2 pm in the Student Union. Currently seven employers have registered for the fair; CES expects 20-45 companies to participate.

CES is collaborating with the UAA Finance & Investments Club for the upcoming Speed Networking Night on April 12, 5:30-7:00 pm in the Commons.

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

The Alcohol, Drug, and Wellness Educator launched a positive social norming campaign the first week of March that will run until the end of the semester. The campaign reveals that students' perceptions of alcohol, tobacco, and marijuana use are higher than students' actual use. The campaign uses weekly ads in *The Northern Light*, ads in the shuttles on campus, posters, table tents, coffee sleeves at Union Station Coffee, and social media postings.

The Dean of Students Office will host a webinar on marijuana titled, "Colleges Within Legal States: What Stays and What Must Change." The webinar will take place on April 14 at 9:30 am in the Engineering and Industry Building Room 413.

## Department of Residence Life (DRL)

The Residence Life Diversity collateral hosted a successful World Religions & Spiritual Peace Fair on March 24. Students learned about different religions, faiths, and philosophies. The fair sparked some good conversations and dialogues.



# STUDENT AFFAIRS REPORT for FACULTY SENATE

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The ANROP Coordinator organized the attendance of two Alaska Native Elders, Patrick Frank and Elizabeth Sunnyboy, to participate in the World Religions & Spiritual Peace Fair. The Elders were also guest speakers in the Cama-i Room on March 27.

Housing Intentions Week will take place April 10–17. Preparations are progressing with updating marketing materials and surveying students about the most important factors when selecting places to live. Focus groups are planned for the residential community to better understand what factors influence where students choose to live.

The Quality of Life Survey was sent out to residential students on March 29 and will close on April 16. A drawing for two iPads will be held on April 17.

## Disability Support Services (DSS)

DSS is in the process of opening a chapter of Delta Alpha Pi International Honor Society (DAPI). It is an honor society for undergraduate and graduate students who experience disabilities. The honor society's original purpose was to combat the negative stereotypes associated with disability by presenting opportunities to change those perceptions. DAPI also promotes leadership and self-advocacy skill development. DAPI was founded in 2004 at East Stroudsburg University to recognize the academic accomplishments of students with disabilities. The 'D' represents disability. The 'A' is for achievement and the 'Pi' is for pride. Anne Lazenby, DSS Coordinator for the Deaf/Hard of Hearing, and Shawnalee Whitney, Interim Director of the Center for Advancing Faculty Excellence, will serve as the honor society sponsors.

## Military & Veteran Student Services (MVSS)

MVSS staff are working on verifications for summer students.

MVSS Program Director John Johnson attended the National Symposium for the Council of College and Military Educators and learned about the new Department of Defense MOU Compliance Program (ICP). UAA is well positioned to remain compliant in all avenues, but conference sessions highlighted some opportunities UAA has to improve, particularly in

clarifying internal processes and ensuring all stake holders understand policy.

## Native Student Services (NSS)

NSS, in partnership with Native Student Council (NSC) and the Yukon Kuskokwim Health Corporation (YKHC), hosted a two-day Indigenous Healing Gathering in the Student Union on March 22 and 23. The focus of this event was to promote health and well-being through traditional values. Four facilitators from YKHC shared teaching on traditional concepts of Yupik "Calricaruq" life cycle as a grounding for dealing with historical trauma, grief, and healing. Following the Indigenous Healing Gathering, NSS co-hosted "Reasons to Live" activities that promote suicide awareness and healthy living on March 29 and 30.

## New Student Orientation (NSO)

UAA FUSION is coordinating a volunteer opportunity for 150 students for Jack & Jill of America to occur on June 23. UAA FUSION will collaborate with New Student Recruitment to promote UAA with this student group.

## New Student Recruitment (NSR)

NSR staff participated in a number of events this past month, representing UAA at a variety of different venues, including the Alaska State Cheer Competition on March 22, the Alaska High School Basketball 3A/4A tournament held March 23–25, the JBER Women's History Month March on March 23 and the Alaska CAN Conference held March 23–24.

NSR collaborated with the College of Education to host Future Educators of America at UAA on March 27, in which 52 school districts participated. NSR proctored 20 Accuplacer tests for visiting rural Alaska students.

NSR is also continuing to prepare for "Step Into UAA," an on-campus event for incoming freshman students who are enrolling for the fall 2017 semester. Currently, 224 students have signed up for the half-day event, which will take place on April 7 in the Student Union. For more information, see: [uaa.alaska.edu/admissions/step-into-uaa](http://uaa.alaska.edu/admissions/step-into-uaa).



# STUDENT AFFAIRS REPORT for FACULTY SENATE

APRIL 2017

## Office of the Registrar

March 31 is the spring withdrawal deadline and the kick off to fall priority registration.

UNIVERSITY of ALASKA ANCHORAGE

PRIORITY  
REGISTRATION

Fall 2017

OPENING DATES FOR REGISTRATION	CLASS STANDING	CREDITS EARNED
Monday, March 20	Schedule Live	
Friday, March 31	Admitted UAA Graduate Students	
Monday, April 3	Admitted UAA Seniors	90+ Credits
Tuesday, April 4	Admitted UAA Juniors	60 – 89 Credits
Wednesday, April 5	Admitted UAA Sophomores	30 – 59 Credits
Thursday, April 6	Admitted UAA Freshmen	0 – 29 Credits
Monday, April 10	Students with Pending Fall UAA Admission Applications	
Monday, April 17	Open Registration	

For more information visit [uaa.alaska.edu/students/registrar](http://uaa.alaska.edu/students/registrar) or call 907-786-1480

Students who plan to graduate this spring and wish to be included in the commencement program must apply for graduation in UAOnline by Friday, April 7.

The Office of the Registrar is hosting two brown bag events in April. The first, held on April 5, was a refresher on e-catalog updates and workflow (excludes curriculum updates). The second brown bag event is on Wednesday, April 19, 11:30 am to 1:00 pm in the Lyla Richards Conference Room in the Student Union and will focus on reviewing the class scheduling process.

## Office of Student Financial Assistance (OSFA)

April is National Financial Literacy Month. To celebrate, OSFA is hosting a week of events that includes the regularly scheduled Savvy Seawolf- Financial Literacy @ UAA programming on budgeting, credit and student loans, as well as sessions on topics including but not limited to salary negotiation and the PBS investment documentary, *When I'm 65*. OSFA received prize and snack donations to encourage student attendance.

OSFA also hosted two Satisfactory Academic Progress (SAP) workshops on March 28 – one for students and another for staff and faculty.

The 2017/18 scholarship deadline was February 15. All 2017/18 scholarship application packets have been emailed to department and/or scholarship chairs. Committees should return their recipient lists as soon as possible but no later than the emailed deadline so OSFA can notify students before the end of the spring semester.

As of March 15, OSFA received 9,100 federal financial aid applications for the 2017/18 academic year and 1,973 applicants have already received their federal award letters (note: currently enrolled students do not receive their award letters until after spring grades are submitted).

## Student Health & Counseling Center (SHCC)

During the month of February, the SHCC assisted students with 1,287 health related student encounters. The primary categories related to these encounters were immunizations, sexually transmitted infections, birth control, lab values and follow-up, physical exams and routine screenings, depression, anxiety, viral and bacterial infections of the upper and lower respiratory system, viral and bacterial infections of the ears and throat, skin infections, urinary tract infections, and acute injuries.

The SHCC Peer Health Educator team, made up of student employees tasked with training their peers using the Bringing in the Bystander® program, presented an overview of the program at the Alaska Primary Prevention Summit. This





# STUDENT AFFAIRS

## REPORT for FACULTY SENATE

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conference, focused on prevention of domestic violence and sexual assault, is sponsored by the State of Alaska, Department of Health and Social Services.

During the Healthy Sexuality Fair, 63 students took advantage of the opportunity to have a free sexual transmitted infection screening.

### Student Life & Leadership (SL&L)

The month was filled with student engagement and leadership development. Winterfest brought new and traditional programs to campus: Spoken Word, Good Morning Seawolves, Beard & 'Stache Competition, and two nights of the sold-out Banff Film Festival. At the end of March, SL&L presented the leadership conference "Make Your Move," which featured Drew Dudley, "Everyday Leadership" Ted Talk presenter and founder and chief catalyst of Day One Leadership. "Make Your Move" also featured a "Social Excellence Project" with Matt Matson, co-founder of Phired Up. Students were motivated and inspired.

USUAA Student Government endorsed and passed all of the student budgets for FY18, including Concert Board, KRUA, *The Northern Light*, and their own USUAA budgets. These will be sent forward to the UA Board of Regents for review at the May meeting.

Student Showcase selected 23 submissions to present at the April conference. Students attended an orientation and a number of UAA alumni are confirmed as conference judges.

### Recent & Upcoming Events:

- April 3–7: UAA Greek Week
- April 4: Municipality of Anchorage absentee voting in the Student Union
- April 4–5: USUAA Student Body Elections
- April 6–7: Student Showcase in Rasmuson Hall
- April 10–14: Commuter Student Appreciation Week
- April 21: Concert Board's Comedy Show with Ron Funches
- April 24–27 and April 30–May 3: Late Nights in the Student Union

### Student Outreach & Transition (SO&T)

SO&T staff attended the Alaska CAN Conference, March 23–24.

Mapworks hosted the Annual Faculty Appreciation Reception on March 30. Through a Mapworks survey, students identify faculty members who have helped them the most in their college success. Mapworks is pleased to honor the named faculty members and recognize them from their dedication to students.

## NWCCU Accreditation

### **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*

The draft self-study report was sent out in sections, with the full draft going out on March 31. Drafts were emailed to UAA faculty and staff lists and posted on the Self-Study website.

### **Timeline:**

- Self-Study Draft Open Forum, Friday, April 7<sup>th</sup>, 9:00-11:00 in LIB 307 and by distance [Register](#)
- Open Forum with Robert Stein, Friday, April 14<sup>th</sup>, Morning (*time TBA*), LIB 307 and by distance
- Fall Open Forum, Friday, September 8<sup>th</sup>
- Site Visit: TBA

Programs, handouts, and PowerPoints for each forum are available on the Self-Study website <https://www.uaa.alaska.edu/academics/office-of-academic-affairs/institutional-self-study/institutional-self-study-forums.cshtml>.

## Academic Policy

### **Fall 2017 Credit Hour Review**

In compliance with the credit hour policy (BOR P10.04.035), UAA sampled 90 sections across the colleges from the draft Fall 2016 schedule. Of the sampling of course sections, six were identified where the required minimum contact hours did not match the scheduled contact hours. Of those, 2 were scheduled in conjunction with a zero-credit lab, 1 included practicum/laboratory time or other off-campus components, 2 were rescheduled to add time, and 1 will update the curriculum to reflect current practice.

### **Academic Dispute Resolution Process: Faculty Training**

Deans and Campus Directors have identified a pool of trained faculty for the Academic Dispute Resolution Process committees in the coming academic year. These faculty members will attend a training on Friday, April 28<sup>th</sup>, 8:30-10:30 in LIB 307 and by distance. Anyone wishing to attend is welcome. Please RSVP to Academic Affairs at [uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu).

## Program Student Learning Outcomes Assessment

### Academic Assessment Repository

<https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>

The Academic Assessment Repository, which is located on Institutional Research's SharePoint site, has been updated to incorporate information about the Annual Academic Assessment Report, Annual Academic Assessment Survey, and Academic Assessment Plans.

Starting this year, the Annual Academic Assessment Survey is accessible through this central site. It is also where all academic program student learning outcomes assessment plans and annual reports are posted.

### Annual Academic Assessment Survey (Deadline June 15, 2017)

All programs, including those with suspended admissions, must complete the Annual Academic Assessment Survey, open **April 1- June 15, 2017**. Each program has a designated faculty member assigned to complete the survey. It captures information about faculty efforts around student learning and improvement and helps UAA to highlight these efforts.

### Annual Academic Assessment Report (Deadline September 15, 2017)

All active programs, i.e., not those with suspended admissions, must conduct annual academic assessment activities according to their assessment plan and submit an AY17 Annual Academic Assessment Report to their dean/community campus director by posting it to the Academic Assessment Repository site by September 15, 2017. (Note this deadline is earlier than usual to accommodate the NWCCU site visit.)

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.

### Programs delivered at more than one campus

Faculty members in programs delivered across multiple campuses are working together to develop common assessment plans and processes.

### General Education Workshop Series

Dan Kline, General Education Director continues the spring GER Assessment series.

Date	Time	Location	Title	Register
4/21	10:30-12:00	RH 303	GER Assessment Workshop 3: Rubric and Student Work <i>*Note the date, time, and location have changed*</i>	<a href="#">Register</a>
5/8 – 5/9	Times TBD	LIB 307	General Education Assessment Soiree	<a href="#">Register</a>

## Cyclical Academic Program Review

**2017 Academic Program Review Status:** The deans submitted their commendations and recommendations to OAA on March 1<sup>st</sup>. Programs were given two weeks to submit any responses to OAA.

## Specialized Program Accreditation

The **Construction Management AAS/BS** accreditation was renewed on the basis of their self-study and site visit earlier this academic year. Please join us in congratulating them!

The **Art BA/BFA** will host a visit in April.



**APRIL 2017**

## **INFORMATION UPDATE**

### **CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING**

- Our next **Think Tank of the spring semester** was co-hosted with **Environmental Studies and the Masters in Public Health program on March 2 from 1:00 am -2:15 pm** and featured the Alaska Food Policy Council with the question, “What does food security mean to you, and how should we strengthen the food system here?” Our last Think Tank of the year will partner with the **School of Social Work on April 6 from 11:30 am-12:45 pm** and feature Bean’s Cafe. All events are in LIB 307 and offer free pizza courtesy of Moose’s Tooth.
- **Our Community Engaged Scholar’s Writing Retreat March 9-12, featuring Dr. Patti Clayton as a workshop facilitator/consultant**, had 8 faculty attending from the UAA campus, Kenai Peninsula College and Kodiak College. Several of the faculty are working on submission to the Journal of Community Engagement & Scholarship as a special journal issue, and others on conference presentations, a book proposal, and articles for other journals. Those attending have formed a Faculty Learning Community of Community Engaged Scholars meeting weekly on Fridays 12-2 in LIB 211 L. For more information, contact Judy Owens-Manley at 786-4087.
- The **2017 Selkregg Community Engagement & Service Learning Award** is presented to **Lorna “Jamie” Elswick, Term Professor of Anatomy in the WWAMI School of Medical Education**. Elswick’s proposal, *Mobile Foot Clinic for Anchorage’s Homeless Population* will “bring together the resources, knowledge, and enthusiasm” of WWAMI, Nursing, Central Lutheran Church and other outreach partnerships to give basic foot, nail and wound care in mobile units. This initiative builds upon a CCEL mini-grant currently being implemented in Nursing by Michele Burdette-Taylor.
- Invited Faculty will participate in a May Faculty Intensive focused on UAA’s **Partnerships in Community Engagement** that are featured in the Partnership ePortfolio for accreditation. The May training will include community partners in the thematic areas identified by the partnerships, and deepen, broaden, and integrate the work we are doing in these areas together: Food Security; Healthy Communities; Youth and Education; Environment, Language & Culture; Social Justice; and Designing for Alaska.
- The **Community Engagement Forum will be held on Friday, April 21, from 2:00-4:30 pm in LIB 307**. Our Forum, a celebration of activities and partnerships throughout the year is from 2:00-3:00 pm with the poster forum from 3:00-4:30 pm. Posters represent faculty teaching, research, or creative activity in partnership with their Community-Engaged Student Assistants and community partners, and are completed by the CESAs with their faculty mentor. Please join us!

## CENTER FOR ADVANCING FACULTY EXCELLENCE

### CAFE Lunch and Learn sessions:

- **P and T Files by e-Portfolio**

CAFE partnered with AI&e for this session, which helped 14 faculty think strategically about gathering materials, structuring documents, and the evidence to include to demonstrate achievements in teaching, research, and service via electronic portfolios.

### Faculty Learning Communities:

- CAFE's second "**12 Weeks to Your Journal Article**" faculty learning community will conclude soon. 20 faculty benefitted from the readings and mutual support to work on scholarly writing projects of their choosing.
- The faculty learning community on **applying Universal Design Principles** in courses and to course materials concluded in February. Seven faculty made significant progress in ensuring that their courses are accessible at all students with the guidance and support of Disability Support Services Director Karen Andrews and Lara Madden of Academic Innovations and eLearning.

### Support for Promotion, Tenure and Retention:

- In conjunction with Faculty Services, CAFE offered its annual workshop for faculty on **Promotion and Tenure**. Led by Patty Linton and Marian Bruce, the session was attended by 20 faculty and addressed: the objectives of the evaluation process and expectations of faculty performance, information on file preparation, ideas about what to include and how to present materials, and insight into the review process based on the unions' CBAs and our current Faculty Evaluation Guidelines.
- CAFÉ also conducted the Lunch and Learn on electronic submission of Promotion and Tenure files shown above.

### Other programs and collaborations:

- On March 3<sup>rd</sup>, CAFE co-sponsored with the Honors College a talk by visiting behavioral neuroendocrinologist Dr. Emma Coddington of Willamette University entitled "**How Understanding our Brains can Improve Decision-Making, Collaboration and Cooperation in the Workplace;**" 19 faculty attended. Dr. Coddington explored the biological bases for decision making, impostor phenomenon, and mindset and considered how these thought processes and habits play out in our lives at work, particularly in academe. She offered practical strategies for developing a new understanding of our professional psyches and cultural scripts, as well as avenues for institutional change.
- At the request of the Provost, CAFE coordinated this year's final **Conversations with the Provost**. A highly productive discussion with **Community Campus Faculty** was held on March 23<sup>rd</sup>. Participants affiliated with four different locations expressed a strong interest in continuing these conversations in the coming months and years. While the Provost is working toward a larger sharing of information and themes from these sessions with the faculty community, it's worth noting that one of the biggest takeaways from this particular session was that faculty serving as the community campuses both appreciate (when it occurs) and want more connection with the faculty serving in their disciplines on the Anchorage campus.

## CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- CAFE is working with UAA's Residential Hall to help select the first Faculty-in-Residence for AY17-18. The criteria for applying for this new and innovative post will be released soon. Questions can be directed to Ryan Hill. The successful candidate will be selected by April 28.
- Mark your calendars for the annual **Faculty Development Celebration and Awards** event, which recognizes faculty development initiatives and contributors across the UAA system. This year, the event will take place on **Friday, April 7, from 11:30 am – 1pm in Library 307. Please join us!**
- CAFE's final **Faculty Networking Mixer** for the current academic year will be co-sponsored by the Faculty Senate Diversity Committee on April 21. Watch for more details as we get closer to the date. *Hope to see you there!*

## ACADEMIC INNOVATIONS & ELEARNING

### Professional Development:

- **eWolf ePortfolio Intensive:** May 11 & 12, 2017: Keynote [C. Edward Watson](#), AAC&U (see ePortfolio for details)
- UAA is partnering with **Online Learning Consortium (OLC)** to bring an eLearning Summit and **Collaboration** to campus. Save the date: August 21-22, 2017.
- We are working with UAS and UAF to plan another **iDesign Statewide** Instructional Design summit for August 2017.
- [EduPass: Course Design & Development](#) Certificate course available for faculty participation.
- Collaborative Project with CAFE: [Online UAA Teaching Academy Blog](#) available now, SU 2017 will be moving current teaching & learning and academic technologies tutorials and other information to this central easy to find and use location for faculty development, just in time learning opportunity

### Academic Technology

- We continue to work with Blackboard and OIT staff to move our historic inline grading data from the old system to the new. Blackboard has indicated this is take approximately 6 days in which inline grading will not be available. No date has been set.
- We are working with OIT and Blackboard to move the historical institutional Safe Assign repository to the new system. No date has been set.
- We are working to get the Blackboard/Digication (eWolf) integration in place as well. This continues to be delayed as the Blackboard consolidation is completing.



## ACADEMIC INNOVATIONS & ELEARNING

### Eportfolio

- Mark your calendars for the **May 11-12 eWolf Intensive!** The event will include Eddie Watson (Assoc. VP AAC&U) and Digication co-founders, Jeff Yan and Kelly Driscoll. See the AI&e [website](#) for more information.
- Nearing the completion of year two of **eWolf P&T** efforts, plans are underway for year three which will leverage lessons learned. This work is also helping to inform AAR conversations that Kenrick Mock is facilitating.
- We've added a number of **additional eWolf student coaches!** Check them out in room library room 210.
- Inspired by the NSS cultural identity portfolio work, CCEL is offering CEL A390 this spring. The class includes students and community members from CITC (ARISE program).
- eWolf is supporting efforts led by Student Affairs to explore partnering on a **federal GEAR-UP grant** with the Muni and ASD. Grant application is due mid-April.
- The recipients of MCC's 2017 Students of Excellence will be announced this Saturday (4/1). This is the second year that eWolf has supported this successful effort.
- Exploring possible business partnerships/models with Business Enterprise Institute staff.

### Robust Online Learning Grant

- Accessibility: working on an accessibility initiative to improve awareness and compliance with accessibility standards.
- Online master course shell development proceeding apace.
- **Course design and development project** beginning, to use course authoring tools and OER resources to develop low-cost, accessible high-impact course pack model for online and hybrid courses.

### Instructional Design

- UAA instructional designers from all campuses made a strong presence and contributed to excellent discussion during President Johnson's recent discussion on eLearning for Strategic Pathways.
- Increase in instructional design requests and complexity of design and development being done indicate that faculty members looking for design support beyond troubleshooting should consider submitting course or module requests with plenty of lead time.
- Hiring temporary ID2 to assist with projects until ID3 search is completed (first search failed).
- The **Quality Matters Alaska** system is now offering workshops systemwide, and UA campuses are collaborating in offering workshops. The System leadership is looking at options to best facilitate collaboration across the system for reviews and other QM-related activities.

## eLearning: Distance Student Services

- We have moved to full adoption of **RPNow**, an Online Testing Services solution, during the Spring 2017 semester. This service is available to all UAA eLearning faculty/courses, including extension sites.
  - During the months of January and February of the Spring semester, the service was deployed in thirty-five online courses and recorded four hundred and fifty-four completed sessions.
  - During this same time span, our campus staff administered 741 proctored assessments in our physical testing center located on campus.
- eLearning staff served as featured speakers for the **ACDLITE Annual Faculty eLearning Luncheon** on 2/17/2017. The topic presented on was Online Testing Services with RPNow, and was received with extremely high interest from faculty, included face-to-face faculty who are interested in potential services becoming available across the UAA system.
- eLearning/AI&e will be presenting **two Master Class sessions at the Online Learning Consortium (OLC) Innovate 2017** April 6th conference in New Orleans, LA. This presentation was at the request of Software Secure due to the successful adoption and rollout of the online testing services by eLearning staff.

## INSTITUTIONAL RESEARCH

### Institutional Research Data Roadshow:

- Data-driven decisions depend on reliable, accessible data. The Office of Institutional Research's SharePoint Site brings together into one access point a myriad of data. To help users understand the power of this tool IR is offering a two-hour training with **hands-on instruction with the SharePoint Site on Friday, April 21 from 1 to 3 p.m. in EIB 201**. Users will also have time to provide feedback on site and data available for UAA. Please RSVP to: Erin Holmes, [ejholmes@alaska.edu](mailto:ejholmes@alaska.edu) or 786-1544.



## **Office of Alaska Natives & Diversity**

**April 7, 2017**

### **Diversity and Inclusion Action Plan**

The DAIP team, Andre Thorn, Maria Williams and Robert Boeckmann, in collaboration with the Diversity Action Council are preparing final data collection including the qualtrics survey [http://uaa.co1.qualtrics.com/jfe/form/SV\\_eIJPdtfJgNr6fm5survey](http://uaa.co1.qualtrics.com/jfe/form/SV_eIJPdtfJgNr6fm5survey) . Next on the agenda is analyzing the data and drafting a preliminary report to present to the campus for feedback. After incorporating feedback, the plan will be presented to the Chancellor's cabinet in late June. The ongoing accreditation self-study includes the DAIP in Standards 3, 4 and 5.

### **National Coalition Building Institute (NCBI)**

The NCBI team led by steering committee, Kimberly Pace, Theresa Lyons, Patricia Fagan, and Diane Taylor, sponsored a modified one-hour version of Ups/Downs and Leadership Pairs for the Emerging Leaders Annual Student Conference on March 24.

### **Advisory Council for Alaska Native Education & Research**

The Advisory Council Community Partners subcommittee helped craft a survey to be distributed to students and alumni to ascertain the effectiveness of UAA's Native serving programs. This will be distributed in April.

### **Alaska Native Business Minor**

"Inside the Board Room of an Alaska Native Organization," the successful one credit Alaska Native Business Minor course taught by Sharon Lind will again be offered March 31, and April 7<sup>th</sup> 8- 5 Rasmuson Hall 136. The course includes a Chairman's panel of ANSCA Regional Chairs. It gives students hands-on experience with Alaska Native corporation board meetings.

### **Alaska Native Studies Conference**

The statewide Alaska Native Studies Council is hosting the annual Alaska Native Studies Conference "Sustaining Indigenous Livelihoods" April 7-9 on the UAF campus. The Alaska Native Studies Council has rotated hosting the conferences since 2012 when UAA hosted the inaugural event, and again hosted in 2015. Next year the conference moves to UAS.

### **First Alaskans Institute (FAI) and Institute of Social and Economic Institute (ISER)**

On March 30, FAI and ISER signed an MOA to promote and ensure a mutually beneficial working relationship between the two organizations. FAI and ISER have agreed to advance each other's mission through ongoing research and programmatic collaborations.

To: Faculty Senate

From: Carrie King, Arlene Schmuland, Cindy Knall, Utpal Dutta, Curriculum Handbook Work Group

Re: Curriculum Handbook Revisions

Date: March 31, 2017

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The revised curriculum handbook is being submitted to the UAA Faculty Senate in April 2017 as an informational item.

If you have any suggested edits, please forward to Carrie King ([cdking@alaska.edu](mailto:cdking@alaska.edu)) by April 25, 2017.

Faculty Senate will vote on the revised changes at the May 2017 meeting.

# UAA Curriculum Handbook

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## Section 1 – Introduction

### 1.1 Purpose of the Curriculum Handbook

This *Curriculum Handbook* describes the University of Alaska Anchorage's process for reviewing all curriculum. The *Curriculum Handbook* should be used in conjunction with Board of Regents academic policies and regulations (i.e., minimum number of credits required for a degree or certificate), academic policy in the UAA catalog (<https://catalog.uaa.alaska.edu/academicpoliciesprocesses/>), and accreditation requirements. The *Curriculum Handbook* is revised periodically to reflect policy and procedural changes.

### 1.2 Principles for Academic Review

- Excellence in teaching, learning, and research are at the core of the University of Alaska Anchorage (UAA) mission, goals and activities. The Undergraduate Academic Board (UAB) and the Graduate Academic Board (GAB) of the Faculty Senate are the principal peer review committees charged to initiate, develop, review and recommend curriculum and academic policies.
- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical evaluation for all curriculum.
- The work of the academic boards, including the college curriculum committees, is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

### 1.3 Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses or revisions to existing courses that will appear on the student's transcript with academic credit.
2. New degrees, program and certificates or revisions to existing degrees, programs and certificates.
3. New academic policies or revisions to existing academic policies.
4. Retaining any course that has not been offered at least once during the past 4 years (i.e., course on a purge list that the discipline informs the Undergraduate or Graduate Academic Board it intends to deliver. See section 2 for additional information).
5. Major revision\* to the academic content of a course or program such as
  - A. Additions, modifications or deletions of major subject areas.
  - B. Selection/admission procedures and standards related to academic programs and degrees.
  - C. Prerequisites, co-requisites, and registration restrictions.
  - D. Change in GER status.

*\*Major revisions are defined as anything that is not specified as a minor change. See section 2 for the definition of minor change.*

#### **1.4 Curriculum Review Board Evaluation Criteria**

Curriculum additions and changes are reviewed for content, impact on other curriculum at the department, college, and university level, and formatting. Curriculum additions and changes are also reviewed for alignment with the mission, goals, and values of the department, college, and university

Curriculum additions and changes are reviewed *de novo* as described in this *Curriculum Handbook*. Previous approval of changes does not guarantee future approval, as policies and contexts change over time.

Although additional issues and questions may arise during the process, in general, college level and university level boards consider the following issues during curriculum review.

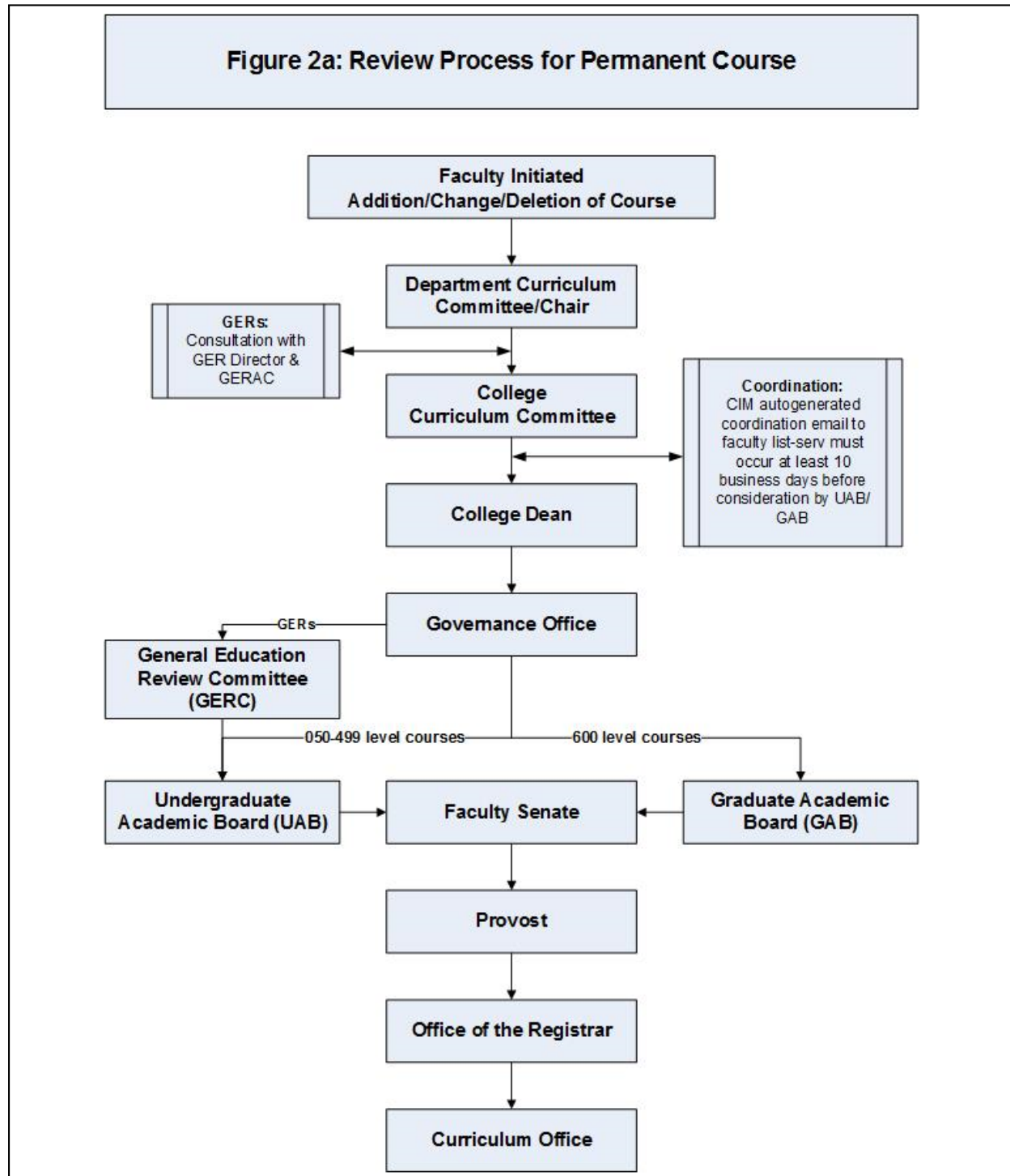
##### **1.4.1 Review of course proposals**

- A. Justification for the action
- B. Appropriate content, student learning outcomes, and evaluation methods
- C. College offering course is the appropriate academic unit
- D. Appropriate prerequisites for content and level
- E. Availability of prerequisites for course
- F. Frequency of scheduling of course
- G. Availability of resources including faculty, support staff, fiscal resources, facilities and equipment
- H. Justification for stacking or cross listing
- I. Duplication of content in courses is explained
- J. Documented coordination with the affected departments
- K. Accreditation or nationally accepted practice standards
- L. Rationale for requiring this course in a program
- M. Credit hours
- N. Ensuring student learning outcomes are attainable wherever offered and however delivered (distance delivery, mixed delivery modality, multiple sections of the same course, across sites)
- O. Effect of course on other electives/selectives, including content and scheduling
- P. Enhancement of a program by this course

##### **1.4.2 Review of program proposals**

- A. Justification for the action
- B. Program characteristics, requirements and program student learning outcomes
- C. Availability of resources including faculty, support staff, fiscal resources, facilities and equipment
- D. Increase in specialization within the major
- E. Coordination with appropriate departments, colleges and community campuses.
- F. Impact on other affected UAA programs and courses
- G. Duplication of an existing program is addressed.
- H. Frequency of course offerings for new programs
- I. If a new prefix is requested, the prefix must be approved prior to developing the curriculum
- J. All courses used in the creation or modification of a degree or certificate program must be current or submitted for review simultaneously with the program proposal.

## Section 2 - Curriculum Review Process for Courses



## 2.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All courses follow the review process presented in this section. Any new, changed or deleted course, wherever initiated within UAA, requires approval through the [Curriculum Inventory Management \(CIM\)](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) system, except as noted in section 2.6. The CIM system can be accessed at: <http://curric.uaa.alaska.edu/curriculum.php>.

This review process is depicted in Figures 2a and 2b for specific types of courses.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing courses with changes may not be implemented for a term once registration for that term has opened. After appropriate reviews are complete, the course appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved.

## 2.2 Review Process for Permanent Course

1. **Faculty Initiation:** New, changed and deleted courses must be initiated by faculty (except adjunct faculty) as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review (and following review by the General Education Review Committee, if applicable) to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

2. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
3. **GER Courses:** Following approval at the department level, consultation with the GER Director and General Education Requirement Advisory Committee (GREAC) is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/ GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties and the faculty listserv prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (UAB/GAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **General Education Review Committee (GERC):** GERs must be reviewed by the GERC prior to review by the UAB. This may be completed on the same day. GERC review will cover the items listed in section 2.4.
8. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** UAB and GAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the CIM system before UAA Faculty Senate takes action.

9. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
10. **Provost:** The Provost provides the final approval for all curricular actions at UAA.

## 2.3 Minor Changes

**Definition of a “minor change”:** Minor change are defined as changes that do not substantially affect the intent or content of courses. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the CIM system and the courses must be reviewed through UAB or GAB. For further assistance in determining whether or not a change is minor, consult with the UAB or GAB chair.

If the course has not been previously entered into CIM, all fields must be entered as in the existing approved course content guide (CCG). If entering the information from the CCG identifies additional changes that need to be made, the course proposal must go through the entire review process.

Minor changes include:

- Title change
- Course number change at the same level
- Grammatical change in course description
- Co-requisite or prerequisite changes that only affect the prefix department
- Fee change
- Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
- Updating the bibliography



The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office, the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

## **2.4 General Education Requirements (GER)**

Overview: GER courses are subject to the same processes, guidelines, and procedures as permanent courses as described in the preceding sections of this chapter. Additional information, requirements, guidelines, and procedures are noted here.

### **2.4.1 General Education and General Course Requirements**

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, and their student learning outcomes must be assessed. The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

General education courses tend to have broad subject matter. They are often taught by many different instructors on multiple campuses and/or through various modalities. In spite of this, instructors must ensure all relevant student learning outcomes are addressed and assessed, wherever offered and however delivered.

Faculty initiators should confer with the General Education Director and General Education Requirements Advisory Committee about the course prior to submission of the course (for addition OR revision) at the college-level of review.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. These are listed in the catalog under each category and within the CIM course template. All category outcomes and relevant GER Student Learning Outcomes should be addressed in the course (e.g. in course description, instructional goals, student learning outcomes, and/or course content outline).

The faculty initiator should consider and be prepared to answer questions, such as:

- How will the instructor convey the general education aspect of this course to the students?
- Do instructional goals tie back to relevant GER outcome(s)?
- How does this course fit with UAA's general education values?
- How does this course play a role in the assessment of general education as an institution?

- How will consistent delivery of general education outcomes be ensured among multiple instructors and venues?
- Will this course offering affect enrollment in other GER courses?
- What programs require this course and what effect will this change have on those programs? What comments or concerns have been raised by those programs about this change?

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 7 years.

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

Actions involving changes in GER are referred to the GERC. After GERC review and approval, the curriculum/policy change with GERC recommendations proceeds to a first reading at UAB.

#### GER course review process

- Faculty initiator prepares proposal within a program/department and coordinates with affected units.
- General Education Director and General Education Requirement Advisory Committee consultation.
- College curriculum committee review/approval.
- Dean review/approval.
- GER Committee of UAB review/approval.
- UAB review/approval
- Faculty Senate approval
- Administration (Office of Academic Affairs)

#### 2.4.2 Revision of or Request for GER Course

- GER courses are approved through the curriculum approval process outlined in section 2.2.
- GER changes should have a fall implementation date. To ensure approval is received in time, the faculty initiator should consult the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.
- Additional Considerations:
  - Inter-institutional coordination to facilitate transfer between campuses.
    - Courtesy coordination is recommended to determine potential transfer conflicts.
    - Check other campus' catalogs to see if they have a course with the same prefix and number.
    - If this is the case and the non-UAA course is not a GER, consider using a new, unused (at all institutions) course number if making this course a GER at UAA. The registrar's office can provide assistance with course number suggestions.
    - If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
  - Provides rationale for retaining or adding this course to the GER menu

- iii. Meets category definition from Board of Regents Regulation ([www.alaska.edu/bor/policy-regulations/](http://www.alaska.edu/bor/policy-regulations/))
- iv. The appropriate GER outcomes (category and institutional) must be selected within the CIM system and then justified through the course content guide.
  - o Fulfills appropriate institutional [GER student learning outcome\(s\)](#) These can be found at this web address:  
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>
- v. Addresses and assesses GER category student learning outcomes. Note: Each category heading is also a hyperlink to the catalog site listing category outcomes.  
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>  
[Oral communication skills](#)  
[Quantitative skills](#)  
[Written communication skills](#)  
[Fine arts](#)  
[Humanities](#)  
[Natural sciences](#)  
[Social sciences](#)  
[Integrative capstone](#)

NOTE:

- o Integrative capstone outcomes relevant to each course should be explicitly reflected in course-specific student learning outcomes. For example, *Integrate perspectives and experiences from previous major and GER course work to address challenges and issues associated with the project.*
- o Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

### 2.4.3 Revocation of General Education Requirement Designation and Deletion of a GER Course

A course's designation as an approved general education course may be revoked if the course is not updated through the curriculum approval process at least once every 10 years or if the department offering the course does not provide requested data for the current general education assessment process relevant to that course.

The revocation process will be initiated by the GERC. The GERC will notify the department of noncompliance with UAA general education policy (published in the Curriculum Handbook) and/or assessment procedures. After notification, the department will have the next academic year to come into compliance.

If compliance is not achieved by the end of the next academic year after notification of noncompliance, GERC will initiate revocation of GER designation and the curriculum process will then be followed. Faculty wishing to reinstate general education designation for a course must submit a new proposal.

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past two academic years. The Office of the Registrar will provide the purge list of GER courses to GERC and UAB each spring. Review of the GER list will be done annually by the GERC and UAB in the spring semester.

## **2.5 Purge List**

### **2.5.1 Non-GER Courses Purge List**

A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

### **2.5.2 GER Course Purge List**

A course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The Office of the Registrar will provide the list of GER courses to UAB each spring. Review of the GER list will be done annually by UAB in the spring semester.

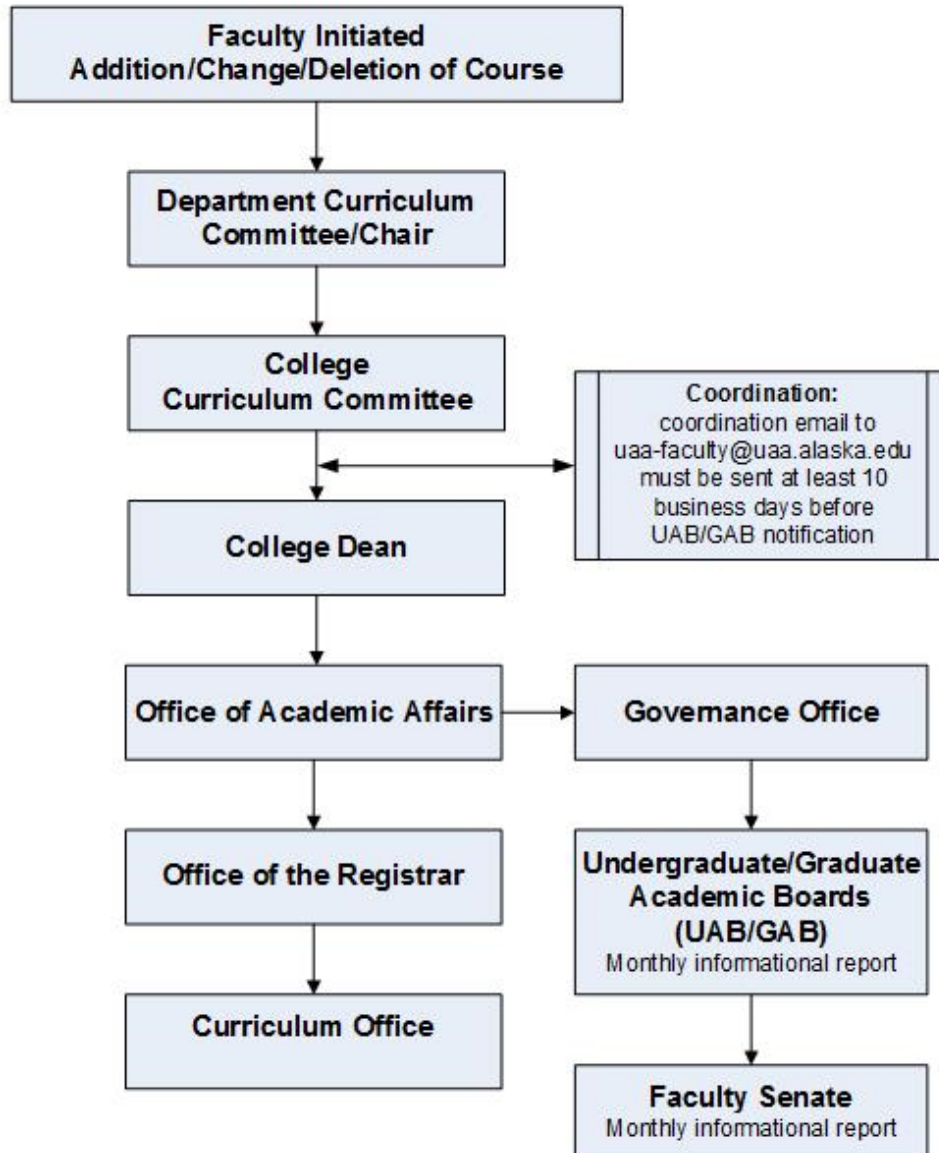
## **2.6 Curriculum Review Process for Noncredit (A001-A049), Continuing Education Unit (CEU) (AC001-AC049), Special Topic (-93s), Trial (-94s) and Professional Development (A500-A599) Courses**

These courses [non-credit, CEU, professional development, special topics courses (-93) and trial (experimental, -94)] are not entered into the CIM system. Paper-based forms are used instead. For the forms and more information on the completion of the forms, see the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.

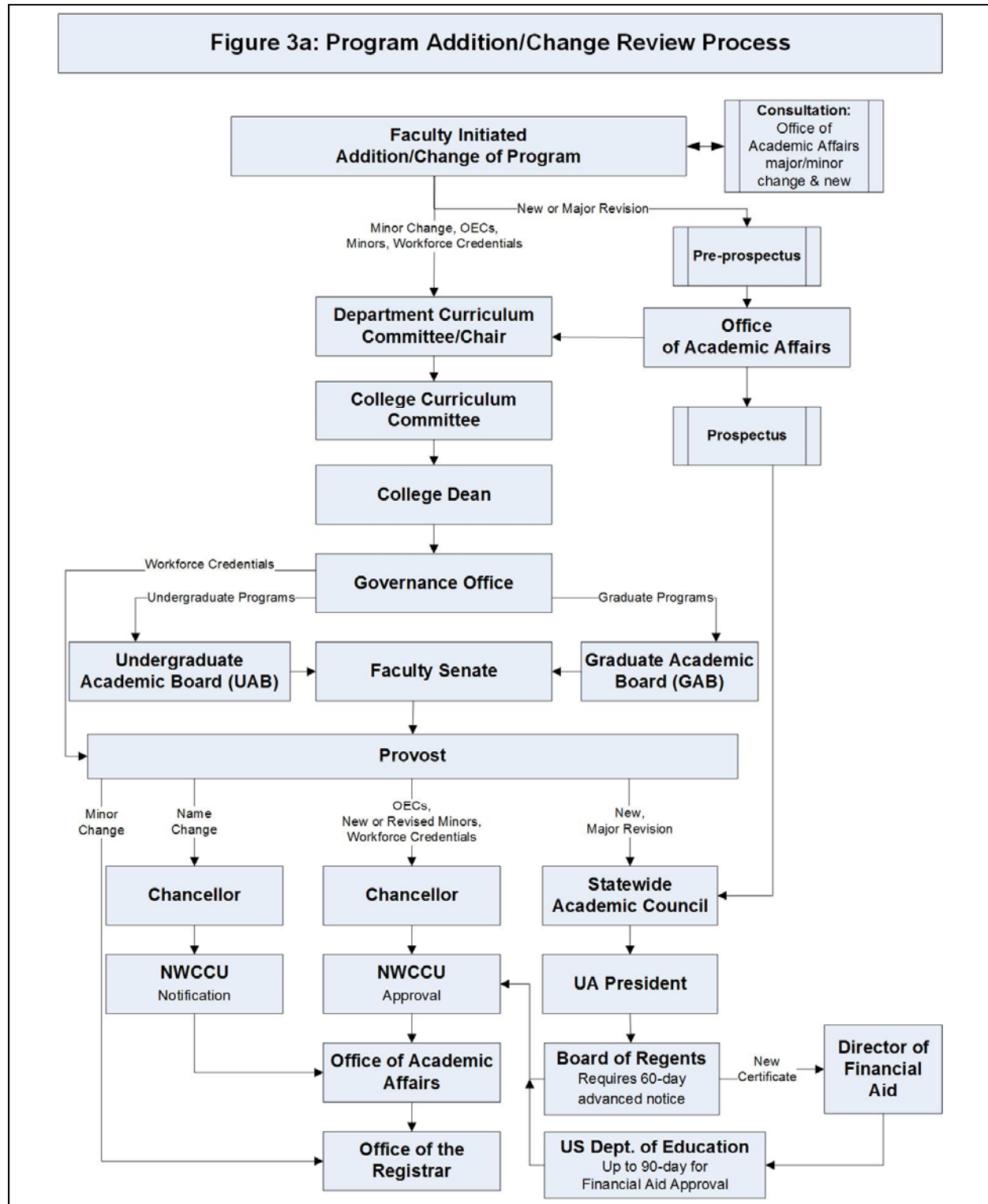
This review process is depicted in Figures 2b.

For definitions of the courses in this section, see the UAA catalog course numbering system: <https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/courseinformation/>.

**Figure 2b: Noncredit, CEU, Special Topic, Trial, and Professional Development Course Review Process**



## Section 3 - Curriculum Review Process for Programs



### 3.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All programs follow the review process presented in this section. Any new, changed or deleted program, wherever initiated within UAA, requires approval through the Program Management system, which can be accessed at: <https://nextcatalog.uaa.alaska.edu/programadmin/>.

This review process is depicted in Figures 3a, 3b, and 3c.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing programs with changes may not be implemented for a term once registration for that term has opened. New programs may have an implementation date of summer, fall, or spring. Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated in accordance with the dates posted on the curriculum website.

### 3.2 Program Review Process

1. **Faculty Initiation:** faculty (except adjunct faculty) as defined in the Faculty Senate Constitution must initiate new, changed and deleted programs. The faculty initiator may consult an adjunct faculty member who has expertise in the area.

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

2. **Consult with Office of Academic Affairs (for new programs only):** Approval of a pre-prospectus by OAA is required prior to submitting curriculum to the review process for a new program (catalog copy and courses). See the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml> for more information on the pre-prospectus. Contact information for OAA is also available on the curriculum website.

Once the pre-prospectus is approved, faculty may submit the program and course curriculum to the curricular process. Faculty must meet the posted deadlines, which are designed to allow time for Board of Regents review and approval, as well as the Northwest Commission on Colleges and Universities (NWCCU) process.

Additionally, once the pre-prospectus is approved, faculty will receive an expanded "full prospectus," which includes additional questions. OAA will work with the faculty initiator to develop the full prospectus and to complete the Board of Regents Program Action Request form. Ideally, by the time the curriculum is approved by the Faculty Senate, the full prospectus will be complete and ready for submission by the Provost to the Statewide Academic Council.

The University of Alaska Board of Regents Academic Policy, including the minimum number of credits required for a degree or certificate program, can be accessed at: <http://www.alaska.edu/bor/policy/10-04.pdf>.



3. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties and the faculty listserv prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (GAB/UAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** GAB and UAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the Program Management system before UAA Faculty Senate takes action.

8. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
9. **OAA/Provost:** The Provost provides the final approval for all curricular actions at UAA.
10. Refer to Figure 3a for the steps beyond OAA/Provost approval that are specific to the type of program review.



### 3.3 Minor Changes

**Definition of a “minor change”:** Minor change are defined as changes that do not substantially affect the intent or content of programs. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the Program Management system. I For further assistance in determining whether a change is minor, consult with the UAB or GAB chair.

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. If faculty initiators believe their program changes fall within the following categories, an explanation of that should be provided in the notes section of the program documentation:

- Contact information, location, and web address
- Career information
- Accreditation
- Research possibilities
- Advising
- Grammatical changes

The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office for transmittal to the Graduate School (as applicable), the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

### 3.4 Program Student Learning Outcomes

1. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
2. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the [Academic Assessment Handbook \(https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf\)](https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf).
3. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
4. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
5. A complete and valid Academic Assessment Plan must be emailed to the Academic Assessment Committee at [ayaac@uaa.alaska.edu](mailto:ayaac@uaa.alaska.edu) in accordance with the requirements of the Academic Assessment Handbook. ***Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plan; however, the Academic Assessment Plan must be complete, approved through the Dean, and submitted to [ayaac@uaa.alaska.edu](mailto:ayaac@uaa.alaska.edu) for review by the Academic Assessment Committee when a new program is submitted to the academic***

*boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.*

6. If this action requires notifying NWCCU, refer to their website at [www.nwccu.org](http://www.nwccu.org).

### **3.5 Career Readiness Workforce Credential**

Note: This type of program does not use the Program Management system.

The development of these programs must first be discussed with the Office of Academic Affairs.

Contact information for OAA is available on the [Provost's Office website](http://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)  
[https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost\\_office.cshtml](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml).

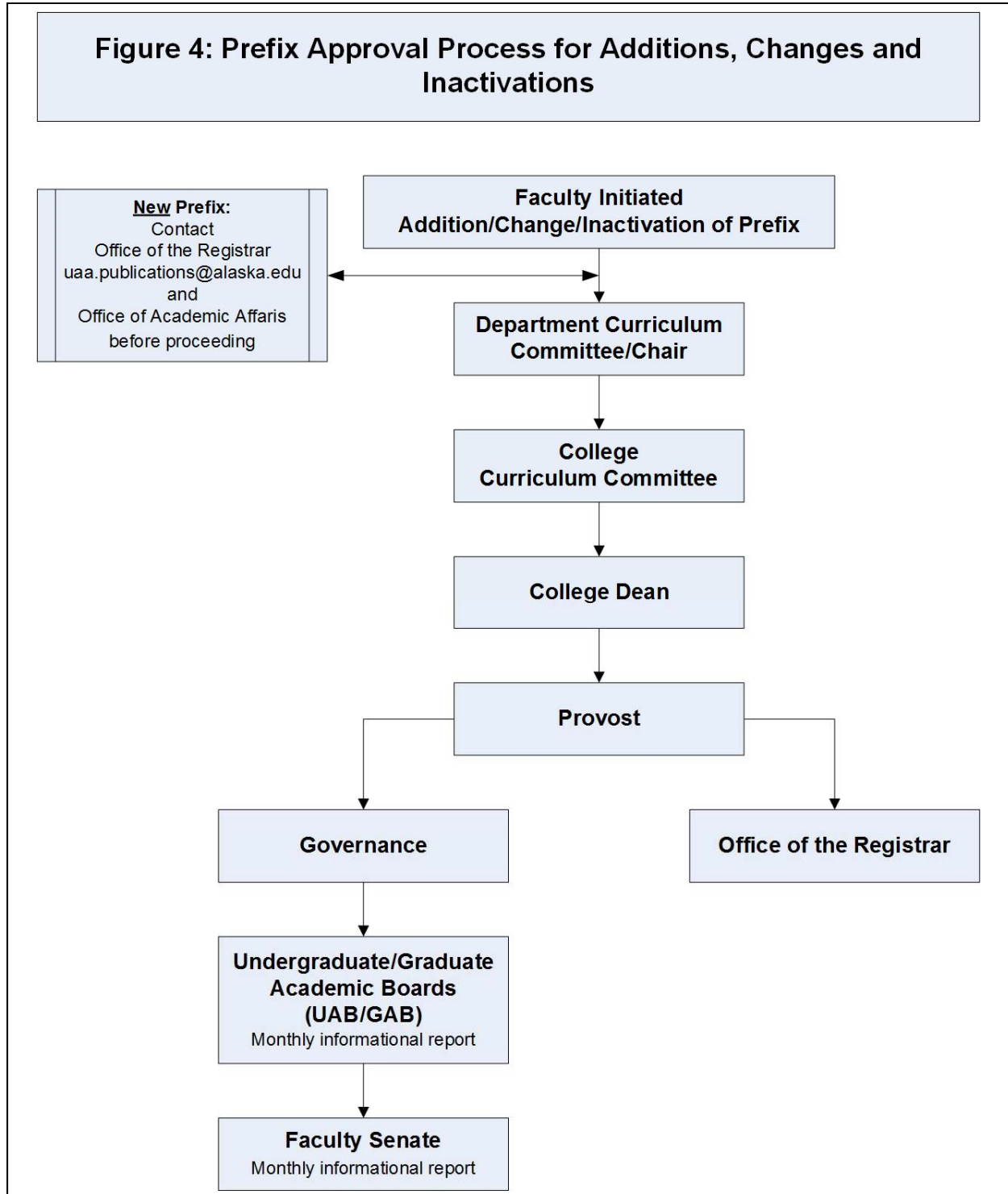
### **3.6 Academic Program Suspension of Admissions or Deletion**

A suspension of admissions or deletion of an existing program must be discussed with the Office of Academic Affairs. Contact information for OAA is also available on [Provost's Office website](http://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)  
[https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost\\_office.cshtml](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml).

Academic Program Suspension of Admissions or Deletion Guidelines are available at:  
[https://www.uaa.alaska.edu/academics/office-of-academic-affairs/\\_documents/guidance-for-suspension-5-11-15.pdf](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/_documents/guidance-for-suspension-5-11-15.pdf).

While suspension of admissions is a management decision, deactivation of a program are submitted by faculty through the Program Management system.

## Section 4 - Prefix Approval Process



#### 4.1 Addition, Change or Inactivation of a Prefix

The process for approval of a prefix addition, change or inactivation is depicted in Figure 4.

Example memo for a prefix addition:

To: Dr. Sam Gingerich, Provost and Executive Vice Chancellor of Academic Affairs

From: Dr. Khrys Duddleston, Curriculum Committee Chair, Dept. Biological Sciences

Khristyne  
Duddleston

[Through: Dr. Fred Rainey, Director, Dept. Biological Sciences

AND Dr. Karl Pfeiffer, Chair CAS Course and Curriculum Committee

AND Dr. John Stalvey, Dean, College of Arts and Sciences

Date: 30Nov15

RE: Creation of new prefix, MBIO

The Department of Biological Sciences hereby requests a new prefix, MBIO. We recently hired two faculty members in microbiology. The teaching and research interests of the two new faculty combined with those of existing microbiology faculty (three) form a Microbiology Core within the department, similar to existing cores (e.g. physiology, cell and molecular biology). We are creating several new upper division courses in microbiology that will be part of a larger curriculum package adding a Microbiological Sciences option to our BS in Biological Sciences degree. Although we anticipate creating a new BS degree in Microbiological Sciences in the future, we are moving forward with an option within our existing degree program at this time.

The Dept. of Biological Sciences is beginning to run low on available upper division numbers under the BIOL prefix. Additionally, and perhaps more importantly, we have a numbering strategy within the department in which similar courses are grouped together by number. For example, most of our physiology courses are in the "teens" (413, 414, 415 etc.). Microbiology, like biology, is a broad science with many sub-disciplines (e.g., microbial genetics, microbial physiology, microbial pathogenesis etc.). As we embark on an expansion of our microbiology offerings, and in anticipation of growth in that area in the future, we feel it is important to create a new prefix, MBIO, for these courses. Although there are currently enough BIOL numbers available for the curriculum package we wish to submit now, creating a new prefix will a) allow us to group courses in microbiological sub-disciplines similarly to how we group them in biology, b) provide room for future growth in the microbiology curriculum and c) avoid consuming the few remaining numbers in BIOL which would limit available numbers for future changes in BIOL course offerings.

Date of coordination email to faculty listserve: 30Nov15

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## Section 5 –Further Resources

University of Alaska Board of Regents academic policy (see part 10): <http://alaska.edu/bor/policy-regulations/>

UAA curriculum landing page (curriculum and program management system): <http://curric.uaa.alaska.edu/curriculum.php>

Annual deadlines: <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/>

Office of Academic Affairs:  
<https://www.uaa.alaska.edu/academics/office-of-academic-affairs/>

Governance Office, Undergraduate and Graduate Academic Boards, Faculty Senate, GER Committee information:  
<http://uaa.alaska.edu/governance>

Academic Assessment Committee and plans information:  
<https://www.uaa.alaska.edu/about/governance/academic-assessment-committee>

Distance Education Handbook:  
[https://docs.google.com/document/d/1qbK9gik0ZlVVb9X7cSf3AarJ\\_gucYVc8sQeG5PVvhc/edit?usp=sharing](https://docs.google.com/document/d/1qbK9gik0ZlVVb9X7cSf3AarJ_gucYVc8sQeG5PVvhc/edit?usp=sharing)

Writing Objectives with Bloom's Taxonomy:  
University of North Carolina Charlotte, The Center for Teaching and Learning  
<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>

# Academic Rights of Students

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The university has the responsibility of providing a program of high-quality education in keeping with its financial resources; students have protection through campus-specific procedures against arbitrary or capricious academic evaluation. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are responsible for the proper completion of their academic program, for familiarity with all requirements of the university catalog and for maintaining an acceptable grade point average for degree requirements. Students have the right to be informed at the beginning of each term of the nature of the course, course expectations, evaluation standards and the grading system.

## Academic Honesty

Academic integrity is a basic principle that requires students to take credit only for ideas and efforts that are their own. Cheating, plagiarism and other forms of academic dishonesty are defined as the submission of materials in assignments, exams or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. Academic dishonesty is further defined in the Student Code of Conduct (<http://catalog.uaa.alaska.edu/academicpoliciesprocesses/studentfreedomrightsandresponsibilities/studentjudicialreview>). In addition to any adverse academic action, which may result from engaging in academically dishonest behavior, the university specifically reserves the right to address and sanction the conduct involved through the student judicial review procedures outlined in the UAA Fact Finder/ Student Handbook (<http://www.uaa.alaska.edu/studentaffairs/fact-finder.cfm>).

## Academic Dispute Resolution Procedure

Challenges to academic decisions or actions of the faculty or academic administration will be reviewed according to the procedure that implements the UA Board of Regents Policy (<http://www.alaska.edu/bor/policy-regulations>) 09.03.02 and its University Regulation on Student Dispute Resolution: Review of Academic Decisions or Actions. Appropriate issues for this procedure include such things as alleged grading error or arbitrary and capricious assignment of final grades or dismissal from or denial of admission to an academic program based upon academic considerations. Academic decisions based on alleged violations of the Student Code of Conduct will not be reviewed under this procedure until the completion of a judicial review (link to the Student Code of Conduct). Academic decisions allegedly based on discrimination will not be reviewed under this procedure until the completion of the appropriate university investigation. (Link to Student Grievance procedure in Student Handbook.)

## Definitions

**Academic Decision Review Committee** - An academic decision review committee is an ad hoc committee to formally review a

contested final grade assignment, dismissal from or denial of admission to an academic program based upon academic considerations, or other academic decision. The committee will be composed of three faculty members, one of whom must be from outside the college/community campus delivering the course or program, a non-voting committee chair who may be a faculty member, and a non-voting student representative. To be eligible, the non-voting student representative must be currently enrolled in at least three credits, in good disciplinary standing, and have a cumulative grade point average of 3.0 or higher. The dean of the college/community campus director or designee will appoint committee members. If the academic decision being challenged is for a graduate course or program, the faculty appointed will be from those departments with graduate programs. The student committee member will be a graduate student.

**Dean/Community Campus Director** - The dean is the administrative head of the college offering the course or program from which the academic decision or action arises. For students at community campuses, the director of the community campus may substitute for the dean in the case that the relevant course or program is delivered by that community campus.

**Arbitrary or Capricious Academic Decision** -- An academic decision is "arbitrary or capricious" when: 1) it is not based on academic factors or criteria or accepted standards of the discipline or profession; 2) standards are not equally or fairly applied to students in relevantly similar situations; and 3) there is a substantial, unreasonable, or unannounced departure from articulated standards and criteria.

**Arbitrary or Capricious Grading** - An academic final grading decision is "arbitrary or capricious" when: 1) the assignment of a final course grade is on a basis other than academic performance in the course; 2) the instructor uses standards different from those applied to other students in the same section of the course; or 3) there is a substantial, unreasonable and/or unannounced departure from the course instructor's previously articulated standards or criteria (see also Grading Error).

**Class Day** - As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

**Final Grade** - The final grade is the grade assigned for a course upon its completion.

**Grading Error** - A grading error is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade (see also Arbitrary and Capricious Grading).

**Next Regular Semester** - The next regular semester is the fall or spring semester following the semester in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.



## Procedures for Resolving Disputes Regarding Final Grade Assignment

Students may request a review of a final grade assignment on the basis of alleged grading error or arbitrary and capricious grading. Grades assigned prior to the final grade received in a course are not subject to review under this procedure. Only the course instructor or an academic decision review committee may authorize a change in the assignment of a final grade. Because grades can affect such things as a student's eligibility for continued financial aid, students should check their final grades and initiate a review, where desired, as soon as possible. The time schedule outlined in this procedure stipulates maximum time periods within which to complete stages of the review. However, permission for extensions of time may be granted, in writing, by the dean/community campus director or designee.

Each college and community campus has designated an individual to explain the review process to students. The names and contact information for these individuals are posted on the college/community campus website. Students are encouraged to reach out to these individuals for assistance.

### Informal Procedure for Academic Disputes Regarding Final Grade Assignment

Students will be expected to first request an informal resolution of the final grade assignment with the course instructor or department chair/academic leader. The process must be initiated by the fifteenth class day of the next regular semester at UAA. The instructor or department chair/academic leader must respond to the request within five class days of receipt.

If the course instructor's decision is to change the final grade, the instructor must promptly initiate the process. If the instructor does not change the grade and the student's concerns remain unresolved, the student should notify the department chair/academic leader responsible for the course within five class days. Within five class days of such notification, the department chair/academic leader must either effect resolution of the issue with the instructor or inform the student of the process for formally appealing the final grade assignment.

If the course instructor is no longer an employee of the university or is otherwise unavailable, the student must notify the department chair/academic leader by the fifteenth class day of the next regular semester. Within five class days of notification by the student, the department chair/academic leader must either effect resolution of the issue through contact with the course instructor or inform the student of the process for formally appealing the final grade assignment.

### Formal Procedure for Academic Disputes Regarding Final Grade Assignment

If the student's concern remains unresolved through the informal procedures above, the student may request a formal review of the final course grade assignment. A student formally requesting a review of a final grade assignment must submit a completed and signed Final Grade Assignment Formal Review Request form to the dean/community

campus director or designee, indicating the basis for requesting a change of grade and providing the supporting documentation. The formal review request form must be filed by the twentieth class day of the next regular semester or within five class days of receipt of notification of the process for filing a formal review by the department chair/academic leader after completion of any informal review. The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee. The dean/campus director or designee will convene an academic decision review committee.

Having established that informal procedures have been followed, the dean/community campus director or designee will convene an academic decision review committee and forward to it the completed and signed Final Grade Assignment Formal Review Request form and associated documentation from the student. The committee chair will convene the committee within ten class days of receipt of the student's written request for review. The committee will first consider whether the facts submitted by the student warrant a formal final course grade review meeting.

The committee may dismiss the student request for a formal review without conducting a formal Final Course Grade Review Meeting if (1) the request for formal review falls outside the required deadlines; (2) this is not the first request for formal review of this issue; or (3) the facts as presented clearly do not constitute a case of arbitrary or capricious grading or grading error. The determination to dismiss the student request without moving to a Formal Review Meeting will be provided in writing to the student, the course instructor, and the dean or community campus director. This decision will constitute the final decision of the university. The committee's decision will be provided in writing by the committee chair to the student, the course instructor, the department chair/academic leader, and the dean/community campus director.

If the Committee determines that the facts as presented might constitute arbitrary or capricious grading or grading error, the Review Committee will proceed to a Final Course Grade Review Meeting. The student and the course instructor must be notified in writing at least three class days in advance of the time and place the request will be considered and of the process to be followed.

### Academic Decision Formal Review Meeting

If the academic decision review committee determines that 1) the request meets required deadlines (or extension has been granted); 2) the request is the first request for formal review of this issue; and 3) the facts as presented might constitute arbitrary or capricious grading or a grading error, the committee will proceed to a formal meeting. The committee will consider information provided by the student, the course instructor, and others as it sees fit. Both the student and the instructor will have an opportunity to present the facts as they understand them.

Formal review meetings will ordinarily be scheduled between 5 and 10 days after the Academic Decision Review Committee determines that a formal review is warranted. Academic dispute meetings will normally

be closed. Requests for an open proceeding must be made by a party to the committee chair prior to the start of the meeting. Such requests will be granted to the extent allowed by law unless the committee chair determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors.

The university cannot guarantee confidentiality, however, as a reasonable effort to preserve the legitimate privacy interests of the persons involved, all participants in the proceedings will be expected to maintain confidentiality.

A party may choose a representative to be present at all times during the proceedings. However, the representative may not speak on behalf of the party. The committee may direct that witnesses, but not the parties or their representatives, be excluded from the meeting except during their testimony. Should the student or instructor fail to appear at the formal review meeting, the meeting may proceed in their absence. The student or instructor may submit a written statement, if they cannot attend the meeting.

The deliberations of the committee will be closed to the public, the parties, and their representatives.

## Academic Decision Review Committee Decisions

The academic decision review committee proceedings will result in one of the following determinations:

- the request for a grade change is denied;
- the request for a grade change is upheld and the committee requests the course instructor to change the grade and the course instructor changes the grade; or
- the request for a grade change is upheld and the course instructor is either unavailable to change the grade or refuses to do so. The committee directs the dean/campus director or designee to initiate the process to change the grade to that specified by the review committee.

The decision of the review committee constitutes the final decision of the university. The committee chair will provide the decision in writing to the student, the course instructor, the department chair/academic leader and the dean/campus director. The meeting will be recorded and the committee chair will be responsible for the preparation of a written record of the meeting and will submit it to the dean/campus director. The dean/campus director will file the decision letter and record of the meeting with the office of the provost.

Unless an extension has been granted by the dean/campus director or designee, disputes concerning final grades must be completed by the end of the next regular semester following the assignment of the grade.

## Procedures for Resolving Disputes Regarding Denial of Admission to or Dismissal from a Program of Study for Academic Reasons

Student may challenge a denial of admissions to, or dismissal from, a program of study on the basis that the decision was arbitrary or capricious. Students will be expected to first request an informal resolution regarding denial of admission to or dismissal from a program of study for academic reasons. The process must be initiated by the fifteenth class day after receipt of the decision to deny admission to or dismiss from a program for academic reasons. The department chair/academic leader must respond to the request within five class days of receipt.

If the student's concern remains unresolved through the informal procedures above, the student may request a formal review of a denial of admission to or dismissal from a program for academic reasons. The student must provide the dean/community campus director or designee a signed, written request for a formal review, indicating the basis for requesting a review. The request must be filed by the twentieth class day after receipt of the decision to deny admission to or dismiss from a program for academic reasons, or within five class days of receipt of notification of the process for filing a formal review by the department chair/academic leaders after completion of any informal review. The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee.

Formal reviews and hearings of academic decisions regarding denial of admission to or dismissal from a program for academic reasons will be conducted by an academic decision review committee. The committee will consider information provided by the student, the department chair/program head and others as it sees fit. The process will follow the same timelines and procedures for academic disputes regarding final grade assignment with the following exceptions:

1. The chair will submit the written findings and recommendations of the academic decision review committee along with the written record of the meeting to the dean/campus director or designee for his/her consideration. At the same time a copy of the findings and recommendations will be provided to the student.
2. The student will be given an opportunity to comment on the findings and recommendations of the committee. The student must submit written comments to the dean/campus director or designee within seven class days of the day the committee findings and recommendations are sent to the student.
3. The dean/campus director or designee will review the written findings and recommendations of the academic decision review committee, the record of the hearing and any written comments submitted by the student and make a decision. The dean/campus director or designee's decision will constitute the final decision of the university on the matter and will be provided, in writing, to the student, the department chair/academic leader and the committee. The dean/campus director will file the decision letter and record of the meeting with the office of the provost.
4. The provost will make the final decision of the university on the matter if the dean/campus director or designee is the person who



made the academic decision under review. Unless an extension has been granted by the dean/campus director or designee, final decisions must be completed by the end of the next regular semester following the date of the denial of admission to or dismissal from a program for academic reasons.

## **Other Academic Decisions**

Students with concerns relating to other academic decisions should refer to the dean/campus director of the academic unit that delivers the course or program.

Disputes regarding decisions associated with appropriate academic adjustments and programmatic accommodation for students with disabilities will be reviewed according to procedures set forth in University Regulation 09.06.00 (<http://www.alaska.edu/bor/policy/09-06.pdf>) Services for Students with Disabilities.

## **Eligibility for Services Pending Final Decision in the Academic Decision Review Process**

During the review of an academic action or decision by the university, the action or decision being contested will remain in effect until the dispute is resolved. Should an academic action or decision affect the student's eligibility for financial aid, housing, or other university service, the student will be informed of the steps to be taken that may maintain or reinstate the affected service. The student will be responsible for initiating any necessary actions or procedures.